



Evaluating Textbook-Based And Needs-Analysis-Based Curricula In Developing EFL Learners' Communicative Competence

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Abstract

This study examines the relative effectiveness of textbook-based vs needs analysis-based Curricula in developing communicative competence in EFL students. Despite the enduring authority of textbook-based teaching in numerous educational settings, it frequently focuses more on pre-determined grammatical arrangements than the actual communicative tasks that students face in educational and work settings. Whereas needs analysis-based curriculum design focuses on ensuring that instructional content is tailored to their actual communicative, occupational, and situational needs. To determine the influence of these two strategies, 20 learners were enrolled in the study with an intermediate level, English as a Foreign Language (EFL) intermediate education level, grouped in two groups, the first one were taught using the Headway textbook and the second one taught from a curriculum formulated through a structured needs analysis based on hospitality and tourism communication in Makkah. Data was collected through A communicative competence assessment and an instructor's questionnaire. The findings have revealed that the needs analysis group attained significantly greater overall communicative competence, especially fluency and lexical resources. The instructor's opinions also confirmed the superiority of the needs analysis program regarding suitability, genuineness, and performance on learner's engagement. These results showed evidence to support the possibility of needs analysis-based curricula as a more efficient as well as context specific means for the teaching of communicative competence in the EFL context.

Keywords: *Communicative competence; EFL curriculum; textbook-based; needs analysis-based curriculum; English for Specific Purposes (ESP); hospitality and tourism communication.*

1 Introduction.

Emergence of the value of English in study environments, as well as the communication and exchange spheres on a global scale, has created demands for teaching practices that stimulate the development of communicative competence among learners. But many EFL curricula continue to make significant use of textbook oriented courses, and focus more on the formalized pre-existing grammatical ordering, and linear sequences of word lists rather than on actual linguistic demands that many learners face in their own words. Such curricula, as Richards (2001) cautions, can create order and predictability but fail to meet the students' communicative needs. They might, as a result, pass English courses without gaining language skills that they need for academic or work life. In applied linguistics, needs analysis-based curriculum design has been presented as a responsive, learner-centered learning model. The needs analysis allows teachers and curriculum developers to ascertain students' aims, their levels of proficiency, as well as the communicative contexts in which they operate (Hutchinson & Waters, 1987; Richards, 2001). By matching instructional content to students' genuine communicative, academic and professional needs, needs based curricula are

considered to improve relevance, motivation and communicative output. Despite such theoretical advantages, we still find few empirical comparisons of textbook-based and needs-based curriculums in most EFL settings, especially in some locations where standard materials dominate the practice of teaching and learning. This dearth of literature begs the question of whether needs-analysis based curricula can deliver better communicative effects than textbook-based, one based instruction. It is an issue of particular significance here, where, in the Arab world for example, tend to teach English programs based on communicative competences, focusing on the literature. Hence, this research investigates the effect of textbook-based curriculum along with needs-analysis-based curriculum in the communicative competence of learners, integrating both performance-based assessment and instructor's assessments in evaluation of communicative competence among participants to fully assess this level.

1.2 Research Problem

Despite the fact that English is frequently used in the higher education, professional, or communicative environment, many English language programs are confined to these textbook based programs which emphasize predetermined structures in the grammar that prepare learners for future usage and structured syllabuses in that order rather than the practical language demands they confront in authentic use. Therefore, students tend to finish English classes with lower levels of effective communicative proficiency. The needs analysis-based curriculum design approach is the recommended one in applied linguistics where students receive communicative skills training to match their actual communicative, academic, and occupational needs; however, there is a limited comparison between textbook based and needs analysis-based curricula in many EFL contexts. Such absence of data raises some ambiguity on whether analysis-based curricula really help enhance communicative achievement. So, this research explores and compares the effectiveness of textbook based and needs analysis-based curricula to increase students' communicative competence for English subjects.

1.3 Research Questions

- a) How effective is a needs analysis-based curriculum in enhancing students' communicative competence?
- b) What differences emerge between learners taught through textbook-based and needs analysis-based curricula?
- c) How well do English teachers feel about the success of textbook-based and needs analysis-based curricula for learners?

1.4 Research Objectives

- a) To determine the degree to which a needs analysis-based curriculum enhances students' communicative competence.
- b) To identify the communication differences between learners taught by textbook-based and needs analysis-based curricula.
- c) To examine English instructors' perceptions of the effectiveness of textbook based versus needs analysis-based curricula.

1.5 Research Hypotheses

- a) Students taught through needs analysis-based curricula will show greater improvement in communicative competence than those taught through textbook based curricula.
- b) Learners in needs analysis-based courses will demonstrate higher communicative performance than learners in textbook-based courses.
- c) English instructors will perceive needs analysis-based curricula as more effective than textbook based curricula in developing communicative competence.

1.6 Research Significance

The importance of this study stems from its ability to tackle an ongoing problem in EFL education, that is, textbook-based curricula do not reflect learners' actual communicative, and professional needs. This research adds to curriculum development literature by providing empirical data on whether needs analysis curricula result in enhanced communicative achievement. This is critical for institutions looking to justify the move from the old textbook driven paradigm to more learner centered, needs responsive approaches. Finally, the study makes a practical contribution for EFL institutions in the Arab world and similar contexts where the dominant paradigm of traditional curricula continues, even though worldwide recommendations to engage in needs-based design. Such findings can inform educational policy reform, enhance communication learning outcomes and ensure that English programs better fit the future academic and employment needs of learners.

