

A Needs Analysis Approach to EFL Syllabus Development for Second Grade Students in Secondary Education in Saudi Arabia: A Descriptive Analytical Approach to Students' Needs

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Abstract

The present research studied the needs of the second grade students in the secondary schools related to learning English in the Kingdom of Saudi Arabia. The research focused on the learners' professional needs, their language skills and tasks, preferred learning styles and teaching methods, difficulties learners face while studying language, and the suggestions for better ESL learning strategies. A descriptive analytical approach was referred to in order to meet the research goals. Two data collection tools were used, a questionnaire and semi-structured interviews. The research had comprised a sample of 400 learners at the second grade in Saudi secondary schools in Riyadh city. The participants were both males and females. The interviews were also conducted with eight male and eight female students. The research findings revealed that students need to learn English primarily with the purpose to speak fluently, communicate with other, and to get a job. Their speaking and listening skills were also at the lower level than their writing, reading, grammar, and vocabulary skills. Furthermore, students preferred additional resources to the school book, to get a chance to select exercises, to perform activities in pairs, for a teacher to translate unknown words for them, and to learn grammar through examples. Furthermore, the research results indicated that teachers did not consider learners' differences and that students feel frustrated in class as they could not match with their classmates. Moreover, students have demonstrated a need to insert technology and short stories in the curriculum. The study recommended that teachers and schools should conduct a needs analysis regularly and to update the curriculum with such insightful needs.

Introduction

Recent interest in needs analysis has increased in the area of English language learning. Many scholars address the issue of needs analysis in a classroom as a part of program evaluation studies. One of the main purposes of the needs analysis is to understand the necessary changes which should be done in order to improve the curriculum by means of content specification in the field of English language learning. English language needs analysis for students is mainly carried out in order to obtain deep insights and greater inputs about the current and future needs of language learners from multiple perspectives, including subject teachers as well as present and former students to assist in making well-advised decisions on the objectives and the goals that a new curriculum should address and to ensure that the curriculum content matches the students' needs as closely as possible (Cowling, 2007).

Communicative competence is a center of the needs analysis. The main purpose of each language learning strategy is to be able to communicate with others using a language. A needs analysis is related to the notional-functional approach with the purpose to achieve the following goals, to understand the main notions while communication and to be able to use language as a functional issue while requesting, telling, describing, enumerating, explaining, etc. (Yalden, 2012). The main idea of the possession of the communicative competence is the ability to express personal thoughts and ideas with the use of foreign languages. Being an international language for communication in many countries, the Ministry of Education in Saudi Arabia must pay more attention to his issue. The importance of learning English in schools is explained by a great number of English-speaking people in the region. Knowing English from school years will help the citizens of the country to use this knowledge for personal benefit and for the benefit of the country. Every elementary, intermediate, and secondary grade course book in Saudi Arabia has a note about the importance of learning English in Arabic on the second page.

Overall, the Minister of Education sets the following general objectives of teaching English in the country, to enhance the understanding of English-speaking cultures, to bridge these cultures with the Islamic culture of Saudi Arabia, and to assure that students' English knowledge is helpful for academic and commercial purposes.

Thus, the identification and analysis of ESL students' needs in Saudi general education is a critical element in the language learning context. This study tries to describe students' needs with regard to their ESL syllabus in the Saudi's secondary education. Overall, a needs analysis is the first step on the way to the development and improvement of the teaching materials, enhancing the learning activities, improving tests and assessment strategies, etc. Needs analysis has been studied with the purpose to assess its effectiveness in the language teaching field. Cowling (2007), Jasso-Aguilar (2005), and Kusumoto (2008) have studied the needs analysis from the side of English for academic purposes, English for specific purposes, and English for general purpose. Overall, a needs analysis is very effective in evaluating students' needs in relation of English for the academic, specific, and general purposes.

Statement of the Problem

A detailed analysis of the students' needs in Saudi Arabia schools shows that English syllabuses ignore students' needs in many cases (Al-Gorashi, 1988; Almulhim, 2001; Alharby, 2005). Even though the issues of the students' needs in learning English have been considered, no studies address the particular grades at schools. Teaching English in Saudi Arabia is far from ideal, as many students' needs are not met. The analysis of the recent studies allows confirming the fact that English classes in Saudi Arabia schools have nothing in common with the needs of English use. One of the main purposes of learning English is the possibility to use the language in communication. However, recent research shows that Arabic schools do not help students speak English (Al-Gorashi, 1988; Almulhim, 2001; Alharby, 2005). The main purpose of teaching English should be the desire to help students acquire the necessary skills helpful in joining the workforce in the future. Language proficiency skills have a number of requirements, which deserve attention. Nowadays, the main problem Saudi Arabia schools face is the inability to formulate English learning needs that results in failure to address them. Placing absolutely wrong unspecific goals, the schools fail to address students' needs. The main idea of the study is to assess students' needs in terms of learning English as a foreign language. Conducting a research in Saudi Arabia, students of the second grade in secondary schools are involved.

Objectives of the Study

The following objectives are going to be considered in the research

1. The research is going to focus on students' perspective of English in their professional needs.
2. The study will research the students' needs in terms of language skills and tasks.
3. The study will develop a range of difficulties second grade students usually face while learning English language in the secondary schools.
4. The study is going to consider students' preferences in selecting learning styles and teaching methods.
5. The final objective of the study is to understand students' suggestions in terms of the better strategies for learning English as a foreign language.

Questions of the Study

The study aims to answer the following questions:

1. What are the nearest perspectives of the second grade students in the secondary schools in Saudi Arabia in relation to the professional needs?
2. What are the nearest perspectives of the second grade students in the secondary schools in Saudi Arabia in relation to language skills and knowledge?
3. What difficulties do second grade students in secondary schools of Saudi Arabia face in learning English?
4. What are the visions on learning styles and teaching methods in secondary schools of Saudi Arabia?
5. What can students suggest to have better English learning strategies?

Research Significance

The current research tackles an important issue in language learning. Learners' needs have been the focus of any developmental language learning program. The inclusion of learners' needs in any curriculum enhances the ability of the curriculum to achieve the desired goals and have a sound language learning process.

The study of learners' needs also gives insights to the syllabus designers, teachers, and educators to realize what the learners actually need to learn and how they want to learn. The reflection of learners' needs in the curriculum creates a motivation for students to learn in a meaningful way.

Review of Literature

Definition of Syllabus/Curriculum

The learning process involves the consideration of such basic notions as syllabus and curriculum. The importance in differentiating between these two notions is based on the fact that different scholars present various viewpoints on this issue and in some cases these viewpoints are absolutely different (Nunan, 1993, p. 35). According to Candlin (1984), "curriculum is concerned with making general statements about language learning, learning purpose, experience, evaluation, and the role and relationships of teachers and learners" (p. 31). Syllabus, on the contrary, is a notion, used for the smaller unit analysis, which is used for explaining the documents and records occurred at the classroom level. Syllabus is one of the ways to applying the already existing curriculum to the personal needs of teachers and learners. Nunan (1993) and Candlin (1984) refer curriculum to such particular processes as planning, plan implementation, evaluation, management, and administration. Thus, curriculum is a broad term, contrary to syllabus. Syllabus is a notion devoted to teaching methodology, mainly aimed at selecting and grading content (Nunan, 1993, p. 8).

Definition of Needs Analysis

Needs analysis has been defined by a number of schools and understanding of these definitions is helpful in the further analysis of the topic under consideration. Overall, needs analysis is defined as a specific ground for future development of the academic activities of a particular group of students. Apart from the definitions mentioned above in the introduction part, this notion has a number of other definitions, where the scholars try to present their own vision of the issue. Focusing on language related needs in terms of language programs, the explanation of the needs analysis is based on curriculum development (e.g. Boshier & Smalkowski, 2012; Chaudron et al., 2005).

Yalden (2012) also paid much attention to the needs analysis trying to draw a line between learners' wants (the objectives and expectations students place) and learners' needs (the objectives and expectations based on the research and the ministry of education advice). Nunan (1988) and Brindly (2011) gather needs analysis under two specific notions, like "objective needs" and "subjective needs". Having a similar opinion in this particular issue, Nunan (1988) and Brindly (2011) assess the objectives of the learning outcomes as the basis for the objective needs obtained from the personal data of students. Overall, most of the scholars have a similar vision of the needs analysis and the importance of this issue. Additionally, Brown (1995) describes the situation needs as "information of the program's human aspects, that is, the physical, social, and psychological contexts in which learning takes place," (p. 40) and language needs as "the target linguistic behaviors that the learners must ultimately acquire" (p. 40).

Approaches to Needs Analysis

There are a number of the approaches to the needs analysis and the most important ones are going to be discussed in the following part.

Sociolinguistic Model

The main idea of this model is the development of a special program aimed at analyzing students' profiles with particular information. Filling in a profile, each student should mention the communicative events one has experienced during the day, for example, one should dwell upon his duties. Furthermore, the purpose of the results should be mentioned. In the case under analysis students should mentioned educational objective. The medium field may be spoken, written, visual, etc. Also, students have to mention the desired mode, for example, a story, a dialogue, etc. The channel of communication needs analysis as well as the setting, the partners in communication, the level of English possession, the subject, the dialect and even the tone are to be mentioned in the profile. After the profile is created, students' needs are transferred to the syllabus (Munby, 1978).

