



LECTURE 14

UNDERSTANDING STUDENTS NEEDS

ENGLISH FOR MATHEMATICS

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A wooden easel stands on the left side of the frame, holding a white rectangular sign. The sign has the word "REVIEW" written in a black, serif, all-caps font. The background is white with faint, thin, brown lines forming a geometric pattern of overlapping rectangles.

REVIEW

Passive in the Past

to stress the effect of an action that happened in the past.

Passive with Modals

As with other passive constructions, the emphasis changes to the object that receives the action.

Passive Voice in Future

- to stress the effect of an action that will happen in the future, rather than the cause of that action.
- usually formed with '*will*' rather than '*going to*'.

Use the passive voice in your report with these points in mind:

You want to focus on the action/ result/ effect.

Brainstorming



“Why is understanding students' needs important in a tutoring business?”

- As a professional tutoring center, it is beneficial to collect feedback from your stakeholders (students, parents, other users).
- Distributing regular survey is recommended.
- You can use the feedbacks to improve your tutoring center.
- Despite the importance of overall result of your survey, individual (each) student's testimonial is also an important point to consider.

Brainstorming

- What kinds of feedback might students give about a class?



“The tutors are helpful.
They helped me cope with my
difficulties in algebra and provided
regular feedback. I love SmartSteps!”

-8th grade algebra student



positive feedback

- What if students give negative feedback?

Brainstorming



"Well, I enjoy the games in class, but sometimes the instructions are not clear."



"How's your class going?"

- Negative feedback should not be seen as a failure, but as an opportunity to grow.
- Listening to all types of feedback (including the critical ones) shows professionalism and helps improve the quality of your services.

Understanding Students Needs

Tailoring lessons to fit students' strengths and weaknesses makes learning more effective and engaging

Personalize learning

Improve student outcomes

When tutors address specific challenges, students are more likely to progress and succeed.

Increase satisfaction and retention

Build trust and reputation


Showing that you care about students' individual needs enhances your credibility and professionalism.

Satisfied students (and parents) are more likely to continue with the program and recommend it to others.

Design better programs

Understanding needs helps you create targeted classes, materials, and schedules that truly meet demand.



A wooden easel with a sign that says "Reading & Writing". The sign is white with black text. The easel is made of light-colored wood and has a small wooden clip at the top. The background is white with faint, thin brown lines forming a grid.

Reading
&
Writing

Reading



“Well, I enjoy the games in class, but sometimes the instructions are not clear”

clearer instructions



“How’s your class going?”

- What do you think of the student’s feedback? What does he need?
- Find the keywords from the feedback/ testimonial.

Reading

- Responding to feedback, you need to be specific of what the needs.
- Here are useful steps to do so:

Use your reading skill!
😊

1. Read and Understand the Feedback

1. Focus on **what is being said** and **why**.
2. Identify whether the feedback is:
 - About **content difficulty**
 - About **pace or delivery**
 - About **materials or resources**
 - About **emotional needs or comfort**

Key strategy:
Underline or highlight **problem words/phrases** (e.g., “too fast,” “confusing,” “not enough...”)



Reading

Think critically! 😊

2. Identify the Core Problem/ Need

- What is the **main concern or challenge** the student is expressing?
- Categorize the concerns/ challenges if needed

academic,
instructional,
emotional, etc.



Reading

3. Provide the Antithesis as a Solution

- Create a **specific and targeted response** that addresses the *opposite* of the issue, which becomes the proposed solution.
- Use **modals, future forms, passive voice, or reported speech** to sound more professional and action-oriented.



Feedback	Identified Problem/ Need	Antithesis
"The pace is too fast."	Speed of delivery	The pace will be adjusted to allow more time for understanding.
"The games are fun, but I don't understand the instructions."	Clarity of instructions	Instructions will be simplified and explained step-by step.

Exercise

- You have collected the survey result and found some feedbacks from the students.
- Take some time to read the feedbacks and try to identify what the students need.

Umbu says: "There are not enough examples for practice."

Rambu says: "We don't get enough time to solve problems during class."

Dorus says: "It's hard to focus when the class is noisy."

Bunga says: "I couldn't understand the explanation of algebra."


Lilo says: "It's hard to hear the teacher from the back of the room."

Stitch says: "We need more feedback on our homework."

Discussion

- What do the students need?

1. Umbu says: "There are **not enough examples for practice.**"

 Problem/ Need: lack of examples

Recommendation: More practice examples will be added to each lesson.