2. Literature Review

2.1 Significance of Needs Analysis

Needs analysis is the variety of methods that must be employed to gather the basic information needed for a course. This will help us find out what, and how to teach them. As teachers continuously learn more about their students, needs analysis is not a single task but rather an ongoing process. As instruction changes, it naturally overlaps with evaluation. Evaluating whether the course works is now central to the way that educators teach children. Aflah, M. N., & Fajar, E. (2018) argues that needs are broad. It covers learners' objectives, experiences, level of language proficiency, the reasoning behind taking the class, the most effective methods of learning and teaching, along with the communicative scenarios they need to take care of. Needs may refer to what students are already familiar with, what they need, or what they hope to learn. Information can be collected and analyzed in various ways about these domains. In developing a language course, a fundamental stage is the needs analysis. It consists of systematically identifying what learners need, want to achieve, expect, and utilizing the findings of such analysis to develop instructional materials and activities that will best suit them. A needs analysis is used to identify learners' true level of English proficiency and determines the quality of the curriculum; Richards says this in 2001 that making a curriculum in needs analysis is necessary. Knowledge of students' confidence levels means teachers can create tasks and activities that are challenging enough to support mastery without being overbearing or disengaging learners. The needs analysis also gives insight on what learners are interested in and what individualized requirements they place on them; some will be culturally based; some will be more professional toward English and others will be more career focused. To illustrate, some learners are required to have their English used for academic purposes while some still need it when they are in the workplace for communication. By analyzing these varied needs, teachers may prepare materials and activities that connect to learners' future professional settings, thus enhancing motivation and enabling language acquisition. As such, doing a needs analysis is a basic process in creating an English curriculum. It allows for the development of tasks and material which are responsive to learners' goals, expectations and choices to ensure a more meaningful and attractive teaching. Understanding learners' proficiencies, learning styles, and individual needs makes the English course more relevant and suitable to their future careers.

Hutchinson and Waters (1987) distinguish between two types of needs. The initial requirements are target needs — that is, what students need to accomplish in the target context. Target needs can be further divided into three classes. The first of these classes are about necessities, the things students need to experience in order to accomplish well in the target context. The second class is lacking, which means the knowledge gap between what students know and the situation the students need to cope with in the target situation. Finally: wants — the requirements that students feel they need. Also called learning needs, the second type is required. This type considers how learners learn. It also contains information about learners, learning motivations, ESP course time and location.

2.2 Analysis of Needs at Qimam Al Ulum Institute for Languages

A needs analysis was carried out among a sample of 20 learners of B2 level who studied at Qimam Al Ulum Institute for Languages with a major requirement of getting employment in the hospitality and tourism

sectors. The design of the curriculum resulted in a sharp inequality between what they were prepared to communicate in their future professional worlds and the linguistic input from the Headway textbook series only. The textbook gave structure to the grammar and the common language, however, the learners' needs for functional communication, industry specific vocabulary and the ability to interact authentically in the hotel, restaurant, travel agency and tourism service, was not met. The needs analysis demonstrated that learners needed communicative competence to take place within situations in which they would need to use it: welcoming, reservation processes, directions, service description, complaints management, and culturally appropriate small talk. These results concurred with Hutchinson and Waters' views that "ESP is not a product but an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (1987). The learners' aims were overwhelmingly professional and communicative, rather than purely academic. As a reaction, a needs analysis-based curriculum was created, which was to complement, or at least partially substitute, the logical sequence of the textbook. This revised curriculum includes themes relevant to hospitality and tourism, as well as core grammar and vocabulary, but focuses more on conversation practice, role-play simulations, and real-world communicative tasks. In this regard, Richards (2001) adds that "needs analysis provides a mechanism through which it is possible to determine the type of language program that is truly responsive to learners' real-world requirements."

Accordingly, the modules were created with the following in mind for how the course would unfold:

- Dialogue for guest reception and check in.
- Managing bookings, cancellations, and questions.
- Reporting upon hotel facilities and tourism services.
- Handling customer complaints in a professional and well-disciplined way.
- Cultural communication in hospitality.
- Tourism related vocabulary integrated with functional grammar.
- Real hotel and travel agency practice role play scenarios.

The communicative orientation of the curriculum embodies the notion that language learning works best when it acts as a model for what learners are expected to do outside the academic setting. Nunan (2004) notes that "task based and needs driven instruction enhances learners' ability to use the language meaningfully in real contexts." To help learners gain and maintain their vocabulary in this way, classroom discussions have a crucial role. This needs analysis-based curriculum, which aims to be a practical communicative competence-building course designed around the learners' professional aspirations and communicative needs, therefore aims to enable students to perform confidently and effectively in hospitality and tourism workplaces so that by the end of the course, students are expected to:

- a. demonstrate effective spoken communication in everyday hospitality and tourism workplace activities.
- b. employ appropriate function-directed language for customer service communication, offering, giving suggestions, and processing complaints politely.
- c. hold prolonged discussion and role play scenarios that mirror real-life situations in a hotel, and tourism office interactions.