Even though the model involves numerous parameters and specifications, it has a lot of shortcomings. First of all, this model is directed more at the learner rather than at his/her needs. Having developed everything in theoretical issue, the model can hardly be used in practice. The sociolinguistic approach is a complicated tool form students, which does not involve any flexibility. Also, the program is very time-consuming and inconvenient for a group use.

Also, as far as it has already been mentioned, the model does not pay much attention to the human variables. West (1994) clarifies that the sociolinguistic approach “collects data about the learner rather than from the learner” (p. 9).

A Systemic Approach

A systematic approach is aimed at covering the shortcomings of the sociolinguistic approach having filling the gap of flexibility of the model and paying more attention to the learner itself. The present situation and a position of a learner in this situation is a center for the analysis. Also, the further concerns of a learner are also considered in detail. Richterich and Chancerel (1977) have developed this approach with the desire to understand students’ needs. The authors of the model plan to understand learners’ needs, making assessments before, during, and after the learning processes. Since the model has a number of advantages, and the number of the criticism in turn of this approach is small, it has a very serious disadvantage. Being focused on learner and on the situation, the assessment of the real-world needs is absent. Also, students trust too much to their perceptions on what should be focused on, that they forget about the primary purpose of the analysis. Therefore, many students come preoccupied with the very process of testing having forgotten about the real issue of it (Long, 2005a). Overall, the systematic approach is effective and can be referred to as one of the models for assessing students’ needs. Having a needs analysis as one of the components, a systematic analysis is still not very helpful as learners in most cases cannot say for sure what exactly they want.

A Learning-Centered Approach

One of the main problems of the models mentioned above is the failure to meet the issues of how students learn, while they focus greatly on the language needs students have. The solution to this problem has been developed by a learning-centered approach. Hutchinson and Waters (1987) have developed a learning-centered approach with the purpose to create a model, which can easily analyze students’ needs from the very beginning up to the target situation. The peculiarity of this systematic approach is that students pay more attention to the learning process as a focus of the analysis rather than the knowledge they want to possess at the end of the classes. According to Hutchinson and Waters (1987), target needs explain “what the learner needs to do in the target situation” (p. 54). Students’ target needs involve the necessities, lacks and wants. Being the categories of the target needs, each of these notions has a strict definition. Thus, students’ necessities focus on what students have to know in order to be able to perform their responsibilities. Lacks explain what people do not know “the gaps between what the learner knows and the necessities” (Hutchinson & Waters, 1987, p. 56). Wants are focused as “what the learners think they need” (Nation, 2000, p. 2).

The learning needs of students pay attention to a great number of factors including their demographic information and background knowledge and practical skills. According to Hutchinson and Waters (1987), learning needs involved the following aspects. Assessing students learning needs, the attention should be paid to the familiar teaching and learning styles. Students have to define the convenient time and the status of the classes. To assess the students’ needs in accordance with the approach mentioned above, one should define the teaching methods he considered appropriate and inappropriate. The information about the minimum requirement to the teachers’ knowledge should be stated. Students also have to define a convenient location, desired instructional material, their expectation about the outcomes of the classes, and the level the necessity of the classes to students.

One of the most important features of this approach is a constant systematic assessment of students’ needs with the help of interviews, surveys, questionnaires, observations, etc. The advantages of this particular students’ needs approach has a lot of supporters, who point to the following a substantial confirmations. Thus, Nation (2000) stresses a good support of this approach. Richterich and Chancerel (1977) insist on the presence of students’ background knowledge as one factor of the analysis. Grellet (1981) supports the strength of this approach by means to application of authentic materials as the way to encourage students work on the original texts. Supporting this approach Eggly (2002) has presented the differences in learning needs and expectations of students who are forced to study and of those who have enrolled on their own desire.

Learner-Centered Approaches

The learner-centered approach has the main goal consider the learner’s attitudes and expectations as the main aspect in analyzing the needs. Being the developers of the approach, Berwick (1989) and Brindley (1989) have created three main approaches to this model. The first approach contradicts the perceived needs and the felt one. It means that students should differentiate between the needs they have from the needs they feel necessity in.

The line between these two notions is very slight, but it still exists (Berwick, 1989). For example, working with foreign partners a person needs to know English, while having an intention to travel abroad one feels a necessity to learn it.

Another approach in the learner-centered model is a contradiction of a product to process oriented interpretations. If the product oriented way is chosen, the main focus of the students' needs is the language itself. However, if the needs analysis is based on the process, the particular attention is paid to the learning process, to how learners respond to the situational issues. The final contradiction is about the objective and subjective course needs. While the objective needs focus on a particular person in the learning process, the subjective need pay much attention inner factors of a person (Brindley, 1989). An exceptional characteristic feature of learner-centered approaches is that a needs analysis is based on both students' attitudes and feelings.

Task-Based Approach

Long (2005a) describes a task-based approach in needs analysis as a desire to get to know the particular situations in which learners would like to participate. Long (2005a) also states that modern students are interested in participating in various tasks, which support their independence in decisions. The concept of cognitive-independent approach is based on the real-world or target tasks situations. The students are encouraged to use the target language in different imagined situations, like visiting a doctor, doing shopping, going to the museum, etc. Mudraya (2006) states that one of the examples of the task-based approach is reading a text book on the language of an original. Munby (1978) has created a parallel between a task-based approach and communicative events; however, the variables are different.

Empirical Research

Having analyzed much literature sources devoted to the teaching process, it has been confirmed that students' expectations are important. Meeting the students' needs is an essential part in the teaching process and the failure to meet students' expectations reduces the effectiveness of the educational process to minimum. All the teaching material, curriculum, courses, plans, etc. must be directed at meeting students' needs. Trying to meet students' academic purposes, specific purposes, and general purposes, a teacher must be aware of the students' need. Much research confirms that students' needs analysis has become a very serious issue for consideration (Cowling, 2007; Jasso-Aguilar, 2005; Kusumoto, 2008). Analyzing students' needs from different aspects, this study is aimed at assessing the particular students' needs of second grade students of secondary schools in Saudi Arabia. However, to make sure that the research is authentic and no similar research has been conducted, the analysis of the research devoted to the various contexts of the students' needs is presented below.

A research conducted by Chostelidou (2010) is devoted to Greek students' needs analysis. Since the area where the research took place was in need of accounting professionals, the study results pointed to students' focus on accountancy. Eslami (2010) focused on EAP students and their vision of the learning process. The research results have shown that there is a great misunderstanding between teachers and students. Kittidhaworn (2002) research is devoted to Thailand students and its educational process. The research has proven that students have a high level of engineering interest that directs their curriculum. Alharby (2005) focused on healthcare educational establishment having proven that students' professional interests have a substantial influence on students' needs in relation to learning English as a second language. However, the educational establishment did not meet these desires and as a result students' dissatisfaction took place. Al-Busaidi's (2003) study is devoted to Sultan Qaboos University (SQU) in the Sultanate of Oman. Almulhim (2001) and Al-Gorashi (1988) also conducted a research devoted to students' needs in Saudi Arabia. The results obtained showed the complete correspondence of the curriculum goals to students' needs and expectations.

Conclusion

The literature review is devoted to the problems of needs analysis and syllabus assessment. The setting described in the study is Saudi Arabia, the second grade students in the secondary school. English as a foreign language is analyzed from the side of academic and professional programs. The literature review has analyzed the recent research in the sphere of needs analysis among second grade students in the secondary schools. The literature review assures that much attention is paid to the problem; however, little research is done in the sphere of students' level differentiation. Therefore, the theme under consideration requires attention due to the topicality of the problem and a necessity to address the issue for better level of students' knowledge of English.

Research Design

The current study uses quantitative and qualitative methods that describe and analyse the secondary second grade learners' needs in English language. The study design constructed here is based on the developed study questions. These questions have been raised from the researchers' observation and the conducted literature review.

Participants

This research comprised a sample of 400 students of the second grade in the Saudi secondary schools in Riyadh city. The participants are both male and female regular students enrolled in the classes for the academic year 2013-2014. Arabic is the native language of the participants of the research with English being their second language of learning. The language levels of the participants range from the intermediate to the upper intermediate as obtained from their responses to the research data collection tools.

Instrumentation

In order to achieve the goals of this study, two main data collection instruments were used: (1) a questionnaire and (2) semi-structured interviews.

Questionnaire

The questionnaire is based on assessing the learners' needs of study related to the language learning process. The questionnaire is composed of 78 statements. The questionnaire was designed by the researchers based on the relevant literature and previous studies that tackled the students' needs in English language learning. 700 questionnaires were distributed for both genders. A total number of 572 questionnaires were returned among which 172 participants' answers were incomplete or scratched, and 400 questionnaires were filled out completely. The questionnaire is based on the 5 point Likert scale with "strongly disagree", "disagree", "not sure", "agree", and "strongly agree" rating of assessment the statements (see appendix A).

It is worthwhile mentioning that the questionnaire was translated into Arabic to make sure that learners understand all items and to assure the reliability and validity of the findings (Appendix B). Both versions were reviewed by a group of TESOL professors (Appendix E).

