

ENGLISH NEEDS ANALYSIS

This questionnaire requires a certain amount of detail to be effective, the more detail you can give, the better I'll be able to help you. Take your time over it, think of it as an on-going process, where you're continually adding information on a daily, weekly or monthly basis. You won't finish it in a day! It can take months, or even years!

SECTION A

Do you want to practice Technical English only, General English or Technical & General English?													
Would you like to use a coursebook? Have you used a course book for an online English course? If so, which book did you use?													
In your work in general, where do you need to use English, e.g., dealing with customers?													
What's your <u>overall</u> level of English in the Council of Europe framework?	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%; text-align: center;">A1</td> <td style="width: 16.6%; text-align: center;">A2</td> <td style="width: 16.6%; text-align: center;">B1</td> <td style="width: 16.6%; text-align: center;">B2</td> <td style="width: 16.6%; text-align: center;">C1</td> <td style="width: 16.6%; text-align: center;">C2</td> </tr> <tr> <td colspan="2">A1 = Elementary Intermediate</td> <td colspan="2">A2 = Higher Elementary B2 = Intermediate / Higher Intermediate</td> <td colspan="2">B1 = Lower C1 = Advanced C2 = Native speaker</td> </tr> </table>	A1	A2	B1	B2	C1	C2	A1 = Elementary Intermediate		A2 = Higher Elementary B2 = Intermediate / Higher Intermediate		B1 = Lower C1 = Advanced C2 = Native speaker	
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A1 = Elementary Intermediate		A2 = Higher Elementary B2 = Intermediate / Higher Intermediate		B1 = Lower C1 = Advanced C2 = Native speaker									
Which '<u>sub-skills</u>' do you find difficult in the four main language skills? What are your particular difficulties? SUB-SKILL AREAS 1) <u>Speaking skills</u>: pronunciation, spelling, fluency, grammar, 'word fields' (health, money, holidays) 2) <u>Reading skills</u>: skimming, scanning, reading for detail (intensive reading) 3) <u>Listening skills</u>: skimming for overall gist, scanning for specific information 4) <u>Writing skills</u>: writing reports, summaries, formal / informal letters EXAMPLE ANSWER: <i>'I need to improve my fluency and pronunciation when I'm giving company presentations. I need to increase my vocabulary in connection with making business phone calls and writing emails dealing with customer orders'.</i>													
SPEAKING													

WRITING	
READING	
LISTENING	

SECTION B

In this section you're required to suggest **ways** in which you'd like to improve your English skills in specific 'sub-skill' areas.

You should be as specific as you can. Provide as much detail as you can. It's not very helpful just to say: *'I need to improve my spoken English.'* How do you need to improve it? For example, *'I'd like practice becoming more fluent in speaking by taking part in discussions. I'd like to read authentic materials related to my job.'*

SUB-SKILL AREAS

- 1) **Speaking skills:** pronunciation, spelling, fluency, grammar, vocabulary: 'word fields' (health, money, holidays)
- 2) **Reading skills:** skimming, scanning, reading for detail (intensive reading)
- 3) **Listening skills:** skimming for overall gist, scanning for specific information
- 4) **Writing skills:** writing reports, summaries, formal / informal letters

SPEAKING	
WRITING	

READING	
LISTENING	

SECTION C EXAMPLES OF SPEAKING, WRITING, READING & LISTENING IN CONTEXT

In the questions below, give as much information as you can about **EXACTLY** how you use English in your job, with regard to the **different skills**: WRITING, SPEAKING, READING, LISTENING. Look at the examples in the table below.

SPEAKING

WORK CONTEXT	Giving presentations to company employees
PURPOSE	Describing a process, e.g. <i>'First, the coffee beans are picked in the field. Next, they are sent to our factory ...'</i>
NON-WORK CONTEXT	Telephoning a hotel receptionist
PURPOSE	To make a complaint
PRONUNCIATION	<i>'present'eɪʃən' 'reprɪs'entətɪv' 'preʃə' 'kriːeɪ'tɪvɪtɪ'</i> [International Phonetic Alphabet]
INTONATION (Pitch of voice)	1] WH – QUESTIONS 2] YES-NO QUESTIONS <i>'What's your name?' 'Do you live in London?'</i>
VOCABULARY IN CONTEXT	Discussing road conditions: 'What are the roads like this morning? The ring road is quite congested as far as Intersection 24, after that traffic's much more free-flowing.'

LISTENING

WORK CONTEXT	Attending a presentation about some new teaching software
PURPOSE	To learn how to use software to prepare lessons and how to use it in the classroom
NON-WORK CONTEXT (scanning for information)	1) Listening for flight times and flight numbers at an airport 2) Phoning a garage about your car which is being repaired 3) Listening to and understanding street directions
PURPOSE	1) Checking to see if your flight has been delayed or is on time

	2) Checking to see if your car is ready and how much it will cost 3) Asking directions on how to get to the Christmas market
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READING

WORK CONTEXT (intensive reading)	1) Reading an instruction manual or online instructions 2) Proof-reading: looking for and correcting typos and grammatical or vocabulary errors
PURPOSE	3) How to connect an iPad with a Smartboard 4) Assessing students' writing, assigning grades
NON-WORK CONTEXT (skimming or scanning)	1) Reading book blurbs on book covers in a bookshop * 2) Reading customer reviews (*skimming or scanning) 3) Reading random pages in a book you're thinking of buying (skimming)
PURPOSE	3) Choosing a book to buy 4) Reading a brochure to choose which camera you like best, which suits your purpose best and how much money you can spend

WRITING

WORK CONTEXT	Formal letters, emails, reports, notes
PURPOSE	Giving a quarterly sales review, describing a graph
CONTEXT	Giving a presentation at a company meeting

Now, give examples of how you WRITE in English in your job, give as much information as possible.

TYPES OF WRITING	
PURPOSE	

CONTEXT	
SPEAKING SITUATIONS	
PURPOSE	
CONTEXT	
LISTENING SITUATIONS	
PURPOSE	
CONTEXT	
TYPES OF READING	
PURPOSE	
CONTEXT	

SECTION D

What GRAMMAR and VOCABULARY would you like to improve in your job and outside work? Look at the examples below to get some ideas.

1) WORK-RELATED GRAMMAR	Structures used to describe trends, e.g. in graphs: <i>'There's been a large increase in the number ofsold'. The number of sold has increased greatly.'</i>
2) GENERAL GRAMMAR	Use of Present Continuous to describe things 1) happening now, 2) things currently happening, not necessarily right now, 3) future plans: 1) <i>Look out! The boss is coming.</i> 2) <i>A new hotel is being built near the river.</i> 3) <i>Next month, our company is moving to a new office.</i>
3) WORK-RELATED GRAMMAR	Spelling and pronunciation of terms connected with sales campaign, engineering terms and expressions
4) WORK-RELATED VOCABULARY (e.g., *describing graphs, parts of a machine)	*decline, trend, increase, fluctuation, peak, level off, bottom out
5) GENERAL VOCABULARY [*Word-fields]	*e.g. <u>Words describing weather conditions</u> : icy, freezing, windy, close, humid, damp, foggy etc.

Now complete the boxes with specific answers about **your own** situation.

1) WORK RELATED GRAMMAR	
2) GENERAL GRAMMAR	
3) WORK RELATED VOCABULARY	
4) GENERAL VOCABULARY	

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