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## TIPS FOR CREATING AND CONDUCTIONG NEEDS ANALYSIS FOR TEACHERS

**Abstract.** This article is useful for both new and experienced teachers; it gives readers methods for creating, presenting, and evaluating effective teacher training workshops. The material of the article covers the essentials of needs analysis from the emerging trainer's perspective. The teachers will gain tools and techniques for promoting professional development in their teaching context and presents a plan for designing a successful workshop. In their article, the authors, using the following scientific methods as an example: a review of theoretical sources, observation, questioning, the technique of random selection in target groups, and interviews, have shown how, using the analysis of the needs of the listeners, an unsuccessful seminar can be made successful.

**Keywords:** Needs Analysis, random sampling technique, reflective teaching, observation, assessment.

**Introduction.** No matter what experience in teaching a foreign language you have and at what language level you are, you may face some problems in designing and conducting a teacher-training workshop.

We would like to describe a sad experience we had in conducting a workshop on Krashen's theory. Though we knew that the participants of our training were secondary school teachers, we did not know their language level and their expectations. The workshop was almost a failure because the material we chose appeared to be rather difficult for our trainees. They could not take part in practical activities, discussion, as our delivery of theoretical material was not clear to them, and they did not feel any importance in their work.

This sad experience made us analyze our mistakes: we studied theoretical background on needs analysis, different assessment methods and techniques, the stages of evaluation, and knowledge about participants' needs and expectations.

**Terms and methods of research.** Direct observation, questionnaires, review of relevant literature, interviews, focus groups, assessments/surveys, records & report studies.

**Research results.** The results were presented at a meeting of a scientific methodological seminar of "Foreign languages" Department, where the authors made a comparative analysis of two conducted workshops at annual conferences for foreign language teachers in 2018 and 2019.

The first one "Krashen's Theory" was conducted in 2018 and was not successful, as the organizers did not study the stakeholders needs and expectations and the participants did not find it useful for their work.

The second workshop we designed and conducted after analyzing and studying theoretical material of such practitioners as Jean Barbazette, Colombo, and Furbush. The reporters conducted the participants' needs analysis, preparing a

questionnaire, set a goal and objectives of a two-day workshop and worked out a follow-up survey to receive a feedback from the trainees. This time a feedback was positive as the workshop met the trainees' expectations.

**The discussion of research results.** The main difference between classroom teaching and teacher training is the audience. You are still teaching and preparing lessons, but you will design those lessons for your audience of other teachers. Since you are training adults, your classroom management skills will be put to use in different ways too.

If you are planning to organize a training or workshop for teachers, you can interview participants in order to find out their needs and expectations. Methodologists call it "Needs Analysis". Analysis of your participants' experience, interests, and goals helps design the course and create learning objectives to fit their needs.

The questions can include educational background, teaching position, teaching experience, type of institution, teaching contexts, and interests, the level of students they teach, and what problems they face in teaching.

You can also learn about professional development topics your participants are most interested in, the skills they want to improve and other goals they have in their teaching.

Notwithstanding how many participants will be in your workshop, try not to focus on the number of teachers, but on the impact that your training will have.

Use random sampling technique, where instead of interviewing the whole group, choose a part of the group and interview them. 20% of your group is a good general rule [1].

The next steps in Needs Analysis is interpreting the data. You prioritize your participants' needs by reviewing the results and patterns to find the most common needs: you can compile your data, identify patterns, create and implement follow-up tools, and prioritize the needs.

Now you should look at that information and summarize it into a description of your participants. For example, how many of them are new teachers with 2-5 years of experience, what is their level of English, what institutions they are from, what challenges (for instance: multi-level classes, student participation, classroom management) and interests they have (e.g. participants' language proficiency, student performance, technology, student centered learning, content based instruction). Having analyzed teachers' challenges and goals, you are ready to define the topic of the course relevant to participants. As the topic of the course is defined, set a goal. Brainstorm a course goal related to the training topic you have selected. Course goals are general statements of what the participants will learn in your course. They should be broad statements and show what you want the participants to learn by the end of your training.

Therefore, the next step is to decide what you want your participants to be able to do with the content. What skills related to student-centered teaching do you want for them to gain? These statements of the specific skills that you want your participants to gain are called instructional objectives. These objectives will guide you as you are planning your training and assessing your participants.