Interviews

In addition to the questionnaire, 16 semi-structured interviews were conducted with the participants in order to identify their professional needs, language skills, tasks, and deficiencies, learning styles, teaching methods, and their suggestions for better ESL learning. Interviews were conducted with eight male and eight female students. The interviews with females and males were made face-to-face.

Data Analysis

1. The questionnaires were collected and put for analysis. The frequencies and percentages of the participants' responses were recorded for each statement in the questionnaire. Also, the means and standard deviation for each statement were extracted.
2. The data were tabulated and represented in figures in order to present the responses visually, in a more understandable way.
3. All the interviews were manually coded. The coding process is essential to structure the data and facilitate working with and building knowledge about the collected data.
4. Then, findings were discussed and analyzed in the light of the previously conducted literature review.

Procedures of the Study

The procedures for the study are as follows:

1. The participants were aware of the purposes of the survey and their approval in participating in the study confirmed. The participants of the study received the full contacts of the researchers to be able to cooperate in case of any inquiries.
2. The questionnaires were distributed to the participants and collected with their responses at the workplace.
3. The data collection procedure by means of the questionnaire took seven days.
4. The researchers conducted the interview with female participants face-to-face. However, an authorized male researchers conducted the interviewing of male participants. The data collection procedure by means of the interviews took seven days.
5. All data were collected and transcribed for analysis.

Questionnaire Validity and Reliability

Validity refers to the degree of a study accurate reflection or assessment of the specific concept that the researcher is attempting to measure (Robson, 1993).

The researchers achieved the face validity of the questionnaire by submitting it to a number of experts and requesting their opinions on the suitability of the questionnaire to the research objectives. More than half of the experts conveyed that the questionnaire is suitable for measuring the designed objectives and facilities. A final copy of the questionnaire can be seen in appendix A. Pearson correlation coefficient was used to verify the construct validity of the questionnaire. The results are shown in the table below.

Table 3.1 Pearson Correlation to Questionnaire Validity

S	Pearson	S	Pearson	S	Pearson	S	Pearson
Why do you need to learn English?							
1	.494**	5	.528**	9	.466**	13	.148**
2	.529**	6	.452**	10	.638**	-	-
3	.647**	7	.515**	11	.462**	-	-
4	.616**	8	.520**	12	.475**	-	-
How do you describe your level of English?							
1	.764**	3	.318**	5	.768**	7	.801**
2	.732**	4	.712**	6	.692**	-	-
The Writing Skill							
1	.376**	2	.506**	3	.464**	4	.362**
The Listening Skill							
1	.152**	2	.611**	3	.745**	-	-
The Reading Skill							
1	.715**	2	.116*	3	.646**	-	-
Grammar							
1	.781**	2	.763**	3	.446**	-	-
Vocabulary							
1	.406**	2	.482**	-	-	-	-
The Linguistic Needs of Secondary Second Grade Students in English							
1	.697**	4	.634**	7	.699**	10	.682**
2	.738**	5	.734**	8	.734**	-	-
3	.749**	6	.693**	9	.710**	-	-
Curricular and Extracurricular Activities You Need							
1	.491**	3	.640**	5	.155**	7	.580**
2	.545**	4	.335**	6	.367**	-	-
What are the styles that suit you in learning English?							
1	.269**	3	.447**	5	.541**	7	.265**
2	.555**	4	.494**	6	.221**	-	-
The methods you prefer to learn English							
1	.354**	3	.533**	5	.602**	7	.406**
2	.461**	4	.602**	6	.449**	8	.400**
The difficulties you face while learning English language							
1	.369**	3	.816**	5	.752**	-	-
2	.594**	4	.822**	-	-	-	-
Suggestions for better learning of the language							
1	.630**	3	.634**	5	.661**	-	-
2	.556**	4	.709**	6	.653**	-	-
Which of the following things do you want or need to study more?							
1	.596**	4	.532**	7	.677**	-	-
2	.680**	5	.619**	8	.615**	-	-
3	.685**	6	.657**	9	.434**	-	-

** Correlation is significant at the 0.01 level (2-tailed)

*Correlation is significant at the 0.05 level (2-tailed)

From table 3.1, all the values are significant at the level of 0.01 or 0.05 and this indicates that all the questionnaire items are valid for the study.

Reliability is explained as the degree of the repeater action results any of the experiment tests or measuring procedures yields the same result on repeated trials (APA, 1985). Cronbach's Alpha coefficient has been used in this study to assess the reliability of the questionnaire. Cronbach's Alpha coefficient for the questionnaire was 0.750. Since the questionnaire is used in the first time it is acceptable. The further evaluation of the reliability of the questionnaire is shown in table 3.2.

Table 3.2: Cronbach's Alpha for Questionnaire Reliability

Sections	Number of Items	Cronbach's Alpha
1. Why do you need to learn English?	13	0.636
2. How do you describe your level in English?	22	0.566
3. The Linguistic needs of secondary grade students in English?	10	0.882
4. Curricular and Extracurricular Activities You Need	7	0.808
5. What are the styles that suit you in Learning English?	7	0.797
6. The methods that you prefer to learn English.	8	0.511
7. The difficulties that face you in English language.	5	0.702
8. Suggestions for better learning of the language.	6	0.688
9. Which of the following things do want or need to study more of?	9	0.774
Total	87	0.750

Interview Validity and Reliability

The researchers achieved the face validity of the interview by verifying the interview questions to measure what they are intended to measure. The following steps were applied in the interview conduction.

- 1) A revision of the relevant studies and research projects to formulate the first draft of the interview.
- 2) This draft was shown to a number of scholars who are majored in the field. In light of the comments and remarks provided by the scholars, the researchers has modified the questions and rephrased the items that need more clarity and relevance to the intended goal. A final copy of the interview questions can be seen in appendix (C).

Reliability can have either internal or external nature. Internal reliability involves more than one researchers within the study group. External reliability refers to the possibility to complete a research again with the results comparable to the original study. Since the time and environment are sure to change from the period when the original study took place, high external reliability seems to be unachievable. Bryman and Bell (2007) are sure that any study can repeat the research environment by means of a number of strategies, namely, adapting the research questionnaires and interviews. To assure that the current research has achieved the highest reliability, the details of the information gathering procedure and the interviews conduction is described below. This detailed description increases the ability of future researchers to replicate this study under same conditions with comparable results (Bryman& Bell, 2007).

Statistical Tools

The selection of the right statistical methods depends on the nature of the data and the relationship between the method and the research objective (APA, 1985). As such, the present study used what is relevant to the research question and framework. The main data analysis techniques used in the current study are frequency count and percentage, arithmetic means, standard deviations, and t-test.

Results

Table 4.1: Responses to Primary Data

S	Questions	Yes		No	
		F	%	F	%
1	Have you ever lived in an English-speaking country?	14	3.5	386	96.5
2	Have you taken any English courses before?	81	20.3	319	79.8

Table 4.1 illustrates that only 3.5% of study sample members has previously lived in a country whose mother tongue is English, while 96.5 % have never lived in an English-speaking country. It also demonstrates that 20.3% of the study sample have received courses in English language, while 79.8 % have never received English language courses.

Responses to the First Question

Table 4.2 shows the participants' responses to the first question. The respondents have shown different estimates for the items of this section. However, the total mean score for this section is 4.00, which means that the respondents estimated the items of this section highly. The responses to the first question in the questionnaire devoted to the perspective of the second grade secondary students on professional needs are presented in the table below.

Table 4.2 Students' Responses to the First Question

S	Statements		SA	A	NS	D	SD	Mean	Std. D	Rank
1	English learning helps me in communication.	F	243	145	1	7	3	4.55	0.67	5
		%	60.8	36.3	.3	1.8	.8			
2	English learning helps me in having a good job.	F	273	115	7	1	3	4.64	0.61	3
		%	68.3	28.8	1.8	.3	.8			
3	English learning helps me in having a good job.	F	246	114	23	13	4	4.46	0.82	6
		%	61.5	28.5	5.8	3.3	1.0			
4	English learning helps me in employment.	F	219	133	32	7	9	4.37	0.88	7
		%	54.8	33.3	8.0	1.8	2.3			
5	English learning helps me in studying abroad.	F	149	104	84	37	23	3.80	1.20	11
		%	37.3	26.0	21.0	9.3	5.8			
6	English learning helps me in travelling abroad.	F	282	107	7	2	2	4.66	0.59	2
		%	70.5	26.8	1.8	.5	.5			
7	English learning helps me in passing my exams.	F	27	32	3	160	178	1.93	1.17	12
		%	6.8	8.0	.8	40.0	44.5			
8	English learning helps me in speaking fluently.	F	307	83	1	3	6	4.71	0.66	1
		%	76.8	20.8	.3	.8	1.5			
9	English learning helps me in dealing with technology.	F	256	129	6	4	5	4.57	0.70	4
		%	64.0	32.3	1.5	1.0	1.3			
10	English learning helps me feel confident.	F	217	124	20	24	15	4.26	1.05	8
		%	54.3	31.0	5.0	6.0	3.8			
11	English learning helps me in using the Internet.	F	103	242	12	35	8	3.99	0.91	10
		%	25.8	60.5	3.0	8.8	2.0			
12	I need English to be able to read original variants of books by English authors.	F	184	173	6	29	8	4.24	0.94	9
		%	46.0	43.3	1.5	7.3	2.0			
13	I learn English only to meet the desires of my parents.	F	8	29	10	167	184	1.77	0.95	13
		%	2.0	7.3	2.5	41.8	46.0			
Total Mean			4.00							