2.3 Communicative Competence

Communicative competence is one of the most effective constructions in applied linguistics, shaping language teaching, curriculum design, assessment, and research for more than 50 years. The idea arose as a response to structural and generative linguistic models that emphasized grammatical knowledge. Communicative competence, on the other hand, is concerned with applying the language properly in a social context. Over time, scholars have broadened, amended, and modified construction in this vein to meet the needs of language learners, teachers, and curriculum developers. In this view, this review illustrates different view: Dell Hymes (1972) has brought communicative competence into the discussion, as a challenge to Chomsky's difference between performance and competence. Chomsky saw competence through the speaker's internalized grammatical knowledge; however, Hymes contended that this view was inadequate to account for actual language use in the world. He argued that language knowledge is more

than knowing the rules of the language; it is knowing how, when, and to whom in the language we say what we mean to use the language in terms that make sense to us. Hymes' model highlighted four dimensions: possibility, feasibility, appropriateness and finally Performance. This sociolinguistic focus resulted in the transformation of language education away from the mastering of form towards the mastering of meaningful and contextual communication. Hymes' work has laid the groundwork for the field of communicative language teaching (CLT), from curriculum design and needs analysis to classroom activities. His attention to social context also laid the groundwork for additional models later that linked the pragmatic and discourse dimensions. Following Hymes' findings, Canale and Swain (1980) proposed a model which has been a central component of communicative language teaching and assessment. Their framework offered a systematic and pedagogic definition of communicative competence and consisted of three components (later added four: Grammatical Competence, Sociolinguistic Competence, Strategic Competence, and Discourse Competence).

This model proved transformative because it turned the abstract sociolinguistic idea into a practice model for curriculum and teaching resources and for assessment. Canale and Swain's model is one of the most frequently cited frameworks in applied linguistics, and has inspired language proficiency scales, such as the CEFR and ACTFL. Lyle Bachman (1990) extended the construct with the proposed model of Communicative Language Ability, a model that combines linguistic, pragmatic and strategic parts as a holistic model, including organizational Competence, pragmatic Competence and Strategic Competence. Bachman's work is particularly important for the language testing field since it provides a theoretical framework for the development of communicative assessments. It was also a way to focus on the linkage concept knowledge and practice strategy as metacognitive function in communication. His style permeated major testing formats like TOEFL and IELTS which include functional, pragmatic and discourse tasks as components. In all these regards communicative competence has developed a lot on the theoretical level, from the time Hymes introduced the concept of sociolinguistic foundation, Canale & Swain pedagogical model and Bachman communicative language ability framework. Their ideas have transformed the meaning of knowing and using language. Taken together, these models offer the holistic platform for modern language education, assessment, and curriculum development and aim to develop more than just linguistic but also language-related skills in a variety of learners.

2.4 Headway series as textbook based curricula

It is an educational perspective that argues textbook based curricula continue to be predominant, as they provide stability and clarity as well as pedagogical orientation—something that may be limited in the settings where teachers do not have the training or time to self-design materials. Textbook-based curricula have traditionally constituted the heart of ELT in teaching EFL, as they facilitate teachers to access curriculum and materials that serve to direct instruction, organize content, and establish a set of goals for learning. A textbook based curriculum is one that primarily organizes selection of material, skills, assessment and classroom activities using the textbook as the basis. The Headway series, one of the most common ELT textbooks worldwide, is published by Oxford University Press and has influenced the teaching of schools, colleges and universities across the globe. Hutchinson and Torres (1994) explain that textbooks provide psychological and pedagogical support to the teachers, particularly during changes to the text used for the curriculum. These two roles are especially interesting in EFL where teachers are unsure concerning new teaching patterns or curricular standards. This two-faced role is demonstrated in the Headway series. Though it upholds a traditional formal grammar and vocab syllabus with a lot of communicative activities, pair work and daily life context. As such, the blend supports teachers to slowly shift from form-bound teaching to a more communicative focus. Most schools have employed Headway as a mechanism for facilitating transitions to communicative language teaching (CLT) without fatiguing traditional teachers. For more than a century, textbook-based curricula have held a privileged position in EFL education, providing structure, consistency and pedagogical support. With the Headway series, it became apparent that the way textbooks are used in this way can influence curriculum design, teaching methods and learning results. Using Richards, Hutchinson & Torres' perspectives textbooks provide learners with important

scaffolding skills and support should be used judiciously and flexibly to suit learners' communicative and contextual needs.

2.5 Previous studies

Moattarian and Tahririan (2014) researched language requirements for tourism management graduates in Iran. The study adopted a student's questionnaire and semi-structured interview with graduates, English language instructors, specialization instructors, and experts in tourism management. The study proved that all four skills would appear to be important and should be highlighted among the tourism students. Students could not communicate in English. The graduates demonstrated that the last ESP course did not help them. All the subjects proved the importance of English in the realm of tourism.

Maisarah, U., & Nirwanto, R. (2024) on needs analysis in an open curriculum in the context of English language development. The research team added that, needs analysis now comes into focus when you are aiming to make sure you have the necessary content, techniques, and assessments of the English language course as per student requirements. This study highlights the need for needs analysis in planning English language courses. This can be applied to the curriculum designed to provide meaningful and functional language skills and to provide an inclusive assessment of student development. When teachers make the right choices regarding their students' unique learning styles, learners will be able to use the resources the teacher created according to their skill level, interest and situations. It would get students to learn. They emphasize the need to engage students in the needs analysis process.

3. Methodology

3.1 Participants

This is an integrated study conducted with 20 EFL students and 10 English educators in Quimam Al Ulum Institute for Languages, Makkah, Saudi Arabia. The 20 students are split into two intact groups consisting of 10 learners at Intermediate or B1 level. Group A (Textbook Based) This group completed a three-month textbook based curriculum through Headway B1. Content was presented in the textbook order with a focus on grammar, vocabulary, and controlled practice. Group B (Needs Analysis Based) This group completed a 3-month curriculum from the needs analysis of hospitality and tourism communication in Makkah. It focused on pragmatic language, practical tasks and communicative performance within the hotel and tourism setting. A single communicative competence test was completed by both groups once the instructional period was complete, giving a between group comparison of communicative competence. The ten instructors were purposively chosen based on their prior teaching English for both groups. They filled out a questionnaire assessing their views on textbook based curriculum and needs analysis-based curricula.

