

Research Article

Yemeni EFL Grade 12 Students' EFL Writing Needs Analysis on the Light of This Digital Era

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Abstract

Amidst this unprecedented digitized impact on teaching/learning process, Yemeni EFL curriculum has not unfortunately experienced any official development on its micro-meso-macro levels to meet the up-to-date-future-innovative EFL needs since 1995-1996. This study investigated EFL writing needs of Grade 12 students on the light of this digital era mainly from the perception of students, EFL teachers and supervisors at public schools in in Al-Dhihaar and Al-Mashanah Districts, Ibb City. A qualitative-quantitative research design was applied using semi-structured interviews with five EFL Supervisors and an open-ended questionnaire with random sample of 356 students and 19 EFL teachers. Means, Standard Deviation, T-test and Mann-Whitney Test were used. The results showed that the current ELT Curriculum is merely too old-fashioned to meet the students' EFL writing needs in terms of its learning objectives, content and materials. Also, the identified EFL writing needs were very highly perceived by the students and their EEFL teachers with slightly statistical significant differences for the teachers benefits. Also, there were statistically significant differences between males and females for the benefit of males. The findings confirms practical implications for Yemeni EFL Curriculum stakeholders that a large-scale *Needs Analysis* should be conducted as the cornerstone for developing the current traditional ELT Curriculum to meet Grade 12 students' up-to-date EFL writing needs.

Keywords

Needs, Writing Needs, Needs Analysis, Curriculum

1. Introduction

Inevitably, English Language (EL) is still the international *lingua Franca*. So, it is extremely likely that most of the world countries have deliberately included it in their public schools and universities curricula, and Yemen is no difference. In addition, English language learners (ELLs) are of different EL needs which should be periodically identified and included in any EL curriculum's content through conducting Needs Analysis (NA) [10, 4, 18, 25, 30, 33]. For instance, adult learners are learning EL for clearly identified reasons [8].

Moreover, the current learner is considered "a complex, energetic, and tech-savvy individual [8]". This can be attributed to the unprecedented rapid socio-technological development of Web2.0 which has significantly changed the regular traditional ways and practice of every life terrain [6]. This means that EL adult learners of this digitation era are *tech-savvy* ones who have their own particular EL needs which are obtained from multi-resources; for example, EL teachers are also considered a supportive source of EL needs [1]. Hence, these

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Received: 16 January 2025; **Accepted:** 11 March 2025; **Published:** 31 March 2025



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particular EL needs should be identified and included in their ELT course content because curricula' content and real-life needs should be linked together [21]. Similarly, Du [15] emphasizes on adjusting teaching content to better meet learners needs. In brief, the results obtained from NA "are essential for designing a more targeted curriculum and learning methods per the identified needs [4]".

Based on the above-mentioned discussion, I it can truly argued that NA is an empirical method of identifying, gathering and analyzing a multi-sources information about specific, perceptible and specifiable learners' needs in order to design a new EL curriculum or to develop an existing one in order to be a more need-based curriculum. Consequently, NA should be conducted for identifying the EFL writing needs that should form the basis for evaluating and developing the current traditional Yemeni EFL curriculum.

Furthermore, most of scholars and educators take writing skill as a fundamental skill that every learner must master [4, 34]. For instance, Zhang & Zou [34] state that writing is not merely some ink on papers, but it is a combination of process and a product. They add that writers go through a long writing process before they create a well-organized writing text. Also, promoting writing skills among learners and "facilitate their whole-person development; moreover language learning and academic writing are the most popular independent learning activities [34]". Rahman and Hassan [26] add that to achieves learning outcomes in ESL classroom, students' writing skills need to be improved. Additionally, Akbari [4] argues that understanding writing needs is essential for designing effective learning methods to improve students' creative writing skills.

Hence, any EL curriculum must be developed periodically through conducting NA in terms of its learners' linguistic needs and skills required for the age they live in mainly from the perceptions of its main users (students and teachers). Then those identified linguistic needs and skills should be integrated into the curriculum's specifications, content and materials in order to satisfy its learners [19, 21, 31]. As a result, EL learners can then participate effectively in their current academic and professional life situations, and this EL curriculum can be considered as a useful and trustworthy needs-based one. Otherwise, this EL curriculum is not need-based and can only be defined in what Abbott [2] called 'ENOR' (Teaching English for No Obvious Reasons).

