

EXPLORING OMANI STUDENTS' READING COMPREHENSION NEEDS AS PERCEIVED BY THEIR TEACHERS

¹SAID HAMED RASHED AL SAADI, ²RASHID HAMED ALAZRI, ³SHADAB JABBARPOOR

^{1,2,3}Assistant professor, English Language Department, Mazoon College

¹said.alsaadi@mazcol.edu.om, ²hodeng@mazcol.edu.om, ³Shadab.jabbarpoor@mazcol.edu.om

Abstract

The current study focuses on an important issue in foreign language learning. Needs analysis has long been a significant component of every language program. With considering the needs of the learners, the curriculum would be able to achieve its goals and develop in learning process. Needs analysis is also insightful to teachers, educators, syllabus designers in determining the actual needs of the students for learning a foreign language and how they desire to achieve their goals. This gives the learners required intrinsic motivation for a meaningful learning experience. To this end this study aims at exploring the reading comprehension needs of the Omani students in public and private institutions as perceived by their teachers. This study has some implications for language teachers, students and syllabus designers.

Introduction

Needs analysis (NA), by its very nature, is highly context-dependent and population-specific (West, 1994). Most NAs are concerned with needs specification at the level of individuals or, most often, learner type (Long, 2005). Recent researchers such as Nelson (2000) and Long (2005) stress that what is needed now is a serious effort by applied linguists to identify generalizations that can be made about how to conduct NA for certain populations in certain sectors. Therefore, this research will conduct an English language reading needs analysis for 10 public and private sector Omani higher education institutes. This study's novel contribution is its comprehensive data culling of stakeholders' perceptions of needs. Stakeholders are defined as not just students, but also teachers, deans, heads of department and Labor market. Furthermore, this study would contribute to the literature of NA by conducting a large scale analysis at the national level of the reading needs of Omani EFL learners in the higher education institutes, which will provide the framework for conducting NA on a national basis, putting in practice all the methodological issues and making the results of this NA available for the public in empirically-supported areas.

Research Questions

The following research questions guides this study:

What are the English language reading needs of Omani students in higher education institutes as perceived by their teachers?

This study's novel contribution is its comprehensive data of stakeholders' perceptions of needs. Stakeholders are defined as not just students, but also teachers, deans, and heads of department. Furthermore, this study would contribute to the literature of NA by conducting a large scale analysis at the national level of the reading needs of Omani EFL learners in the higher education institutes, which will provide the framework for conducting NA on a national basis, putting in practice all the methodological issues and making the results of this NA available for the public in empirically-supported recommendations.

As to the NA literature, it is expected to provide a synthesis of the different perspectives of NA. It, however, has played a significant role in other works, so its information has to be sought from a range of resources both published and unpublished. Therefore, this is an extra burden on researchers, teachers, need analysts, and material designers and may prevent them from identifying the correct and necessary information for a given context. Thus, the current study contributes to future research by reviewing and synthesizing as much of the literature as possible, highlighting the main developments in Needs Analysis.

Reading comprehension in Oman Universities

Reading comprehension is in fact a relationship between word and meaning, based on the context. It also involves giving arguments and making criticisms. Comprehension of a text basically depends on the previous knowledge, mainly cognitive, concept knowledge, linguistic and vocabulary knowledge. When given a task on reading comprehension, the learners are expected to give the main idea of the text and at higher levels, integrate different ideas and draw a reasonable conclusion. This entails not only reading the lines but also reading between the lines. At higher levels, the learner is expected to not only read the content to get information but also use the obtained information to create new ideas.

Reading comprehension is a compulsory course for Omani students at undergraduate level. It helps other courses as well in terms of reading comprehension skill. The students are expected to read variety of texts in science and literature in order to get the content and add to their knowledge. According to Hamra and Syatriana (2012), the main reading difficulties come from poor interpretation of the texts, poor vocabulary, the use of inappropriate reading strategies, and poor grammatical competence.

