



# NEEDS ASSESSMENT WITHIN ESP TEACHING

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**A NEEDS ASSESSMENT IS A SYSTEMATIC INVESTIGATION OF AN AUDIENCE(S) TO IDENTIFY ASPECTS OF INDIVIDUAL KNOWLEDGE, SKILL, INTEREST, ATTITUDE AND/OR ABILITIES RELEVANT TO A PARTICULAR ISSUE, ORGANIZATIONAL GOAL, OR OBJECTIVE.**



**“A NEEDS ASSESSMENT IS A SYSTEMATIC EXPLORATION OF THE WAY THINGS ARE AND THE WAY THEY SHOULD BE. THESE “THINGS” ARE USUALLY ASSOCIATED WITH ORGANIZATIONAL AND/OR INDIVIDUAL PERFORMANCE.”**

**– D. STOUT, PERFORMANCE ANALYSIS FOR TRAINING, 1995**



# STAKEHOLDERS :

ALL THE PEOPLE WHO HAVE AN INTEREST IN THE SPECIFIC ESP COURSE UNDER DEVELOPMENT



# **STAKEHOLDERS**

**LEARNERS      TEACHERS**

**POTENTIAL/PRESENT EMPLOYERS**

**UNIVERSITY DEPARTMENT**

**PARENTS**



Target  
Situation  
Analysis



Present  
Situation  
Analysis



Needs  
assessment



Context  
Analysis



# **PRESENT SITUATION ANALYSIS (PSA)**

**WHAT CAN THE LEARNER DO WITH THE  
LANGUAGE NOW?**

# PSA DESCRIBES:

- THE CURRENT LEVEL OF ENGLISH, THE LEARNERS HAVE AT THE MOMENT;
- STRENGTHS AND WEAKNESSES THEY HAVE IN SPEAKING, LISTENING, READING, AND WRITING;
- WHAT THE LEARNERS DO;
- WHAT IS THEIR BACKGROUND IN THIS AREA?
- WHAT THEIR PAST LANGUAGE LEARNING EXPERIENCES AND EXPECTATIONS ARE?
- WHY THEY ARE ATTENDING THE COURSE AND WHAT ARE THEIR PERSONAL GOALS?





# TARGET SITUATION ANALYSIS (TSA)-

WHAT DOES THE LEARNER NEED TO BE  
ABLE TO DO WITH THE LANGUAGE IN THE  
FUTURE?



## THE TSA SEEKS TO ANSWER THE FOLLOWING QUESTIONS:

- WHAT TASKS DO THE LEARNERS NEED TO BE ABLE TO DO BY THE END OF THE COURSE?
- WHY IS IT IMPORTANT FOR THEM TO PERFORM THESE TASKS IN ENGLISH?
- WHY DO LEARNERS WANT OR NEED TO LEARN THESE SKILLS?



# **CONTEXT ANALYSIS (CA) -**

**WHAT IS THE ENVIRONMENT IN WHICH THE LEARNING WILL TAKE PLACE?**



# FACTORS TO CONSIDER WHEN DEFINING THE CONTEXT:

- PEOPLE
- PHYSICAL SETTING OF THE COURSE
- NATURE OF COURSE
- TEACHING RESOURCES
- TIME



*READ THE QUESTIONNAIRES AND IDENTIFY  
QUESTIONS THAT CAN BE REFERRED TO*

- PSA*
- TSA*
- CA*



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LANGUAGE LEARNING NEEDS  
QUESTIONNAIRE.DOCX



# SOURCES OF INFORMATION INCLUDE:

- The current target learners
- • Content experts (People working or studying in the field who are familiar with the tasks the learners need to perform)
- • Former students who have knowledge of the skills needed
- • Sample written or oral texts relevant to the field (e.g. textbooks, training manuals, DVDs, videotapes, business correspondence)
- • Employers, supervisors
- • Colleagues
- • ESP research in the field



# DATA COLLECTION METHODS INCLUDE:

- • Questionnaires
- • Examining samples of written or oral texts
- • Discussions
- • Structured interviews
- • Observations (“shadowing” people in courses or on the job)





# STEPS IN CONDUCTING NEED

## ANALYSIS:

- CLARIFY THE PURPOSE OF THE NEEDS

## ASSESSMENT

- IDENTIFY THE AUDIENCE

- DETERMINE HOW YOU WILL CONDUCT THE

## NEEDS ASSESSMENT

- DESIGN A SURVEY OR ADAPT EXISTING ONE

- COLLECT DATA

- ANALYZE DATA (STRENGTHS, WEAKNESSES )

- USE THE RESULTS



“DATA GATHERING METHODS BY THEMSELVES ARE NOT A NEEDS ASSESSMENT. THE NEEDS ASSESSMENT PROCESS HAS TO RESULT IN DECISION-MAKING FOR THE PROCESS TO BE COMPLETE.”

– *UNIVERSITY OF VIRGINIA*