Unfortunately, although it is a landmark of introducing the Communicative Language Teaching (CLT) concept into ELT in Yemen in the early 1990s, Yemeni ELT curriculum has not experienced any official, innovative and renewal amendments on its EL needs, materials, approaches and philosophy since the study-year 1995-1996. As a matter of fact, EFL Yemeni students always show low EL competency and motivation. Yemeni EL researchers have always realized that Yemeni students cannot even communicate effectively in their real-life situations or elsewhere [7, 23, 9]. Also, this Yemeni ELT Course book entitled English Course for

Yemen-6 (ECY-6) has not yet included the up-to-date writing skills related to the most current different, communicative situations of this digital era. It has only a 25-year-old traditional content.

In brief, the real problem lies in this very old-fashioned, ready-made ELT curriculum itself since it has been used in Yemeni public schools for twenty-five years and now. It also has not experienced any official reform/development process. Hence, ECY-6 is too old to meet the up-to-date EL needs of Yemeni G12 students in the light of this digital era in public schools.

To address this situation, the main objective of this study was to design and conduct a Needs Analysis framework to Yemeni Secondary schools. Within this NA framework, this study focused basically on identifying the actual up-to-date EL writing needs of Yemeni Grade 12 students mainly from the perceptions of the Grade 12 students, EFL teachers and Supervisors. The following question was addressed.

What are the English language writing needs of Yemeni Grade 12 students on the light of this digital era skills as perceived by the EFL supervisors, EFL teachers and Grade12 students in Ibb City public schools in the study-year 2023-2024?

2. Literature Review

Pedagogically speaking, any existing ELT curriculum must be updated, and developed from time to time mainly from the perceptions of students, teachers and supervisors in order to integrate the emerging EL needs into its syllabus content, materials, teaching methods, assessments, etc. On the other hand, it is argued that writing skills are integrated unto course content in order to strengthens its users' language competence they need in their real situations [4]. Similarly, Althammou [10] assures that writing competence is very essential and it language instruction should be tailored according the writing needs of its students. In besides, a successful learning process should take in consideration the learners' factors such as their subject needs, background, attitudes and views of learning, individual differences, learning styles, motivation, etc [24]. For all that, the actual EL needs of EFL learners have to be identified, mainly from the students' and teachers' perspectives and integrated into their EL curriculum, so it can be developed into a needs-based one. In addition, Al-Hamlan and Baniabdelrahman [5] state that syllabus is one of the ways to applying the already existing curriculum to the personal needs of teachers and learners. Thus, these updated ELT curricula would become more sufficient, trustworthy, realistic and up-to-date. In contrast, when ELT curricula are not updated continuously, they will lead to several sorts of problems for their users, mainly students and teachers. In other words, these ELT curricula become merely old-fashioned which do not contain the exact EL items and skills needed by their students. These ELT curricula are

judged as ones which are not based on students' needs. Thus, their students are not going to be fully involved in actual educational real-life-like situations in the classroom, so they are going to be unable to survive in this modern, competitive real-life situations or elsewhere.

2.1. Needs Definitions

In the previous related literature, the meaning of *needs* has been a flourishing topic in the literature. As a result, a plenty of definitions of needs has been provided by most of ELT great figures. Initially, the term *needs* was firstly used in the field of Psychology by the Psychologist Maslow (1954) who provided his Taxonomy of Human Needs (See Figure 1). He classified human needs in general in to two major categories, and then each category is divided into four sub-levels as follows:

(1) *The deficiency Needs* are of hierarchal four levels:

- a) Psychological needs (food and drink)
- b) Security needs
- c) Love needs
- d) Esteem needs

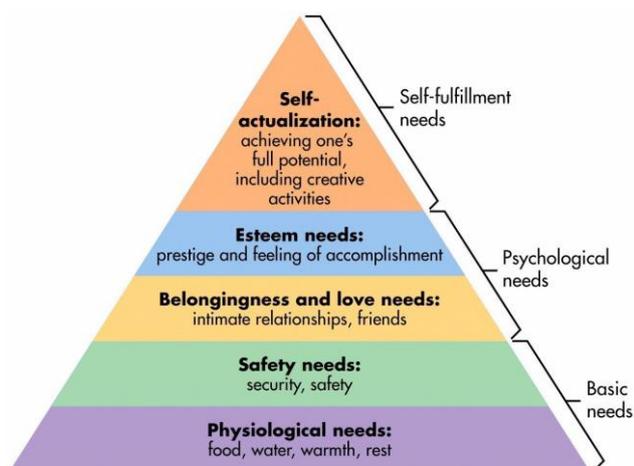


Figure 1. Maslow Hierarchy of Needs (Alsayadi, 2020, p.16).