Method

Questionnaire

English and Arabic versions of the teacher questionnaire were constructed for the study. The first stage involved consultation with the relevant literature, especially as it related to applying NA, EFL and ESL from Oman, Arab and other EFL contexts such as AlGhamdi, A., AlQadi, S., AlHammad, J. & Shukri, N. (2018); Al-Hamlan, S., & Baniabdelrahman, A. (2015) Ali, A. & Razali, A (2019); Alqunayeer, H. & Zamir, S. (2016); Alsamadani, H. (2017); Althewini, A. (2016); Boakye, N. & Mai M. (2016); Cunningham, R. (205); Fadel, S. & Rajab, H. (2017); Hamra, A. & Syatriana, E. (2012); Kashani, A., Jahromi, A. & Javadi, A. (2015); Mohammed, W. (2018); Nakaprasit, T. (2010); Salam, S. (2017); and Zohoorian, Z. (2015). The questionnaire featured a series of seven tables which cover the following topics:

1. Importance of the Four Macro-skills
2. Reasons for learning English
3. Reading text type they like to use in teaching reading, . They were provided with (10 items) representing different EL reading text type they like to use while reading in English. These text types are academic essays, magazine articles, textbooks, biographies, book reviews, study notes, newspapers, laboratory instructions, advertisements, and invitations
4. Reading topics they like to use in teaching reading. They were provided with (10 items) representing different EL reading topics they like to use while reading in English. These topics are science and technology, sports, society, health, culture, languages, education, lliterature, animal, morality, and current affairs
5. Perception towards the English language program, which included (4 items) about the teachers and students perceptions of the current GFG in their institute.
6. The English Language Reading Needs, included 29 items with a five-point Likert-type response scale with response options ranging from never to always about the EL reading difficulties.
7. Perception about the reading materials, which covers the participants' perceptions towards EL reading materials (14 items) ranging from strongly agree to strongly disagree

The following parts summarize teachers' perceptions on the aforementioned seven aspects.

Importance of the Four Macro-skills

Teachers were asked to rank the macro-skills according to their importance to them (1 as the most important and 4 as the least important). The participants' answers were analyzed using frequencies, percentage and the means of each rank of the four language macro-skills. Then they were ordered in descending order according to the mean values to provide a clearer picture about the overall importance of the four skills as perceived by teachers themselves. The results are presented in Table 1.

Table 1 Teachers' Perception of the Most Important Macro-skill

		Reading	Writing	Listening	Speaking
--	--	---------	---------	-----------	----------

		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
	most important	41	51.2	28	35.0	27	33.8	43	53.8
	important	20	25.0	19	23.8	20	25.0	15	18.8
	less important	11	13.8	12	15.0	18	22.5	14	17.5
	not important	8	10.0	21	26.3	15	18.8	8	10.0
Mean		1.83		2.33		2.26		1.84	
Std. Deviation		1.016		1.209		1.122		1.049	
Raining		1		4		3		2	

Table 1.shows the relative frequency of the teachers’ perceptions of the four Macro-skills. As it is depicted, speaking has been considered as the most important skill by the teachers. It was also considered as the most important skill by the students as was discussed in the previous section. Reading is also the most significant skill nominated by the teachers with little difference from speaking. Writing and listening are listed next as less important.

The ratio of the mean shows the highest mean rate for the listening (m=2.26) and writing (m= 2.33), and speaking and reading as 1.84 and 1.83 respectively. The results show that speaking and reading are considered as the most important skills for the learners while listening and writing are categorized at lower levels in terms of teachers’ perception.

Reasons for learning English

Teachers were also provided with a table of four reasons for learning English. They were asked to rank them from 1 to 4 according to the importance to their students. (1 is the most important and 4 is the least important). The participants’ answers were analyzed using frequencies, percentage and the means of item.

Table 2. Teachers’ Perception of Reasons for learning English

		For daily life		For success in postgraduates studies		To find a good job		To pass the general foundation English program	
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
	most important	29	36.3	35	43.8	42	52.5	37	46.3
	important	15	18.8	20	25.0	22	27.5	16	20.0
	less important	10	12.5	14	17.5	11	13.8	16	20.0
	not important	26	32.5	11	13.8	5	6.3	11	13.8
Mean		2.41		2.01		1.74		2.01	
Std. Deviation		1.280		1.085		.924		1.108	

Table 2 indicates that from among four different reasons that teachers perceive as the main reasons to learn English, finding a good job has been ranked as the top most important reason (f = 42). Passing the general foundation English program, success in postgraduate studies and doing daily life tasks are ranked second, third, and forth (f =37; f= 35; f= 29 respectively). With regard to the obtained mean scores, the highest mean is related to the least important reason (m=2.41) which is the use of

language in daily life with rather high interval. Success in postgraduates studies and passing the general foundation English program are ranked second (m=2.01) and ability to find a good job is ranked fourth as the most important reason as nominated by teachers.

