



An Examination about "Focal Point" and "Scope" in Needs Analysis on Language Education

Dil Eğitimi ile İlgili İhtiyaç Analizinde "Odak Noktası" ve "Kapsam" Üzerine Bir İnceleme

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Abstract

In this study, the focal point and scope characteristics of these studies during need assessment were determined examining studies on language education. Since the focal point specifies the source of the needs in the process of determining needs, it can be associated with the individual (student and teacher). The scope implies the purpose of the language learning process. For this reason, it is possible to relate the scope to the why question. Based on these two factors, it is aimed to present a different perspective in the process of determining the needs of language education in this research. The general survey model was used. The data collected by the general survey model were examined via the descriptive analysis method. According to the findings, it was determined that students' and teachers' needs should be brought to the forefront in the process of determining the contents. Particularly while preparing the content, it is necessary to focus on two aspects. The first aspect is how the content will be transformed according to the learners' needs. The second aspect is how to transfer the contents depending on the teachers' needs. Therefore the elements of education should be updated depending on the learner's needs and teacher's needs in the educational process. Because the learners' and teachers' needs are equally important. Based on this fact, the relationship between focal point and scope in education needs to be examined in more detail.

Keywords: needs analysis, language education, focal point, scope.

Öz

Bu çalışmada dil eğitimiyle ilgili çalışmalar incelenerek bu çalışmaların ihtiyaç değerlendirme sürecindeki odak noktası ve kapsam özellikleri belirlenmiştir. Odak noktası, ihtiyaçları belirleme sürecinde ihtiyaçların kaynağını göstermesi itibarıyla bireyle (öğrenci ve öğretmen) ilişkilendirilebilir. Kapsam ise dil eğitimindeki amacı ifade eder. Bu nedenle, kapsamı neden sorusuyla ilişkilendirmek mümkündür. Bu iki faktörden hareketle araştırmada ihtiyaçların belirlenmesi sürecinde farklı bir bakış açısının sunulması amaçlanmaktadır. Çalışmada genel tarama modeli kullanılmıştır. Genel tarama modeline uygun olarak toplanan veriler, betimsel analiz yöntemiyle incelenmiştir. Ulaşılan bulgulara göre içeriklerin belirlenmesi sürecinde öğrencilerin ve öğretmenlerin ihtiyaçlarının ön plana çıkarılması gerekir. Bu kapsamda içeriği hazırlarken iki konuya odaklanmak gerekiyor. Birincisi, içeriğin öğrencilerin ihtiyaçlarına göre nasıl verileceğidir. İkinci boyut, öğretmenlerin ihtiyaçlarına göre içeriğin nasıl aktarılacağıdır. Bu nedenle eğitim unsurları, öğrenenlerin/öğretmenlerin ihtiyaçlarına göre eğitim sürecinde sürekli güncellenebilir. Çünkü öğrencilerin ihtiyaçları ve öğretmenlerin ihtiyaçları aynı derecede önemlidir. Bu gerçeğe bağlı olarak eğitimde odak noktası ile kapsam arasındaki ilişkinin daha detaylı incelenmesi gerekir.

Anahtar Kelimeler: İhtiyaç analizi, dil eğitimi, odak noktası, kapsam.

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1. Introduction

If the aim of the curriculum is to focus on teachers' and students' needs, the question *Why students and teachers are not an element among the main elements of the curriculum (objective, content, activity, and assessment)?* is still unclear. This question indicates the other uncertain aspects of education. One of these aspects is related to the following question: *Should the objectives in the curriculum be given as student's or teacher's behaviors?* According to educational approaches, the answer of this question is interpreted differently. Therefore, the researchers still could not build a consensus on this issue. The importance of this study is to try to clarify these uncertain aspects via examining the term *educational needs*.

Needs analysis, which has a long past in history, takes its meaning from the concept of *need*. Coffing and Hutchison (1974, p.4), describe the meaning of the need with the concepts of *goal, intent, problem, demand, deficit, expectation, want, and aspiration desire*. As a result of the subsequent researches, the meaning and function of the term *Require* has expanded even more with the words such as demands, motivations, deficiencies, goals, gains, wishes, concerns, necessities, lacks, demands, desires, expectations, constraints, difficulties, preferences, and communicative reasons, or communicative situations (Dudley-Evans and John, 1998). Depending on these meanings, needs analysis is used as a tool for discovering, evaluating, and implementing processes (Martins, 2017). Needs analysis is defined according to the difference between an individual's current and expected needs. In this related point, Kaufman describes educational needs as a measurable output between what it is and what should it be. Depending on this relationship, Kaufman emphasizes that there is no *a need situation* if there is no difference between the present situation and the desired situations (1972, p.49, cited in Coffing and Hutchison, 1974, p.4). Besides, if there is a difference in the observed condition between *what should be* and *what is*, it is called *inconsistency* which is the resource of need situation (Coffing and Hutchison, 1974, p. 6).