Below is a description of the responses to each item in the section:

- **English learning helps me in communication.** The students' responses to this statement are high as the mean score for this item is 4.55 with the standard deviation of 0.67. This means that the students agree to a great extent on this item.
- **English learning helps me in having a good job.** The responses to this statement are high as the mean score for this item is 4.64 with the standard deviation of 0.61. This means that the students agree to a great extent on this item.
- **English learning helps me in having a good job.** The students' responses to this statement are high as the mean score for this item is 4.46 with the standard deviation of 0.82. This means that the students agree to a great extent on this item.
- **English learning helps me in employment.** The students' responses to this statement are high as the mean score for this item is 4.37 with the standard deviation of 0.88. This means that the students agree to a great extent on this item.
- **English learning helps me in studying abroad.** The students' responses to this statement are high as the mean score for this item is 3.80 with the standard deviation of 1.20. This means that the students agree to a great extent on this item.
- **English learning helps me in travelling abroad.** The students' responses to this statement are high as the mean score for this item is 4.66 with the standard deviation of 0.59. This means that the students agree to a great extent on this item.
- **English learning helps me in passing my exams.** The students' responses to this statement are high as the mean score for this item is 1.93 with the standard deviation of 1.17. This means that the students do not highly agree on this item.
- **English learning helps me in speaking fluently.** The students' responses to this statement are high as the mean score for this item is 4.71 with the standard deviation of 0.66. This means that the students agree to a great extent on this item.
- **English learning helps me in dealing with technology.** The students' responses to this statement are high as the mean score for this item is 4.57 with the standard deviation of 0.70. This means that the students agree to a great extent on this item.
- **English learning helps me feel confident.** The students' responses to this statement are high as the mean score for this item is 4.26 with the standard deviation of 1.05. This means that the students agree to a great extent on this item.
- **English learning helps me in using the Internet.** The students' responses to this statement are high as the mean score for this item is 3.99 with the standard deviation of 0.91. This means that the students agree to a great extent on this item.
- **I need English to be able to read original variants of books by English authors.** The students' responses to this statement are high as the mean score for this item is 4.24 with the standard deviation of 0.94. This means that the students agree to a great extent on this item.
- **I learn English only to meet the desires of my parents.** The high level of responses to this item shows students' interest in the issue; however, students do not highly agree on the statement since the mean score is very low with the standard deviation of less than 1 point.

Responses to the Second Question

Table 4.3 shows the participants' responses to the speaking skill. The respondents have shown different estimates for the items of this section. However, the total mean score for this section is 2.81, which means that the respondents do not agree too much on the items of this section. The description of the responses to each item in the section is below.

1. Speaking Skill

Below are the students' responses to the speaking skill items in the questionnaire

Table 4.3: Students' Responses to Speaking Skill Items

S	Statements		SA	A	NS	D	SD	Mean	Std. D	Rank
1	I can ask English questions.	F	62	187	11	109	31	3.35	1.25	2
		%	15.5	46.8	2.8	27.3	7.8			
2	I can tell in English about myself.	F	59	185	8	113	34	3.31	1.26	3
		%	14.8	46.3	2.0	28.3	8.5			
3	I cannot create simple sentences in English.	F	40	124	5	153	78	2.74	1.34	4
		%	10.0	31.0	1.3	38.3	19.5			
4	I can speak English.	F	14	41	10	198	137	1.99	1.05	7
		%	3.5	10.3	2.5	49.5	34.3			
5	I can use destinations in English.	F	26	93	9	165	107	2.42	1.28	5
		%	6.5	23.3	2.3	41.3	26.8			
6	I can ask for a meal in a restaurant in English.	F	104	177	2	76	40	3.57	1.32	1
		%	26	44.3	0.5	19	10			
7	I can negotiate with others in English.	F	25	57	29	188	101	2.29	1.17	6
		%	6.3	14.3	7.3	47.0	25.3			
Total Mean			2.81							

- **I can ask English questions.** The students' responses to this statement are high as the mean score for this item is 3.35 with the standard deviation of 1.25. This means that the students agree on this item.
- **I can tell in English about myself.** The students' responses to this statement are high as the mean score for this item is 3.31 with the standard deviation of 1.26. This means that the students agree on this item.
- **I cannot create simple sentences in English.** The students' responses to this statement are high as the mean score for this item is 2.7 with the standard deviation of 1.34. This means that the students do not highly agree on this item.
- **I can speak English.** The students' responses to this statement are high as the mean score for this item is 1.99 with the standard deviation of 1.05. This means that the students do not highly agree on this item.
- **I can use destinations in English.** The students' responses to this statement are high as the mean score for this item is 2.42 with the standard deviation of 1.28. This means that the students do not highly agree on this item.
- **I can ask for a meal in a restaurant in English.** The students' responses to this statement are high as the mean score for this item is 3.57 with the standard deviation of 1.32. This means that the students agree on this item.
- **I can negotiate with others in English.** The students' responses to this statement are high as the mean score for this item is 2.29 with the standard deviation of 1.17. This means that the students do not highly agree on this item.

The Writing Skill

Below is a table with the students' responses to the writing skill items in the questionnaire:

Table 4.4 Students' Responses to Writing Skill Items

S	Statements		SA	A	NS	D	SD	Mean	Std. D	Rank
1	I can fill in a hotel form or an application in English.	F	26	96	32	139	107	2.49	1.29	4
		%	6.5	24.0	8.0	34.8	26.8			
2	I find it difficult to write a short paragraph about myself.	F	33	117	6	142	102	2.59	1.36	3
		%	8.3	29.3	1.5	35.5	25.5			
3	I find it difficult to use English in online chat rooms.	F	35	175	34	82	73	3.04	1.32	2
		%	8.8	43.8	8.5	20.5	18.3			
4	I can write an e-mail in English.	F	148	75	16	118	43	3.42	1.49	1
		%	37.0	18.8	4.0	29.5	10.8			
Total Mean			2.89							

Table 4.4 shows the participants' responses to the writing skill needs. The respondents have shown different estimates for the items of this section. However, the total mean score for this section is 2.89, which means that the respondents do not agree too much on the statements in this section. Below is a description of the responses to each item in the section:

- **I can fill in a hotel form or an application in English.** The level of students' responses to this statement is high. Having 2.49 mean score with the standard deviation of 1.29, the students do not highly agree on the statement.
- **I find it difficult to write a short paragraph about myself.** The results of the questionnaire have indicated the mean score of 2.59 and the standard deviation of 1.36. As a result, students do not highly agree on the statement.
- **I find it difficult to use English in online chat rooms.** The students' responses to this statement are high as the mean score for this item is 3.04 with the standard deviation of 1.32. This means that the students fairly agree on this item.
- **I can write an e-mail in English.** Students agreed with this statement as a mean score is rather high (3.42).

3. The Listening Skill

Below is a table with the students' responses to the listening skill statements in the questionnaire:

Table 4.5 Students' Responses to Listening Skill Items

S	Statements		SA	A	NS	D	SD	Mean	Std. D	Rank
1	I find it difficult to understanding when someone asks me about something in English.	F	48	117	9	158	68	2.80	1.35	2
		%	12.0	29.3	2.3	39.5	17.0			
2	I can answer questions in English.	F	48	165	6	144	37	3.11	1.27	1
		%	12.0	41.3	1.5	36.0	9.3			
3	I can write down information when listening to audio recordings in English.	F	30	54	40	188	88	2.38	1.18	3
		%	7.5	13.5	10.0	47.0	22.0			
Total Mean			2.76							

Table 4.5 shows the participants' responses to the listening skill. The respondents have shown different estimates for the items of this section. However, the total mean score for this section is 2.76. It means that the respondents do not agree too much on the statements of this section. Below is a description of the responses to each item in the section:

- **I find it difficult to understanding when someone asks me about something in English.** The students' responses to this statement are high as the mean score for this item is 2.80 with the standard deviation of 1.35. This means that the students do not highly agree on this item.
- **I can answer questions in English.** The students' responses to this statement are high as the mean score for this item is 3.11 with the standard deviation of 1.27. This means that the students fairly agree on this item.
- **I can write down information when listening to audio recordings in English.** The students mostly do agree on this statement as the mean score is rather low (2.38).

4. The Reading Skill

Below is a table of the students' responses to the reading skill statements:

Table 4.6 Students' Responses to Reading Skill Items

S	Statements		SA	A	NS	D	SD	Mean	Std. D	Rank
1	I can read and understand advertisements in English.	F	78	153	21	106	42	3.30	1.33	1
		%	19.5	38.3	5.3	26.5	10.5			
2	I cannot find specific information in the text.	F	27	152	11	126	84	2.78	1.33	2
		%	6.8	38.0	2.8	31.5	21.0			
3	I can retell what I have read in English.	F	28	104	7	173	87	2.53	1.28	3
		%	7.0	26.0	1.8	43.3	21.8			
Total Mean			2.87							

Table 4.6 shows the participants' responses to the reading skill. The respondents have shown different estimates for the items of this section. However, the total mean score for this section is 2.87, which means that the respondents do not agree too much on the statements of this section. Below is a description of the responses to each item in the section:

- **I can read and understand advertisements in English.** The students' responses show that students agree to a lesser extent on this item as the mean score for this item is 3.30 with the standard deviation of 1.33.
- **I cannot find information in the text.** The students' responses to this statement are high as the mean score for this item is 2.78 with the standard deviation of 1.33. This means that the students do not highly agree on this item.
- **I can retell what I have read in English.** The students' responses to this statement are high as the mean score for this item is 2.53 with the standard deviation of 1.28. This means that the students do not highly agree on this item.

