

Community English Program (CEP)
 Teacher's College, Columbia University
 Level: Advanced Studies

*This survey is to help us get to know you and why you want to study English.
 Please answer thoughtfully and honestly. This is not a test!*

Name / Nickname: _____ **Nationality:** _____

Email: _____ **Phone:** _____

1. When did you come to the U.S.? _____

2. What is your native language? _____

3. Do you know any other languages? If yes, what are they? _____

4. How long and where have you studied English? _____

5. What are your English goals? Rank your *top 3 goals* below from most important (1) to least important (3):

- | | |
|------------------------|---|
| _____ get a job | _____ improve conversation skills |
| _____ get a better job | _____ improve writing |
| _____ improve speaking | _____ learn about American culture |
| _____ improve reading | _____ for TOEFL, IELTS, GRE or other test |
| _____ improve grammar | _____ other: _____ |

6. What do you think you are good at in English? Rank your skills from best (1) to worst (6):

- | | | |
|--------------------|---------------|---------------------|
| _____ reading | _____ writing | _____ listening |
| _____ speaking | _____ grammar | _____ pronunciation |
| _____ other: _____ | | |

7. Which activities are most helpful to you in learning English? (check all that apply)

- | | | |
|---|---------------------------------------|---|
| <input type="checkbox"/> reading | <input type="checkbox"/> games | <input type="checkbox"/> listening to songs |
| <input type="checkbox"/> watching TV | <input type="checkbox"/> field trips | <input type="checkbox"/> pair/group work |
| <input type="checkbox"/> pronunciation drills | <input type="checkbox"/> conversation | <input type="checkbox"/> writing stories |
| <input type="checkbox"/> grammar exercises | <input type="checkbox"/> other: _____ | |

8. Please tell us about your reading habits. For each statement below, write the number that best describes you:

4 = Strongly Agree	3 = Agree	2 = Not sure / No opinion	1 = Disagree	0 = Strongly Disagree	*
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8a. I enjoy reading.	
8b. My family read to me as a child.	
8c. I often read in my spare time.	
8d. I enjoy reading in English.	
8e. I only read for school or work.	

9. What kinds of texts do you usually read? For each item, write the number that best describes your habits:

3 = I often read this kind of text	2 = I sometimes read this kind of text	1 = I never read this kind of text.	0 = I don't know what this is.	*
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Fiction (e.g. novels, short stories)	Magazines
Non-fiction (e.g. biographies, history, travel)	Comic Books
Poetry	Websites
Newspapers	Blogs
Cookbooks	Other:

10. What topics are interesting to you? (check all that apply)

- American culture
- food/cooking
- technology
- sports
- jobs/work
- cultural differences
- global issues/politics
- pop culture (music, movies, fashion, etc.)
- other: _____

11. Which of the following do you have at home? (check all that apply)

- computer (laptop or desktop)
- iPad or tablet computer
- smartphone

12. Which websites and software are you familiar with? (check all that apply)

- Google
- Amazon
- Microsoft Word
- Blogger
- Facebook
- Twitter
- Microsoft Power Point
- other: _____
- YouTube
- Skype
- Instagram

13. Do you have experience with group work in language classes? Please write the number that best describes you:

4 = Strongly Agree	3 = Agree	2 = Not sure / No opinion	1 = Disagree	0 = Strongly Disagree	
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13a. As a student, I have had many opportunities to work with my classmates.	
13b. I enjoy working with other students.	
13c. I prefer working with other students.	
13d. I hope we do a lot of pair and group work in this English class.	

14. We would like to know more about you! Please write at least 6-8 sentences to answer the following questions:

- a. Why did you come to New York?
- b. What do you like *best* about New York?
- c. What do you like *least* about New York?

Thank you for taking the time to answer these questions! Your answers will help us create a course to fit your needs.

* = Adapted from Hegecock & Ferris, 2009, P. 153-154