Reading Text types

Teachers were also provided with a table of ten text types. They were asked to select which type of text they prefer to read. The participants’ answers were analyzed using means and standard deviation means of item. Then they were ordered in descending order according to the mean values to provide a clearer picture about the overall text type as perceived by teachers themselves.

Table 3. Teachers’ Perception of reading text types

Text type	Mean	Std. Deviation
Text Books	1.68	.471
Book Reviews	1.57	.497
Book Reviews	1.55	.501
Academic essays	1.41	.495
Biographies	1.41	.495
Biographies	1.32	.471
Magazine Articles	1.26	.443
Magazine Articles	1.23	.420
Academic essays	1.16	.371
Text Books	1.08	.265

Table 3 shows the most preferred reading material nominated by the teachers. Textbooks and book reviews are top two text types that teachers have chosen from among ten items. As the mean for each category shows, academic essays and biographies are equally favored. As the data reveals textbooks are the least preferred reading text items by the teachers.

Reading topics

Students were also provided with a table of ten topics. They were asked to select which topic they prefer to read about. The participants’ answers were analyzed using, means and standard deviation of item. Then they were ordered in descending order according to the mean values to provide a clearer picture about the overall reading topics perceived by students themselves.

Table 4. Teachers’ Perception of reading topics

Reading topics	Mean	Std. Deviation
Animals	1.45	.501
Literature	1.36	.484
Morality	1.35	.480
Sports	1.33	.471
Languages	1.14	.347
Health	1.11	.318

Science and technology	1.09	.284
Education	1.06	.244
Society	1.05	.219
Culture	1.04	.191

Table 4 depicts the top ten preferred reading topics by the students. As is shown in the table animals, literature, and morality are the top three reading topics depicted by the teachers with the mean values of 1.45, 1.36, and 1.35 respectively. While education, society, and culture are the least depicted ones (m=1.06, m=1.05, m=1.04 respectively). Other topics as sports, languages, health and science and technology are moderately preferred by the learners.

Teachers’ perception of the English language program

Teachers were also provided with a table of four statement about their perception of the EL program in their college. They were asked to read the given 4 statements and select the response that best reflects their opinion. The participants’ answers were analyzed using, means and standard deviation of item. Then they were ordered in descending order according to the mean values to provide a clearer picture about the overall reading topics perceived by teachers themselves.

Table 5. Teachers’ Perception of the English language program

	English is an easy language to be mastered		The current English program satisfies my students’ language needs		What we usually do in class is boring		I like the way English is taught at the GFP	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Agree	49	61.3	42	52.5	3	3.8	49	61.3
Not sure	8	10.0	23	28.7	18	22.5	23	28.7
Disagree	23	28.7	15	18.8	59	73.8	8	10.0
1.68	1.66		2.70		1.49			
.897	.779		.537		.675			

With regards to the teachers’ perception of the English language program, the majority of the teachers agreed that English is an easy language to be mastered (f = 49, %61.3). A great number of them also mentioned that they liked the way English is taught in GFP (f= 49, %61.3). Many of the teachers believed that the current English program satisfies their students’ language needs (f=42, %52.5) and a few believed that what was usually done in class was boring. (f=3, %3.8).

The English Language Reading Needs

Section 3 of the teachers’ questionnaire is a scale item section that includes the language reading needs. teachers (n = 80) were provided with 29 items representing reading activities, skills and sub-skills, and were asked to indicate on a scale of frequency how often their students have difficulties while performing the given tasks. They had to choose from five alternatives of frequency: never, rarely, sometimes, often, and always. The reading skills included were chosen for their documented importance in the skill literature. Note that the descriptions provided in each item of the questionnaire were given a score (e.g., never = 1, rarely = 2, sometimes = 3, often = 4, and always = 5), which helped in coding the subjects’ responses as well as in calculating the mean values. The quantitative data obtained were analyzed using the Statistical

Package for the Social Sciences (SPSS). Care was given to the process of coding for data entry before conducting the analysis. The raw data were triple checked, sifted and edited. In what follows, a detailed presentation of the findings.