3.2 Instruments

A developed test was used to measure students' communicative competence to collect data. The test has four components for fluency, coherence, lexical resource, grammatical range, and pronunciation parts. The researcher distributed the same test to both groups under the same conditions to be able to compare. The students were also required to record their responses so that each could be scored accurately. On the opposite side, a structured questionnaire was developed to assess instructors' attitudes toward textbook based curricula and the needs analysis-based curricula's effectiveness and relationship with communicative competence. There were also Likert scale items and closed-ended questions in the questionnaire.

3.3 Reliability and validity

Validation of the content was performed by 2 specialists in applied linguistics who checked the reliability of the test with communicative competence as a construct. The test was performed on a similar group of learners, and a pilot of the test was included in the evaluation, and was assessed using Cronbach's α , thus demonstrating soundness of measurement of the tested elements. Equally, the instructor questionnaire was tested with two instructors and reliability of the Likert scales was tested regarding reliability measure and refined based on the result using Cronbach's alpha. The content validity of both instruments was enhanced

by expert review, the alignment to the purpose of the study, the use of tasks and items that reflect real communicative needs in hospitality and tourism environments.

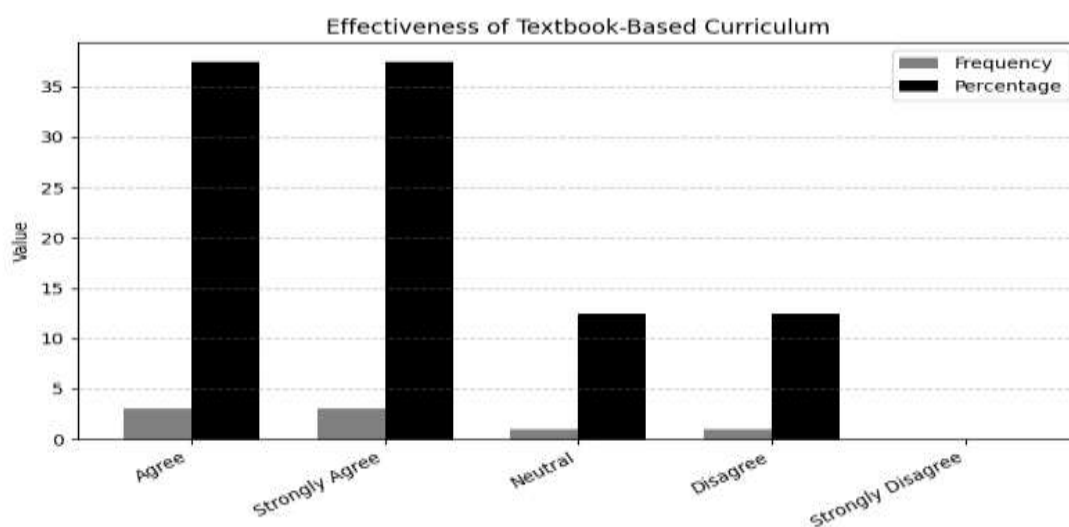
4. Data Analysis and Presentation

The data analysis section presents the results of the communicative competence test administered to both groups, followed by an interpretation of the instructors' questionnaire responses. The analysis focuses on four key components of communicative competence—fluency and coherence, lexical resource, grammatical range, and pronunciation—to evaluate the extent to which each curriculum supported learners' communicative development. Scores from the textbook-based group and the needs-analysis group are examined separately and then interpreted comparatively to identify performance patterns, strengths, and areas of difficulty. This section therefore provides a detailed account of how each curriculum influenced learners' communicative competence and highlights the differences emerging from the two instructional approaches.

4.1 Analysis of the Questionnaire

1 The textbook-based curriculum effectively supports the development of students' communicative competence.

	Frequency	Percentage
Agree	3	37.5%
Strongly Agree	3	37.5%
Neutral	1	12.5%
Disagree	1	12.5%
Strongly Disagree	0	0%



As shown in the above table (1), analysis of the data of the statement leads to positively associated perceptions of the textbook based curriculum. Based on the survey conducted, 75% of students (37.5% Agree and 37.5% Strongly Agree) thought that the textbook based curriculum helped students to develop their communicative competence effectively. 12.5% disagreed and a further 12.5% were uncommitted in support. And without any “Strongly Disagree” responses, it’s fair to say negative views are sparse. In general, this information is reflective of an encouraging view on the textbook based curriculum’s contributions towards communicative competence.

2 The needs-analysis-based curriculum better reflects learners' real communicative needs than the textbook-based curriculum.

	Frequency	Percentage
Agree	2	25%
Strongly Agree	3	37.5%
Neutral	2	25%
Disagree	0	0%
Strongly Disagree	1	12.5%

