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ISSN (Online) : 2455 - 3662

SJIF Impact Factor :3.967

EPRA International Journal of

Multidisciplinary Research

**Monthly Peer Reviewed & Indexed
International Online Journal**

Volume: 3 Issue: 6 June 2017



Published By :
EPRA Journals

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SJIF Impact Factor: 3.967

Volume: 3 | Issue: 6 | June 2017

EPRA International Journal of Multidisciplinary Research (IJMR)

ISSN (Online): 2455-3662

TRAINING NEEDS ASSESSMENT OF ENGLISH LANGUAGE TEACHERS

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ABSTRACT

In this paper it explained the training needs assessment of English Language teachers. Group of teachers were asked about their training needs related to their teaching. They were given sort of training needs and the teachers need to rank according to their priority of needs. Training Needs Assessment is the process of identifying the gap between employee training and needs of training. Training needs analysis is the first stage in the training process and involves a procedure to determine whether training will indeed address the problem which has been identified.

Training can be described as "the acquisition of skills, concepts or attitudes that result in improved performance within the job environment". Training needs analysis looks at each aspect of an operational domain so that the initial skills, concepts and attitudes of the human elements of a system can be effectively identified and appropriate training can be specified. Training needs analysis is most often used as part of the system development process. Due to the close tie between the design of the system and the training required, in most cases it runs alongside the development to capture the training requirements.

KEYWORDS: Training Needs Assessment, Teachers Training, Assessment, Needs in Teaching, Trainings, Teachers Assessment.

INTRODUCTION

It is a designed to *develop the skills* of teachers that are already working in a particular profession. It is a training that is *given to employees* during the course of employment (*Collins English Dictionary*); it acts as a catalyst for teacher's effectiveness. It is also a way of updating teachers' skills and knowledge for improving teaching and learning which lead to better job performance. It is important for teachers to face new challenges and changes in the field of teaching.

It is also a fundamental aspect to improve teacher professionalism.

The effectiveness of training is important so that teachers can apply the knowledge acquired in teaching and learning. Some factors that contribute towards the effectiveness of training are the role of administrator, attitudes of teachers, training needs and strategies in conducting the training.

TRAINING NEEDS ASSESSMENT

The head of the department prepared a simple questionnaire to assess the training needs of the teacher in the GRU English Department. There are 14 topics and issues about teaching English Language, Strategies and Methodologies. From the selected topics the teachers were to rank by writing

numbers 1-14 as to their perception of their order of priority. This means that the teachers need to write number 1 if the topic is the most needed training and write number 2 as the second topic of priority and so on. Based on the gathered data, Table 1 shows the top five topics and issues mostly prefers by the teachers in the department.

Table 1 First Priority Training Needs of Teacher

Training Needs (First Priority)	Rank
• Innovative Practices in Language Teaching	1
• Experiential Approach to Language Learning	3
• Practical Approaches to Grammar Instruction	2
• Task-Based Learning	4
• Content and Language Integrated Learning (CLIL)	5

It can be seen in the table that teachers need to have training on the innovative practices in language teaching. This is followed by the practical approaches to grammar instruction, and experiential approach to language learning. The task-based learning takes its place on fourth priority and content and learning language integration learning rank the fifth priority. It can be noted in the table that the teachers want to have training on the recent teaching strategies in teaching the English Language that involved student-centered approach. Aside from that teachers need to have a wider knowledge on how to teach grammar effectively using a communicative approach or experiential learning.

Table 2 displays the training needs of the teachers as their second group of priority. It can be seen in the table that teachers need to have a training about e-tools for teaching and testing. The use of video and digital media in the classroom catches the attention of the teachers to ponder their knowledge into such area. The teachers like to have enough knowledge on the innovative way in teaching vocabulary. Groupings as an approach to teaching were also pointed out by the teachers in their list. Some of the teachers need to ponder themselves to mobile assisted language learning which can also be an effective approach in teaching the English Language.

Table 2 Second Priority Training Needs of Teachers

Training Needs (Second Priority)	Rank
• Grouping for Effective Language Learning and Support	4
• New Ways of Teaching Vocabulary	3
• Mobile -Assisted Language Learning (MALL)	5
• E-tools for Teaching and Testing	1
• Use of Videos and Digital Media in the Classroom	2

From the data, it can be construed that the second group of topics that the teachers wanted to have training were those topics that are technologically oriented strategies. This implies that the teachers are oriented enough on the effect of modern technology in an English Language classroom, but the concept and knowledge of these teachers were not enough.

Looking at Table 3 it discloses the training needs to teachers as their third group priority. From the table it can be noted that teachers want to have knowledge about flipped classroom, this is a classroom that combined home activities and the actual classroom work. The teachers also need to have training in the following approaches: computer assisted language learning; project based learning and self-pacing teaching

Table 3 Third Priority Training Needs of Teachers

Training Needs (Third Priority)	Rank
• Do you need to be a native speaker to teach the language?	2
• Project-Based Learning	5
• Computer-Assisted Language Learning (CALL)	4
• A Flipped Classroom	1
• Self-Pacing Teaching	3

A closer look on the table, it says that most of the teachers prefer to have training about the application of technology inside the classroom. They need to have the recent concept about the effect of such technology and how they can use the technology to obtain a maximum effective on the part of the student performance. It can also be concluded from the about data that most of the teachers are discouraged to use the traditional methods of teaching, they need to have the most training about modern technology.

III. CONCLUSIONS

The impact that technology has had on today's teaching and learning have been very significant. This widespread adoption of technology has completely changed how teachers teach and students learn. Teachers are learning how to teach with emerging technologies students are using advanced technology to shape how they learn. By embracing and integrating technology in the classroom, you are setting the students up for a successful life outside of the classroom. According to the study mentioned above, teachers prefer technology to be used in their classroom because they believe that it makes learning more interesting and fun.

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