Table 6. Teachers' Perception of English language reading needs

	Mean	Std. Deviation
Using a dictionary to look up meanings.	3.34	1.158
Predicting the content of the text.	3.16	.906
Looking through the text quickly to find specific information (i.e. scanning).	3.11	1.019
Understanding the key points in a text.	3.01	1.013
Discussing what has been learned from the text.	2.99	.961
Reading quickly to gain a general understanding of the content (i.e. skimming).	2.98	1.031
Identifying the key words in the text.	2.91	.944
Writing down what has been learned from the text.	2.91	.996
Understanding the organization of ideas in the text.	2.90	.894
Understanding general ideas of the text.	2.90	.949
Comprehending an English text.	2.90	.851
Linking their pre-existing knowledge with information in the text.	2.89	.981
Extracting important information from the text.	2.89	.842
Differentiating between statements of facts and statements of opinion.	2.87	.986
Understanding charts and graphs in a scientific text.	2.86	1.052
Answering questions after reading an English text.	2.86	.896
Remembering major ideas.	2.85	.943
Developing vocabulary related to the text.	2.83	.823
Reading loudly.	2.78	1.079
Understanding the concepts of the text.	2.77	.811
Finding out the main argument of the text.	2.75	.893
Inferring meaning of terms from a text.	2.73	.856
Asking questions about the text.	2.69	1.063
Understanding how the ideas in the text relate to each other.	2.67	.808

Reading quickly.	2.61	1.025
Figuring out meaning of new words through context.	2.45	.825
Paraphrasing a sentence from the text.	2.43	1.065
Summarizing information from the text.	2.41	.990
Giving criticism of the content of the text.	2.40	1.279

Table 7 shows various learning needs associated with reading comprehension. Understanding the concepts of the text, using a dictionary to look up meanings, predicting the content of the text and looking through the text quickly to find specific information (i.e. scanning) as well as understanding the key points in a text are among the top priorities for the teachers with regard to the students’ needs. On the other hand, figuring out meaning of new words through context, paraphrasing a sentence from the text, summarizing information from the text and giving criticism of the content of the text are among the least favoured items depicted by the teachers .

Teachers’ perception of the reading materials used in English reading classes

The last section of the teachers’ questionnaire is a scale item section that investigates the teachers opinion about the reading materials used in English reading classes. Students (n = 80) were provided with 14 items about the teachers’ perception regarding the materials used in teaching EL reading at their college. They have to choose from five alternatives of frequency from strongly agree to strongly disagree. Note that the descriptions provided in each item of the questionnaire were given a score (e.g., strongly agree = 1, agree = 2, neutral = 3, disagree = 4, and strongly disagree = 5), which helped in coding the subjects’ responses as well as in calculating the mean values. The quantitative data obtained were analyzed using the Statistical Package for the Social Sciences (SPSS). Care was given to the process of coding for data entry before conducting the analysis.

Table 7. Teachers’ perception of the reading materials used in English reading classes

	Mean	Std. Deviation
The English reading materials used in class are boring	3.33	1.088
There are too many English reading materials used in class	3.10	1.063
English reading materials are difficult to understand	2.89	.994
The reading texts given to students are easy to understand	2.74	.896
English reading materials contain complex vocabulary	2.62	1.048
English reading materials match student needs	2.39	1.037
The English reading materials have a professional presentation.	2.24	.971
A variety of text types are used in the English reading materials	2.16	1.185
A variety of exercise and tasks are used in the English reading materials	2.12	1.060
Students find it difficult to understand longer English reading materials	2.11	.981
English reading materials exercises allow students to study independently	2.11	.941
English reading materials exercises allow students to work in groups	2.10	.976
English reading materials help students achieve GFP learning outcomes.	2.00	1.079
A variety of topics are used in the English reading materials	1.80	.863

teachers' perception of the reading materials used in English reading classes are summarized in Table 7 based on the information depicted in the table, the majority of the teachers believed that the reading materials are boring and there are too many English reading materials used in class ($m=3.33$ and 3.10 respectively). Also, many of them ($m=2.77$) believed that English reading materials are difficult to understand ($m = 2.89$); However The reading texts given to students are easy to understand (2.74). Least number of students believed that English reading materials exercises allow students to work in groups ($m=2.10$) and English reading materials help students achieve GFP learning outcomes ($m = 2.10$). Minor number of teachers believed that A variety of topics are used in the English reading materials ($m=1.80$)

Discussion and Conclusion

Teachers' analysis of the reading comprehension needs of the Omani students was the aim of the present study. Teachers believe that speaking and reading are the most important skills to learn first. Student gain new input through reading and they can produce output through speaking practice. According to input and output hypotheses, both processes are needed and complementary in learning.

