

Needs Analysis: Rationale

1. A Needs Analysis should be reasonably short.
2. It should be easy to understand and complete.
3. It is the first step in a process so does not need to be **extremely** detailed.
4. The first step is to identify the **main** areas in which English plays a role in the learner's work and the learners thoughts about their ability/need in these areas.
5. It is not meant to identify the exact language needed by the learner.
6. A learner should not have to complete every part if they do not use English at work.
7. It should be used in conjunction with a self-assessment sheet.
8. It should also be used with a prioritising instrument that ranks employee's with their peers to identify who needs English the most, who is worth investing in and what course would be suitable for them.

Notes on each part of the Needs Analysis.

Part 1

This is basic information about the employee, their test result and level.

Part 2

This gives a person who does not use English at work a 'cut-off' so they do not waste time looking through the main parts of the NA. They go straight to Part 8.

Part 3

This part asks employees to rate the importance of English to their work. This gives an insight into the employee's view of English and possibly their attitudes towards learning it.

Part 4

This part looks at a few general areas when the employee might use English. It also includes two points about listening to the radio and watching TV and reading in English. An employee who says that they do these two things shows a positive attitude towards English.

Part 5

This is an important question for identifying the priority of an employee when combined with the test result. This information is important for the 'English Language Priorities Instrument'.

Part 6

This is the longest part of the NA and concentrates on 16 different areas of language use. The language user has four options in each area. These options are designed to allow a range of responses – ranging from 'I do this well enough in English' to 'I don't need to do this in English. These responses are designed to encourage the employee to consider their real needs and to avoid the situation where everything is marked as 'useful' or 'important'. If an employee chooses 'I would like to do this better' for each of the 16 areas you should consider whether that person has really thought about their needs carefully as it is unlikely that someone will need all 16 areas.

Part 7

This is an open question, looking to the future to elicit possible changes in the employee's situation eg promotion, new job etc.

Part 8

This part asks an employee who does not use English to justify why they want to learn.

Part 9

This part is open-ended, for any other comments that the employee might consider relevant.