# English as a New Language: Initial Assessment 3/15/2015

*The Informal Interview*

The informal interview can serve as an opportunity to do the needs assessment as well as get a feel for the skills the learner already possesses. This interview should not be set up as though it is a testing situation. It should be something that you approach in a friendly, conversational way. You may even want to take more than one session to do the interview. Below are some questions which will help you learn more about your learner and assist both of you in developing a program which best suits the needs of the learner. Naturally, if the learner cannot answer the first few questions, you would stop the interview process.

*Possible Questions*

a. Education / Background

Where did you grow up?

Did you go to school there? (How many years did you go to school?)

What are schools like in your country?

What is your first language?

Do you speak any other languages?

How old were you when you started learning English?

Did your teachers spend a lot of time teaching you reading and writing?

(How much?)

What kind of books did you read? What topics did you write about?

Did you get a chance to practice speaking and listening?

What language do you speak at home?

b. Employment

Did you work in your country? What kind of work did you do?

Do you work here?

c. Long range goals

What are your educational goals?

What are your work or career goals?

What other goals do you have?

In addition to asking the learner what their strengths and weaknesses are (or determining what these are with a reading or writing exercise), you may also want to think about how well the learner can speak and understand English.

*Comprehension*

* Does the learner understand what you say?
* Does the learner often ask you to repeat or give you the wrong answer to the question?

*Speaking*

* Is the learner’s speech easy to understand or do you have to ask the learner to repeat?
* Is the learner’s speech fluent or are there many pauses?
* Is the learner self-correcting?
* Does the learner’s speech interfere with understanding?
* Can the learner pronounce individual sounds correctly? What sounds does the learner have difficulty with?
* Does the learner use appropriate intonation patterns? Do questions sound like questions and statements like statements?

Our Language Goals – What We Want To Do With English

Think about the topics that are important in your life. Talk with your tutor about what you wants to be able to do with your English skills. Write your goals on the chart.

|  |  |  |
| --- | --- | --- |
| **Life Skill Topic** | **Speaking and Listening** | **Reading and Writing** |
| 1. Employment |  |  |
| 2. Health |  |  |
| 3. Education or Training |  |  |
| 4. Family and children |  |  |
| 5. Housing |  |  |
| 6. Telephone |  |  |
| 7. Transportation |  |  |
| 8. Community Life and Services |  |  |
| 9. Shopping, Banking |  |  |
| 10. Media – TV, Radio, Newspapers |  |  |
| 11. Technology – Computers |  |  |
| 12. Other: |  |  |

Reading Goals Self-Assessment

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- | --- |
|  |  | **A**  **Can do well now** | **B**  **Can do some now but need practice** | **C**  **Want to learn now** | **D**  **Want to learn later** | **E**  **Not important to me** |
| **1** | Letters from child’s school |  |  |  |  |  |
| **2** | Mail and bills |  |  |  |  |  |
| **3** | Newspaper (which sections?) |  |  |  |  |  |
| **4** | Bible / Church bulletin/materials |  |  |  |  |  |
| **5** | Street signs, traffic signs |  |  |  |  |  |
| **6** | Children’s books |  |  |  |  |  |
| **7** | Menus |  |  |  |  |  |
| **8** | Telephone book |  |  |  |  |  |
| **9** | Magazines (which ones?) |  |  |  |  |  |
| **10** | Library books |  |  |  |  |  |
| **11** | Bulletin board at work |  |  |  |  |  |
| **12** | Recipes |  |  |  |  |  |
| **13** | Email |  |  |  |  |  |
| **14** | Medicine bottles |  |  |  |  |  |
| **15** | Driver’s manual |  |  |  |  |  |
| **16** | Greeting cards |  |  |  |  |  |
| **17** | Food labels |  |  |  |  |  |
| **18** | Sale flyers |  |  |  |  |  |
| **19** | Instructions |  |  |  |  |  |
| **20** | Work memos |  |  |  |  |  |
| **21** | Work-related materials |  |  |  |  |  |
| **22** | Other: |  |  |  |  |  |
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Writing Goals Self-Assessment

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **A**  **Can do well now** | **B**  **Can do some now but need practice** | **C**  **Want to learn now** | **D**  **Want to learn later** | **E**  **Not important to me** |
| **1** | Alphabet |  |  |  |  |  |
| **2** | Name and address |  |  |  |  |  |
| **3** | Grocery list |  |  |  |  |  |
| **4** | Greeting cards |  |  |  |  |  |
| **5** | Fill out forms |  |  |  |  |  |
| **6** | Notes to my child’s teacher |  |  |  |  |  |
| **7** | Paragraphs |  |  |  |  |  |
| **8** | Letters/Email |  |  |  |  |  |
| **9** | Address envelopes |  |  |  |  |  |
| **10** | Job applications |  |  |  |  |  |
| **11** | An original story |  |  |  |  |  |
| **12** | Checks |  |  |  |  |  |
| **13** | Work order |  |  |  |  |  |
| **14** | Cursive |  |  |  |  |  |
| **15** | Work-related words |  |  |  |  |  |
| **16** | Other: |  |  |  |  |  |
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Choose 2-3 of the goals that are the most important to you. Use your work above to complete the sentences.

I want to improve my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I want to improve my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I want to improve my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.