

Perceived Learner Needs: A Multi-Stakeholder Study of Grade 11 EFL Education in Oman

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Abstract:

English education at the secondary level is expected to support success in school examinations while also preparing learners for further study, employment, and communication. These purposes, however, may be understood differently by learners, teachers, and educational leaders. This study examines stakeholders' perceptions of the purposes and adequacy of Grade 11 English as a Foreign Language (EFL) education in Omani public schools through the broader construct of perceived curriculum-needs alignment. It addresses a gap in research by connecting students' and teachers' perceptions with educational leaders' interpretations of the purposes of Grade 11 English and its adequacy in relation to students' current and anticipated academic, professional, and communicative needs. The study adopted a cross-sectional, multi-stakeholder design combining questionnaires administered to 982 Grade 11 students and 64 English-language teachers with structured interviews involving four English-language supervisors and three heads of department from four educational regions in Oman. The findings indicate that examination success and further study were salient in the recoverable student purpose data, whereas teachers and educational leaders also emphasized employment and broader future utility. Teacher responses and educational-leader accounts indicated that perceptions of programme adequacy were not uniformly shared and that stakeholders differed in how they understood the relationship between Grade 11 English and students' current and anticipated language-related needs. The findings suggest that Grade 11 English is understood through multiple and sometimes differently prioritized purposes across stakeholder groups. The study contributes an evidence-bounded account of perceived curriculum-needs alignment by examining how stakeholder perspectives converge, diverge, and complement one another in relation to the purposes and perceived adequacy of secondary EFL education. The findings concern stakeholder perceptions and reported experiences and do not constitute direct measures of language proficiency, objectively determined language needs, or objective curriculum effectiveness.

Keywords: Grade 11 EFL; Oman, language needs analysis, perceived curriculum-needs alignment, stakeholder perspectives, secondary education

1. Introduction

English language education occupies an important position in Omani secondary schooling because it is expected to serve several purposes simultaneously. For students, English is a compulsory school subject and an important component of academic progression. Beyond school, it may also function as a resource for higher education, employment, access to information, digital participation, and communication across linguistic and cultural settings. The transition from secondary education to higher education or employment can therefore involve language demands that extend beyond examination performance, including reading disciplinary texts, writing extended assignments, participating in discussion, interpreting assessment requirements, and learning independently.

Research in Oman and comparable educational contexts has drawn attention to challenges that students may encounter when moving into English-medium or internationally oriented higher education. Van der Rijst et al. (2023), for example, identified challenges experienced by students in transnational higher education in Oman, including difficulties related to academic interaction and adaptation to unfamiliar pedagogical expectations. Earlier research has also raised concerns about the relationship between school English education and the linguistic



demands encountered in higher education and professional settings (Al-Issa & Al-Bulushi, 2022; Al-Mahrooqi & Denman, 2021). Such findings should not be interpreted as demonstrating that secondary schooling directly causes later difficulties. Rather, they indicate the importance of examining how the purposes and perceived outcomes of school English are understood before students make the transition to subsequent educational or professional settings.

The issue is therefore not simply whether students hold favourable attitudes towards English. A student may value or enjoy English while remaining uncertain about whether the curriculum provides adequate preparation for future academic, professional, or communicative demands. Similarly, teachers may regard English as important for employment or higher education while holding different views about the extent to which the programme responds to these purposes and anticipated needs. Educational leaders may, in turn, interpret the programme in relation to broader institutional and national priorities. When these perspectives differ, the same Grade 11 English programme may be understood through different purposes, expectations, and time horizons.

This issue can be approached through language needs analysis and curriculum alignment. Needs analysis provides a framework for examining the purposes for which learners require a language, their perceived wants and lacks, and the demands associated with present and future language use (Hutchinson & Waters, 1987; Long, 2005). Contemporary research further emphasizes that relevant evidence should not be derived from learner self-report alone. Smith et al. (2022), for example, demonstrate the value of combining multiple sources and methods when connecting needs analysis to curriculum development and evaluation. Similarly, Dou et al. (2024) compare students' immediate and future needs with the perspectives of teachers, graduates, and administrators, illustrating that language needs may be interpreted differently by groups occupying different positions within an educational system.

These perspectives are particularly relevant to secondary EFL education, where learners may prioritize immediate purposes while teachers and educational leaders consider longer-term demands. Students facing important examinations may understandably attach high importance to examination success. Teachers may emphasize higher education, employment, or broader communicative utility, while supervisors and heads of department may interpret the programme in relation to curriculum objectives, educational policy, and institutional expectations. Such differences provide an important basis for examining both how stakeholders perceive the purposes of Grade 11 English and how they evaluate the adequacy of the programme in relation to students' current and anticipated needs. Examination success may form one immediate purpose within this broader set of priorities, alongside higher education, employment, communication, and other anticipated uses of English.

Examination success remains relevant to the present study as one of the purposes that stakeholders may associate with Grade 11 English. Its importance may shape how students and other educational actors understand the value of English, but the present study does not examine examination content or seek to establish causal effects of assessment on teaching or learning. Examination orientation is therefore considered as one possible element of stakeholders' perceived purposes rather than as a separate explanatory mechanism.

The concept of perceived curriculum–needs alignment brings these considerations together. It directs attention to the relationship between the purposes attributed to Grade 11 English and stakeholders' judgments regarding the extent to which the programme responds to students' current and anticipated language-related needs (Biggs, 1996). This perspective does not treat alignment as a fixed or objectively established property of the curriculum. Rather, it approaches alignment as a relationship interpreted through different stakeholder positions. The study therefore examines two interconnected issues: the purposes that stakeholders attribute to Grade 11 English and their perceptions of the adequacy of the programme in relation to students' current and anticipated academic, professional, and communicative needs.

The present study does not directly examine curriculum documents, classroom practices, examination content, or students' language proficiency. Its focus is consequently narrower: perceived curriculum–needs alignment. In this study, this refers to the extent to which different stakeholders perceive the purposes and expected outcomes of

Grade 11 English as corresponding to students' current and anticipated language needs. This distinction is important because stakeholder perceptions of curriculum adequacy are not equivalent to objective evidence that a curriculum is aligned or misaligned. Rather, such perceptions provide evidence about how educational actors understand the relationship among programme purposes, assessment priorities, learner needs, classroom conditions, and anticipated future demands.

The Omani context provides an important setting for examining these relationships. English education is connected to national aspirations concerning education, higher learning, employability, and the development of human capabilities. Oman Vision 2040 identifies education, learning, scientific research, and national capabilities as national priorities and situates these concerns within broader economic and social development (Oman Vision 2040 Implementation Follow-up Unit, n.d.). At the same time, previous research indicates that the study of Grade 11 students' attitudes towards English is not itself a new contribution. Alsoudi et al. (2024), for example, examined attitudes towards English among Grade 11 students in Omani secondary schools. Research has also examined English-language education and learning challenges in Omani higher-education contexts (Al-Issa & Al-Bulushi, 2022; van der Rijst et al., 2023). These studies provide valuable contextual knowledge but leave a more specific question insufficiently explored: how are the purposes and perceived adequacy of Grade 11 English understood across different stakeholder positions within the public-school system?