2. Rambu says: "We **don't get enough time to solve problems during class.**"

 Problem/ Need: lack of time

Recommendation: Additional problem-solving time will be allocated during each session.

Discussion

- What do the students need?

3. Dorus says: "It's hard to focus when the class is noisy."

Problem/ Need: The learning environment is not quiet enough.

Recommendation: A quieter learning environment will be maintained to support student concentration.

4. Bunga says: "I couldn't understand the explanation of algebra."

The student struggled with the explanation or delivery.

Recommendation: A clearer explanation of algebra topics will be provided in the next class.

Discussion

- What do the students need?

5. Lilo says: "It's hard to hear the teacher from the back of the room."

Problem/ Need: Classroom setup or voice projection.

Recommendation: Seating arrangements and audio delivery will be adjusted to ensure clarity.

6. Stitch says: "We need more feedback on our homework."

Problem/ Need: more regular and helpful feedback.

Recommendation: Homework feedback will be given more frequently and in greater detail.

Discussion

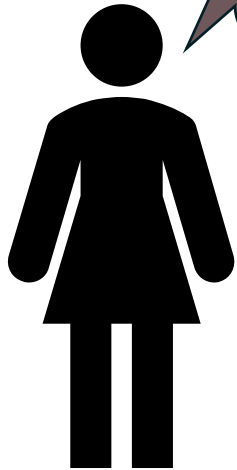
- You're a tutor or a manager. How do you share what your students have said with your team or with parents?
- We don't always quote students word-for-word in a business or professional context.
- Instead, we use reported/ indirect speech to summarize and communicate what students have expressed — professionally and clearly.



Reported
Speech

Reported Speech

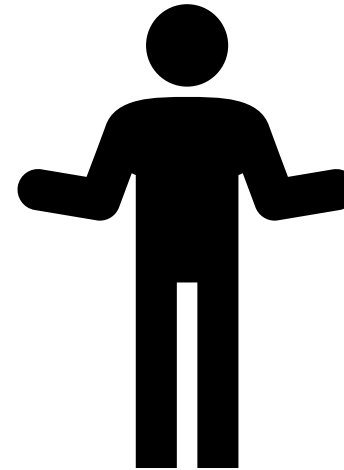
"I enjoyed Ms. Pretty's class last semester."



Bunga

" I said, I enjoyed Ms. Pretty's class last semester."

"Sorry, I didn't hear you.
What did you say?"

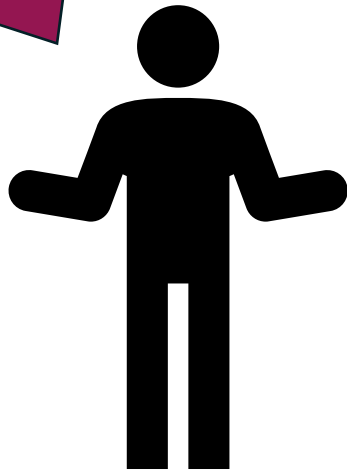


Dorus

Reported Speech

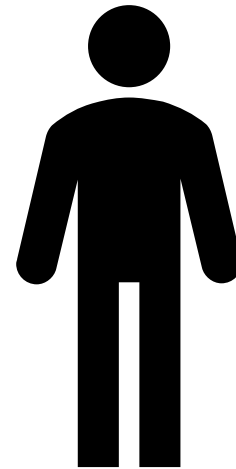
Yesterday, the tutor said: "Some students did not pass the exams. So remedial class is offered."

"I didn't hear what the teacher said yesterday. What did he say?"



Umbu

The tutor said that some students had not passed the exams. So remedial class is offered.



Dorus

Reported Speech

- Reported/ indirect speech is often used to describe what someone said at an earlier point in time.
- No quotation marks are used in reported speech.
(Azar & Hagen, 2009; Hall & Barduhn, 2016).
- Indirect speech allows us to maintain politeness, conflict avoidance, and diplomacy in communication.
- It helps in summarizing or paraphrasing information and eases us to communicate complex thoughts.
(Po Yin & Yang Kuo, 2013; IEEE, 2016)

Reported Speech

Why reported speech?

In reports, team meetings, or emails to parents, you need to **report what students say** without using casual or direct quotes.

Professional Communication

Confidentiality and Sensitivity

Accurate Summary of Feedback

Essentials for Report

Rephrasing in reported speech **protects student identity** and maintains professionalism.