The aim of the needs analysis in the language education process is to determine the individuals' learning and teaching needs about the target subject. Therefore, the application of the needs analysis made in the education process to establish a language learning program is closely related to the real-life needs depending on the specific and general objectives (Pushpanathan, 2013). Similarly, Brown emphasizes the importance of the need analysis in the context of the development of the curriculum. Therefore needs analysis was identified as a systematic data collection and analysis of all the subjective and objective information that necessary to identify and validate defensive curriculum objectives that meet students' language learning needs (Brown, 1995, cited in Harrison and Vanbaelen, 2013, p. 4).

The other aim of the needs analysis is to reveal the attitudes, thoughts, and beliefs of the learner or teacher about the subject or to determine the changes and arrangements to be made in curriculum depending on these factors (Pushpanathan, 2013). The needs analysis to be done according to this purpose and the evaluation process as a result of the analysis are composed of different stages that are closely related to each other. The eight steps required to carry out a needs assessment are listed as follows: determining goals, determining the boundaries of the universe in which the needs analysis is to be carried out, determining the limits of the test case (test), choosing the data collection tool, collecting evidence, evaluating the data, and criticizing (Schutz and Derwing 1981, cited in Jeczelewski, 2016, p.13). Richards (2006, p. 12) examined the focus of the needs analysis according to differences in the characteristics of languages. According to him, needs analysis aims at revealing differences in the following characteristic features of languages depending on the very specific purposes of general purposes: differences in word choice, grammatical differences, differences in the types of texts commonly occurring, differences in functions, and differences due to the need for particular skills (Richards, 2006).

Need analysis was developed with different analysis methods. In this context in the 1970s, the target situation analysis (TSA), which is a strong approach to the needs analysis, and which focused on *how much* and *how* the English would be used, became widespread. Munby set up a *Communicative Needs Processor* (CNP) analysis to determine curriculum achievements. Thus Munby's (1978) analysis, which focused entirely on needs analysis when the needs analysis was strong (cited in West, 1994). The present situation analysis (PSA) was developed by Richterich and Chancerel (1980), (cited in Jordan, 1997). This analysis is related to the concepts of *means needs* and *ends needs*. And it focuses on what learners like to learn when learning the target language. The *means needs*, help students to learn their language needs while the *ends needs* are related to the current situation (learning needs). Allwright (1982)

and Robinson (1993) state that *the deficiency analysis*, which is a combination of TSA and PSA, is an approach based on the analysis of the learners' current states. After the 1980s, characteristics of needs analysis studies changed according to learning styles. As a result of this trend, *the language audit analysis approach* emerged. This analysis contains large-scale research in a company, an organization or a country (Jordan, 1997; West, 1994).

The researchers indicate the needs into two categories according to their sources. In this context, Dudley-Evans and John (1998), emphasized concepts of *objective needs* such as present knowledge / required knowledge, objective / subjective needs, and perceived/felt needs. Objective needs are related to the accumulation of knowledge about the learners' language learning skills. *Subjective needs* contain to learners' attitudes, perceptions and expectations about the target language (Brindley, 1989; Robinson, 1993; Martins, 2017).

There are some problem components that the needs analysis methodology focuses on. These are based on the functions of the needs analysis as follows: The type of need should be related to a requirement that can be defined (the type of need that is concerned should be defined) (a), the desired situation should be the determinist and the descriptive characteristic of the missing (identifying a need for services that will focus on the inquiry) (b), and finally the current situation is that the desired state must be measurable (to define the criteria for measuring the current state) (c) (Coffing and Hutchison, 1974, p.4-p.5). As the research on needs analysis proceeds from these points, the criticism about it has increased in various ways. The main focus of these criticisms concerns the limitations of the needs analysis (Nunan, 1988, p. 43, cited in Pushpanathan, 2013). According to Widdowson, a curriculum built on predetermined needs and specific goals can be inadequate and limited to improving students' communicative competence. For this reason, Widdowson emphasizes that curricula based on general objectives should have process-oriented, more educative and general competence. On the other hand, these criticisms about Widdowson's needs analysis are reductive and illogical according to Nunan. And Nunan highlights that the courses prepared for the needs analysis are closely related to the students' language using (1988, p.45, cited in Pushpanathan, 2013). For this reason, courses can be concluded with more meaningful and interesting learning experiences.