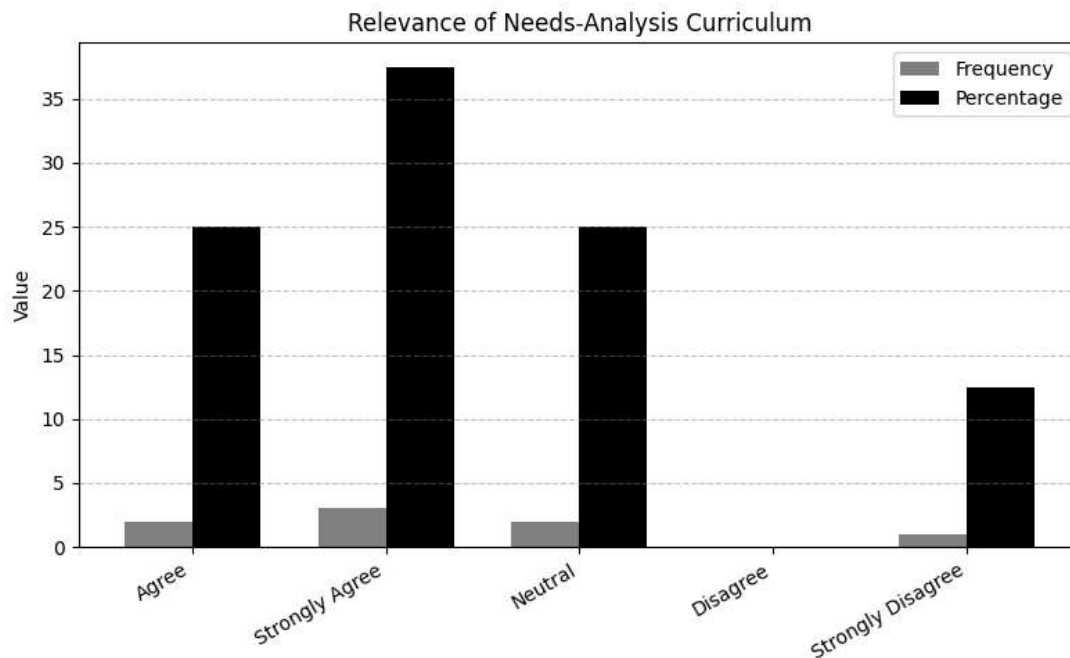
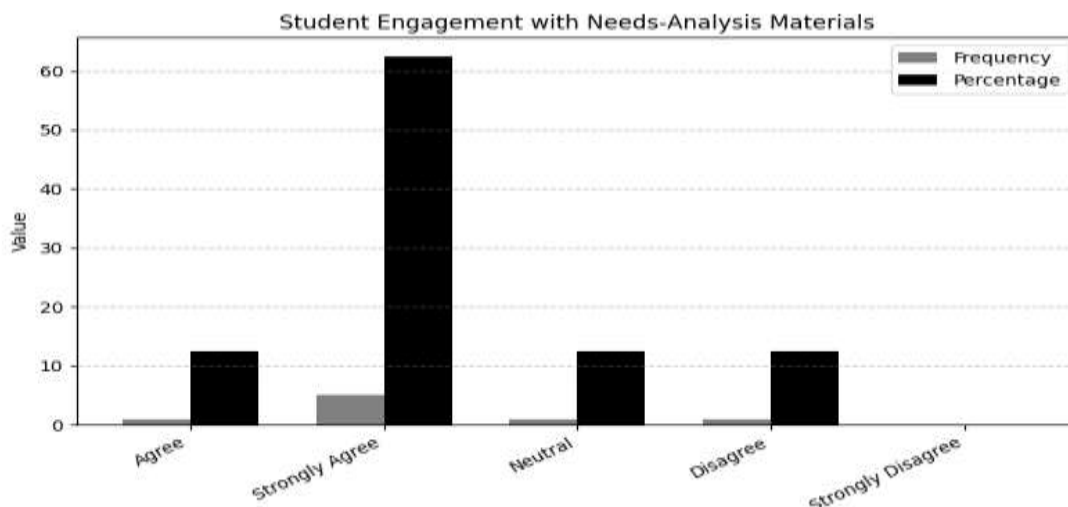


Table (2) above shows that the data tends towards positive perception of needs analysis-based curriculum. 37.5% Strongly Agree and 25% Agree according to the findings, which indicates that the needs analysis-based curriculum better mirrors learners' communicative needs than that found in the textbook based curriculum. The remaining 25% were neutral, showing some uncertainty or some balance. Just 12.5% strongly disagreed and there was no choice to select as "Disagree." Broadly, most of the respondents find that the needs analysis-based curriculum is more closely aligned with the students' actual communicative needs, the results indicate.

3 Students show greater engagement when taught through needs-analysis-based materials.

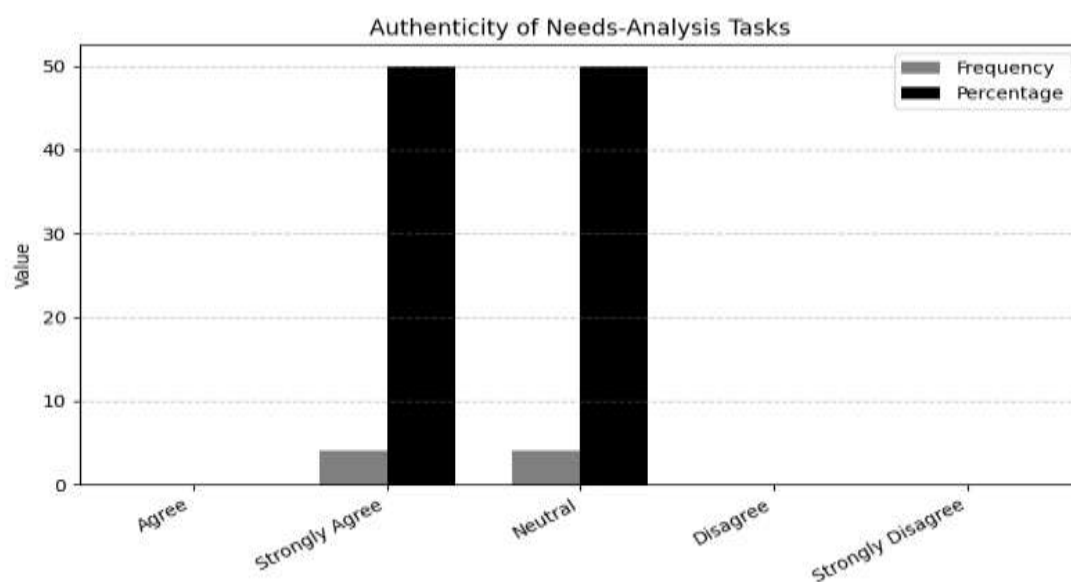
	Frequency	Percentage
Agree	1	12.5%
Strongly Agree	5	62.5%
Neutral	1	12.5%
Disagree	1	12.5%
Strongly Disagree	0	0%