The present study addresses this question by examining students, English-language teachers, supervisors, and heads of department. It compares the purposes that these groups attribute to Grade 11 English and examines how they perceive the relationship between the programme and students' academic, professional, and communicative needs. The study also considers how educational leaders explain perceived strengths, limitations, and possible tensions involving programme purposes, assessment priorities, classroom conditions, and anticipated future language demands.

The contribution of the study is therefore relational rather than based on an absolute claim of originality. It brings together perspectives that are often examined separately and treats convergence and divergence among stakeholders as potentially informative findings. By connecting students' and teachers' questionnaire responses with educational leaders' structured interview accounts, the study examines how immediate educational priorities and longer-term expectations may intersect within the same secondary English programme. Its central concern is not whether the Grade 11 curriculum can be classified as objectively successful or unsuccessful, but how those positioned differently within the education system understand its purposes and perceived adequacy.

The present study examines these issues in four educational regions of Oman through questionnaire evidence from Grade 11 students and English-language teachers and structured interviews with English-language supervisors and heads of department. By bringing these perspectives together, the study examines how stakeholders perceive the purposes of Grade 11 English and how they perceive the adequacy of the programme in meeting students' current and anticipated academic, professional, and communicative needs. The study does not directly measure language proficiency, establish objective language needs, evaluate curriculum effectiveness, or determine causal relationships between programme features and educational outcomes. Rather, it provides a multi-stakeholder account of perceived curriculum-needs alignment across different positions within the secondary education system.

2. Literature Review

Language Needs and Future Purposes of Secondary EFL

Secondary EFL education occupies a position between immediate school requirements and the language demands that learners may encounter in subsequent educational, professional, and communicative settings. The purposes attributed to English at this stage are therefore potentially multiple. Students may study English to succeed in school examinations, while teachers, curriculum developers, and educational leaders may also associate the subject with higher education, employment, communication, access to information, and continued learning. These purposes are related but need not be equally prioritized by all stakeholders.

Language needs analysis provides a useful basis for examining this relationship. Traditional accounts distinguish among the purposes for which learners require a language, the knowledge and abilities they already possess or perceive themselves to lack, and the priorities they attach to language learning (Hutchinson & Waters, 1987; Long, 2005). More recent research has extended this perspective by emphasizing that language needs are not adequately represented through learner self-report alone. Smith et al. (2022) demonstrate the value of combining different sources and forms of evidence when needs analysis informs curriculum development and evaluation, while Dou et al. (2024) show that students, teachers, graduates, and administrators may identify different immediate and future priorities.

This multi-perspective approach is particularly relevant to secondary education because learners may evaluate English primarily in relation to immediate academic demands, whereas other stakeholders may interpret its value through longer-term educational and professional expectations. Future language demands may include academic reading, extended writing, participation in discussion, independent learning, and engagement with digital and disciplinary resources. Research concerning students' transitions to higher education has identified difficulties associated with some of these demands, including academic interaction and adaptation to unfamiliar learning expectations (van der Rijst et al., 2023). Such evidence illustrates the complexity of language-related transitions but does not establish that later challenges result from particular features of secondary schooling.

The concept of future language demands also requires analytical precision. Academic English, workplace communication, general communicative ability, and the capacity to learn through English represent related but distinct dimensions of future language use. In a study conducted before learners enter these settings, the demands associated with future contexts are necessarily approached through available evidence and stakeholder expectations. The present study therefore focuses on perceived and anticipated future language demands, rather than claiming to establish a comprehensive objective profile of target-situation requirements.

Taken together, this literature suggests that language needs in secondary EFL should not be treated solely as individual learner characteristics. They are better understood as emerging from the relationship among learners' priorities, educational purposes, institutional expectations, and anticipated future contexts. This perspective provides the basis for examining whether the purposes attributed to a secondary English programme are perceived to correspond to the needs that different stakeholders consider important.

Perceived Curriculum–Needs Alignment and Stakeholder Perspectives

Curriculum alignment provides a complementary perspective for examining the relationship between educational purposes and language needs. In its broadest sense, alignment concerns coherence among intended learning outcomes, teaching and learning activities, assessment, and the capabilities learners are expected to develop (Biggs, 1996). In practice, however, curriculum purposes may be interpreted differently across educational settings and stakeholder groups. Formal curriculum intentions do not automatically determine how programmes are understood, prioritized, or experienced.

Research in foreign-language education illustrates this complexity. Rouffet et al. (2023), for example, found that teaching and assessment practices could remain strongly oriented towards grammar and vocabulary despite formally stated communicative objectives. Such findings demonstrate that relationships among curriculum intentions, classroom practices, and assessment priorities cannot be assumed to be uniform. They also indicate that curriculum adequacy may be interpreted differently by those who learn, teach, supervise, and manage educational programmes.

Stakeholder perspectives are therefore central to understanding curriculum–needs relationships. Learners, teachers, and educational leaders occupy different positions within the education system and consequently possess different forms of experience and responsibility. Learners can provide direct accounts of the purposes they attach to English and their perceptions of preparedness. Teachers interpret curriculum objectives within classroom conditions and make judgments about learners' strengths, difficulties, and instructional priorities. Supervisors and

heads of department may consider programme purposes in relation to curriculum expectations, institutional conditions, and wider educational priorities. Differences among these perspectives are not necessarily evidence of inconsistency or failure; they may reveal how educational purposes are differently interpreted across levels of the system.

This perspective also helps distinguish learner attitudes from judgments of curriculum adequacy. A learner may value English, enjoy learning it, or recognize its importance while remaining uncertain about whether the programme provides sufficient preparation for anticipated future demands. Conversely, a teacher or educational leader may regard the curriculum as broadly appropriate while identifying conditions that limit its implementation.

Examination success may form one immediate purpose within this broader set of priorities. The importance attributed to examinations can shape how learners and teachers understand the value of English without establishing that assessment directly causes particular classroom practices or educational outcomes. Within the present study, examination success is therefore considered as one of several purposes that stakeholders may associate with Grade 11 English, alongside higher education, employment, communication, and other anticipated uses.

The concept of perceived curriculum–needs alignment brings these considerations together. It directs attention to the relationship between the purposes attributed to Grade 11 English and stakeholders' judgments regarding the extent to which the programme is perceived to respond to students' current and anticipated language-related needs. This perspective does not treat alignment as a fixed or objectively established property of a curriculum. Instead, it approaches alignment as a relationship interpreted through different stakeholder positions. Stakeholder convergence, divergence, and complementarity are therefore treated as comparative features that contribute to understanding the two central issues of the study: the purposes attributed to Grade 11 English and perceptions of the programme's adequacy in relation to students' needs.

The Omani Context and Study Position

English occupies an important place within the Omani education system and is associated with academic progression, higher education, employment, and broader participation in an increasingly internationalized environment. These expectations are consistent with national priorities concerning education, learning, human capabilities, and social and economic development (Oman Vision 2040 Implementation Follow-up Unit, n.d.). The transition from school to further education is particularly relevant because English may become more closely connected to academic study and disciplinary learning in subsequent educational contexts.

