

1a Use of English

● **NEEDS ANALYSIS QUESTIONNAIRE** ●

Names _____

Interviewer _____

Interviewee _____

■ **Present use: situations and skills**

Reading (faxes, letters, reports) _____

Writing (faxes, letters, reports) _____

Listening and speaking (telephoning, meetings, negotiations, public speaking, socialising)

■ **Future use: expectations and ambitions**

■ **Special vocabulary needs (technical, commercial etc)**

■ **Other languages, personal interest in language learning,
other comments**

Use of English Worksheet 1a

NOTE: This is a good lesson to do very early in the course, but you may find that it works better in the second or third lesson (rather than the first), when students have settled down with each other and with you.

ACTIVITY

Pairwork and whole class: speaking

AIM

To interview fellow students about their English language needs.

GRAMMAR AND FUNCTIONS

Asking questions

VOCABULARY

fax, report, public speaking, socialising, negotiations

PREPARATION

Make one copy of the worksheet for each student.

TIME

15-25 minutes

PROCEDURE

- 1 Tell the students they are going to answer a questionnaire about why they are learning English.
- 2 Write the following in the centre of the board:
reasons for learning a foreign language
- 3 Ask the students to suggest as many reasons as they can think of. For example: *for work, as a hobby, to learn about other people, to travel, to read literature in the original, to read research papers, to meet people, to pass exams*. Write their suggestions on the board as they make them.
- 4 Divide the class into pairs.
- 5 Give out one worksheet to each student.
- 6 Explain the task. The students must question each other about their language learning needs. Tell them that you are going to take the questionnaires in at the end, and that you would like them to make clear notes. This works better if the two partners swap tasks (questions and answers) after each section of the questionnaire. If they wait until the end to swap, one student may use up all the time available.
- 7 When the task is finished, ask a couple of students to summarise their partners' answers (this may develop into a class discussion about language needs and professional responsibilities).
- 8 Collect the questionnaires.
- 9 Use the completed questionnaires, the classroom discussion and the homework assignment as a basis for lesson and course planning. Refer to the questionnaires during future interviews or feedback sessions.

FOLLOW-UP

Students write five sentences on their feelings about learning English.