5. Grammar

Below is the table with the students' responses to the grammar statements in the questionnaire:

Table 4.7: Students' Responses to Grammar Items

S	Statements		SA	A	NS	D	SD	Mean	Std. D	Rank
1	My level of English grammar is excellent.	F	35	89	11	203	62	2.58	1.24	3
		%	8.8	22.3	2.8	50.8	15.5			
2	I have an intermediate level of English grammar	F	47	124	11	179	39	2.90	1.27	2
		%	11.8	31.0	2.8	44.8	9.8			
3	I find it difficult to use correct English grammar structures.	F	53	162	8	132	45	3.12	1.31	1
		%	13.3	40.5	2.0	33.0	11.3			
Total Mean			2.87							

Table 4.7 shows the participants' responses to grammar statements. The respondents have shown different estimates for the items of this section.

However, the total mean score for this section is 2.87, which means that the respondents do not agree too much on the items of this section. Below is a description of the responses to each statement in the section:

- **My level of English grammar is excellent.** The students' responses to this statement are high as the mean score for this item is 2.58 with the standard deviation of 1.24. This means that the students do not highly agree on this item.
- **I have an intermediate level of English grammar.** The students' responses to this statement are high as the mean score for this item is 2.90 with the standard deviation of 1.27. This means that the students do not highly agree on this item.
- **I find it difficult to use correct English grammar structures.** The students' responses to this statement are high as the mean score for this item is 3.12 with the standard deviation of 1.31. This means that the students fairly agree on this item.

6. Vocabulary

Below is the table of the students' responses to the vocabulary statements in the questionnaire:

Table 4.8 Students' Responses to Vocabulary Items

S	Statements		SA	A	NS	D	SD	Mean	Std. D	Rank
1	I have enough vocabulary that helps me understand an English text.	F	56	144	9	157	34	3.08	1.28	1
		%	14.0	36.0	2.3	39.3	8.5			
2	My level in memorizing vocabulary is weak.	F	43	149	8	134	66	2.92	1.34	2
		%	10.8	37.3	2.0	33.5	16.5			
Total Mean			3.00							

Table 4.8 shows the participants' responses to vocabulary skills. The respondents have shown different estimates for the statements of this section. However, the total mean score for this section is 3.00, which means that the respondents quite agree on the items of this section. Below is a description of the responses to each item in the section:

- **I have enough vocabulary that helps me understand an English text.** The students mostly agree on this statement as the mean score is rather high 3.08 (the standard deviation is 1.28).
- **My level in memorizing vocabulary is weak.** The students' responses to this statement are high as the mean score for this item is 2.92 with the standard deviation of 1.34. This means that the students fairly agree on this item.

Table 4.9 Means and Rank of Skills

Skills	Mean	Rank
Speaking Skill	2.81	5
The Writing Skill	2.89	2
The Listening Skill	2.76	6
The Reading Skill	2.87	3
Grammar	2.87	3
Vocabulary	3.00	1

The table 4.9 shows that the students need more assistance in speaking and listening skills. The secondary teaching strategies should focus on these competencies more. The study shows that the mean score of the speaking skill is 2.81 and the mean score for the listening skill is 2.76. These are the least activities on comparison with other skills and competences. The students seem to be satisfied with their vocabulary and writing skill.

The Linguistic Needs of Secondary Second Grade Students in English

Table 4.10: Students' Responses to English Linguistic Needs

S	Statements		SA	A	NS	D	SD	Mean	Std. D	Rank
1	To become more fluent in speaking English.	F	272	120	1	4	3	4.64	0.62	4
		%	68.0	30.0	.3	1.0	.8			
2	To pronounce words in English correctly.	F	265	132	2	0	1	4.65	0.52	2
		%	66.3	33	0.5	0	0.3			
3	To be able to speak with others.	F	265	130	2	3	0	4.64	0.53	3
		%	66.3	32.5	0.5	0.8	0			
4	To learn English grammar for being able to form English sentences correctly	F	232	150	2	14	2	4.49	0.73	9
			58	37.5	0.5	3.5	0.5			
5	To enlarge my English vocabulary in general.	F	255	140	2	2	1	4.62	0.55	5
		%	63.8	35.0	.5	.5	.3			
6	To learn from English authentic reading materials.	F	195	184	13	5	3	4.41	0.69	10
		%	48.8	46.0	3.3	1.3	.8			
7	To improve my English writing.	F	248	149	2	1	0	4.61	0.51	6
		%	62.0	37.3	.5	.3	0			
8	To talk with others in English.	F	244	143	4	6	3	4.55	0.67	7
		%	61.0	35.8	1.0	1.5	.8			
9	To understand what others say to me in English.	F	268	129	1	2	0	4.66	0.51	1
		%	67.0	32.3	.3	.5	0			
10	To be able to transcript audio in English.	F	231	151	7	6	5	4.49	0.72	8
		%	57.8	37.8	1.8	1.5	1.3			
Total Mean			4.57							

Table 4.10 shows the participants' responses to the items of their linguistic needs in English. The respondents have shown different estimates for the items of this section. However, the total mean score for this section is 4.57, which means that the respondents highly agree on the items of this section. Below is a description of the responses to each item in the section:

- **To become more fluent in speaking English.** The students' responses to this statement are high as the mean score for this item is 4.64 with the standard deviation of 0.62. This means that the students agree to a great extent on this item.
- **To pronounce words in English correctly.** The students' responses to this statement are high as the mean score for this item is 4.65 with the standard deviation of 0.52. This means that the students agree to a great extent on this item.
- **To be able to speak with others.** The students' responses to this statement are high as the mean score for this item is 4.64 with the standard deviation of 0.53. This means that the students agree to a great extent on this item.
- **To learn English grammar for being able to form English sentences correctly.** The students mainly agree on this statement. The study shows a high mean score with the low level of standard deviation.
- **To enlarge my English vocabulary in general.** The students' responses to this statement are high as the mean score for this item is 4.62 with the standard deviation of 0.55. This means that the students agree to a great extent on this item.
- **To learn from English authentic reading materials.** The students' responses to this statement are high as the mean score for this item is 4.41 with the standard deviation of 0.69. This means that the students agree to a great extent on this item.

- **To improve my English writing.** The students' responses to this statement are high as the mean score for this item is 4.61 with the standard deviation of 0.51. This means that the students agree to a great extent on this item.
- **To talk with others in English.** The students' responses to this statement are high as the mean score for this item is 4.55 with the standard deviation of 0.67. This means that the students agree to a great extent on this item.
- **To understand what others say in English.** The students' responses to this item are high as the mean score for this item is 4.66 with the standard deviation of 0.51. This means that the students agree to a great extent on this item.
- **To be able to transcript audio in English.** The students' responses to this statement are high as the mean score for this item is 4.49 with the standard deviation of 0.72. This means that the students agree to a great extent on this item.

8. Curricular and Extracurricular Activities You Need

Below is a table of the students' responses to the curricular and extracurricular activities items in the questionnaire:

Table 4.11: Students' Responses to Curricular and Extracurricular Activities

S	Statements		SA	A	NS	D	SD	Mean	Std. D	Rank	
1	I prefer to learn English from the activities that resemble the daily life situations.	F	188	177	9	17	9	4.30	0.88	1	
		%	47	44.3	2.3	4.3	2.3				
2	I like to learn English through problem-solving activities.	F	85	189	73	42	10	3.74	0.99	4	
		%	21.3	47.3	18.3	10.5	2.5				
3	I like learning English through projects such as "making an interview with a colleague or a person" or "making a report about any issue" or "making a blog".	F	116	197	30	39	18	3.89	1.07	2	
		%	29.0	49.3	7.5	9.8	4.5				
4	I prefer oral tests only.	F	24	55	12	227	82	2.28	1.12	7	
		%	6	13.8	3	56.8	20.5				
5	I prefer written tests only.	F	34	60	11	229	65	2.42	1.18	6	
		%	8.5	15.0	2.8	57.3	16.3				
6	I prefer oral and written tests.	F	97	219	11	45	28	3.78	1.14	3	
		%	24.3	54.8	2.8	11.3	7.0				
7	I like to introduce new topics every day in school broadcasting.	F	87	134	22	82	75	3.19	1.46	5	
		%	21.8	33.5	5.5	20.5	18.8				
Total Mean			3.37								

Table 4.11 shows the participants' responses to the items of curricular and extracurricular activities. The respondents have shown different estimates for the items of this section. However, the total mean score for this section is 3.37, which means that the respondents agree on the items of this section. Below is a description of the responses to each item in the section:

- **I prefer to learn English from the activities that resemble the daily life situations.** The students' responses to this statement are high as the mean score for this item is 4.30 with the standard deviation of 0.88. It means that the students agree to a great extent on this item.
- **I like to learn English through problem-solving activities.** The students' responses to this statement are high as the mean score for this item was 3.74 with the standard deviation of 0.99. It means that the students agree to a great extent on this item.