Previous research provides important insights into English-language learning in Oman. Studies have examined learners' attitudes towards English in secondary education, including the work of Alsoudi et al. (2024), while other research has considered English-language challenges associated with higher education and educational transition (Al-Issa & Al-Bulushi, 2022; Al-Mahrooqi & Denman, 2021; van der Rijst et al., 2023). This literature demonstrates the relevance of examining English across different stages of learners' educational trajectories.

The present study is positioned at the intersection of these strands of research. Rather than treating learner attitudes, programme purposes, and curriculum adequacy as independent issues, it examines how these matters are understood across multiple positions within the secondary education system. The study focuses on Grade 11 students, English-language teachers, supervisors, and heads of department, thereby enabling comparison among learner, classroom, and educational-leadership perspectives in relation to the purposes of English and the perceived adequacy of the programme.

It provides a multi-stakeholder account of how the purposes of Grade 11 English are perceived and how the adequacy of the programme is understood in relation to students' current and anticipated academic, professional, and communicative needs. Differences and similarities among stakeholder perspectives are treated as informative comparative evidence rather than as a separate explanatory dimension.

3. Conceptual Framework

The study is guided by an analytical framework centred on perceived curriculum–needs alignment. The framework draws on language needs analysis, curriculum alignment, and stakeholder perspectives to examine two interconnected aspects of Grade 11 English education: the purposes attributed to the programme and stakeholders' perceptions of its adequacy in relation to students' current and anticipated language-related needs.

Language needs analysis contributes the distinction between immediate learner priorities and requirements associated with future contexts (Hutchinson & Waters, 1987; Long, 2005). It also supports the use of multiple perspectives when identifying educational priorities, since learners, teachers, and other stakeholders may not define language needs in the same way (Smith et al., 2022; Dou et al., 2024). In the present study, this perspective informs the examination of the purposes that participants attribute to English and the current and anticipated academic, professional, and communicative needs that they associate with Grade 11 English.

Curriculum alignment contributes a second perspective by focusing attention on the relationship between programme purposes and the learning experiences and capabilities that the programme is expected to support. Constructive alignment emphasizes coherence among intended outcomes, teaching and learning activities, and assessment (Biggs, 1996). In the present study, curriculum alignment provides a conceptual basis for examining how stakeholders perceive the adequacy of Grade 11 English in relation to the purposes and language-related needs they associate with students' current and anticipated contexts. It does not provide an objective test of curriculum effectiveness or formally verified alignment.

Stakeholder perspectives constitute the third dimension of the framework. Students, teachers, supervisors, and heads of department occupy different positions within the educational system and may therefore interpret programme purposes and adequacy differently. The framework treats convergence and divergence among these groups as analytically meaningful. Shared priorities may indicate common understandings of programme purposes, whereas differences may reveal variation in educational responsibilities, experiences, expectations, or time horizons.

Within this framework, perceived curriculum–needs alignment refers to stakeholders' judgments about the extent to which Grade 11 English is understood to support learners' current purposes and anticipated language-related demands. Learners' purposes and perceived preparedness provide one perspective on this relationship. Teachers' responses provide judgments informed by classroom experience and instructional responsibilities. Supervisors and heads of department contribute interpretations related to programme expectations and educational conditions.

Within the framework, the first analytical component concerns the purposes that stakeholders attribute to Grade 11 English. The second concerns their perceptions of the adequacy of the programme in meeting students' current and anticipated academic, professional, and communicative needs. Quantitative questionnaire evidence and qualitative interview accounts contribute complementary perspectives to both components. Convergence, divergence, and complementarity among stakeholder accounts are examined as comparative patterns within the evidence rather than as separate research questions.

Through this framework, the study develops an integrated account of how Grade 11 English is understood in relation to examination success, higher education, employment, communication, and other anticipated purposes, and how stakeholders perceive the adequacy of the programme in relation to those purposes and needs. The framework maintains the distinction between stakeholder perceptions and direct evidence of language proficiency, objective language needs, curriculum effectiveness, or causal relationships among curriculum conditions and educational outcomes.

4. Research Questions

Guided by the conceptual framework of perceived curriculum–needs alignment, the study examines both the purposes attributed to Grade 11 English and stakeholders' perceptions of the adequacy of the programme in relation to students' current and anticipated needs. The framework brings together language needs analysis, curriculum alignment, and stakeholder perspectives while treating convergence and divergence as comparative features of the evidence. The study was guided by the following research questions:

RQ1. How do students, teachers, supervisors, and heads of department perceive the purposes of Grade 11 English in Omani public schools?

RQ2. In what ways do stakeholders perceive the adequacy of the Grade 11 English programme in meeting students' current and anticipated academic, professional, and communicative needs?

The two research questions operationalize the conceptual framework through two interconnected components: the purposes that stakeholders attribute to Grade 11 English and their perceptions of the adequacy of the programme in relation to students' current and anticipated needs. Comparisons among stakeholder perspectives enable areas of convergence, divergence, and complementarity to be identified within the evidence supporting each question.

5. Methodology

The study employed a cross-sectional, multi-stakeholder design using quantitative and qualitative data sources. Quantitative data were collected through questionnaires administered to Grade 11 students and English-language teachers, while qualitative data were obtained through structured interviews with English-language supervisors and heads of department. This design enabled the study to examine the purposes attributed to Grade 11 English and perceptions of its adequacy from multiple positions within the Omani public-school system.

The design was informed by the conceptual framework of perceived curriculum–needs alignment. The quantitative component provided evidence concerning the purposes prioritized by students and teachers and their responses to selected aspects of the Grade 11 English programme. The qualitative component provided educational leaders' accounts of programme purposes, students' language-related needs, preparedness, and factors perceived to influence programme adequacy. The two sources of evidence addressed complementary aspects of the research questions and were considered together during interpretation to identify convergence, divergence, and complementarity across stakeholder perspectives.

The study was cross-sectional because data were collected at a particular point in time. The analysis focused on stakeholders' reported perceptions and interpretations and did not seek to measure students' objective language proficiency or establish causal relationships between curriculum features and educational outcomes.

Participants and Sampling

The study involved participants from four educational regions in Oman. The quantitative component included 982 Grade 11 students and 64 English-language teachers, while the qualitative component involved four English-language supervisors and three heads of department.

Questionnaire participants were selected through a stratified sampling approach across the participating educational regions. The sampling approach was intended to include participants from different geographical areas and to provide a range of perspectives on Grade 11 English education. The student and teacher samples were analysed in relation to the selected study settings and are not presented as statistically representative of all Grade 11 students or English-language teachers in Oman.

Supervisors and heads of department were selected purposively because of their professional responsibilities and experience in English-language education. Their positions provided perspectives related to curriculum expectations, programme implementation, student preparedness, and educational conditions.

The inclusion of the four stakeholder groups reflected the study's conceptual framework. Students provided accounts of the purposes they attributed to English and their perceptions of selected aspects of the programme. Teachers contributed perspectives informed by classroom experience and instructional responsibilities. Supervisors and heads of department provided complementary accounts associated with programme expectations, educational oversight, and broader understandings of students' current and anticipated needs.

Research Instruments

Questionnaires

Questionnaires were administered to Grade 11 students and English-language teachers. The instruments included items addressing the purposes attributed to learning and teaching English and selected perceptions of the Grade 11 English programme.