- In many tutoring businesses, managers write **weekly or monthly reports** about student performance and feedback.
- These reports rely on **reported speech**.

Reported speech helps condense and paraphrase the key points of student feedback.

Reported Speech

- Imagine yourself as a program manager. You have a team meeting to discuss the students' feedbacks about their classes.
- This is one of the feedback:
Dorus says: "I don't understand percentages at all."
- You will **NOT** say: "Dorus says I don't understand percentages at all."

Why?

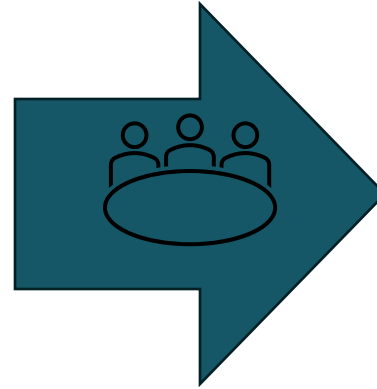
Reported/ indirect speech is used to describe what someone (NOT you) said at an earlier point in time.

Reported Speech

"It was great! I loved the games."



"How was your class today?"



My son said that he had loved the games in class.

Reported Speech

- Useful verbs for reported speech: **say, tell, explain, suggest, report, mention, complain, ask**

Direct Speech

Dorus says: "I don't understand percentages at all."



Reported/ Indirect Speech

One student said that he didn't understand percentages.

Reported Speech

- Useful verbs for reported speech: **say, tell, explain, suggest, report, mention, complain, ask**

Direct Speech

Umbu, Bunga, and Rambu write in the feedback: "Don't speak too fast."



Reported/ Indirect Speech

Some students suggested not to speak too fast.

- See the difference? Reported speech sounds more polished and professional; protects students' confidentiality and sensitivity.
- Now, let's talk about the difference between direct speech and reported speech.
- Notice any differences between direct speech and reported speech?

Reported Speech

Direct Speech

The student says: " I don't understand percentages at all."



statement

Reported/ Indirect Speech

One student said that they didn't understand percentages.

- Can you identify the direct speech? Is it a question, statement, or imperative?

Reported Speech

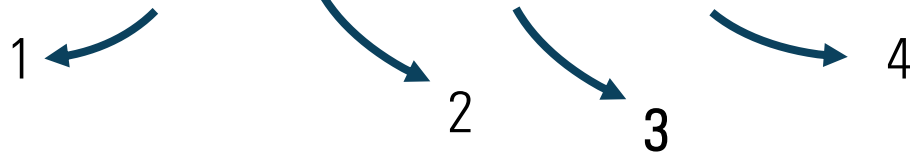
Direct Speech

The student says: "I don't understand percentages at all."



Reported/ Indirect Speech

One student said that they didn't understand percentages.



1. Reported verb
2. Replacement quotation mark with *'that'*
3. Pronoun
4. Tenses

Reported Speech

- Useful verbs for reported speech: **say, tell, explain, suggest, report, mention, complain, ask**

Direct Speech

Umbu, Bunga, and Rambu write in the feedback: "Don't speak too fast!"

imperative

Reported/ Indirect Speech

Some students suggested not to speak too fast.

- Can you identify the direct speech? Is it a question, statement, or imperative?

Reported Speech

- Useful verbs for reported speech: **say, tell, explain, suggest, report, mention, complain, ask**

Direct Speech
Umbu, Bunga, and Rambu write in the feedback: "Don't speak too fast!"

Reported/ Indirect Speech
Some students suggested not to speak too fast.

1. Removal of quotation mark
2. Pronoun
3. Reported verb
4. Tenses

Reported Speech

- Useful verbs for reported speech: **say, tell, explain, suggest, report, mention, complain, ask**

Direct Speech

Bunga writes in the feedback: "Do you provide a remedial program?"



question



Reported/ Indirect Speech

A students asked whether we offered a remedial program.

- Can you identify the direct speech? Is it a question, statement, or imperative?

Reported Speech

- Useful verbs for reported speech: **say, tell, explain, suggest, report, mention, complain, ask**

Direct Speech

Bunga **writes** in the feedback: "Do **you** **provide** a remedial program?"

Reported/ Indirect Speech

A student **asked** **whether** **we** **provided** a remedial program.