If *deficiency needs* are fulfilled, then the *growth needs* are ready to be worked on.

(2) *The growth needs* are categorised in a hierarchal manner into four levels too:

- a) Needs to know and understand
- b) Aesthetic needs
- c) Self-actualization
- d) Transcendence. [8]

Moreover, *need* is defined as 'something that is recognized but it is not in any sense 'discovered, and its existence is derived from whatever criteria are thought to be relevant in making the diagnoses [22]. Similarly, Richterich and Chancellor [28]. state that "the very concept of *needs* has never been clearly defined and remains at best ambiguous". All in

all, it is known that the term *Needs* is a very wide term that is difficult to be defined. Different points of views and many theories attempt to define the term *need* [8].

In Second Language Acquisition (SLA), needs are generally referred to the specific language skills needed by language learners in order to function effectively in an English-dominant society. Furthermore, Auerbach [11] points out that such language learners also have *non-linguistic needs*. He argued that those *non-linguistic needs* are found in other fields than the language field. They help learners to achieve the actual *linguistic needs* which enable them to be active in shaping their own roles in their target situations. Those non-linguistic needs are several and belong to several resources. Consequently, the learners' actual language learning needs, either the *linguistic or non-linguistic* ones, have never been clearly defined and remained ambiguous at best. As a result of this ambiguity, the definition of EL needs varies depending on the purpose of analysis. This implies that in order to recognize up-to-date EL needs, one would have to investigate the existing situation, and then the analysis of the acquired information will reveal some deficiency that requires a remedial programme [32].

2.2. Linguistic Needs

Richards [27] states that *Linguistic Needs* are the grammatical *items* and *skills* that students will likely need to use when required to use English. In addition, Brown [12, 13] refers by *Language Needs* to the *target linguistic behaviors* that the learners should gain and also the necessary language *skills* they need to acquire in order to perform effectively in the target situation. Moreover, many researchers realize the importance of EL skills as Affara [3] who states that all languages skills are needed, the reading skill has been shown as the paramount skill, and writing is viewed as a difficult skill that needs more advanced learning in any course design for those students. However, *linguistic needs* are the grammatical and functional language items. Knowing both these demanding EL elements is also pretty essential to EL teachers and other concerned people to design suitable curriculum depending on these perspectives.

Furthermore, Hutchinson and Waters [17] made a distinction between *Target Situation needs* and *Learning needs*. *Target Situation needs* involve what EL learners require to recognize linguistically for acting in the target situation effectively while *Learning needs* involve what EL learners are required to do in order to acquire the linguistic items effectively. Hence, the former refers to *what* and the latter refers to *how* of learning. For example, language required, methods, content, context, etc. They consider the target situation in terms of *necessities lacks* and *wants*:

- a) *Necessities* are the types of needs determined by the desires of the target situation; that is what learners have to know linguistically in order to function effectively in the target situation.

- b) *Lacks* refer to the gaps between target proficiency and existing proficiency of the learners.
- c) *Wants* represent the learners' expectations, Hutchinson and Waters [17] argue that *wants* can have great impact on learners' motivation in the learning process, so they should not be underestimated.

This is to say that *Subjective needs* and Hutchinson and Water's [17] *Learning needs* are somewhat similar in terms of their role throughout the learning process. Both consider the how of language learning. Briefly put these questions for *learning needs*:

- a) Why do the learners take this course? How do the learners learn?
- b) What resources are available? Who are the learners?
- c) Where will the ELT course take place? When will the ELT course take place? (p. 62)

Meanwhile, Brown [12, 13] makes a further classification on the types of needs as *Situation needs* and *Language needs*.

- a) *Situation needs* refer to the type of information by focusing on a language program's human aspect, referring to the physical, social, and psychological context in which learning occurs. Hence, the language teaching materials available, and the differences and similarities in the students' social backgrounds can be given as examples of the language programs' features which might have an impact on the learning process.
- b) *Language needs* refer to the information such as the target, linguistic behaviors that the learners should gain. *Language needs* include; for instance, details about the situations in which language will be used/required.