2. Method

The Research Questions

The following research questions have been investigated in the research.

1. What is the function of *the focal point* in the needs analysis done on language education?
2. What is the function of *the scope* in the needs analysis done on language education?

Based on these research questions, the purpose of the study is to focus on focal points and scopes in the need assessment process by examining the needs analysis studies conducted in the language education process.

Research Model/Design

The research process is structured in accordance with the general survey model. According to this model, data collected from one part of the universe was used. Because this model aimed to reach general conclusions about the research subject by analyzing the data collected from all and part of the universe (Karasar, 2013). In this context, the concepts related to the language education needs in the sample studies collected from a part of the universe were examined. A descriptive analysis based on the examination of documents related to a certain subject domain was used in the sample studies (Yıldırım and Şimşek, 2013, p.256-p.258). According to this analysis technique, the characteristics (focal point, scope) of the needs analysis were determined in the sample studies. The collected data according to the descriptive analysis were analyzed via some steps such as coding according to predefined concepts, determination of themes, organization, the definition of data according to codes and themes, interpretation of findings obtained.

Research Instrument and Data Collection

The main purpose of the study is to identify some important points in the needs assessment studies conducted in the language education process. The research consists of books, articles, and graduate dissertations prepared between 2002 and 2017. The general network addresses [YÖK, TÜBİTAK-ULAKBİM and Google Scholar (ERIC, Wiley Online Library, Web of Knowledge, Proquest, PsycNet)] were applied to collect the data for the aim of the research. Related books, articles, and the graduate dissertations were searched with the following keywords: *student's needs, teacher's needs, need analyses, learners' need, teaching needs, teachers' need, training needs, language needs, need*

assessment, training, training needs analysis and learning, language needs, training needs analysis, training needs evaluation, and educational needs. The 74 studies were surveyed. They were examined according to the determined criteria. To examine the samples in detail, a check-list consisting of six items was prepared. The studies have been reviewed by the author and two field experts in accordance with the criteria. In this step, it was found that the research model, data analysis method, data collection tools, sample group, and research purpose were not mentioned in 15 studies. After these qualifications, 59 studies were analyzed by descriptive analysis. More detail about the criteria for reviewing sample studies is given below (Table 1).

Table 1. The check-list

The criteria	Detail
Research purpose	The purpose related to the needs analysis is included in the sample study.
The sample	The participants of a needs analysis are included in the sample study.
Research model	The research model used in the process of needs analysis is included in the sample study.
Data analysis method	Data analysis methods used to analyze needs is included in the sample study.
Data collection tools	The data collection tools used to identify needs is included in the sample study.
The words or concepts used in the samples studies for need concept	The concepts for identifying and analyzing were examined in the sample studies. Then the concepts were compared with the concepts that used in the literature.

Data Analysis

The studies have been examined by the researcher and two field experts. To analyze the collected data in accordance with the purpose of the research, these questions were followed.

- Is the relevant study been conducted on the needs of language education?
- Is the relevant study focused on student's, teacher's or student-teachers' needs?
- Have the aim/objective and method sections been included in the relevant research?
- Has the research been prepared within the scope of books, articles, and the graduate dissertations?
- Is the scope of the sample study given?

Within the scope of these questions and by descriptive data analysis stages, the framework for the sample studies has been prepared. Thus, the themes were determined within the scope of focal point and scope; teacher's needs, student's needs, and teacher-student's needs; research aim and research model, the samples. The findings related to the needs of language education were interpreted.