Participants were asked to rank four predefined purposes of English: passing the General Education Diploma examination, completing higher education, finding a good job, and using English in daily life. These items were treated as purpose-ranking measures rather than as a comprehensive assessment of language needs. The rankings provided evidence of the relative priority assigned by participants to the purposes specified in the questionnaire and contributed directly to RQ1.

The questionnaires also included items concerning selected aspects of the Grade 11 English programme and perceived programme adequacy. These items addressed participants' perceptions of whether the programme responded to students' English-language needs and contributed to the examination of RQ2.

The student questionnaire was translated into Arabic to facilitate comprehension by the student participants. Translation procedures were used to maintain consistency of meaning between the English and Arabic versions.

A pilot administration was conducted before the main data collection to examine the clarity and comprehensibility of the questionnaire items. Feedback from the pilot process informed the final administration of the instruments.

Structured Interviews

Structured interviews were conducted with four English-language supervisors and three heads of department. The interview questions addressed participants' perceptions of the purposes of Grade 11 English, students' language-related needs, preparedness for future education, and areas in which the programme could be strengthened.

The interviews were designed to complement the questionnaire evidence by providing role-based accounts of how educational leaders understood the relationship between programme purposes and students' current and anticipated language-related needs. The quantitative component provided evidence concerning the purposes prioritized by students and teachers and their responses to selected aspects of the Grade 11 English programme. The interview questions addressed participants' perceptions of the purposes of Grade 11 English, students' language-related needs, preparedness for future education and employment, and the adequacy of the programme in relation to these anticipated contexts. The two sources of evidence were considered together during interpretation to identify convergence, divergence, and complementarity across stakeholder perspectives in relation to RQ1 and RQ2.

Data Collection Procedures

Data were collected from the participating educational regions through the administration of questionnaires to Grade 11 students and English-language teachers and through structured interviews with supervisors and heads of

department. Participation was voluntary. Before responding to the questionnaire, participants were provided with information about the study and were given the opportunity to indicate whether they consented to participate.

Questionnaire responses were collected in accordance with the procedures established for the participating educational settings. The structured interviews were conducted with the educational leaders selected for the qualitative component. The two forms of data collection generated complementary evidence concerning stakeholders' perceptions of the purposes of Grade 11 English and the adequacy of the programme in relation to students' current and anticipated language-related needs.

Data Analysis

The quantitative and qualitative data were analysed in relation to the two research questions and the conceptual framework of perceived curriculum–needs alignment. Questionnaire data were analysed primarily through descriptive statistics, including frequencies and percentages, to identify the purposes prioritized by students and teachers and to summarize responses to the programme-perception items. The ranking data were examined to identify the relative priority assigned to the purposes included in the questionnaire and therefore contributed to RQ1. The programme-perception items were analysed individually because they represented distinct aspects of participants' perceptions and experiences and therefore contributed to RQ2.

The interview data were analysed through systematic examination of participants' accounts in relation to the study's research questions. Relevant responses were organized around recurring issues concerning the purposes of Grade 11 English, students' perceived language-related needs, preparedness for future contexts, and factors understood to influence programme adequacy. These accounts were then interpreted in relation to the quantitative findings and the conceptual framework.

The two sources of evidence were considered together during interpretation. This process examined areas of convergence, divergence, and complementarity among the perspectives of students, teachers, supervisors, and heads of department. Convergence referred to broadly similar patterns across stakeholder accounts, whereas divergence referred to differences in priorities or interpretations. Complementarity referred to instances in which one source of evidence provided additional contextual understanding of patterns identified in another source.

The analysis was guided throughout by the distinction between stakeholder perceptions and objective measures of educational outcomes. The findings therefore address how the participating stakeholders understood the relationship between the purposes of Grade 11 English and students' current and anticipated language-related needs.

Ethical Considerations

Ethical and administrative approval for the study and the collection of data was obtained from the relevant authorities before data collection commenced. Participation in the study was voluntary. Questionnaire participants were provided with information about the study and were given the opportunity to indicate their consent to participate before completing the questionnaire.

Participants' responses were treated confidentially and were used for research purposes. The study was conducted in accordance with the ethical and administrative requirements applicable to research involving participants in the participating educational settings.

6. Results

The results are organized around the two research questions. They distinguish between findings supported by complete task-level evidence and findings for which the available records require further tabulation reconciliation.

The authoritative participant totals were 982 Grade 11 students, 64 English-language teachers, four English-language supervisors, and three heads of department.

The quantitative and qualitative findings are presented as complementary sources of evidence. The questionnaire data provide student and teacher perspectives on the purposes of Grade 11 English and selected aspects of programme adequacy, while the interviews provide complementary accounts from supervisors and heads of department relevant to both research questions. Throughout this section, the findings are interpreted as stakeholder perceptions and reported experiences rather than as direct measures of language proficiency, objective language needs, or curriculum effectiveness.

Student Purposes for Learning English

RQ1 examines how students, teachers, supervisors, and heads of department perceive the purposes of Grade 11 English in Omani public schools. The student questionnaire provided evidence concerning the purposes prioritized by Grade 11 students.

The available student purpose-ranking record indicates that examination success and higher studies were salient categories, whereas the use of English in daily life appeared frequently at the lowest rank. The recoverable evidence therefore suggests that students tended to understand the purpose of Grade 11 English primarily in relation to examination progression and further study rather than daily-life communication.

Teacher Perceptions and Priorities

The teacher purpose-ranking record provides additional evidence for RQ1 and suggests a somewhat different pattern from the recoverable student record. The complete printed rows place employment and passing the General Education Diploma examination among the most prominent purposes, while the use of English in daily life is placed at the lower end of the printed teacher ordering.

In addition to their perceptions of the purposes of Grade 11 English, teachers provided responses concerning selected aspects of programme adequacy. These findings contribute to RQ2, which examines how stakeholders perceive the adequacy of the Grade 11 English programme in meeting students' current and anticipated academic, professional, and communicative needs.

The teacher curriculum-perception items were complete at $N = 64$ and are presented in Table 1. Percentages use 64 as the denominator and are rounded to one decimal place. Because the response categories are ordinal and the items address different aspects of programme experience, the results are reported item by item rather than combined into a composite attitude score.

Table 1 *Teacher perceptions of the Grade 11 English-language programme ($N = 64$)*

Statement	Agree, n (%)	Neutral, n (%)	Disagree, n (%)
The current English-language curriculum meets my students' English-language needs.	18 (28.1%)	21 (32.8%)	25 (39.1%)
What I usually do in class is boring.	8 (12.5%)	18 (28.1%)	38 (59.4%)

Statement	Agree, n (%)	Neutral, n (%)	Disagree, n (%)
I like the way English is taught at school.	17 (26.6%)	27 (42.2%)	20 (31.3%)

The teacher findings indicate that perceptions of programme adequacy were mixed rather than uniformly positive or negative. Disagreement was the largest response category for the statement that the current English-language curriculum met students' English-language needs, although this category did not constitute a majority. In contrast, disagreement dominated responses to the statement that usual classroom activity was boring, indicating that most teachers did not characterize their classroom activity in this way. Neutrality was the largest response category regarding whether teachers liked the way English was taught at school.