According to Richards [27], *needs* are classified into:

- a) *Situational needs* focus on the general parameters of a language program and involve goals, learning styles and proficiency levels of learners. *Situational needs* involve the teachers' expectations, teaching styles, and techniques.
- b) *Communicative needs* refer to learners' linguistic requirements in the target situation, such as the ability to communicate while working as a hotel reception or to present papers in a conference.

A Comparison between the types of *needs* confronted with throughout the literature, Hutcherson and Water's [17] *Target situation needs* and Brown's [12, 13] *language needs* refer to roughly the same category of learner's language requirements. *Target Situation needs* are associated with *what* the students may need to use language in their future academic and occupational domain, and also the necessary language skills they need to acquire to perform effectively in the target situation. On the other hand, *Language learning needs* are concerned with *how* learners learn to use language efficiently, the learners' reasons for studying the language, and what language problems they mostly face. In addition, situation and language needs are categories that are interrelated to each

other.

2.3. Writing Needs

Writing needs involve what EL learners require to recognize linguistically for acting in the target situation effectively. According to Flowerdew [16], writing needs are the kind of texts students need to be able to write in order to write well in the give situation. For providing a holistic view of G12 students' writing up-to-date needs, analyzing their target context is very needed through conducting NA approach. Hence, NA should be conducted for identifying them, mainly, from their and their EFL teachers' and supervisors' perceptions.

2.4. Need Analysis

The procedures used for identifying and gathering students' needs is called Needs Analysis which has been proved as a fundamental approach for many use in ELT field and its main use is to identifying the EL subjective and objective needs of learners. NA is a very powerful tool that helps clarifying and identifying the true EL needs of the learners at the first place from the perceptions of students and teachers [16, 17, 14, 20, 29]. Also, NA is considered as the main tool for diagnosing and identifying the objective and subjective English language needs of learners and developing ELT curricula according to them. For instance, Richards [27] states that:

Needs Analysis has three main functions: (1) it provides means of obtaining *wider input* into the content design and implementation of a language programme, (2) it can be used in developing goals, objectives and content, and (3) it can provide data for reviewing and updating an existing language programme.

Based on these statements and arguments of the ELT figures, researchers and scholars, NA is taken the first step of ELT course designing process. If not so, it is only the syllabus designers who have made all the decisions, and learners have no voices on what they could learn and they have no choice over how they will learn as well.

3. Research Methodology & Design

In order to identify the G12 students' EL writing needs closely, this study used a mixture of qualitative and quantitative research approach because it is one of the most practical methods of NA. The mixture method provides a holistic picture about the research problem more than the single approach does alone. It was used because the needed data belonged to varied sources: literature review, previous studies, G12 students, EFL teachers, and EFL supervisors in Ibb city public schools in the study-year 2023-2024. Consequently, multiple instruments of data collection were used (semi-structured interviews for the EFL supervisors and two

open-ended questionnaires for both the G12 students and EFL teachers).

3.1. Research Population & Sample

In general, EL learning needs belong to multiple sources, this research population belonged to three different sources namely: the enrolled 7936 students of G12 (4036 males and 3900 females), 76 EFL teachers (6 males and 41 females), and 5 EFL supervisors (3 males and 2 females) in the study-year 2013-2024, Ibb city, Yemen (See Tables 1, 2 & 3). The rationale behind choosing this varied population was for some reasons. Firstly, these three sources were at the core of the process of EL teaching and learning process. Secondly, they were the main information sources for the needed data. For example, the G12 students generally were the best reliable sources of their up-to-date EL writing needs. In addition, their EFL teachers also formed another main, useful and reliable resource since they were the users of the ECY-6. Also, the EFL supervisors were very useful source of the data, and they provided purposeful insights, too. Pedagogically speaking, involving all these concerned parties' voices would also have a great influence on ECY-6 curriculum's content, methodology and assessment development. The sample was based on the random sample technique (See Table 4).