3. Findings

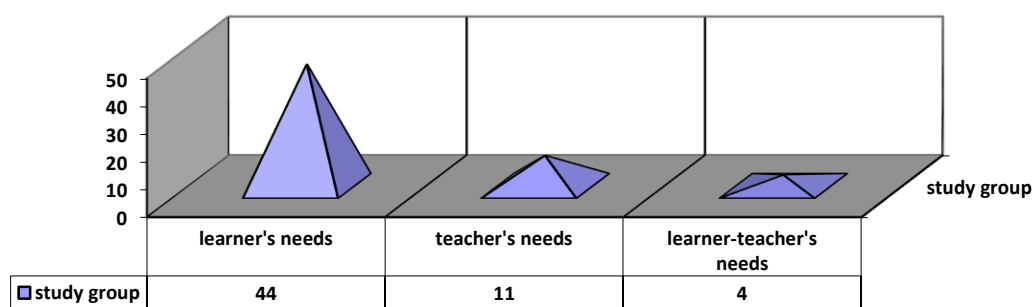
Two important questions have emerged in the process of determining the needs related to language learning-teaching in the relevant studies. These questions are, the need analysis was done *for who* and *why*. These two questions were addressed in a wider context in previous research. Attention has been drawn to similar situations by asking basic needs analysis questions such as *who* and *why (what needs)* (Coffing and Hutchison, 1974, p.8). For this reason, this part of the research was focused on these dimensions. When examining the sample studies, it is seen that these basic questions correspond to the *sample group* and *purpose* elements. Thus, the direction and effects of the relationship between the *who* and *why* questions and the *target audience/sample group* and *purpose* in the language education process were examined. Firstly, it is necessary to emphasize that constitutes the elements that bring these concepts together and the functions of these elements.

Findings of the First Research Question

What is "The Focal Point" According to the Results of Document Analysis?

Since the focal point specifies the source of the needs in the process of determining needs, it can be associated with the *individual*. Because the training process is composed of teaching and learning dimensions, there are two focal points on language education which are *the instructive dimension*, and *the learner dimension*. The importance and priority of these focal points may be varied according to the purpose of the research concerned. In this part, it was examined how the focal point was addressed in the process of determining needs in sample studies. Thus, in sample studies, how the needs analysis differed according to the dimensions of the learners, teachers, and learners-teachers was analyzed.

The characteristics of the study groups were examined to better see the features of the focal point in the sample studies. Participants who constituted the sample group of the relevant studies were clearly stated in the aim part of these studies. If the sampling group is not specified in the aim of the studies, the sample characteristics of these studies were examined in the other parts of the studies. The population of the sample studies consist of “ESL students, teachers, students, L2 learners, undergraduate students, primary intended users, learner, primary and secondary school teachers and students, adult learners, preparation students, teachers, second language (ESL) students and teachers, teacher candidates, students and instructors, teachers, learners, students and instructors, students and 10 members of staff, teachers, MA students, English teachers, students engaged in an ESP, postgraduate students, English language teachers, students attending Erasmus Intensive Language Courses (EYDK), engineering students, curriculum fulfills students, teachers and students, English learner, nursing and midwifery students, and undergraduate students, engineering students, English preparation program am students, chemistry students' and instructors, learners, engineers, ELT students, undergraduates' perceptions, students, Saudi girls' schools, BSc nursing students, students and employers, PYP students, students.”² It is seen that in these studies the focal point that related to language education is given with three individuals groups that are student, teacher, and student-teacher. The distribution ratios of these groups in the studies are as shown in Graph1.



Graph 1. Distribution ratios of study groups whose needs are examined

Graph 1 shows that the research is done mainly to identify learners' needs. In this graphic, it is seen that the teachers' needs were studied at minimum level. Although student needs were prioritized it is important to note that language education is not a one-dimensional process. Because the teachers' needs should also be determined well. Therefore, the needs of the language education process should be examined on the axis of these questions: *What are the student's needs to learn a course subject in language education?* and *What are the teacher's needs to teach a course subject in language education?* Therefore determining the needs of the individual who will teach the target subject is an important factor. As emphasized before, the teacher has a very important role in all the processes and elements of language education (Jeczelewski, 2016, p. 20-p.23).

Findings of the Second Research Question

What is "the Scope" According to the Results of Document Analysis?