Taken together, these findings indicate a differentiated pattern. Teachers did not uniformly reject classroom practice or the experience of teaching English; however, their responses reflected varied perceptions of whether the programme adequately responded to students' English-language needs. The findings therefore provide teacher-level evidence relevant to RQ2 and to the broader construct of perceived curriculum–needs alignment.

Stakeholder Perceptions of Curriculum Adequacy

RQ2 examines how stakeholders perceive the adequacy of the Grade 11 English programme in meeting students' current and anticipated academic, professional, and communicative needs. Evidence relevant to this question was obtained from the student and teacher questionnaires and interviews with English-language supervisors and heads of department.

The teacher evidence provides a more complete quantitative account of perceived programme adequacy. As reported in Table 1, the largest response category for whether the curriculum met students' English-language needs was disagreement. At the same time, teachers generally did not describe their usual classroom activity as boring, while responses regarding satisfaction with the way English was taught were distributed across all three categories, with neutrality being the largest. These findings suggest that perceptions of programme adequacy were not reducible to a simple positive or negative evaluation of classroom experience.

The interviews with supervisors and heads of department provide complementary evidence concerning RQ2. Their accounts addressed the adequacy of Grade 11 English in relation to students' current language levels, perceived preparedness, and anticipated educational and professional contexts.

The educational-leader accounts did not indicate a uniform judgment of programme adequacy. Some participants described the programme as reasonably capable of supporting students while recognizing areas requiring further strengthening. Others expressed concerns regarding the extent to which programme goals and students' perceived needs were being met. Recurring concerns related to students' preparedness for future academic and employment contexts and to the programme's responsiveness to differences in students' starting points.

Participants also referred to course-book dependence, limited instructional time, curriculum communication, and differentiation when discussing these perceptions. One supervisor stated that teachers were restricted by the course book and lacked sufficient time to provide additional focus. A head of department questioned whether teachers had adequate access to or understanding of the curriculum framework, while another account referred to limited attention to differences in students' starting points, differentiation, literacy, and numeracy. These observations represent participants' interpretations of programme adequacy rather than evidence of causal relationships between these conditions and curriculum outcomes.

Overall, the findings indicate that perceptions of curriculum adequacy were mixed across stakeholder groups. The available student evidence suggests a provisional and varied pattern, while the teacher and educational-leader evidence similarly reveals differences in how the programme was perceived to respond to students' needs and future demands. Taken together, the findings provide a perception-based account of curriculum–needs alignment and do not establish objective curriculum effectiveness or causal explanations for perceived inadequacy.

Qualitative Findings

Seven individual structured interviews were conducted with four English-language supervisors and three heads of department. The interview accounts provided complementary evidence concerning the purposes attributed to Grade 11 English and perceptions of programme adequacy. The qualitative findings are presented as four recurring patterns identified from the interview record. Because the study record does not report the number of participants associated with each pattern, the findings are not presented as quantified themes.

Table 2 *Qualitative patterns in interviews with educational leaders (N = 7)*

Reported pattern	Evidence in the interview record	Relevance to the study
Grade 11 English was associated with multiple purposes beyond examination success.	Participants referred to language skills, basic research, self-study, global awareness, further study, presentation, and employment.	Educational leaders understood the purposes of English in relation to academic, personal, communicative, and employment-related contexts.
Perceptions of preparedness and programme adequacy varied.	Some participants considered the programme reasonably capable of supporting students while identifying areas requiring strengthening, whereas others expressed concerns regarding preparedness and responsiveness to students' needs.	Perceived programme adequacy was not uniform across educational leaders.
Course-book dependence and limited instructional time were identified in accounts of programme adequacy.	Participants referred to restrictions associated with reliance on the course book and limited opportunities for additional instructional focus.	These factors formed part of participants' accounts of how programme adequacy was experienced and interpreted.
Curriculum communication and differentiation were identified as areas requiring attention.	Participants referred to access to and understanding of the curriculum framework and to differences in students' starting points and learning needs.	Participants perceived variation in how programme expectations were understood and in the extent to which differing learner needs were accommodated.

Note. N = 7 refers to the seven interview participants. The interview record does not report the number of participants associated with each pattern; therefore, no theme frequencies are presented.

The qualitative findings indicate that educational leaders attributed several purposes to Grade 11 English. Although examination progression remained important, participants also associated the programme with further education, employment, language development, research, self-study, presentation, and broader awareness. These accounts

complement the questionnaire findings by extending the range of purposes through which Grade 11 English was understood.

Integrated Findings Across Stakeholder Groups

A provisional divergence was evident in the purposes attributed to Grade 11 English. The recoverable student evidence placed examination success and higher education among the most salient purposes, whereas the available teacher record gave greater prominence to employment and examination progression. The educational-leader interviews further broadened the range of purposes by referring to higher education, employment, research, self-study, presentation, and global awareness. Taken together, these findings suggest that stakeholders may emphasize different purposes according to their educational positions and anticipated future contexts.

The evidence concerning programme adequacy showed greater complementarity between the teacher questionnaire and the educational-leader interviews. Teachers expressed mixed perceptions regarding whether the curriculum met students' English-language needs, with disagreement representing the largest response category. The interview accounts similarly indicated that educational leaders did not hold a uniform view of programme adequacy and included concerns about students' preparedness and responsiveness to differing needs. The two sources therefore provide complementary evidence that perceptions of programme adequacy varied across participants and stakeholder positions.

The quantitative and qualitative findings were considered together to develop an integrated account of the two research questions. The integration compares patterns across the available evidence rather than merging the datasets or treating qualitative accounts as explanations of quantitative results.

Table 3 *Integrated evidence concerning the purposes and perceived adequacy of Grade 11 English*

Quantitative finding	Qualitative finding	Relationship	Integrated interpretation
The recoverable student purpose record places examination success and higher education among salient purposes, although the complete distribution requires verification.	Educational leaders described examination progression alongside higher education, employment, research, self-study, presentation, and global awareness.	Complementarity, provisional	Grade 11 English was understood in relation to both immediate educational progression and broader future-oriented purposes.
The available teacher purpose record gives prominence to employment and examination progression, although the higher-education ranking requires verification.	Educational leaders associated Grade 11 English with the English-language demands of labour-market entry.	Complementarity, provisional	Employment emerged as an important future-oriented purpose in teacher and educational-leader accounts.
Among teachers, 39.1% disagreed that the curriculum met students' English-language needs, 32.8% were neutral, and 28.1% agreed.	Educational leaders expressed varied perceptions of programme adequacy, including concerns about preparedness and	Complementarity	The evidence indicates variation and concern in stakeholder perceptions of programme adequacy.

Quantitative finding	Qualitative finding	Relationship	Integrated interpretation
	responsiveness to students' needs.		
Most teachers did not characterize their usual classroom activity as boring, while neutrality was the largest response category regarding liking the way English was taught.	Educational leaders varied in their assessments of programme adequacy.	Complementarity	Perceptions of classroom experience were not equivalent to judgments regarding the adequacy of the programme.
The student curriculum-perception does not permit final percentages based on the authoritative student total.	Educational leaders referred to perceived preparedness gaps and uneven responsiveness to students' starting points.	Comparison remains provisional	The available evidence does not permit a definitive conclusion regarding convergence or divergence between student perceptions and educational-leader accounts.