Table 1. Distribution of G12 Students by Number & Gender at Al-Dhihaar & Al-Mashanah Districts, Ibb City in 2023-2024.

| Educational District | Gender | | Total |
|----------------------|--------|--------|-------|
| | Male | Female | |
| Al-Dhihaar | 3288 | 2662 | 5950 |

| Educational District | Gender | | Total |
|----------------------|--------|--------|-------|
| | Male | Female | |
| Al-Mashanah | 748 | 1238 | 1986 |
| Total | 4036 | 3900 | 7936 |

Table 2. Distribution of EFL Teachers by Number & Gender at Al-Dhihaar & Al-Mashanah District, Ibb City in 2023-2024.

| Educational District | Gender | | Total |
|----------------------|--------|--------|-------|
| | Male | Female | |
| Al-Dhihaar | 20 | 21 | 14 |
| Al-Mashanah | 15 | 21 | 36 |
| Total | 35 | 42 | 77 |

Table 3. Distribution of EFL Supervisors by Number & Gender at Al-Dhihaar & Al-Mashanah Districts, Ibb City in 2023-2024.

| Educational District | Gender | | Total |
|----------------------|--------|--------|-------|
| | Male | Female | |
| Al-Dhihaar | 2 | 1 | 3 |
| Al-Mashanah | 1 | 1 | 2 |
| Total | 3 | 2 | 5 |

Table 4. Number and Distribution of Research Sample.

| Source | Population | | | Sample | | |
|-----------------|------------|--------|-------|--------|--------|-------|
| | Male | Female | Total | Male | Female | Total |
| G12 Students | 4036 | 3900 | 7936 | 172 | 184 | 356 |
| EFL Teachers | 35 | 41 | 76 | 9 | 10 | 20 |
| EFL Supervisors | 3 | 2 | 5 | 3 | 2 | 5 |

3.2. Data Collection Instruments

After deciding the study sample, the needed data collection instruments were chosen and developed in a manner they suit this study purposes and the data nature. So, this

study employed: EFL supervisors' semi-structured interviews and G12 students' and EFL teachers' open-ended questionnaires because of the varied sources of the concerned data; G12 students, their EFL teachers and supervisors. Hence, the EFL supervisors' interviews represented the qualitative approach and the G12 students' and EFL teachers'

open-ended questionnaires represented the quantitative approach.

3.2.1. EFL Supervisors' Semi-Structured Interviews

The EFL supervisors' semi-structured interviews used for investigation deeply the participants' perceptions about the EL writing needs of G12 students and for enriching the students' questionnaire, too. Indeed, interviews were very useful in getting directly what the participants thought via allowing face-to-face discussion. The interviews made the respondents more involved and motivated. First, interviews gave the researcher the opportunity to conduct an in-depth research since the researcher has the advantage of clarifying immediately any ambiguous questions. Second, they helped in obtaining actual information through talking to actual participants. Interviews also allowed for richer interaction and more personalized responses.

The EFL supervisors' semi-structured interviews were conducted on October 15th -27th, 2023. After conducting the pilot study, the researcher introduced himself for the interviewees whom he didn't know. The researcher then explained the objectives of the research, and he defined the main terms such as needs, linguistic needs, etc. in order to make these terms very clear for the interviewees. After that, the researcher fixed the right time and place of the EFL supervisors' semi-structured interviews according to their suitable time. Then they were conducted according to the agreed time and place using a high-quality recorder.

3.2.2. G12 Students' and EFL Teachers' Questionnaire

Questionnaires are the best tools for collecting descriptive

data from large samples about their attitude and perceptions. One of their distinguished features, questionnaires allow autonomy of the participants, hence, they can express their perspectives freely and honestly. Not only that, but questionnaires allow for comparisons among all elicited and varied attitudes and perceptions. Besides all that, questionnaires' findings are trustworthy and can be generalized.

Based on these previous reasons, the open-ended questionnaires were designed with the same content for the G12 students and their EFL teachers for addressing the G12 students' EL writing needs from their and their and their EFL teachers' perceptions. The initial draft of the G12 students' and EFL teachers' open-ended questionnaires had 9 items. After being validated, they consisted of 38 statements.

The two G12 students' and EFL teachers' open-ended questionnaires had the same content. But, the students' questionnaire was translated into their mother tongue to enable them to fill in the questionnaires appropriately. This made them understanding the statements very well and led to get their valid responses. Both open-ended questionnaires were administrated and collected by the researcher from December 21th, 2023 to January 12th, 2023 following the following procedures:

After getting the permission of the school's headmaster and EFL teacher, the researcher distributed more than 515 copies of the G12 students' open-ended questionnaire in the 8 schools (4 males and 4 females Secondary schools) in the two districts by using the students' list. In addition, the 356 copies were collected after 25 minutes of the distribution as shown in Tables 5 and 6 below:

The EFL teacher's open-ended questionnaires were taken home by the concerned EFL teachers and were given back later.

