**NEEDS ASSESSMENT IN LANGUAGE TEACHING: SELECTED REFERENCES**

**(Last updated 6 March 2016)**

Alalou, A. (2001). Reevaluating curricular objectives using students’ perceived needs: The case of three language programs. *Foreign Language Annals, 34*(5), 453–469.

Al-Khatib, M. A. (2005). English in the workplace. An analysis of the communication needs of tourism and banking personnel. *Asian EFL Journal, 7*(2), 175–195.

Barkhuizen, G. (2014). Learning English with a home tutor: Meeting the needs of migrant learners. In D. Nunan & J. C. Richards (Eds.), *Language learning beyond the classroom* (pp. 282-291). New York, NY: Routledge.

Belcher, D. (2006).English for specific purposes: Teaching to perceived needs and imagined futures in worlds of work, study, and everyday life. *TESOL Quarterly, 40*(1), 134-156.

Berwick, R. (1989). Needs assessment in language programming: From theory to practice. In R. Johnson (Ed.), *The second language curriculum* (pp. 48–62). Cambridge: Cambridge University Press.

Bosher, S., & Smalkoski, K. (2002). From needs analysis to curriculum development: Designing a course in healthcare communication for immigrant students in the USA. *English for Specific Purposes, 21*(1), 59–79.

Brumfit, C. (1984). Function and structure of a state school syllabus for learners of second or foreign languages with heterogeneous needs. In C. J. Brumfit (Ed.), *General English syllabus design* (British Council ELT Docs. 118). Oxford: Pergamon/British Council.

Chaudron, C., Doughty, Y. K., Kong, D., Lee, J., Lee, Y., Long, M. H., et al. (2005). A task-based needs analysis of a tertiary Korean as a foreign language program. In M. H. Long (Ed.), *Second language needs analysis* (pp. ). Cambridge: Cambridge University Press.

Coleman, H. (1988). Analyzing language needs in large organizations. *English for Specific Purposes, 7*(3), 155–169.

Cowling, J. D. (2007). Needs analysis: Planning a syllabus for a series of intensive workplace courses at a leading Japanese company. *English for Specific Purposes, 26,* 426–442.

Cruickshank, K., Newell, S., & Cole, S. (2003). Meeting English language needs in teacher education: A flexible support model for non-English speaking background students. *Asia-Pacific Journal of Teacher Education, 31*, 239-247.

Cutting, J. (2013). A needs analysis for South Sudan. In H. McIlwraith (Ed.), *Multilingual education in Africa: Lessons from the Juba Language-in-Education Conference* (pp. 211-215). London, UK: British Council.

DeSilets, L. D. (2007). Needs assessments: An array of possibilities. *The Journal of Continuing Education in Nursing, 38*(3), 107-112.

Edwards, N. (2000). Language for business: Effective needs assessment, syllabus design and materials preparation in a practical ESP case study. *English for Specific Purposes, 19*(3), 291–296.

Fixman, C. S. (1990). The foreign language needs of US-based corporations. *Annals of the American Academy of Political and Social Science*, 511(1), 25–46.

Forey, G., & Lockwood, J. (2007). “I’d love to put someone in jail for this.” An initial investigation of English needs in the business processing outsourcing (BPO) industry. *English for Specific Purposes, 26*, 308-326.

Gardener, P., & Winslow, J. (1983). Present and proposed methods of determining the needs of students in public sector higher education. In R. Richterich (Ed.), *Case studies in identifying language needs* (pp. 69–79). Oxford: Pergamon.

Gilabert, R. (2005). Evaluating the use of multiple sources and methods in needs analysis: a case study of journalists in the Autonomous Community of Catalonia (Spain). In M. H. Long (Ed.), *Second language needs analysis* (pp. 182–199). Cambridge: Cambridge University Press.

Goldstein, I. (1993). *Training in organisations: Needs assessment, development and evaluation.* Pacific Grove, CA: Brooks/Cole.

Hedgcock, J. S., & Lefkowitz, N. (2016). Differentiating heritage and foreign language learners of Spanish: Needs, perceptions, and expectation. *Applied Language Learning, 26*(1), 1-38.

Hudson, P. J. (1989). Instructional collaboration: Creating the learning environment. In S. H. Fradd and M. J. Weismantel (Eds.), *Meeting the needs of culturally and linguistically different students* (pp. 106-129). Boston, MA: College-Hill.

Jasso-Aguilar, R. (2005). Sources, methods and triangulation in needs analysis: A critical perspective in a case study of Waikiki hotel maids. *English for Specific Purposes, 18*, 27-46.

Jasso-Aguilar, R. (2005). Sources, methods and triangulation in needs analysis: A critical perspective in a case study of Waikiki hotel maids In M. H. Long (Ed.), *Second language needs analysis* (pp. 127-158). Cambridge, UK: Cambridge University Press.

Lai, E. (1988). A needs analysis of adult English learners in Hong Kong. *New Horizons, 29*, 66-79.

Liyanage, I., & Birch, G. (2001). English for general academic purposes: Catering to discipline-specific needs. *Queensland Journal of Educational Research, 17*, 48-67.

Reeves, N., & Wright, C. (1996). *Linguistic auditing: A guide to identifying foreign language communication needs in corporations.* Clevedon, UK: Multilingual Matters.

Richterich, R. (1973/1980). Definition of language needs and types of adults. In J. Trimm, R. Richterich, J. Van Ek & D. Wilkins (Eds.), *Systems development in adult language learning* (pp. 29-88). Strasbourg: Council of Europe and Oxford: Pergamon.

Roberts, C. (1982). Needs analyses for ESP programmes. *Language Learning and Communication, 1*(1), 105-120.

Robinson, P. 1987. Needs analysis: from product to process. In A.-M. Cornu (Ed.), *Beads or bracelet: How do we approach LSP?* (pp. 32-44). Oxford, UK: Oxford University Press.

Saif, S. (2002). A needs-based approach to the evaluation of the spoken language ability of international teaching assistants. *The Canadian Journal of Applied Linguistics, 5*, 145-167.

Serafini, E.cJ., & Torres, J. (2015) The utility of needs analysis for nondomain expert instructors in designing task-based Spanish for the professions curricula. *Foreign Language Annals, 48*(3), 447-472.

Tarantino, M. (1988). Italian in-field EST users self-assess their macro- and micro-level needs: A case study. *English for Specific Purposes, 7*, 33–52.

Weber, J-J. (2014). *Flexible multilingual education: Putting children’s needs first*. Bristol, UK: Multilingual Matters.