As shown in Table (3), there is a strong positive perception of student engagement in needs analysis-based instruction. Respondents from each class state that 75% of respondents (62.5% Strongly Agree and 12.5% Agree) believe classroom instruction with needs analysis-based materials leads to greater engagement for students. Just 12.5 percent disagreed and another 12.5 percent remained neutral. The lack of any "Strongly Disagree" responses only adds to the positive sentiment. These results correspond with hypothesis 2 that needs analysis-based materials are seen as more interesting to learners, for more engagement and not as boring as traditional textbook based resources.

4 The needs-analysis-based curriculum provides more authentic and relevant communicative tasks.

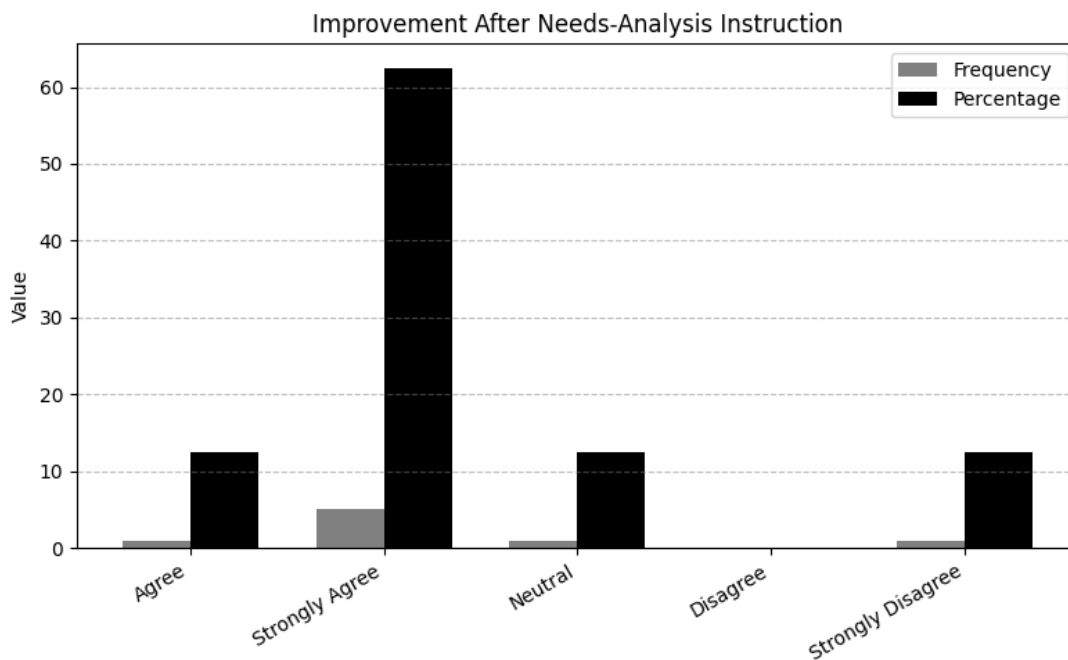
	Frequency	Percentage
Agree	0	0%
Strongly Agree	4	50%
Neutral	4	50%
Disagree	0	0%
Strongly Disagree	0	0%



Fifty percent of participants (50%) strongly agreed with it or 'Neutral' (Table 4). None of the respondents disagreed or strongly disagreed. This distribution indicates that while many participants find the needs analysis-based curriculum to provide authentic and relevant tasks, at least a large proportion are undecided, and not negative. Overall, the findings suggest a positive but a little judicious support of the task authenticity of the curriculum.

5 Learners demonstrate noticeable improvement in communicative performance after receiving needs-analysis-based instruction.

	Frequency	Percentage
Agree	1	12.5%
Strongly Agree	5	62.5%
Neutral	1	12.5%
Disagree	0	0%
Strongly Disagree	1	12.5%



The findings found in table 5 are consistent with a strong positive perceived impact of needs analysis-based instruction on learners' communicative performance. Which aligns strongly with hypothesis 3 roughly 75% of respondents believe that learners show significant improvement after being instructed in this manner. Among the respondents, 12.5% remained neutral. Just 12.5% strongly disagreed, and no one said "Disagree." Overall, this shows that the majority of respondents feel that needs analysis-based instruction enhances their communicative performance, although only a minority have views that are contrary to those stated.

6 Overall, the needs-analysis-based curriculum is more effective than the textbook-based curriculum in enhancing communicative competence.