Table 5. Schools' Sample & Questionnaire Copies Distributed According to Number & Gender in Al-Mashanah District.

| S. N | Names of Secondary Schools | Sample | | | NO. of Questionnaire Copies | | |
|-------|----------------------------|--------|--------|-------|-----------------------------|-----------|-------|
| | | Male | Female | Total | Distributed | Collected | Total |
| 1. | KhalidBin Al-Waleed | 60 | 0 | 60 | 60 | 60 | 60 |
| 2. | Ali Binabi Talib | 0 | 58 | 58 | 58 | 58 | 58 |
| Total | | 60 | 58 | 118 | 118 | 118 | 118 |

Table 6. Schools' Sample & Questionnaire Copies Distributed According to Number & Gender in Al-Dhihar District.

| S. N | Names of Secondary Schools | Sample | | | No. of Questionnaire's Copies | | |
|------|----------------------------|--------|--------|-------|-------------------------------|-----------|-------|
| | | Male | Female | Total | Distributed | Collected | Total |
| 1 | Mojamma Al-Ghaithi | 0 | 13 | 12 | 12 | 12 | 12 |
| 2 | Sana Mehidili | 0 | 80 | 80 | 80 | 80 | 80 |

| S. N | Names of Secondary Schools | Sample | | | No. of Questionnaire's Copies | | |
|-------|----------------------------|--------|--------|-------|-------------------------------|-----------|-------|
| | | Male | Female | Total | Distributed | Collected | Total |
| 3 | Musab | 15 | 0 | 15 | 15 | 15 | 15 |
| 4 | Al-Farooq | 15 | 0 | 15 | 15 | 15 | 15 |
| 5 | Mojamaa Al-Saeed | 0 | 42 | 42 | 42 | 42 | 42 |
| 6 | Al-Nahdha | 82 | 0 | 82 | 82 | 82 | 82 |
| Total | | 112 | 124 | 238 | 238 | 238 | 238 |

4. Data Analysis

The Statistical Package for Social Sciences (SPSS) was employed for analysis of the questionnaire data. specifically: Means, Standard Deviation, T-test, T-value, and Mann-Whitney, etc. For example, Mann-Whitney was applied to measure statistically significant differences between the means values of the G12 students and EFL teachers' perceptions.

5. Results

5.1. EFL Supervisors Semi-structured Interviews

All results of the EFL supervisors' interviews revealed a complete agreement about the necessity of conducting NA as soon as possible in order to identify the writing needs of Yemeni G12 students. all supervisors answered the interview's questions very positively. Most of their responses were as follows: One female-supervisor responded saying:

....the way of communication today is very different from the previous century communication. So, we should develop our students' digital communication competency by enabling them to use the on-line mediums as social media apps, Facebook, room chats, Skype, etc. In my opinion, the Ministry of Education must conduct a large scale needs analysis of our EFL students.

Another female EFL supervisor stated that:

.... the content of the current English Language course taught at our public schools should be used as a great

chance for teaching our students some important skills and needs of English language they mostly need in this very modern and digital-aged one.

Another supervisor said that "21st century real-life situations outside the EFL classroom should be introduced in the classroom practices. Otherwise, our G12 students will feel demotivated and uninterested in the content and in the learning practice". Another one stated that "Identifying the today's EL writing needs of Grade 12 is extremely important in order to address them in any coming development step of the ECY-6". One more similarly said, "There are many writing needs that have been emerged due to the globalization and technology of this century, but ECY-6 still lacks them in its content". In her response to the EL needs of today, a female-supervisor mentioned some of the writing needs which most of them were transferred into the close-ended questionnaire, for example, "writing emails, communicating via Skype, recognizing technology vocabs, collaborating in activities, etc.". Moreover, one of them said "these needs are the ones I always talk to myself about every year lately". In general, the EFL supervisors showed a positive attitude towards NA step in order to discover the realistic EL writing needs of G12.

