

Tikrit University

Collage of Education for Humanities

English Department



Adult Education

Second Year

**Designing English Language Courses for
Adult Learners (1)**

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Designing English Language Courses for Adult Learners

1. Identify Your Learners (who are you teaching?)

Before designing any lesson, you must know who your learners are. Adults are different from children: they have experience, limited time, clear goals and practical interests.

If you skip this step, everything else will be random and fail.

Questions to answer:

1. How old are they? (e.g., 25–40 office employees, or 30–50 housewives)
2. What is their English level? (Beginner, Elementary, Pre-Intermediate)
3. Why do they need English? (Work, travel, study, personal skills)
4. What are their main difficulties? (Weak speaking, limited vocabulary, listening problems)
5. How much time can they study per week?

Practical Example:

Learners: Office employees

Level: Elementary

Need English for: Writing short emails and attending meetings

Problems: Weak speaking + limited vocabulary

Time available: 2 hours per week

Result: You now have a clear picture of who you are designing for.

2. Define Clear Course Goals (What should they be able to do?)

Goals are what the students should be able to do at the end of the course.

Very important: Goals must be specific and measurable.

Avoid vague goals like improve English

Practical Example:

By the end of the course, students will be able to:

- 1.Introduce themselves confidently in a meeting.
- 2.Write a short formal email (120 words).
- 3.Understand and use 20 essential workplace vocabulary words.

3.Assessing Learner Needs & Context

Gather information on proficiency learning styles, work demands, cultural background and barriers (time, transport childcare). Use interviews, quick placement tasks and .questionnaires

Note: research indicates gaps in access— e.g., many refugees face barriers to lessons despite strong motivation Language assessment: functional tasks over grammar-only tests Context scan: technology access schedules, community resources

Adult Education Needs Analysis Questionnaire

Instructions for Students: Please answer the following questions honestly. Your .answers will help us design a course that fits your needs and goals

Part one: Personal Information

- 1.Name: _____
- 2.Age: _____
- 3.Occupation: _____
- 4.Previous English experience (years of study, courses, etc)

Part Two: Learning Goals

- 5.Why do you want to learn English? (Check all that apply)

6. What are the most important skills you want to improve?

(Rank 1–4, 1 = most important)

___ Speaking

___ Listening

___ Reading

___ Writing

7. Are there specific situations where you need English? (e.g., meetings, emails, travel, social)

Part Three: Learning Preferences

8. How many hours per week can you dedicate to learning English?

9. What type of learning do you prefer?

10. What helps you learn best? (Check all that apply)

Part Four: Challenges

11. What are your main difficulties with English? (Check all that apply)

12. Do you have any other concerns or needs we should know about?

Thank you for completing this questionnaire! Your answers are valuable and will help us design a course that meets your learning goals.

4. Analyzing the Results

Step One: Collect all responses

Gather all the filled questionnaires If you have a small class (e.g., 10–20 learners), you can analyze manually If larger, consider Excel or Google Sheets.

Step Two: Categorize the answers

A. Personal info: Age, occupation, previous experience → helps you group learners with similar backgrounds

Example: 6 office employees, 4 housewives → plan activities suitable for both

B. Learning goals: Count how many chose each reason for learning English.

Example: 7 want English for work, 3 for travel → prioritize workplace language

Look at skill priorities (Speaking, Listening, Reading, Writing) → rank your course focus.

C. Situational needs: Identify common situations learners face (meetings, emails, travel) These tell you what realistic tasks to include in lessons.

Step Three: Analyze learning preferences Count preferred learning methods (individual, group, online) Note which tools help them learn best (activities, videos, reading, listening)

Use this info to choose teaching methods

Example: If 80% prefer practice activities, most lessons should be hands-on rather than theory

Step Four: Analyze challenges Count which difficulties are most common (speaking, listening, grammar, etc.). Focus lessons on the most frequent problems

Example: If 9/10 struggle with speaking, include conversation drills and role-plays in every lesson.

Step Five: Identify extra needs

Read open-ended answers carefully.

Note unusual or specific requests (e.g., <learn email writing for government jobs=> →these can become special activities.

Step Six: Summarize

Create a simple table or chart for quick reference

Skill / Need	Frequency	Priority for Course
Speaking	9	High
Listening	6	Medium
Writing	5	Medium
Grammar	3	Low

Use the numbers to decide lesson topics, activities, and time allocation.