	Frequency	Percentage
Agree	0	0%
Strongly Agree	3	37.5%
Neutral	4	50%
Disagree	0	0%

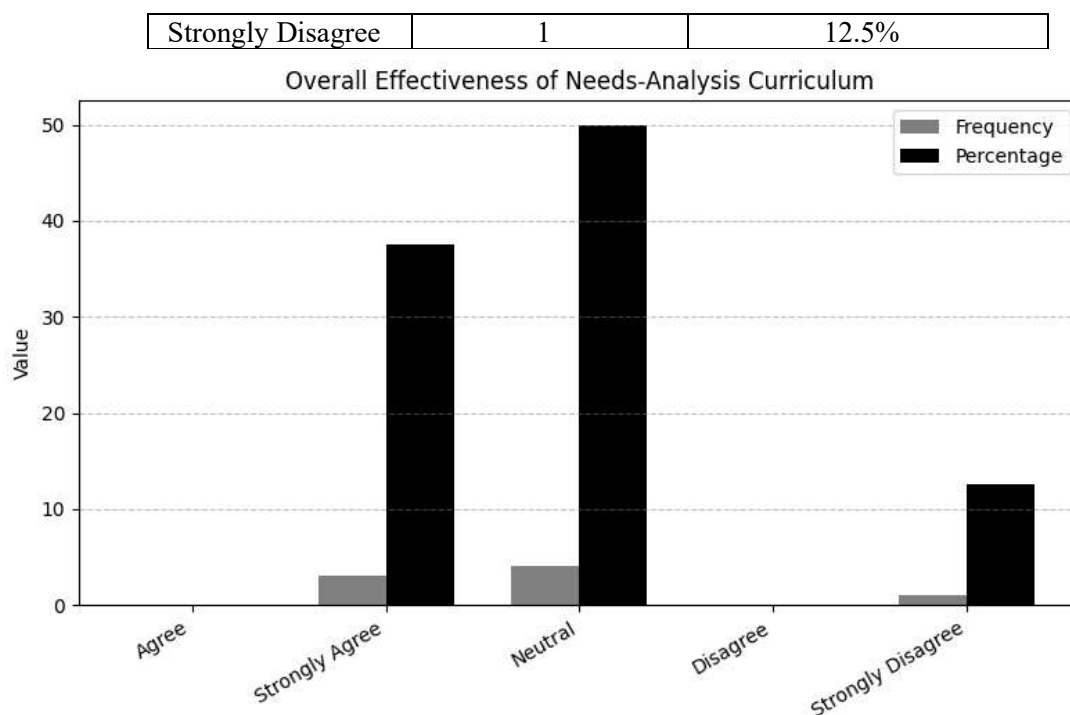


Table 6 reflects a mixed and generally positive opinion on the effectiveness of the needs analysis-based curriculum. Fifty percent remained neutral, representing most respondents, while 37.5% were strongly in agreement with the statement. Only 12.5% strongly disagreed, and no respondents chose “Agree” or “Disagree.” The following distribution indicates that although a significant number of respondents believe that needs analysis-based curriculum is more effective, many remain undecided and have different or more conservative views about its overall superiority over the textbook based curriculum.

4.2 Analysis of the Test

This section presents the analysis of the communicative competence test administered to both groups. The test of the overall communicative performance of the learners included four components: fluency and coherence, lexical resources, grammatical range, and pronunciation. The results for the textbook-based group and the needs-analysis group are reported separately to show how each curriculum influenced students' scores and to highlight differences in communicative competence across the two instructional approaches.

Table (1) shows the test results for students taught using the textbook-based curriculum.

Student	fluency and coherence (5)	lexical resource (5)	grammatical range (5)	pronunciation (5)	Total	Percentage
Student 1	0/5	3/5	3/5	3/5	9	45%
Student 2	3/5	2/5	3/5	2/5	10	50%
Student 3	1/5	3/5	1/5	4/5	9	45%
Student 4	2/5	1/5	4/5	4/5	11	55%
Student 5	1/5	3/5	2/5	2/5	8	40%
Student 6	4/5	2/5	3/5	2/5	11	55%
Student 7	0/5	2/5	2/5	3/5	7	35%
Student 8	3/5	2/5	2/5	2/5	9	45%
Student 9	2/5	4/5	3/5	1/5	10	50%

Student 10	4/5	3/5	4/5	4/5	15	75%
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Test of the communicative competence for textbook based group results presents significantly varied outcomes of students across four components of the testing (fluency and coherence, lexical resource, grammatical range, and pronunciation). The results obtained overall ranged from 35 to 75 percent, representing, for the most part, an acceptable level of communicative competence among learners that have been taught with the textbook-based curriculum. Only one student performed particularly well in comparison to other students, the student 10 (15 out of 20; 75%) scored highly across the components. There were a few students, Students 4 and 6, who graduated with 11/20 out of 20 achieving 55% – slightly above the moderate range. Some students (e.g., Students 1, 3, and 8) scored 9/20 (45%), indicating moderate and limited communicative ability. Two students (Students 2 and 9) had an average performance of 10 (50%) of 20 points. Lower scores were also observable. Student 5 performed with 8 on 20 (40%), and Student 7 had the lowest score with 7 on 20 (35%), pointing to difficulties across the components of communication. Fluency was the weakest skill throughout the group, with multiple students receiving 0 or 1 out of 5, which indicates that they are developing slightly more than grammar and pronunciation. However, the general pattern suggests that the textbook-based curriculum produced moderate and rather uneven levels of communicative competence, and only one learner reached a high level of performance.

The table (2) shows the test results for students taught using the needs-analysis-based curriculum.