- **I like learning English through projects such as “making an interview with a colleague or a person” or “making a report about any issue” or “making a blog.”** The students’ responses to this statement are high as the mean score for this item is 3.89 with the standard deviation of 1.07. This means that the students agree to a great extent on this item.
- **I prefer oral tests only.** The students’ responses to this statement are high as the mean score for this item is 2.28 with the standard deviation of 1.12. This means that the students do not highly agree on this item.
- **I prefer written tests only.** The students’ responses to this statement are high as the mean score for this item is 2.24 with the standard deviation of 1.18. It means that the students do not highly agree on this item.
- **I prefer oral and written tests.** The students’ responses to this statement are high as the mean score for this item is 3.78 with the standard deviation of 1.14. It means that the students agree to a great extent on this item.
- **I like to introduce new topics every day in school broadcasting.** The students’ responses to this statement are high as the mean score for this item is 3.19 with the standard deviation of 1.46. It means that the students fairly agree on this item.

Responses to the Third Question

Table 4.12 shows the participants’ responses to the difficulties they face in English language. The respondents have shown different estimates for the statements in this section. However, the total mean score for this section is 2.55, which means that the respondents have difficulties in English language.

Below is a table of the students’ responses to the difficulties they face in English language:

Table 4.12 Students’ Responses to the Difficulties they face While Learning English

S	Statements		SA	A	NS	D	SD	Mean	Std. D	Rank
1	I feel bored in English class because I know all the information before.	F	40	39	15	148	158	2.14	1.31	5
		%	10.0	9.8	3.8	37.0	39.5			
2	I feel frustrated in English class as I cannot match with my classmates.	F	72	82	7	129	110	2.69	1.50	2
		%	18.0	20.5	1.8	32.3	27.5			
3	The teacher does not encourage me to learn.	F	53	75	12	147	113	2.52	1.41	4
		%	13.3	18.8	3.0	36.8	28.3			
4	The teacher does not care for the differences between the learners.	F	64	95	14	132	94	2.76	1.45	1
		%	16.0	23.8	3.5	33.0	23.5			
5	The teacher does not facilitate the language learning.	F	57	91	12	125	114	2.63	1.46	3
		%	14.3	22.8	3.0	31.3	28.5			
Total Mean			2.55							

Below is a description of the responses to each item in the section:

- **I feel bored in English class because I know all the information before.** The students’ responses to this statement mean that they do not highly agree on this item. The activities are as follows, the mean score is 2.14 and the standard deviation is 1.31.
- **I feel frustrated in English class as I cannot match with my classmates.** The students’ responses to this statement mean that they do not highly agree on it (mean score is 2.69 and the standard deviation is 1.50).
- **The teacher does not encourage me to learn.** The students’ responses to this statement are high as the mean score for this item is 2.52 with the standard deviation is 1.41. It means that the students do not highly agree on this item.
- **The teacher does not care for the differences between the learners.** The students’ responses to this statement are high as the mean score for this item is 2.76 with the standard deviation is 1.45. It means that the students do not highly agree on this item.

- **The teacher does not facilitate the language learning.** The students' responses to this statement are high as the mean score for this item is 2.63 with the standard deviation of 1.46. It means that the students do not highly agree on this item.

Responses to the Fourth Question

1. What are the learning styles that suit you in Learning English?

The research results of students' responses to this question are offered below.

Table 4.13: Students' Responses to the Learning Styles

S	Statements		SA	A	NS	D	SD	Mean	Std. D	Rank
1	I prefer to perform the activities individually.	F	61	86	12	171	70	2.74	1.38	6
		%	15.3	21.5	3.0	42.8	17.5			
2	I prefer to perform the activities in small groups.	F	81	219	14	61	25	3.68	1.14	4
		%	20.3	54.8	3.5	15.3	6.3			
3	I prefer to perform the activities in big groups under the teacher's supervision.	F	105	178	15	66	34	3.64	1.27	5
		%	26.3	44.5	3.8	16.5	8.5			
4	I prefer that the teacher leaves me to choose that exercise that suits me.	F	142	185	9	46	17	3.97	1.11	2
		%	35.5	46.3	2.3	11.5	4.3			
5	I prefer to perform the activities in pairs with another student.	F	111	210	15	40	24	3.86	1.11	3
		%	27.8	52.5	3.8	10	6			
6	I wish that the teacher use other resources besides the school book.	F	176	179	6	17	22	4.18	1.05	1
		%	44	44.8	1.5	4.3	5.5			
7	I prefer that the teacher uses only the school book.	F	30	45	12	126	187	2.01	1.28	7
		%	7.5	11.3	3	31.5	46.8			
Total Mean			3.44							

Table 4.13 shows the participants' responses to the learning styles that suit them. The respondents have shown different estimates for the items of this section. However, the total mean score for this section is 3.44 which means that the respondents agree to a good extent with the items mentioned here. Below is a description of the responses to each item in the section:

- **I prefer to perform the activities individually.** The students' responses to this statement are high as the mean score for this item is 2.74 and the standard deviation is 1.38. It means that the students do not highly agree on this item.
- **I prefer to perform the activities in small groups.** The students' responses to this statement are high as the mean score for this item is 3.68 with the standard deviation is 1.14. It means that the students agree to a great extent on this item.
- **I prefer to perform the activities in big groups under the teacher's supervision.** The students' responses to this statement are high as the mean score for this item is 3.64 and the standard deviation is 1.27. It means that the students agree to a great extent on this item.
- **I prefer that the teacher leaves me to choose that exercise that suits me.** The students' responses to this statement are high as the mean score for this item is 3.97 and the standard deviation is 1.11. It means that the students agree to a great extent on this item.
- **I prefer to perform the activities in pairs with another student.** The students' responses to this statement are high as the mean score for this item is 3.86 and the standard deviation is 1.11. It means that the students agree to a great extent on this item.
- **I wish that the teacher use other resources besides the school book.** The students' responses to this statement are high as the mean score for this item is 4.18 and the standard deviation is 1.05. It means that the students agree to a great extent on this item.

- **I prefer that the teacher uses only the school book.** The students' responses to this item statement are as the mean score for this item is 2.01 and the standard deviation is 1.28. It means that the students do not highly agree on this item.

2. The Teaching Methods that you prefer to Learn English

Below is a table with the students' responses to the teaching methods that the students prefer in their English learning:

Table 4.14 Students' Responses to the Teaching Methods

S	Statements		SA	A	NS	D	SD	Mean	Std. D	Rank
1	I need that the teacher translates the difficult words for me.	F	30	45	12	126	187	4.57	0.73	1
		%	7.5	11.3	3.0	31.5	46.8			
2	I prefer getting the meaning of the words from the text and to guess the meaning.	F	104	146	22	96	32	3.49	1.32	8
		%	26.0	36.5	5.5	24.0	8.0			
3	I wish that the teacher gives me the opportunity to speak in English in class.	F	165	173	22	24	15	4.13	1.02	4
		%	41.3	43.3	5.5	6.0	3.8			
4	I wish that the teacher gives me the opportunity to correct my errors myself.	F	107	232	11	33	17	3.95	1.00	6
		%	26.8	58	2.8	8.3	4.3			
5	I prefer to collect information about a certain topic from different sources.	F	81	212	33	55	19	3.70	1.08	7
		%	20.3	53.0	8.3	13.8	4.8			
6	I wish to learn English in a special lab instead of the classroom.	F	217	136	12	21	14	4.30	1.00	3
		%	54.3	34	3	5.3	3.5			
7	I prefer that the teacher corrects my errors in the class.	F	125	203	17	40	15	3.96	1.05	5
		%	31.3	50.8	4.3	10.0	3.8			
8	I prefer to learn grammar through examples.	F	235	148	1	12	4	4.50	0.75	2
		%	58.8	37.0	.3	3.0	1.0			
Total Mean			4.07							

Table 4.14 shows the participants' responses to the teaching methods that they prefer in learning English. The respondents have shown different estimates for the items of this section. However, the total mean score for this section is 4.07, which means that the respondents agree to a good extent with the items mentioned here. Below is a description of the responses to each item in the section:

- **I need that the teacher translates the difficult words for me.** The students' responses to this item were high as the mean score for statement are is 4.57 and the standard deviation is 0.73. It means that the students agree to a great extent on this item.
- **I prefer getting the meaning of the words from the text and to guess the meaning.** The students' responses to this statement are high as the mean score for this item is 3.49 and the standard deviation is 1.32. It means that the students agree to a great extent on this item.
- **I wish that the teacher gives me the opportunity to speak in English in class.** The students' responses to this statement are high as the mean score for this item is 4.13 and the standard deviation is 1.02. It means that the students agree to a great extent on this item.
- **I wish that the teacher gives me the opportunity to correct my errors myself.** The students' responses to this statement are high as the mean score for this item is 3.95 and the standard deviation is 1.00. It means that the students agree to a great extent on this item.