In this section, to clarify the concept of *scope*, the scope of the language learning needs was examined in the sample studies. Thus, it was determined how the concept of *scope* was given in the sample studies. The aims of the sample studies were examined to better understand the extent of needs in language education. As a result of the examination, the keywords which are the aims of the sample studies are as follows: "to investigate the academic language needs, to find out which skills they consider essential, to learn the reasons for academic failures and to increase their success, to learn the reasons for academic failures, courses, to explore the use of internet applications, for curriculum improvement and clarification of goals and objectives, to conduct a needs analysis for an ESL, to obtain the necessary data for the astronomy program, to explore the particularities of teaching English as a foreign language, (ESL) curriculum, identifying attitudes and areas of need, to identify the needs of a target, and whether the program responds to these needs, to describe the perception that EAP students and instructors have to deal with the foreign language learning needs, to create a proposal for the development of the course material, to make the course program more effective, and changes, to provide detailed description of the needs analysis, English-teaching problems, to investigate the English language needs, to improve the current curriculum, materials and

² This knowledge was taken from the relevant sections of the sample studies.

language instruction, to learn and identify the needs of learners, in order to identify difficulties or to solve the problems of the general English, we need to analyze the needs of the students, and to understand the language needs of the students, to investigate chemistry students 'and instructors' perceptions, to investigate the lack of alignment in courses, to investigate the needs of engineers, to investigate undergraduates, to identify the needs of their progress, English language needs of BSc nursing students, to investigate the needs of the students and the real needs of employers, to delineate the efficacy of ESP vis-à-vis to the PYP with special reference to Najran University, to investigate the professors at the faculty of Public and Environmental Health (PEH) ³". As can be seen from these data, the purpose of the sample studies is to show the boundaries of the needs analysis. In this case, the question *Why is the need analysis done?* is important. Because, in the sample studies, the researchers try to determine the purpose of the research with the *Why* question?

As understood from the results, the purpose of the research is different for each research. This feature makes it difficult to determine exact boundaries in needs analysis. Thus, the classification of need types according to study aims can be considered as a difficult situation. In this case, it is necessary to focus on the question *Is it possible to classify the needs according to the aims of the study?* To determine this question, it is necessary to compare the needs concepts which were frequently used in the literature with the concepts which were in the aim of the sample studies. But some problems were encountered while grouping the needs given in the sample studies to answer this question. These problems can be listed as *How will the boundaries of needs be determined? Which criteria will be used to determine the boundaries of needs? How is the strength and direction of the relationship between the needs classification in the literature and the concepts used in the sample studies?* The aims of the sample studies were examined to answer these questions. It is thought that the answers to the above mentioned questions may also be related to the *why* question, which the aim sentence of the sample studies is. The reason and source of this thinking is the relationship between the types of needs given in the literature and the characteristics of the individual's language learning process. For this reason, the concepts used to classify the need groups in the literature were compared with the need concepts used in the sample studies. To determine these concepts in the literature, these studies were examined. The determined concepts were coded. Concepts of need used in the aims of sample studies, and concepts related to need classification in the literature are given in Table 2.

Table 2. Using of need concepts

The concepts of needs (expressions) in the aims of sample studies ⁴	The concepts used to classify needs in the literature
academic language skill needs, the needs according to priorities, require in terms of academic English, English requirements of students, negotiated their participation and membership, academic English language needs, an emerging need, conduct a needs analysis, needs analysis, the particularities of teaching English, the needs of the preparatory students, to conduct a needs analysis, how to conduct needs and situation analyses, teacher candidates' attitudes towards internet use in foreign language teaching and their areas of need, to describe the perception, teachers' needs, identify the needs of a target group of learners, to describe the perception that EAP students and instructors, perceptions of students and 10 members, training needs, the foreign language learning needs of Iranian MA students, a needs analysis survey, the basis of a needs analysis, language needs, training needs for inservice training, needs of students, needs analysis, fulfills students' needs, English-teaching problems, English learner needs, vocational needs of English, learning and target needs of students, the target needs of the students, needs and expectations of postgraduate and undergraduate students, students' needs, subjective and language learning needs of Iranian ESP senior, English Language requirements of students, students' and instructors' perceptions of the English language needs, the needs of the second grade students, the learners' professional needs, needs of	general and specific language needs, objective needs, subjective needs, target needs, learning needs, implicit, explicit needs; situation needs and language needs, real, ideal needs objective and subjective needs, target, longterm needs, short-term needs, learning needs, working place needs, necessities or objective needs present competence and the desired competence, primary needs, secondary needs, educational needs, present situation analysis, deficiency analysis, strategy analysis and means analysis felt needs–perceived needs and subjective needs–objective needs, task analysis, job/process analysis,

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engineers, the needs of ELT students, undergraduates' perceptions of their language needs, needs of students, a needs analysis for communicative English, English language needs of BSc nursing students, investigate the needs analysis of English learning from the viewpoints of students and the real needs of employers, students' needs for English language, courses better adapted to students' subjective and objective needs.	performance improvement, competency-based assessment, strategic needs assessment, knowledge and skill assessment needs.