Student	fluency and coherence (5)	lexical resource (5)	grammatical range (5)	pronunciation (5)	Total	Percentage
Student 1	4/5	2/5	4/5	3/5	13	65%
Student 2	3/5	3/5	3/5	4/5	13	65%
Student 3	2/5	3/5	2/5	2/5	9	45%
Student 4	4/5	2/5	3/5	1/5	10	50%
Student 5	3/5	2/5	3/5	3/5	11	55%
Student 6	1/5	2/5	2/5	3/5	8	40%
Student 7	1/5	2/5	3/5	3/5	9	45%
Student 8	3/5	3/5	2/5	3/5	11	55%
Student 9	3/5	4/5	3/5	3/5	13	65%
Student 10	3/5	3/5	4/5	4/5	14	70%

In terms of the results of the communicative competence test for the needs analysis group, these results show overall good performances in comparison with the textbook based group with scores between 40% and 70%. Overall, however, the data show that learners taught via the needs analysis curriculum were able to demonstrate higher and more consistent levels of communicative competence, especially in their performance in fluency, coherence and lexical resource. In total, three students (1, 2 and 9) scored 13/20, meaning effective communicative ability in all components. At the top of the group, Student 10, scored 14 out of 20 (70%) exhibiting a strong grammatical range, pronunciation, and overall communicative balance, thus receiving the highest score. Two more students, 5 and 8, were rated 11 out of 20 (55%) (above average results). Mid-range scores were recorded between Students 3 and 7 (9/20 for each student or 45%) and Student 4 (10/20 for each student / 50%). These learners obtained relatively good competency with some variability across components. The lowest score in the group was found in Student 6 (40%) who scored 8/20, indicating issues in all communicative domains. Overall, fluency and pronunciation were stronger in the group compared to the textbook-based group as well as the balanced performance of some learners on components. The results suggest that the needs analysis curriculum helped students develop their communicative skills and performance at a higher level (over 55%) compared to lower-level learners.

5. Results

The communicative competence test also assessed fluency and coherence, lexical resource, grammatical range, and pronunciation, adding up to a possible score of 20. Learners in the textbook-based group achieved scores of 35–75% at a mean of 49.5%. In the 40–55% range for most students' performance in class level, as a mean of 49.5%, this would be as moderate communicative competence, there are relatively strong results in grammatical scope, pronunciation and weak performance of fluency. In the needs analysis-based group, scores for learners in the needs-based group lay at 40–70%, as a higher mean of 57.5%. More students exceeded the 60% threshold, and the class showed more balanced performance across items, especially fluency and lexical resources. These findings suggest that the needs analysis curriculum facilitated better communicative gains than the textbook-based curriculum. This trend was supported by instructor questionnaire data. Seventy-five percent of teachers admitted to or strongly agreed that the textbook curriculum is communicative competence based, which shows acceptance to the structured and connected course content. This contrasted with the positive perceptions of the needs analysis curriculum. Sixty-two-point five percent agreed or strongly agreed with statements on the fact that needs analysis had a better representation of learner's authentic communicative needs. Seventy-five percent reported higher student engagement with needs analysis-based content. No negative responses were recorded, with half of the instructors agreeing very strongly that the curriculum gives authentic, relevant communicative tasks. Moreover, 75% of instructors recognized that learners' communicative performance was noticeably greater after needs-analysis instruction. Thirty-seven-point five percent strongly agreed that the needs analysis curriculum was more effective overall while 50% were neutral indicating that it was best (indicator of cautiousness yet overall confidence). Generally, the integrative findings of the testing findings and the educator assessment suggest that the needs analysis-based curriculum is a more effective and situationally relevant strategy for learning communicative competence than the textbook based curriculum.

6. Discussion

This study investigated the relative success of using a textbook based curriculum vs a needs analysis-based curriculum in developing learners' communicative competence. The quantitative test results, in addition to the instructors' perceptions, provide the conversation in a coherent way to help explain the findings. Overall competencies scores from all of the tests were higher for learners taught via the needs analysis curriculum than those taught via a textbook based curriculum. The needs analysis group scored 57.5% from the average versus 49.5% for textbook group and outperformed the textbook group in fluency and lexical resources among them. These components play a key role in communicative proficiency and are most likely to be enhanced through authentic, context specific language use. The results imply that analysis-based instruction provides better functional communicative practice than traditional textbook-driven instruction. Instructor's perceptions similarly reinforce the benefits of the needs analysis curriculum. It was widely believed by instructors that it is a better representation of what learners want to communicate with each other, especially when it comes to hospitality and tourism environment. Further, they reported students being more engaged when the needs analysis materials were utilized, which is an important aspect of communicative development. As for teachers, the survey indicated that the use of needs analysis in general had a significant positive effect on students' learning. Task authenticity was acknowledged fairly and with no negative feedback recorded, suggesting a broadly acceptable belief in the relevance, and practice, of the curriculum. Based on what teachers witnessed, there was evidence of improvement in learners' communication skills following the teaching of needs analysis, indicating that the curriculum promotes developing functional communication skills which may not be comprehensively elicited by a single assessment. Although few instructors did not respond (unlike the one commented that needs analysis was clearly better), they did not dispute its overall effectiveness. Rather, neutral responses may indicate caution or unfamiliarity with the curriculum, rather than opposition. Overall, the quantitative and qualitative results provide strong support to the premise that the needs analysis-based curriculum has a stronger comparative effect in terms of being contextually relevant and thus enhancing communicative competence. Not only did it produce improvements in test performance, however, it also encouraged more engagement and offered more

authentic communicative experiences. These benefits place the needs analysis course as a better pedagogical option for the development of communicative competence in EFL contexts.

7. Conclusion

This study indicates that a needs analysis focused curriculum is much more effective than a textbook-directed curriculum in promoting communicative competence of EFL learners. The group who used textbooks also performed moderately and inconsistently, while those taught via a need-based approach achieved higher overall scores (in fluency and lexical resources, in fact) as well as less variability of communicative scores. Moreover, perceptions of instructors supported the results, emphasizing an escalation in learner engagement and authenticity of tasks and greater alignment with actual communication needs of the learners in hospitality and tourism contexts. To this end, both quantitative and qualitative results indicate that needs analysis-based curricula generate more substantive, relevant and impactful communicative learning experiences. This supports their incorporation into EFL education

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