- **I prefer to collect information about a certain topic from different sources.** The students' responses to this statement are high as the mean score for this item is 3.70 and the standard deviation is 1.08. It means that the students agree to a great extent on this item.
- **I wish to learn English in a special lab instead of the classroom.** The students' responses to this statement are high as the mean score for this item is 4.30 and the standard deviation is 1.00. It means that the students agree to a great extent on this item.
- **I prefer that the teacher corrects my errors in the class.** The students' responses to this statement are high as the mean score for item is 3.96 and the standard deviation is 1.05. It means that the students agree to a great extent on this item.
- **I prefer to learn grammar through examples.** The students' responses to this statement are high as the mean score for this item is 4.50 and the standard deviation is 0.75. It means that the students agree to a great extent on this item.

Responses to the Fifth Question

Below is a table with the students' responses to the teaching methods that the students prefer in their English learning:

Table 4.15 Students' Responses to Suggestions for Better ESL Learning

S	Statements		SA	A	NS	D	SD	Mean	Std. D	Rank
1	I wish more practice in language skills (writing, reading, speaking, and listening).	F	261	127	4	5	3	4.60	0.65	2
		%	65.3	31.8	1.0	1.3	.8			
2	I wish to learn more new words in the different fields.	F	266	125	4	4	1	4.63	0.59	1
		%	66.5	31.3	1	1	0.3			
3	I want to apply to the use of the technology in class regularly.	F	254	133	7	3	3	4.58	0.64	3
		%	63.5	33.3	1.8	0.8	0.8			
4	I suggest adding stories independent from school book.	F	200	161	10	19	10	4.31	0.92	4
		%	50.0	40.3	2.5	4.8	2.5			
5	I need to communicate more with my colleagues and teacher in class in English.	F	173	178	26	15	8	4.23	0.88	5
		%	43.3	44.5	6.5	3.8	2			
6	I recommend more lessons for learning English at the second grade.	F	229	99	11	33	28	4.17	1.24	6
		%	57.3	24.8	2.8	8.3	7			
Total Mean			4.42							

Table 4.15 shows the participants' responses to the suggestions for better ESL learning. The respondents have shown different estimates for the items of this section. However, the total mean score for this section is 4.42, which means that the respondents agree to a great extent with the items mentioned here. Below is a description of the responses to each item in the section:

- **I wish more practice in language skills.** The students greatly agree on this statement as the mean score is rather high with a relatively low standard deviation.
- **I wish to learn more new words in the different fields.** The students' responses to this statement are high as the mean score for this item is 4.63 and the standard deviation is 0.59. This means that the students agree to a great extent on this item.
- **I want that technology is used in the class regularly.** The students' responses to this statement are high as the mean score for this item is 4.58 and the standard deviation is 0.64. This means that the students agree to a great extent on this item.

- **I suggest adding stories independent from school book.** The students' responses to this statement are high as the mean score for this item is 4.31 and the standard deviation is 0.92. This means that the students agree to a great extent on this item.
- **I need to communicate more with my colleagues and teacher in the class.** The students' responses to this statement mean that they agree to a great extent on it. The mean score is rather high with a very low level of standard deviation.
- **I recommend more lessons for learning English in the secondary stage.** The students' responses to this statement are high as the mean score for this item is 4.17 and the standard deviation is 1.24. This means that the students agree to a great extent on this item.

Table 4.16 shows the participants' responses to the skills they need to know more about. Students reported that they need to learn more about the following four skills, namely vocabulary/phrases (2.91), general English (2.89), pronunciation (2.89), and speaking (2.87). Then, the learners show that they need to learn about writing, reading, grammar, listening, and business English, respectively.

Table 4.16 Students' Responses to the skills they need to learn more about

S	Statements		I need to study more	Not interested	I do not need to study	Mean	Std. D	Rank
1	Reading	F	366	11	23	2.86	0.49	6
		%	91.5	2.8	5.8			
2	Writing	F	359	27	14	2.86	0.43	5
		%	89.8	6.8	3.5			
3	Speaking	F	368	12	20	2.87	0.46	4
		%	92	3	5			
4	Grammar	F	321	60	18	2.76	0.52	7
		%	80.3	15.0	4.5			
5	Listening	F	331	40	29	2.76	0.58	8
		%	82.8	10.0	7.3			
6	Vocabulary/ phrases	F	379	6	15	2.91	0.40	1
		%	94.8	1.5	3.8			
7	Pronunciation	F	370	14	16	2.89	0.43	3
		%	92.5	3.5	4.0			
8	General English	F	368	21	11	2.89	0.39	2
		%	92.0	5.3	2.8			
9	Business English	F	289	85	26	2.66	0.60	9
		%	72.3	21.3	6.5			
Total Mean			2.83					

As shown in table 4.17, there are not any significant statistical differences between male and female students in their responses to the sections of the questionnaire (whether each section individually or the questionnaire a whole) since the level of statistical significance of t is higher than the level of 0.05, which is statistically insignificant. Below is a table of the differences between the male and female students with regard to their responses to the sections of the questionnaire:

Table 4.17 Differences between Male and Female Students

Question	Gender	N	Mean	Std. Deviation	T	Sig. (2-tailed)
Why do you need to learn English?	Male	200	51.73	5.48	-.600	.549
	Female	200	52.03	4.46		
How do you describe your level in English?	Male	200	8.37	1.78	.913	.362
	Female	200	8.20	1.94		
The Linguistic Needs of Secondary School Students in English.	Male	200	45.73	4.06	-.105	.916
	Female	200	45.77	4.48		
Curricular and Extracurricular Activities You Need	Male	200	23.64	3.54	.315	.753
	Female	200	23.53	3.45		
What are the styles that suit you in Learning English?	Male	200	23.75	3.53	-1.833	.067
	Female	200	24.36	3.12		
The methods that you prefer to learn English	Male	200	32.68	4.30	.468	.640
	Female	200	32.50	3.33		
The difficulties that face you in English language	Male	200	12.85	4.81	.509	.611
	Female	200	12.60	4.82		
Suggestions for better learning of the language	Male	200	26.26	3.55	-1.601	.110
	Female	200	26.77	2.78		
Which of the following things do want or need to study more of?	Male	200	25.45	3.02	.058	.954
	Female	200	25.44	2.08		
Total	Male	200	51.73	5.48	.132	.895
	Female	200	52.03	4.46		

Responses' to the Interview Questions

Below is a table of the students' responses to the interview questions. The interview questions were twelve questions. The responses to each question in the interview are as follows:

a) Do you speak English well?

Many students have difficulties in speaking English correctly as they mostly replied "no" to this question. However, some students still possess high level of English knowledge.

b) Can you express your ideas clearly in English?

In their response to this question, all the students reported that they had problems in expressing their ideas in English clearly. Also, they reported that they could not talk for a long period of time and it made them difficult to organize their ideas into sentences.

c) Can you read and write well in English?

In their response to this question, the majority of students informed that they had problems in reading and writing in English. Some of them reported that they were better in reading than writing.

d) Can you understand what you listen in English?

In their response to this question, most of the students reported that that could not hear the phrases well and could not follow the speech for a long time because they had problems in pronunciation. Also, some of them informed that they could not understand what they listened to.

e) Can you form long sentences?

In their response to this question, most of the students reported that they could not form long sentences. Some of them informed that they could form simple sentences only. Others reported that they had a considerable amount of vocabulary but they could not form long sentences.

f) Can you answer the questions in English?

In their response to this question, most of the students reported that they could not answer questions in English. They could not form sound sentences that answered the questions.

g) Which way do you prefer to learn English?

In their response to this question, students reported that they preferred to learn English via the Internet, speaking with native speaker, watching films, listening to authentic conversations, reading short stories, role play, reading stories, listening and speaking in English, practice. Also, they confirmed that they could rely solely on word memorization.

h) Which way do you want the teacher to apply in teaching English?

In their response to this question, students reported that they wanted the teacher to use video clips with translation, mobile applications, Edmodo application, to leave a space for the students to speak and interact, to use blogs and wikis, Facebook, technology, and feedback and responses strategy.

i) Is it important for you to have a high level in English?

Most students stated that high level of English knowledge was crucial for them. The globalization and the extension of English dictate the importance to speak fluently in English nowadays.

j) What are the key problems you face in English learning?

In their response to this question, students reported that they face such problems in English learning as grammar, word pronunciation, sentence structure, the inability to answer questions, tenses, and multiple-meaning words.

k) Do you intend to study English in the future?

In their response to this question, the majority of students confirmed that they wanted to study English in the future. Some students reported that they did not know whether they would study English or not.

l) In your opinion, what are the key things to improve your English language?

In their response to this question, students see that the key things to improve their English language are reading stories, studying English from an earlier age, speaking with native speakers through the internet, more lessons for speaking practice, language CDs, translating texts, mobile applications, and electronic dictionaries.

Discussion of the First Question

What is the second grade secondary school students' perspective of professional needs?

The first question in the study aimed to identify the students' perspective of their professional needs. The findings to this question have revealed that students need English for different purposes. Also, the findings showed that the five top reasons for learning English are as follows:

1. To speak fluently
2. English helps while traveling abroad
3. English helps get a good job
4. English helps deal with technology
5. English helps communicate with others

The above mentioned findings are supported by the previous research projects and studies that have already investigated the needs analysis of EFL students. EFL students primarily study English in order to speak fluently and communicate well with others (Alamri, 2008; Brindly, 1984; Chostelidou, 2010). Also, these findings correspond to the conclusions Liton (2012) has done that students study English for functional purposes, such as getting a job or travelling abroad. Furthermore, Al-Busaidi (2003) and Alharby (2005) have supported students' need to learn English for using technology. They have reported that learners need English in order to be able to use the Internet, the mobile applications, and to deal with computer software.