Note. Quantitative findings are based on the denominators reported in the relevant sections of the Results. Qualitative findings refer to the seven educational-leader interviews. The table summarizes relationships among evidence sources and does not represent a frequency comparison.

Overall, the integrated findings indicate that Grade 11 English was associated with multiple purposes that were not prioritized in the same way across stakeholder groups. Examination success was prominent in the recoverable quantitative evidence, while employment, higher education, research, self-study, presentation, and broader communicative purposes were also evident in teacher and educational-leader accounts.

The findings concerning programme adequacy were similarly varied. Teacher and educational-leader evidence provided complementary indications that the adequacy of the programme was not perceived uniformly. At the same time, perceptions of classroom experience did not necessarily correspond directly to perceptions of programme adequacy. The available student evidence suggests a mixed pattern but remains insufficiently reconciled for definitive comparison with the other stakeholder groups.

Taken together, the results provide a multi-stakeholder account of the perceived purposes of Grade 11 English and the perceived adequacy of the programme in relation to students' current and anticipated needs. The findings identify areas of complementarity and variation across stakeholder perspectives while remaining within the evidential scope of the study.

7. Discussion

This study examined how students, teachers, supervisors, and heads of department perceived the purposes of Grade 11 English and the adequacy of the programme in meeting students' current and anticipated academic, professional, and communicative needs. The findings indicate that Grade 11 English was associated with multiple purposes that were not prioritized in the same way across stakeholder groups. Examination success and further study were salient in the recoverable student evidence, whereas employment and examination progression were prominent in the

available teacher record. Educational leaders described a broader range of purposes, including further study, employment, language development, research, self-study, presentation, and global awareness.

The findings also indicate that perceptions of programme adequacy were mixed. Teacher responses showed variation in judgments about whether the curriculum met students' English-language needs, while supervisors and heads of department expressed differing views concerning students' preparedness and the responsiveness of the programme to diverse learner needs. The available student curriculum-perception evidence also suggested a mixed pattern, although the unresolved tabulation prevents definitive comparison with the other stakeholder groups.

Multiple Purposes of Grade 11 English

The findings concerning RQ1 indicate that examination success is an important perceived purpose of Grade 11 English, but it does not constitute the sole purpose attributed to the programme. The recoverable student evidence placed examination progression and further study among the most salient purposes, whereas the available teacher evidence gave greater prominence to employment alongside examination progression. Educational leaders extended this range by associating English with further education, employment, research, self-study, presentation, global awareness, and broader language development.

This pattern is consistent with language needs analysis, which distinguishes among immediate purposes, future needs, perceived wants, and the language demands associated with anticipated contexts (Hutchinson & Waters, 1987; Long, 2005). Recent multi-stakeholder needs research similarly demonstrates that learners, teachers, and other educational actors may prioritize different present and future language demands because they occupy different positions in relation to learning and subsequent educational or professional contexts (Smith et al., 2022; Dou et al., 2024).

The differences observed across stakeholder groups can therefore be understood as reflecting different temporal and institutional perspectives. Students may be more closely concerned with immediate academic progression, particularly where examination performance is consequential. Teachers may give greater attention to purposes that extend beyond the immediate school context, including employment and further education. Supervisors and heads of department may interpret Grade 11 English through a broader set of educational and institutional expectations.

The prominence of examination success is consistent with research showing that assessment can become an important reference point in how learners and teachers understand the value of language learning (Rahman et al., 2021; Rouffet et al., 2023). In the present study, however, examination orientation is treated as a perceived programme purpose rather than as evidence of causal examination washback.

The broader purposes identified by educational leaders are also consistent with research on future language demands and educational transition. Studies of language needs and academic transition suggest that preparation for future contexts may involve not only linguistic knowledge but also the capacity to engage in academic communication, independent learning, research-related activity, and changing educational expectations (Dou et al., 2024; Liu & Zhang, 2023). Research in Oman has likewise drawn attention to challenges associated with academic interaction and adaptation to unfamiliar learning contexts in higher education (van der Rijst et al., 2023). These studies do not demonstrate that Grade 11 English directly produces later preparedness or unpreparedness. They nevertheless provide a relevant context for understanding why teachers and educational leaders may evaluate the purposes of secondary English against anticipated future demands.

The findings therefore suggest that Grade 11 English is positioned between immediate educational requirements and broader future-oriented expectations. The central issue is not whether examination preparation should be treated as incompatible with preparation for higher education, employment, or communication. Rather, the

findings indicate that these purposes coexist and may be prioritized differently across stakeholder groups. This plurality provides an important basis for interpreting the programme through the framework of perceived curriculum–needs alignment.

Perceived Curriculum Adequacy and Curriculum–Needs Alignment

The findings concerning RQ2 indicate that perceptions of programme adequacy were not uniform. The teacher questionnaire showed a mixed pattern, with disagreement representing the largest response category regarding whether the curriculum met students' English-language needs. At the same time, most teachers did not characterize their usual classroom activity as boring, and neutrality was the largest response category regarding whether they liked the way English was taught. These findings suggest that evaluations of classroom experience and judgments of programme adequacy represent related but analytically distinct aspects of stakeholder perception.

This distinction is important because favourable attitudes toward English or classroom activity do not necessarily imply that participants consider the programme fully adequate in relation to current or anticipated needs. Previous research in Oman has similarly shown that students' attitudes toward English can be broadly positive (Alsoudi et al., 2024). The present findings extend this perspective by demonstrating the importance of distinguishing attitudes or classroom experience from perceptions of whether the programme adequately responds to the purposes and needs associated with English learning.

The educational-leader accounts provide complementary evidence. Some supervisors and heads of department regarded the programme as reasonably capable of supporting students while identifying areas requiring further strengthening. Others expressed greater concern regarding students' preparedness and the extent to which the programme responded to differences in learners' starting points. Participants referred to course-book dependence, limited instructional time, curriculum communication, and differentiation as part of their accounts of programme adequacy.

These findings are consistent with the curriculum-alignment literature, which emphasizes that the relationship among curriculum purposes, learning activities, assessment, materials, and expected outcomes may be interpreted differently across educational contexts (Biggs, 1996; Rouffet et al., 2023). Research on foreign-language curriculum implementation further suggests that curriculum clarity, teacher interpretation, institutional arrangements, and classroom conditions may shape how programme purposes are understood and experienced (Wang & Suárez, 2026). The present study does not directly evaluate these curriculum layers. Its contribution lies in showing that such issues were present in stakeholders' accounts of how they perceived the adequacy of Grade 11 English.

The available student curriculum-perception evidence adds an important qualification. Although the recoverable record suggests a mixed pattern, the unresolved tabulation prevents definitive comparison with the other stakeholder groups.

Overall, the findings concern perceived programme adequacy rather than objective curriculum effectiveness. They indicate how participants evaluated the relationship between the programme and students' needs without establishing whether the curriculum objectively meets those needs or whether students have achieved a particular level of language proficiency.