1 ← 2 ← 3 ← 1 ← 4

1. Pronoun
2. Reported verb
3. Replacement of quotation mark with '*whether*'
4. Tenses

Reported Speech

- When you transform direct speech to indirect/ reported speech, there are changes to remember:
 1. Tenses
 2. Exclusion of the quotation mark
 3. Pronouns
 4. Reported verbs
 5. Time and place references



Take Home
Notes

Understanding Students Needs

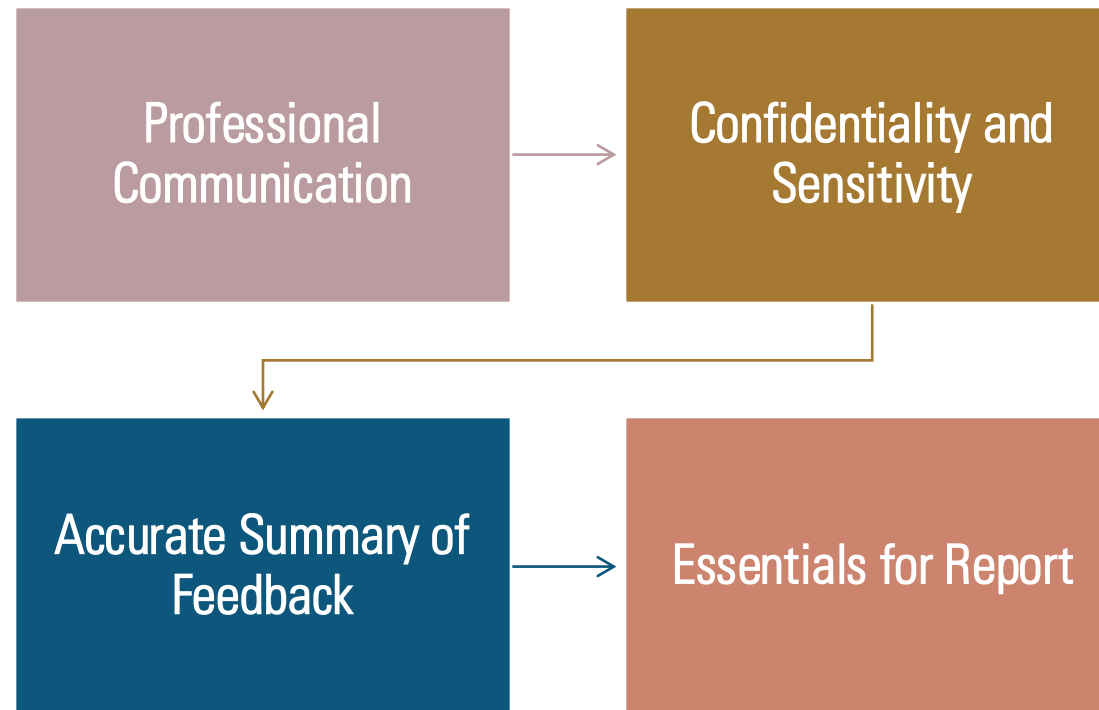
- Positive and negative feedback from your stakeholders (students, parents, other users) are beneficial to improve your tutoring center.
- Responding to feedback, you need to be specific of what the needs.
 1. Read and Understand the Feedback
 2. Identify the Core Problem/ Need
 3. Provide the Antithesis as a Solution

Reported Speech

- Use reported/ indirect speech in reports, discussion in team meetings, emails to parents or stakeholders.
- If you're going to run your own tutoring business, you won't just teach. You'll also communicate with your team and clients.
- Reported speech is a key part of that professional communication!

Reported Speech

- Indirect speech allows us to:



Reported Speech

- When you transform direct speech to indirect/ reported speech, there are changes to remember:
 1. Tenses
 2. Exclusion of the quotation mark
 3. Pronouns
 4. Reported verbs
 5. Time and place references

References

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- Hall, D. and Barduhn, S. (2016). *English for Everyone*. Edited by J. Siklos and A. Singer. New York: DK Publishing.
- IEEE. (2016, November 19). *The Impact of Indirect Speech Acts on Professional Communication*. IEEE ProComm. <https://procomm.ieee.org/the-impact-of-indirect-speech-acts-on-professional-communication/#:~:text=In%20responding%20to%20someone%27s%20ideas,disagreement%2C%20but%20also%20to%20avoi>
- Yin, C. P., & Kuo, F. Y. (2013). A study of how information system professionals comprehend indirect and direct speech acts in project communication. *IEEE Transactions on Professional Communication*, 5(3), 226–241. <https://doi.org/10.1109/TPC.2013.2263648>



**Thank you, and see you in the
next lecture!**