When we are writing objectives, first we need to understand the difference between activities and objectives. We do not want to simply write activities when we should be writing objectives. Objectives are the statements of specific skills that you want your participants to gain from your training. For example, by the end of the workshop, participants will be able to define characteristics of student-centered teaching. Then activities are the experiences or events that you have your

participants engage in to gain those skills. The objectives should be relevant; to be something the participants will use in real life. You might want your participants to be able to identify some strategies of **reflective teaching**, but you also want them to apply these strategies to their teaching practice and use them in their lessons [3].

Trainers can create a form to use while observing the participant's class with different categories and write questions to give teachers a focus in their observation.

**Student Participation:** this category focuses on how the teacher elicits participation from all students and encourages student participation; whether the teacher maintains a balance between instruction, facilitation, and student participation.

**Presentation and Delivery:** this category focuses on teacher's ability to speak audibly and use language appropriate to students' level and age; students' engagement and the presentation style; whether instructions are clear and understandable and if the teacher allows students to respond to questions.

**Instructional materials:** this category focuses on effective usage of materials (blackboard, handouts, books, media, realia, etc.)

**Organization and Time Management:** this category focuses on the lesson organization according to the content being taught; how the teacher makes transition between activities; if the class begins on time and if the activities are well-paced (pacing/timing of activities maximizes student interest and involvement).

**Classroom Environment:** this category focuses on how feedback, praise, corrections, etc. are given; if the teacher knows students' names and responds to students as individuals; whether mutual respect is encouraged.

An important part of your course outline is your assessment plan. When preparing your course you should think about both overall or final assessment and specific assessment tasks for each topic. In a detailed course outline, you can list your assessment tasks for each topic in your training with the objectives and activities.

Additionally, you should provide a summary of how participants will be assessed in the course. You should explain the types of on-going assessment tasks used during the course and any final assignments participants will complete at the end of the course.

These assessments are one source of information to use in your course evaluation. Not only do they tell us how well our participants are doing in the course, but also they tell us how well we, the trainers, are doing in teaching the course.

Therefore, if participants aren't achieving the objectives, you might need to change the activities or techniques you use in your teaching. You should think about how the activities can better help the participants to gain the desired knowledge and skills [4].

In addition to looking at participant performance on assessments, you should also do an evaluation form or survey at the end of the course. You can create an evaluation on paper for participants to complete or you can use an online survey tool like Survey Monkey or Google Forms.

Whichever you use, paper or online, there are some things you should keep in mind for creating your evaluation survey or form. First, you want to make it anonymous and you should make it clear to them that their feedback will not affect any of their grades or assessments. In addition, you want to think about what types or formats of questions you use and what instructions you give to the participants.

In your evaluation form, the types of questions and instructions are closely related. For example, you want to ask participants to give you both positive and negative feedback, so that should be clear in your instructions and then your questions should ask for both kinds of information.

For the different types of questions, you can choose from open questions, closed questions, and questions that use a scale or ranking system.

An "open" question is a question that asks the participant to provide any answer they can think of, but a "closed" question gives the participants answers to choose from. Typically, open questions have longer answers than closed questions. Closed questions might be answered with one or two word phrases. Closed questions are probably easier and take less time to answer. They can be, and so that might be your best option if you don't have a lot of time to do the evaluation. But the disadvantage is that you don't get as much specific information or feedback to help you make changes to improve your training course.

As for questions with scales or rating system, these are questions that are answered with a scale or number system (e.g. 1, 2, 3, 4, 5) that the participants use to "rank" something in the course.

A strategy or approach to evaluation called goal-based evaluation, where we use the course goals and objectives to design our evaluation form or survey.

You use those goals and objectives in the questions on your evaluation form. For example, some goal-based evaluation forms ask participants to list activities, assignments, and tasks for each goal and objective.

If the participants don't remember the activities, assignments, and tasks they did, you might want to provide participants a list to choose from or if you have enough time, the participants can work together to create a list of what they did in the course before completing the evaluation.

Another way to get participant feedback using the goals and objectives of the course is to not only ask them to list activities, assignments, and tasks, but also ask them to rank the goals and objectives. For example, the participants rank the goals and objectives on a scale from 1 to 5 where 1 means they don't think the goal or objective was achieved and 5 means they think it was completely achieved.

You can see how participants connect what they did with what they think was the purpose of that activity, assignment, or task.

As a rule, we assess or evaluate our participants before and after the training to find out how much they learned. Then we can reflect, revise, and make improvements for future trainings. The training will improve over time as we repeat this process.

At the end of the training, participants complete an evaluation form or survey. The survey can ask for both positive and negative feedback and opinions. Training evaluation measures the effectiveness of training using different types of evaluations and assessments.