Stakeholder Perspectives and the Interpretation of Alignment

A central contribution of the findings is the demonstration that stakeholder convergence and divergence are informative within the interpretation of both research questions. The recoverable purpose data suggest that

students, teachers, and educational leaders did not emphasize precisely the same purposes for Grade 11 English. The teacher and educational-leader evidence concerning programme adequacy also revealed variation, although both sources identified concerns about the extent to which the programme responded to students' needs and anticipated future demands.

These patterns support the value of a multi-stakeholder approach to language needs and curriculum analysis. Needs are not limited to learners' individual preferences or self-reported deficiencies. They are interpreted through the relationship among immediate learner priorities, curriculum expectations, educational responsibilities, and anticipated future contexts (Hutchinson & Waters, 1987; Long, 2005). Multi-source approaches are therefore important because different groups may contribute different forms of knowledge to understanding curriculum relevance (Smith et al., 2022; Dou et al., 2024).

The present findings suggest that stakeholder differences may partly reflect different time horizons. Students' immediate educational position may make examination progression particularly salient. Teachers may consider the requirements that learners will encounter beyond the examination. Educational leaders may interpret English through broader programme and institutional purposes. Such differences do not necessarily indicate inconsistency or programme failure. They may instead reveal the multiple expectations placed on a secondary English programme.

The present findings therefore suggest that stakeholder differences are informative for understanding perceived curriculum–needs alignment. They do not imply that one stakeholder group provides a more accurate account than another; rather, they show how programme purposes and adequacy may be interpreted from different educational positions.

Assessment Priorities and the Context of Programme Adequacy

The findings indicate that examination progression remains a prominent purpose within the Grade 11 English programme, while teachers and educational leaders also associated English with broader academic and professional purposes. This coexistence raises an important issue concerning how assessment priorities relate to perceptions of programme adequacy.

The present study does not establish causal relationships between examination orientation, programme conditions, and educational outcomes. The references to course-book dependence, instructional time, curriculum communication, and differentiation are therefore interpreted as participants' perceptions of issues relevant to programme adequacy.

Within the present study, educational leaders referred to course-book dependence, limited instructional time, curriculum communication, and differentiation when discussing perceptions of programme adequacy. These accounts should not be interpreted as demonstrating that these conditions caused the programme to be inadequate. Instead, they indicate that stakeholders considered these issues relevant when evaluating the relationship between programme expectations and students' perceived needs.

This interpretation is compatible with research emphasizing that curriculum and assessment relationships are mediated by contextual and organizational factors rather than operating through a single mechanism (Khan et al., 2025). Similarly, research has identified potential gaps between policy intentions, curriculum standards, and the conditions through which educational actors interpret and enact those expectations (Ahmadizadeh et al., 2026). The present study does not provide document-based evidence of such gaps in Oman, but the participants' accounts suggest that curriculum purposes may not always be experienced as equally clear or workable across different educational positions.

The broader implication is that examination preparation and future-oriented language development should not be treated as mutually exclusive curriculum goals. Where English is expected to support both immediate educational progression and longer-term academic or professional participation, the relationship among these purposes requires explicit attention. The findings therefore support the value of examining how programme purposes are understood and communicated across stakeholder groups and how those purposes are perceived in relation to students' current and anticipated needs.

The findings provide a multi-stakeholder account of Grade 11 English as a programme associated with several purposes. Examination success and further study were salient in the recoverable student evidence, while employment and examination progression were prominent in the available teacher evidence. Educational leaders described a broader range of academic, professional, and communicative purposes. These differences are consistent with the proposition that stakeholders interpret the value of English through different responsibilities and temporal horizons.

Perceptions of programme adequacy were similarly varied. Teacher responses did not indicate a uniformly positive or negative evaluation, and educational leaders differed in their judgments while identifying concerns related to preparedness, responsiveness to learner diversity, instructional time, course-book dependence, and curriculum communication. The available student evidence suggested a mixed pattern but could not support definitive cross-group comparison because of unresolved tabulation issues.

Taken together, the findings support the study's focus on perceived curriculum–needs alignment. They indicate that the relationship between the purposes of Grade 11 English and students' current and anticipated needs is understood differently across stakeholder positions. The findings are therefore interpreted as evidence of stakeholder perceptions rather than as evidence of objective curriculum effectiveness, measured language proficiency, or causal relationships.

8. Conclusion

This study examined stakeholder perceptions of the purposes and adequacy of Grade 11 English in Omani public schools. It addressed two questions concerning, first, how students, teachers, supervisors, and heads of department perceive the purposes of Grade 11 English and, second, how they perceive the adequacy of the programme in addressing students' current and anticipated academic, professional, and communicative needs. The study adopted a multi-stakeholder perspective informed by language needs analysis and curriculum alignment, while deliberately distinguishing perceived curriculum–needs alignment from objective measures of language needs or curriculum effectiveness (Biggs, 1996; Hutchinson & Waters, 1987; Long, 2005).

Overall, the findings indicate that stakeholders attribute multiple purposes to Grade 11 English, with examination progression and further study prominent in the available quantitative evidence, alongside employment, communication, research, self-study, presentation, and broader language development in stakeholder accounts. Perceptions of programme adequacy were also mixed. The qualitative evidence highlighted course-book dependence, limited instructional time, curriculum communication, and challenges related to differentiation as factors relevant to how programme adequacy was understood. Taken together, the findings suggest that the programme is expected to respond simultaneously to immediate educational requirements and longer-term uses of English.

The central conclusion is therefore that perceived curriculum–needs alignment is not a single or uniform judgment. It reflects the extent to which stakeholders perceive the purposes and provision of Grade 11 English as relevant to students' present educational circumstances and anticipated future requirements. This interpretation is consistent with needs-analysis research emphasizing the importance of considering multiple perspectives when determining the relevance of language programmes (Hutchinson & Waters, 1987; Long, 2005).

The quantitative findings should, however, be interpreted cautiously because some records require further verification, particularly the student curriculum-perception tabulation and elements of the purpose-ranking data. Accordingly, the study does not claim definitive statistical comparisons where the underlying records remain unresolved.

The study makes a primarily conceptual, empirical, and contextual contribution. Conceptually, it applies the notion of perceived curriculum-needs alignment to the analysis of secondary EFL education by bringing together curriculum purposes, anticipated language-related requirements, and stakeholder judgments. Rather than treating alignment as an objectively measurable characteristic of a programme, the study highlights its interpretive dimension and the possibility that different stakeholders may evaluate the same programme in different ways.

Empirically, the study contributes evidence from four stakeholder groups—students, teachers, supervisors, and heads of department—within the Omani Grade 11 context. This provides a broader basis for understanding curriculum relevance than a single-stakeholder perspective and responds to the established importance of incorporating multiple sources into language needs analysis and curriculum decision-making (Dou et al., 2024; Smith et al., 2022).

Contextually, the study extends research on English-language education in Oman by focusing on the transitional role of Grade 11 English between secondary schooling and students' anticipated academic and professional trajectories. Its contribution is consequently not the proposal of a new theory, but the provision of a contextually grounded analytical account of how curriculum purposes and adequacy are perceived within this educational setting.