However, research projects conducted by Cowling (2007) and Dooey (2010) assure that students need English in other purposes. They have found out that students learn English to fulfill their internal motives. Thus, it becomes obvious that learning English students are intrinsically motivated rather than having extrinsic motivations. English learning is mostly dictated by the inner desire to know English rather than imposed by the surrounding circumstances.

Discussion of the Second Question

What are the second grade secondary school students' needs in terms of language skills and tasks?

The findings obtained for this question showed that students need some emphasis on some aspects of the language skills and tasks. In terms of speaking skills, students showed high proficiency in asking for a meal in English, asking questions in English, and expressing themselves. However, they are found to be in need for more focus on negotiations with others, describing places in English and speaking fluently. They also have relatively good simple sentences in English. As for writing skills, students have problems. They need to learn how to write e-mails in English, to chat in rooms, to write short paragraphs about themselves, and to fill in hotel forms. In terms of the listening skills, students need to learn how to answer questions in English and how to understand the one who asks questions. In terms of the reading skills, students need to understand signs and advertisements in English, to search for answers while reading texts, and to summarize what they have read in English. Students' grammar knowledge also needs improvement, even though most of the respondents have reported about the good level of English knowledge. Much assistance is required in remembering new vocabulary. Spelling and words translations need from students memorizing. Having considered it as one of the most difficult issues in terms of English grammar, students still confirmed that they had a good amount of vocabulary.

Furthermore, students are found to learn English from the activities that resemble daily life situations, learn from projects, prefer oral and written tests, and to learn through problem-solving activities. Also, the tendency is noticed that students are less favorable to accomplish oral tests only, written tests only, and of introducing new topics every day in the school broadcasting. These findings show that students pay special attention to language skills and tasks. This information is supported by Chaudron et al. (2005) and Brindley (2011), who have mentioned that the primary goal of language learning is particular learning of language skills.

The research results obtained in the study devoted to speaking and listening skills have been confirmed by the following scholars, namely Alamri (2008), Al-Busaidi (2003), Alharby (2005), and Zaeri&Khalessi (2011). They have also suggested that learning English as a foreign language, students mainly prefer to focus on grammar and vocabulary and on reading and writing rather than on speaking and listening. This explains the weaknesses that EFL learners have in pronunciation and in communicative competence. According to Zaeri and Khalessi (2011), speaking and listening skills are inferior skills to reading and writing in most EFL contexts.

Furthermore, the students' needs for extra focus on speaking and listening skills have been supported by the studies of Long (2005a) and Read (2008). More interactive and practical tasks should be offered to learners in language classes. They also should have the opportunity to speak, write, listen, and read in English in a balanced way. On the other hand, students' satisfaction is their grammar and vocabulary knowledge is a normal trend in most EFL contexts. As emphasized by Long (2005b) and Alharby (2005), EFL teachers dedicate most of their attention to grammar and vocabulary and exalt accuracy over fluency.

Discussion of the Third Question

What are the difficulties the second grade secondary students face terms learning English language?

The findings of this questions showed that students face some problems while learning English. The most important difficulties students face are as follows, teachers do not consider the differences between students and their knowledge, students feel frustrated due to the inability to match with the class mates, and that teachers do not facilitate learning process. The above mentioned findings show that language learners face some linguistic and non-linguistic problems in class. One of the major problems in language learning is the ignorance of the differences between learners. This may lead to serious consequence. Learners may miss the motive to learn, be reluctant to participate with their peers, and to be frustrated (Kaewpet, 2009).

Also, the teachers' role in facilitating learning is one of the major roles of a teacher in a language class. Teachers should consider all the students' levels and present the material to them in a simple, clear, and concise manner. The ability to facilitate learning is very important as in this case students learn faster, get necessary information with higher level of desire, and become more proficient in different language competencies. This role was emphasized by many language researchers such as Ereksoussy (1993), Dooley (2010), and Chaudron et al. (2005).

Discussion of the Fourth Question

What are the students' preferences with respect to learning styles and teaching methods?

In terms of learning styles, the findings reveal that students prefer the application of various resources besides the school book rather than application of the class book only. Students like the opportunity to participate in the process of lesson development, thus, they prefer teachers to leave students an opportunity to select the exercises that fit them. Also, students prefer to perform activities either in pairs or in small groups, rather than working individually or in larger groups. In terms of teaching methods, the findings have shown that students need teachers' assistance in translating difficult words for them. According to the research results, students prefer to learn grammar through exercises, to learn English in a special lab, and to have an opportunity to speak in class.

Learning styles and teaching methods are of the greatest interests of many scholars all over the world. Much attention is paid particularly to the learning process of English as a foreign language. According to Long (2005b) and Alharby (2005), different students have various learning needs and these needs must be met by the teaching methods and techniques. Thus, there are students with the developed either visual or audio aids. In such cases, the learning process should be developed to meet the needs of both students with audio and visual aids. The same situation is with students, which prefer to study individually, in pairs, in small groups and in larger groups. A teacher must develop a lesson in such a way that students with various needs are able to feel confident and satisfied. Liton (2012) supports these findings by means advising to develop a lesson with the change of the activities while classes.

In EFL contexts, researchers have found that there are students who like to learn English through translation of the information into the mother tongue (Alharby, 2005; Alamir, 2008) and those who like to be engaged in communicative activities such as group tasks, projects, problem-solving tasks, and writing reports. Language teachers should consider all the learning styles and teaching methods that suit their learners and use them in an effective manner according to the set goals.

Discussion of the Fifth Question

What are the students' suggestions for better ESL learning?

The findings to this question show that students suggest the following ideas to learn English more effectively, to learn more new words from different fields, to get more practice in language skills, to use technology in class, to add stories to the school book, to communicate more with the class mates, and to get more English lessons. The suggestions for improving the process of ESL learning have always been an area for research and investigation. There are a considerable number of studies, which offer suggestions on how to improve English language learning. Additionally, the majority of these studies have the same findings as obtained from this research. Liton (2012), Ereksoussy (1993), Alharby (2005), and Alamri (2008) have proven that attention should be paid to extra practice in language skills, to the use of technology in language classes, to communication enhancing with the classmates, and to the increase of the vocabulary size.

Discussion of the Interviews' Findings

The findings of the interviews have shown that students appreciate the importance of English in the modern world. The results from the interviews have also shown that students have problems in reading, writing, listening, and speaking. Furthermore, students face problems in English such as grammar, word pronunciation, sentence structure, the inability to answer questions, tenses, and multiple-meaning words. The problems that EFL students face with regard to their language skills are emphasized by numerous research projects (Alharby, 2005; Alamri, 2005) as common problems in EFL classes. This may be attributed to the teachers who employ traditional methods in language teaching such as the grammar translation method. Also, the curriculum in most EFL contexts is still far from the international standards of syllabus design (Dooley, 2010). A comprehensive reform in teachers' roles, the curriculum, the school, and the students' perception is needed to improve language learning in an EFL context.

The findings of the interviews are compatible with the findings of the questionnaire. The both research findings show that students want teachers to use technology, such as video clips, mobile applications, blogs and wikis, Facebook, and the Internet. Also, students have shown that they prefer short stories to be added to English curriculum. Using technology in improving the teaching methods for EFL learning is supported by many researchers (Read, 2008; Liton, 2012) as technology provides learners with motivation for learning, authentic materials, entertainment in learning, autonomy in learning, and learning at their own pace. Also, the inclusion of stories into the curriculum is recommended by many scholars (Alharby, 2005; Alamri, 2005; Zaeri&Khalessi, 2011).

Conclusion

According to this study, it can be concluded that the application of a needs analysis helps to give teachers a clear view of students' needs, wants, and lacks and it is important to find out a better idea about the techniques and strategies he/she can adopt to enhance the learners' benefit of the English syllabus than if he/she does not make use of this process. It is obvious that the changes in the learning processes are impossible without the consideration of the reconsideration of the curriculum. The changes in the class materials should be done in order to meet the needs of students. However, it appears to be a very complicated affair due to the fact that if a teacher wants to change the course material, he/she should make sure that a number of activities are included, that the new changes correspond to the curriculum and students don't feel any discomfort in using new material.

A needs analysis allows teachers to be aware of students' needs, their desires and shortcomings in the learning process. This information creates a number of benefits to teachers. First of all, teachers can analyse their work and to reconsider some issues, if necessary. Second, a teacher can reconsider its syllabus and create a new program if he/she feels such a necessity. Moreover, teaching methods and strategies may be reconsidered. Being aware of students' needs and wants a teacher may influence students' motivation and to assure their interest in the learning material. Students' motivation is a very serious issue as this factor is a guarantee of a successful outcome of studying. The ability to meet students' needs is the main factor teachers should consider as students pay primary attention to how their interests are addressed.

On the whole, it seems that a lot of factors affect students' perception of EFL classes as a good English course. The growing awareness of a significant role of English in the modern world serves as a good tool for international communication. Many students experience good academic success in terms of English. Additionally, the recent surge for English need has increased students' desire to follow up their education in universities abroad. The access to a great amount of information has gradually changed the perceptions of learners about what a good English course is.

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