Teachers' perception regarding the reasons for learning English is somehow different from the students. They believe that passing general foundation English program, success in postgraduate studies and eventually finding a good job are the most important reasons to learn English. It is interesting that while the students show more intrinsic motivation for learning, teachers' perception is toward extrinsic motivation.

Regarding the text types, textbooks, and book reviews were nominated by the teachers. Magazine is not perceived by the teachers as the top chosen text type. It seems that learners' requirement is more extensive reading while teachers' expectation is more toward studying textbooks and course related materials inside the class.

Reading topics show similar attitudes from teachers and students as they are both into reading about animals and literature. Morality is the item nominated by the teachers. The probable reason might be that previous generation were more concerned with moral issues while the new generation favor technology as their first priority.

REFERENCES

- 1] Aguilar, R. (2005). Sources, methods, and triangulation in needs analysis: A critical perspective in a case study of Waikiki Hotel maids. In M. H. Long (Ed.), *Second language Needs analysis* (pp. 127-165). Cambridge: Cambridge University Press.
- 2] Ali, A. M., & Razali, A. B. (2019). A review of studies on cognitive and metacognitive reading strategies in teaching reading comprehension for ESL/EFL learners. *English Language Teaching*, 12(6), 94-111.
- 3] Al-Busaidi, Saleh (2003). *Academic Needs of EFL Learners in the Intensive English Language Program at the Sultan Qaboos University in the Sultanate of Oman*. Unpublished Ph.D. University of Illinois, Urbana-Champaign.
- 4] Al-Dugaily, A. J. (1999). *Towards Study of the ESP Courses and Students Needs in the Faculty of Engineering, Sana'a University*. Unpublished Ph.D. thesis. University of Science and Technology, Sana'a, Yemen.
- 5] Al-Husseini, Suleiman. (2004). *An Analysis of English Needs of Omani Students on Vocational and Technical Course with Implementation for the Design of Foundation Year English Language Program*. Unpublished Ph.D. thesis, University of Leeds. UK.
- 6] Alkadi, S., Alhammad, J. (2018). Reading needs analysis of EFL learners in the Saudi Context: Identifying needs and deficiencies. *International Journal of English Language Education*, 6(2), 92-111.
- 7] Alqunayeer, H. S., Zamir, S. (2016). Needs analysis of Saudi EFL female students: A case study of Qassim University. *Journal of curriculum and teaching*, 5(1), 87-104.
- 8] Al-Mahrooqi, R. I., Delman, C. J. (2018). An exploration of the English-language reading habits of Omani university students.