For our stakeholders, the reason why we evaluate is to show them the success of the training. Results or findings from the evaluation process can be presented to the stakeholders as measurements of its success. Therefore, before we plan how we will evaluate our course we need to think about who our stakeholders are and what information they will want to see.

For ourselves, the reason why we evaluate our training is to find out how successful our course was, so we can reflect, revise, and make improvements for the future. We can look at the results from our assessments and evaluations to find out what our participants learned and their feelings about the training. Based on our findings, we can revise our training course to improve it for the next training.

Let us look at the process of evaluation in more detail. There are four main stages:

Stage 1: Planning and Preparation

In this stage, after we have set our course objectives and prepared our training course outline, we will want to make an evaluation plan. To make an evaluation plan, look over the course objectives and decide which assessments and evaluation tools we will need to use to measure the course objectives. We also need to decide on which data we need to gather to present to our stakeholders.

Stage 2: Training Course

During the training course, assess the participants as needed according to our evaluation plan. Look at the results of the assessments and make revisions to the course. This is an ongoing process over the course of our training. For example, after we assess participants, we might see that they are confused about student-centered teaching strategies. We can take these results and make revisions to our lessons to include more information about student-centered teaching strategies. Throughout our training, continue to assess the participants and make revisions based on the results [2].

Stage 3: Course Evaluation

At the end of the course, use the evaluation tools and any final assessments to collect data about how much your participants learned and their feelings about the training course.

Stage 4: Reflect and Revise

Take the results from your assessments and evaluations to reflect on your training course and revise it. With these revisions, you can improve your course and make it even better for the next time you conduct a teacher-training course.

**Conclusion.** Thus, taking into consideration a step-by-step instruction for planning and conducting an effective training course or workshop, we prepared and conducted a two-day workshop on the theme “Project work in teaching English”. We studied stakeholders’ needs before the session and analyzed a follow-up feedback, which proved our feelings that this workshop was a success.

This article covers the essentials of needs analysis from the emerging trainer's perspective. The topics covered include when and how to do a training needs analysis; using informal and formal analysis techniques; goal, task and participants’ analysis; and how to develop a training plan. The article provides practical guidance for those who have had some exposure to training and would like to improve their training skills.

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### **РЕКОМЕНДАЦИИ ПО СОЗДАНИЮ И ПРОВЕДЕНИЮ АНАЛИЗА ПОТРЕБНОСТЕЙ УЧИТЕЛЕЙ**

**Аннотация.** Эта статья полезна как для начинающих, так и для опытных учителей, она дает читателям методы создания, представления и оценки эффективных семинаров по подготовке учителей. Материал статьи раскрывает основы анализа потребностей с точки зрения начинающего тренера. Учителя получают инструменты и методы для содействия профессиональному развитию в контексте их преподавания и представляют план по созданию успешного семинара. В своей статье, авторы на примере использования следующих научных методов: обзор теоретических источников, наблюдение, анкетирование, техника случайного выбора в целевых группах, и интервью, показали, как, используя анализ потребностей слушателей, неудачный семинар сделать успешным.

**Ключевые слова:** анализ потребностей, техника случайного выбора, рефлексивное преподавание, наблюдение, оценивание.

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### **МҰҒАЛІМДЕРДІҢ ҚАЖЕТТІЛІКТЕРІНЕ ТАЛДАУ ЖАСАУ ЖӘНЕ ЖҮРГІЗУ БОЙЫНША ҰСЫНЫСТАР**

**Аннотация.** Бұл мақала жаңадан бастаушылар үшін де, тәжірибелі мұғалімдер үшін де пайдалы, оқырмандарға мұғалімдерді даярлаудың тиімді семинарларын құру, ұсыну және бағалау әдістерін ұсынады. Мақала материалы бастаушы жаттықтырушы тұрғысынан қажеттіліктерді талдау негіздерін ашады. Мұғалімдер оларды оқыту контексінде кәсіби дамуға жәрдемдесу үшін құралдар мен әдістерге ие болады және табысты семинар құру бойынша жоспар ұсынады. Өз мақаласында авторлар келесі ғылыми әдістерді қолдану мысалында: теориялық дереккөздерге шолу, байқау, сауалнама жүргізу, мақсатты топтарда кездейсоқ таңдау техникасы және сұхбат, тыңдаушылардың қажеттіліктерін талдауды қолдана отырып, сәтсіз семинарды қалай сәтті ету керектігін көрсетті.

**Тірек сөздер:** қажеттіліктерді талдау, кездейсоқ таңдау техникасы, рефлексивті оқыту, бақылау, бағалау.