5.2. Grade 12 Students & EFL Teachers Questionnaires

The results of the G12 students' and EFL teachers' open-ended questionnaires' items (n=9) were rated according to the degree of importance using five-point likert-scale. The Values given for the responses of the G12 students and EFL teachers were shown in Table 7 below:

Table 7. Writing Skill Needs Items according to Their Means, Standard Deviations, Importance Degree & Rank from G12 Students' & EFL Teachers' Perceptions.

| Items No. as in Questionnaire | Writing Skill Needs | Means | SD | ID | Rank |
|-------------------------------|---|-------|------|----|------|
| 1 | Writing emails (electronic letters) | 4.79 | 0.48 | VH | 1 |
| 3 | Writing all types of Curriculum Vitae. | 4.75 | 0.51 | VH | 2 |
| 5 | Translating some aphorism and proverbs from Arabic to English and vice versa. | 4.69 | 0.63 | VH | 3 |
| 2 | Filling in electronic forms in English. | 4.56 | 0.65 | VH | 4 |
| 7 | Sending E-mail, short-notes or SMS. | 4.56 | 0.75 | VH | 5 |
| 9 | Doing EL writing activities either in apps or on internet. | 4.56 | 0.68 | VH | 6 |
| 6 | Writing on X, Facebook, Twitter, what's apps, blog, etc. | 4.44 | 0.87 | VH | 7 |
| 4 | Writing a mini brochure for tourists. | 4.29 | 0.88 | VH | 8 |
| 8 | Writing a report about crucial global issues e.g., Terrorism, Racism, etc. in EL. | 4.07 | 1.09 | H | 9 |

SD= Standard Deviation. ID= Importance Degree. H=High. VH=Very High

As illustrated in Table 7, the means values of up-to-date writing skill needs from the perceptions of the G12 students and EFL teachers occur within (4.79) to (4.07). That is, the items (1, 3, 5, 2, 7, 9, 6, 4 & 8) were ranked in Table 6 below in descending order according to their means values (4.79, 4.75, 4.69, 4.56, 4.56, 4.44, 4.29 & 4.07), standard deviations (0.48, 0.51, 0.63, 0.65, 0.75, 0.68, 0.87, 0.88, & 0.09) and importance degrees (very high, very high, & high) respectively.

As shown in Table 7 above, item 1 *Writing emails (electronic letters)* scored the first rank with very high mean value (4.79), and item 8 *Writing a report about crucial global issues*

e.g., Terrorism, Racism, etc. in EL scored the last rank with high mean value (4.07) from the perceptions of the G12 students and EFL teachers. This indicates that these writing skill needs are very crucial ones for G12 students.

5.2.1. Data Analysis and Discussion Regarding G12 Students Gender Comparison

Regarding the differences among the G12 students related to gender, t-test for the two independent samples was employed in order to measure the statistically significant differences between the *means values* of the perceptions of the G12 males and females.

Table 8. Means, Standard Deviations & T-values of G12 Male vs. Female Students' Perceptions of writing Needs Regarding Gender.

| Domains | Gender | Students | Mean | SD | DF | t-value | P. value | Level of Sig. |
|---------------------|--------|----------|------|------|-----|---------|----------|---------------|
| Writing Skill Needs | F | 184 | 4.47 | 0.44 | 354 | -2.7 | 0.008 | Sig. |
| | M | 172 | 4.58 | 0.37 | | | | |

Note. S.D= Standard deviation; DR= Degree of Freedom; Sig. = Significant

As shown in Table 8, the *t-value* obtained for the *Writing Skill Needs* included in G12 students questionnaires is (-2.07) statistically significant at (0.05) level because the *p-value* of the *Writing Skill Needs* is (0.008) lower than (0.05). The mean value (4.58) of the G12 male students is higher than the *mean value* (4.47) of G12 female students, so there are statistically significant differences in favor of the G12 male students. This

might be due to that male students have stronger daily chance in meeting these needs than female students because of Yemeni society rules, for example, there is a great prejudice against female gender in Yemeni society concerning having their own smartphones and internet connection. As a result, male students are able to, for example, speak with, listen to, and write to foreign friends.

5.2.2. Data Analysis and Discussion Regarding G12 Students & EFL Teachers Comparison

In order to measure statistically significant differences

between the means values of the G12 students and EFL teachers' perceptions included in the G12 students' and EFL teachers' questionnaires regarding *Writing Needs*, Mann-Whitney (U test) test was used.