- 9] Borg, S. (2003). Teachers' cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36, 81-109.
- 10] Brecht, R., & Rivers, W. (2005). Language needs analysis at the societal level. In M. H. Long (Ed.), *Second language Needs analysis* (pp. 79-104). Cambridge, UK: Cambridge University Press.
- 11] Cid, E., Granena, G., & Tragant, E. (2009). Constructing and validating the foreign language attitudes and gal surveys (FLAGS). *System*, 37, 496-513.
- 12] Coleman, H. (1998). Analysing language needs in large organizations. *English for Specific Purposes*, 7, 135–169.
- 13] Connor-Linton, J. (1996). The arlington curriculum development model. *Foreign Language Annals*, 29(2), 139-151.
- 14] Cowling, J. (2007). Needs analysis: planning a syllabus for a serious of Intensive workplace course at a leading Japanese company. *English for Specific Purposes*, 26, 426–442.
- 15] Davies, A. (2006). What do learners really want from their EFL course? *ELT Journal*, 60, 3-12.
- 16] Elisha-Primo, I., Sandler, S., Goldfrad, K., Ferenz, O. & Perpignan, H. (2010). Listening to students' voices: A curriculum renewal project for an EFL graduate academic program. *System*, 38, 457-466.
- 17] Fadel, S., Rajab, H. (2017). Investigating the English language needs of the female students at the faculty of computing and information technology at King Abdulaziz University in Saudi Arabia. *English Language Teaching* 10(6), 69-82.
- 18] Faillefer, G. (2007). The professional language needs of Economics graduates: Assessment and perspective in the French context. *English for Specific Purposes*, 26, 135–155.
- 19] Ferch, T (2005). Goal One, Communication Standards for Learning Spanish and Level One Spanish Textbook Activities: A Content Analysis. Unpublished Ph.D., The University of Akron, USA.
- 20] Holliday, A. (1994). *Appropriate methodology and social context*. Cambridge, UK: Cambridge University Press.
- 21] Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A learning-centered approach*. Cambridge, UK: Cambridge University Press.
- 22] Kaewpet, Ch. (2009). Communication needs of Thai civil engineering students. *English for Specific Purposes*, 28, 266-278.
- 23] Kandil, A. (2009). Needs analysis and the Arab learners. *TESOL Arabia/ Special Interest Groups/ LI-SIG Archives*. Retrieved from <http://ilearn.20m.com/research/needs.htm>
- 24] Keen, Jackie. (2006). *English for Specific Purposes for the Law Programme at Taylor's College: A Needs Analysis*. Unpublished MA, University of Malaya, Kuala Lumpur.
- 25] Krohn, N. (2008). *The Hebrew language Needs of Rabbinical Students in the Conservative movement*. Unpublished Ph.D., Columbia University, USA.
- 26] Long, M., & Norris, J. (2000). Task-based language teaching and assessment. In M. Byran (Ed.) *Encyclopedia of Language Teaching* (pp. 597-603). London, UK: Routledge.
- 27] Long, M. H. (2005a). Methodological issues in learner need analysis. In M. H. Long (Ed.), *Second language Needs analysis* (pp. 19–76). Cambridge: Cambridge University Press.
- 28] Nelson, M (2000). *Learning Vocabulary in another language*. Cambridge, UK: Cambridge University Press.
- 29] Nunan, D. (2001) *Action research in language education*. In D. Hall & A. Hewings (Eds.), *Innovation in English Language Teaching* (pp. 197-207). London, UK: Routledge.
- 30] Patterson, T. R. (2001). *Needs analysis in a functioning English for Academic Purposes program* (Unpublished doctoral dissertation). University of Malaya, Malaysia.

- 31] Read, J. (2008). Identifying academic language needs through Diagnostic Assessment. *Journal of English for Academic Purposes*, 7, 183–190.
- 32] Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge, UK: Cambridge University Press.
- 33] Richards, J. C. (2004). *Second Language writing*. Cambridge, UK; Cambridge University Press.
- 34] Robinson, P. C. (1991). *ESP Today: A practitioner guide*. New York, NY: Prentice Hall.
- 35] Salam, S. (2017). Developing needs analysis based-reading comprehension learning materials: A study on the Indonesian language study program students. *Advances in Language and Literary Studies*, 8(4), 105-113.
- 36] Shuja'a, Abdulhameed. (2004). *Business English in Yemen: An empirical study of Needs Analysis*. Unpublished Ph.D., Deemed University, India.
- 37] Sonmez, H. (2019). An examination of needs analysis research in the language education process. *International Journal of Education and Literary Studies*, 7(1), 8-17.
- 38] Spada, N., Barkaoui, K., Peters, C., So, M., & Valeo, A. (2009). Developing a questionnaire to investigate second language learners' preferences for two types of form-focused instructions. *System*, 37, 70-81.
- 39] Taillefer, G (2007). The professional language needs of economic graduates: Assessment and perspectives in the French context. *English for Specific Purposes*, 26, 135-155.
- 40] Waters, A., & Vilches, (2001). Implementing ELT innovation: A needs Analysis framework. *ELT Journal*, 55(2), 33-141.
- 41] West, R. (1994). Needs snalysis in language teaching. *Language Teaching*, 27, 1-19.
- 42] Zohrabi, M. (2008). Researching into curriculum components. *Journal of Pan-Pacific Association of Applied Linguistics*, 12(2), 49-69.