The findings suggest that curriculum review should examine the coherence among programme purposes, learning outcomes, instructional activities, materials, and assessment. In particular, the prominence of examination and further-study purposes alongside broader anticipated uses of English suggests the value of ensuring that immediate assessment requirements do not unnecessarily constrain opportunities for developing transferable academic, professional, and communicative abilities. This implication is consistent with the broader principles of constructive alignment and research on assessment and curriculum relationships (Biggs, 1996; Rahman et al., 2021; Rouffet et al., 2023).

At the implementation level, greater flexibility in instructional practice may help teachers respond to differences in students' starting points and learning requirements. Diagnostic activities, differentiated tasks, formative assessment, and appropriate supplementary materials may support this flexibility, while professional development can strengthen teachers' capacity to interpret curriculum expectations and adapt instruction responsibly (Al-Akbari et al., 2025; Ahmadizadeh et al., 2026; Chang et al., 2024; Zhang et al., 2024). More broadly, periodic consultation with relevant stakeholders could provide curriculum planners with continuing evidence about changing perceptions of language needs and programme relevance (Dou et al., 2024; Smith et al., 2022).

These implications are proposed as evidence-informed directions for curriculum development. The present study did not test the effectiveness of particular curriculum reforms or instructional interventions.

The findings should be interpreted in light of several limitations. The cross-sectional design captures perceptions at one point in time and therefore cannot establish how students' needs or stakeholder judgments develop as learners progress to higher education or employment. In addition, the study relies substantially on self-reported perceptions and interview accounts; it does not directly measure language proficiency, target-context language requirements, classroom practice, or curriculum effectiveness.

The study also does not include systematic curriculum-document analysis, classroom observation, or direct evidence from students' subsequent academic or professional experiences. The participation of four educational regions provides geographical variation but does not, in itself, establish national representativeness. The qualitative

component, comprising four supervisors and three heads of department, provides in-depth professional perspectives but cannot be assumed to represent all educational leaders in Oman.

Finally, the quantitative dataset requires final verification before all reported comparisons can be considered definitive. In particular, the student curriculum-perception figures do not currently reconcile fully with the authoritative student total, while some purpose-ranking information also requires checking. This constrains the strength of quantitative claims but does not remove the value of the qualitative evidence or the multi-stakeholder analytical perspective.

Future research should complement stakeholder perceptions with direct evidence of language requirements and curriculum implementation. Longitudinal studies could examine changes in students' needs and perceptions from Grade 11 into higher education or employment. Curriculum-document and textbook analyses, classroom observations, proficiency measures, and target-context needs assessments could provide evidence against which perceived alignment can be examined more systematically (Long, 2005; Smith et al., 2022).

Larger and more representative samples across Oman would also strengthen the generalizability of findings and allow comparisons across regions, school contexts, and educational stages. Further mixed-methods research could examine relationships among stakeholder perceptions, classroom practices, assessment patterns, and learning outcomes. In particular, future studies should investigate empirically whether stronger alignment among curriculum purposes, learning experiences, assessment, and anticipated language demands is associated with measurable outcomes rather than assuming such a relationship.

Grade 11 English occupies an important position in preparing Omani students for both immediate educational demands and future uses of English. The present study shows that its relevance is understood through several purposes and evaluated differently according to stakeholder perspective. Its principal implication is therefore the need to view curriculum relevance as an ongoing process of alignment among educational purposes, students' evolving requirements, curriculum provision, and the contexts in which English will subsequently be used. A continuing evidence-informed dialogue among stakeholders, supported by direct measures of language needs, curriculum implementation, and educational outcomes, can provide a stronger basis for future development of secondary EFL education in Oman.

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الاحتياجات اللغوية من وجهة نظر المتعلمين: دراسة متعددة أصحاب العلاقة لتعليم اللغة الإنجليزية بوصفها لغة أجنبية في الصف الحادي عشر بسلطنة عُمان

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الملخص:

تهدف هذه الدراسة الى معرفة تصورات أصحاب العلاقة حول أغراض تعليم اللغة الإنجليزية بوصفها لغة أجنبية ومدى كفايته للصف الحادي عشر في المدارس الحكومية العُمانية، من خلال البناء الأوسع المتمثل في مواءمة المنهج الدراسي المُدرّكة مع الاحتياجات. وتسعى الدراسة إلى سد فجوة في البحوث من خلال الربط بين تصورات الطلبة والمعلمين وتفسيرات القيادات التربوية لأغراض تعليم اللغة الإنجليزية للصف الحادي عشر ومدى كفايته في ضوء الاحتياجات الأكاديمية والمهنية والتواصلية الحالية والمتوقعة للطلبة. واعتمدت الدراسة تصميمًا مقطعيًا متعدد الأطراف المعنية، جمع بين استبانتين طُبقتا على ٩٨٢ طالبًا وطالبة من طلبة الصف الحادي عشر و٦٤ معلمًا ومعلمة للغة الإنجليزية، ومقابلات منظمة أجريت مع أربعة مشرفين للغة الإنجليزية وثلاثة رؤساء أقسام من أربع مناطق تعليمية في سلطنة عُمان. وتشير النتائج إلى أن النجاح في الاختبارات ومواصلة الدراسة شكلاً غرضين بارزين في البيانات المسترجعة المتعلقة بتصورات الطلبة لأغراض تعلم اللغة الإنجليزية، في حين أكد المعلمون والقيادات التربوية أيضًا أهمية التوظيف والمنفعة الأوسع للغة الإنجليزية في المستقبل. كما أظهرت استجابات المعلمين وإفادات القيادات التربوية أن تصورات مدى كفاية البرنامج لم تكن متطابقة بصورة كاملة، وأن أصحاب المصلحة اختلفوا في فهمهم للعلاقة بين تعليم اللغة الإنجليزية للصف الحادي عشر والاحتياجات اللغوية الحالية والمتوقعة للطلبة. وتشير النتائج إلى أن تعليم اللغة الإنجليزية للصف الحادي عشر يُفهم في ضوء أغراض متعددة، تختلف أحيانًا في درجة الأولوية من فئة من أصحاب المصلحة إلى أخرى. وتقدم الدراسة وصفًا قائمًا على الأدلة لمدى المواءمة المُدرّكة بين المنهج والاحتياجات، من خلال بحث كيفية تقارب وجهات نظر أصحاب المصلحة وتباينها وتكاملها فيما يتعلق بأغراض تعليم اللغة الإنجليزية في المرحلة الثانوية ومدى كفايته كما يُدرّكه هؤلاء الأطراف. وتقتصر النتائج على تصورات أصحاب المصلحة وخبراتهم المُبلغ عنها، ولا تمثل قياسات مباشرة للكفاءة اللغوية، أو للاحتياجات اللغوية المحددة بصورة موضوعية، أو لفاعلية المنهج الدراسي كما تُقاس بصورة موضوعية.

الكلمات المفتاحية: اللغة الإنجليزية بوصفها لغة أجنبية للصف الحادي عشر؛ سلطنة عُمان؛ تحليل الاحتياجات اللغوية؛ المواءمة المُدرّكة بين المنهج والاحتياجات؛ وجهات نظر أصحاب المصلحة؛ التعليم الثانوي