Table 9. Means Ranks, U & Z Values of Writing Needs) From G12 Students' & EFL Teachers' Perceptions.

| Domains | Type | No of SS & Ts | Mean Rank | Ranks Sum | U Value | Z Value | Sig. Value | Level of Sig. |
|-------------|------|---------------|-----------|-----------|---------|---------|------------|---------------|
| Writing | Ss. | 356 | 180.46 | 64,243.50 | | | | |
| Skill Needs | Ts | 19 | 329.29 | 6,256.50 | 697.50 | -5.88 | 0.000 | Sig. |

Note. Ss = Students; Ts. = Teachers; Sig. = Significant

As displayed in Table 9, the U-value obtained for the Writing Skill Needs (697.50) is statistically significant at (0.05) level because the sig. value of Writing Skill Needs is (0.000) lower than (0.05) level. The mean rank of the EFL Teachers (329.29) is higher than the mean rank of the G12 students (180.46). Therefore, there are statistically significant differences in favor of the EFL Teachers. This indicates that teachers are more aware of up-to-date EL writing needs than G12 students. This is due to their long teaching experience. This also justifies the decision of choosing teachers as a main part of this study population.

6. Discussion

Based on the interview and questionnaire's results, the participants have highly stated that the current ECY-6 is old-fashioned and it doesn't satisfy the G12 students' up-to-date writing skill needs in terms of its learning objectives, content and materials. This result obtained from the questionnaires revealed that *all writing skill needs* (n= 9) of G12 students on the light of this digital era are found *very high* important from the G12 students' and EFL teachers' perceptions since the means values were between (4.07– 4.74). Finally, the results obtained from the open questions revealed some important results such as they even put their sever comments on the textbook covering page layout saying that it is more suitable for the history subject instead of English language subject. It is interesting to mention that G12 students didn't limit their comments only on the content and textbook layout, but they commented on the ECY-6 poor package, such as the lack of digital-aged audio and video materials.

7. Conclusion

As discussed earlier, any EL curriculum must be developed from time to time through conducting needs analysis in terms of its learners' linguistic needs and skills required for the age they live in mainly from the perceptions of its main users (students and teachers). Unfortunately, Yemeni ECY-6 cur-

riculum of Grade 12 has not experienced any official innovative and renewal development on its EFL needs, materials, or approaches since the study-year 1995-1996. Because of its 25-year-old traditional content, ECY-6 has not yet included the up-to-date EFL skills needed in the most current different communicative situations of this digital era. Also, writing skill is assured in the preceding sections as a fundamental skill that every learner must master. Moreover, it is assured not to be merely some ink on papers but a combination of process and a product. As a result, this study mainly attempts to identify the actual up-to-date EFL writing needs of Yemeni Grade 12 students on the light of this digital era from multiple sources; Grade 12 students, EFL teachers, and EFL supervisors at public schools in Al-Dhihaar and Al-Mashanah Districts, Ibb Governorate. For achieving this objective, need analysis was conducted for identifying, gathering, and analyzing those specific, perceptible and specifiable writing needs that should form the basis for evaluating and developing the current traditional Yemeni ECY-6 curriculum.

Hence, some important implications can be drawn from this study' findings. Firstly, needs analysis can be used as an empirical method in Yemeni secondary schools for identifying the actual up-to-date EFL writing needs of Yemeni Grade 12 student. Secondly, Grade12 students and EFL teachers and supervisors are found very important sources of EFL writing needs since they are the main users of ECY-6. Finally, this study' identified EFL writing needs are need-based, so they should be integrated into the curriculum's specifications, content and materials in order to satisfy its users.

To conclude, since this study is limited only to identify EFL writing needs of Grade 12, further researches can be conduct within needs analysis framework to identify the EFL reading needs of Yemeni Grade 12 students, In besides, EFL speaking and listening needs should be identified by further researchers. So far, all those identified EFL needs should be integrated into the content of ECY-6. Thus, ECY-6 can then be considered as a useful and trustworthy need-based one, and Grade 12 students can then participate effectively in their EFL academic and professional life situations.

Abbreviations

| | |
|-------|-------------------------------------|
| NA | Needs Analysis |
| EFL | English as a Foreign Language |
| G12 | Grade 12 |
| ECY-6 | English Course for Yemen-6 |
| ELT | English Language Teaching According |

Author Contributions

Noman Musleh Musaed Al-Sayadi is the sole author, He read and approved the final manuscript.

Funding

This work is not supported by any external funding.

Conflicts of Interest

The author declares no conflicts of interest.

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Biography



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Research Field

Noman Musleh Al-Sayadi: Curriculum Theory, TESOL, Educational Technology, Educational Policy.