An evaluation was made on the use of language education needs in Table 2. In the left part of the table, the concept of need in the aims of the sample studies was given. In the right part of the table, it was stated in the literature what were the commonly used concepts in classifying needs. When comparing the two parts of the table, it is seen that the following common concepts were frequently used: “*language needs, situation analysis, objective needs, subjective needs, target needs, learning needs, situation needs*”. Less number of these concepts is on the left side of the table. This shows that the similarity and closeness between the two parts of the table are very less. And also this result shows how the usage rates of the classifications of needs (target-situation analysis, present-situation analysis, learner-centered approach, the strategy analysis approach, means analysis approach) accepted in the literature is (Lateffa, 2012). As seen in Table 2, there is not much using these classifications or concepts of needs in the sample studies. Although some of these classifications or concepts were used in certain researches, the frequency of these concepts is very less when the aims of the studies were examined. As a result of the examination made, it has been seen that the *need keywords* in the aim part of the sample studies were frequently used with the following individuals: “students, participants, membership, teacher candidates, teacher, learner, students and instructors, students and 10 members, learning needs, needs of students, students' needs, learner needs, students, students, postgraduate and undergraduate students, students and instructors, second-grade students, the learners, engineers, students, undergraduates, students, nursing students, students, employers, students”. This frequency using indicates that the concept of need was associated with the learners and teachers far beyond the classifications in the literature. At the same time, in some researches, the need analysis was considered a need type. In the sample research, these analyzes are *present situation analysis, target situation analysis, strategy analysis, deficiency analysis, and means analysis*.

Looking at the classifications of needs in the research, it seems that each need differs according to the aims of the research. This factor makes difficult to classify needs. To better understand this case, the frequencies of using need concepts were determined in sample studies. As shown in Table 2, very few of the sample studies refer to need types. This case brings *How the boundaries of needs of language education will be determined?* question that has been emphasized before. At the same time, this question raises the problem of what essential elements should be taken into consideration in classifying needs.

In the previous section, attention was drawn to the focal point, which is a very important element in the language education and training process. Because of this important result, it is necessary to focus on this question: *When the needs are classified, how the focal point (individual) or the scope (purpose) must be taken as a basis?* But when the needs were classified in the literature, it seems that the aim was more at the frontal (Richards, 2006, cited in Chegeni and Chegeni, 2013, p.61). However, it was seen that the aims of the sample studies and the classifications of needs in these sample studies did not support each other and were incompatible with each other. In contrast to this situation, *the concept of need* used in the aims of the sample studies focused more on the focal point or the individual. This result indicates that the focal point or the individual is a very important factor in the classification of needs.

To indicate that, it is necessary to closely examine the relationship between nomenclatures made in the sample studies and the aims of these sample studies. In this case, it is necessary to focus on the question that *Is the existing relationship effective and sufficient for grouping needs?* A two-step examine was conducted to clarify this question in this study. In the process of the analysis method made, the need concepts in the sample studies and purpose expressions were divided into two different groups. Then, the synthesis method was applied to determine the similarities between these two groups. Then the similarity was examined between the words and phrases commonly used for needs in the literature and the need concepts used in the aims of sample research. And then, it was examined how this similarity formed a synthesis in both cases. As a result of this review, it was determined that there

was very little similarity between the words and phrases commonly used for needs in the literature and the concept of the need for the aims of sample research. It was not often seen the methods used in the literature to analyze and evaluate needs in the sample studies (Messner, 2009). As seen in Table 2, the needs descriptors (words) in the literature are not exactly compatible with the concepts in the literature.

The Relation between “the Focal Point” and “the Scope” According to the Results of Document Analysis

As mentioned earlier, *the scope* implies the purpose of language learning. Therefore, it is possible to relate the purpose or scope with the *why* (question). When looking at the research, it is seen that the scope of the research comes together on the axis of individual needs. Therefore, the purpose or scope covers *the content* that was given in the process of determining the needs. It is seen that the topics or contents were given in the aim sentences. To get a closer look at this situation, it is necessary to see how the relevant content was given within the aim sentences of some sample studies such as “To investigate the causes of academic failures, to learn the reasons for academic failures and to increase their success, to learn the causes of academic failures, to find out the causes of academic failures, to investigate the use of internet applications, astronomy program (ESL) curriculum, to identify the attitudes and needs of the students, to identify the needs of the students, to identify the needs of the students in order to be able to apply the course program more effectively, it is necessary for the student to be able to apply his / course program English-teaching problems, to investigate the English language needs, to improve the current curriculum, materials and language instruction, in order to identify the difficulties or problems of the general English, to identify the target needs, to investigate the lack of adaptation in courses, the needs of engineers, to investigate chemistry students 'and instructors' perceptions, to understand the current state of TA professional development, undergraduates' perceptions of their language needs and their progress, to delineate the efficacy of ESP vis-à-vis the PYP with special reference to Najran University ⁵” As can be seen in these expressions, the needs are closely related to the purpose or scope of the study. Therefore, it is seen that the research issue covers the research aims in the sample studies.

The other important point that draws attention here is that the research topic was given with the *focal point (individual)*. As can be seen in the research, the subject or scope varies depending on the individuals' needs. For this reason, *why* (question) does not have a precise limit in the process of determining needs. The answer to this question and the limit of the related research become obvious depending on the individuals' needs. This factor leads to these questions: *Whether the focal point (individual) or the scope (subject) is more prioritized in the needs determination process? and How is the relationship between scope and focal point?* It is necessary to focus on the first question. As seen in the sample studies, the focal point (individual) is located at the center of the research in the process of determining the needs. This feature may vary according to the needs of the study group. In the sample studies, there are three types of study groups' needs which are *learner needs, teacher needs, and learner-teacher needs*. Depending on the research questions of the study, the focus group could sometimes be varied as learner needs, sometimes teacher needs, and sometimes learner-teacher needs. Therefore, the priorities differ depending on the problem situation of the research. Therefore, the priorities were differed depending on the problem situation of the research. Because of the focal point (individual) of the study, the scope (content) has differed. There is a three-way relation between the focal points (individual) and the scope (content) that can change according to student's needs, teacher's need and student-teacher's needs. The direction of this relation is as shown in Figure 1.

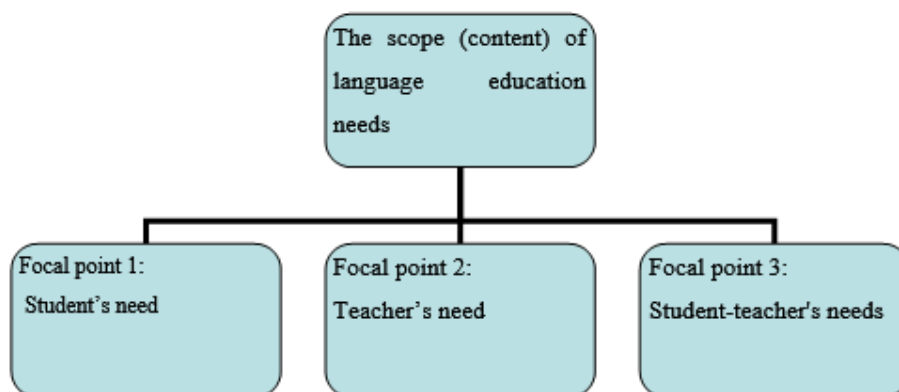


Figure 1. The relation between focal point and scope in the language education

⁵ This knowledge was taken from the relevant sections of the sample studies.

4. Conclusion and Recommendations

If the aim of the curriculum is focused on the teachers' needs and students' needs, the question *Why are not the student and the teacher involved in the main elements of the curriculum?* is important. To better understand this question, it is necessary to focus on this problem that stands out in the curriculum: *Do the goals and objectives in the curriculum have to be given as students' or teachers' behaviors?* This first problem has raised how practices the objectives according to the specific language teaching-learning skills. The functions of the curriculum will be based on *learner-centered psychology*. Thus, education focuses on the characteristics of a two-dimensional structure by subtracting from a cyclic structure consisting of only the four elements (goals and objectives, content, learning/teaching process, and measurement and evaluation). While *the first dimension* has to be focused on the *teachers' and learners' needs*, *the second dimension must focus on the elements of education* (goals and objectives, content, learning/teaching process, and measurement and evaluation). The second dimension must be change and function depending on the first dimension. As a result of this research, it was realized that teachers' and learners' needs which are important elements should be included in the learning-teaching, measurement, and evaluation processes of the curriculum as supporting and complementary elements. Because there is a strong interaction between the basic elements of the curriculum (second dimension) and learners' and teachers' needs (first dimension). This relation between the basic elements in the first dimension (teachers' needs and learners' needs) and the supporting and complementing elements in the second dimension (goals and objectives, content, learning/teaching process, and measurement and evaluation) is given in Figure 2.

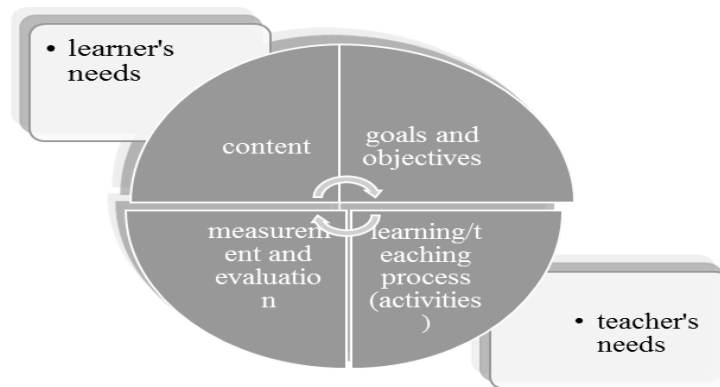


Figure 2. The relation between learner's needs / teacher's needs and the elements of the curriculum

The main point to note here is that the content of the curriculum should be designed according to the needs of the learners and teachers. Therefore, it is necessary to focus on two dimensions while preparing the content. The first dimension is how the content will be designed according to the learners' needs yet, the second dimension is how to transfer the contents depending on the teachers' needs. In the researches, it was emphasized that the teaching process should be arranged according to the teachers' opinions (advice) (Erduran-Avcı and Kamer, 2018; Göksoy, 2018; Özen, 2018). According to the findings of this study, there is a three-way relation between the focal points (*individual*), *the scope (content)*, and *curriculum* which can change according to learner's needs, teacher's needs, and learner-teacher's needs. Based on these findings and discussions; the direction of the relation between the curriculum, focal point, scope, learner's needs, teacher's needs, and content is as given in Figure 3.

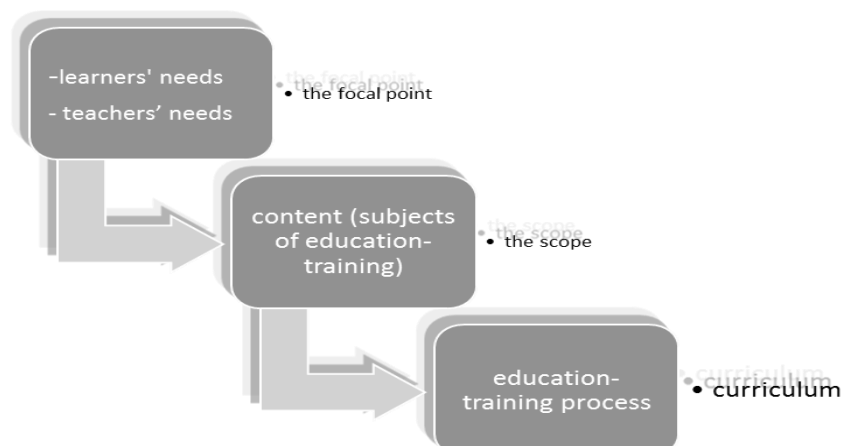


Figure 3. The relation between curriculum, the focal point, and the scope

In the curriculum preparation process, the relationship between learners' needs, teachers' needs, and content must be well balanced. Because the focal point and the scope are needed together in the education process (curriculum). For this reason, it is necessary to reevaluate that the learners' needs or the teachers' should be foregrounded in the process of determining the educational objectives (Richards, 2006, p.45). Because the education - training process is not a one-sided process that is limited to only learners' needs or teachers' needs. Learners' needs and teachers' needs are equally important. Depending on this fact, more extensive experimental research is needed to see the relation between *the focal point* and *the scope* more closely.

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