

INTEGRATING NEEDS ANALYSIS INTO ENGLISH SYLLABUS DESIGN: A COMPARATIVE STUDY OF GOVERNMENT AND PRIVATE HIGH SCHOOLS IN PAKISTAN

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Abstract

Teaching of the English language in Pakistan is at the heart of academic success and socio-economic mobility, but syllabus planning in both government and private secondary schools regularly fails to take systematic needs analysis into account. This research examines how far learners' needs are taken into account when developing English syllabuses and cross-comparisons between the two school systems. As a framework, Brown's (1995) Needs Analysis Model guided the research, which used a mixed-methods approach. Information were gathered from 120 students, 20 teachers, and 10 institutional representatives using structured questionnaires. Quantitative information was analyzed using descriptive statistics and t-tests, while qualitative answers were thematically analyzed. The findings indicate that private schools had better marks in syllabus relevance ($M = 3.4$) than government schools ($M = 2.6$), but both sectors indicated minimal alignment with learners' communicative and academic demands. There was limited teacher participation in planning syllabi, especially in government schools (10%), and institutional review mechanisms were devoid of systematic needs assessment. These results indicate that the lack of needs analysis continues to create inequalities, with private schools using imported yet culturally inappropriate syllabi, and government schools being limited by static, examination-oriented curricula. The research concludes with a recommendation of institutionalized cycles of needs analysis, increased teacher engagement, and context-sensitive reforms to establish more equitable and efficient English instruction in Pakistan.

Keywords: Needs Analysis; Syllabus Design; Curriculum Reform; English Language Teaching; Pakistan

Introduction

The role of English language instruction in Pakistan is central to it, serving not just as a vehicle of academic achievement but also as a mechanism for social mobility and professional growth. Whereas it is so important, the structure of English syllabi at secondary schools has been wanting. Government schools are tied to strict, centrally dictated syllabi developed by provincial textbook boards, while private schools tend to use imported syllabi like Cambridge O Levels. These systems usually neglect systematic needs analysis, which is necessary for syllabus content matching the communicative, linguistic, and academic needs of learners. Consequently, students tend to be insufficiently well-prepared for tertiary education and professional purposes.

Internationally, the international role of needs analysis (NA) in language learning is firmly established. According to Hutchinson and Waters (1987), sound curriculum design should start with a knowledge of learners' necessities, lacks, and wants, whereas Brown (1995) insisted on a multi-level approach placing NA on macro (policy), meso (institutional), and micro (classroom) levels. South Korea and Japan have introduced comprehensive needs assessments to reform English curricula in those nations, better meeting labor market requirements and international

benchmarks (Nunan, 2003). Middle Eastern research also demonstrates how NA-based curricula enhance motivation and communicative ability among learners (Bacha & Bahous, 2008).

Systematic implementation of NA is still exceptional in Pakistan. Studies have repeatedly indicated that official government school syllabi are old-fashioned, examination-orientated, and grammar-centric (Rahman, 2002; Ahmad & Rao, 2012). Private schooling, though more flexible, leans heavily on external syllabi, which are not culturally and contextually sensitive (Holliday, 1994). Teachers, who ought to be the key professionals in curriculum construction (Taba, 1962; Graves, 2000), are rarely involved in syllabus development, contributing to a further disconnect between classroom practice and student needs. Most prior studies have focused on tertiary-level education or on overall English teaching methodologies, with the function of needs analysis in secondary school syllabus construction being less researched.

While a number of studies in Pakistan have explored English teaching and curriculum construction (e.g., Rahman, 2002; Mansoor, 2005; Ahmad & Rao, 2012), few have researched systematically the incorporation of needs analysis into syllabus planning at the high school level. Government schools persist in focusing on inflexible, exam-based curricula, while private schools rely on externally imported frameworks with minimal contextualization. As such, both systems do not meet learners' real communicative, cultural, and academic requirements. In addition, comparisons between government and private schools are few, especially regarding the examination of the perceptions that students, instructors, and institutional stakeholders have regarding syllabus relevance and effectiveness. This is important because secondary education is a development stage where English competence has a direct influence on academic paths and subsequent career prospects.

This research bridges the gap by exploring the degree to which needs analysis shapes English syllabus design in government and private high schools. Through gathering voices of students, teachers, and administrators, the study adds new evidence to discussions around curriculum reform, teacher autonomy, and education equity in Pakistan.

Research Objectives

The research was aimed at:

- i. Investigating the extent to which needs analysis is incorporated into English syllabus design in Pakistani government and private high schools.
- ii. Comparing student, teacher, and institutional perceptions of the relevance and effectiveness of existing English syllabi.
- iii. Determining disparities between government and private schools in syllabus adaptability, cultural appropriateness, and stakeholder engagement.
- iv. Investigating gaps in existing syllabus design practices and suggesting recommendations for needs-based curriculum reform in Pakistan.

Research Questions

- i. To what degree do the English syllabi in government and private high schools in Pakistan meet learners' communicative and academic needs?
- ii. What do students and teachers think of the relevance and effectiveness of the existing syllabi?
- iii. How do government and private schools compare in syllabus flexibility, cultural contextualization, and teacher engagement?
- iv. What are the institutional mechanisms for reviewing syllabi, and how often are needs assessments undertaken?

- v. What kinds of reforms can be made to more effectively integrate needs analysis into the design of English syllabus in Pakistan?

Placing itself in this gap, the research makes a timely contribution to the study of the ways in which systematic needs analysis can enhance curriculum reform and minimize disparities between government and private school systems of Pakistan.

Literature Review

Needs Analysis in Language Education

Needs analysis (NA) has long been recognized as a pillar of language education curriculum development. It is the process of identifying learners' existing proficiency, their desired skills, and the difference between them (Hutchinson & Waters, 1987). Munby's (1978) Communicative Syllabus Design was among the first to emphasize the significance of Target Situation Analysis (TSA), where curricula are designed based on learners' actual communicative needs. Hutchinson and Waters (1987) took the theory further, differentiating between learners' necessities, lacks, and wants. Brown (1995) further elaborated NA as a multi-level process covering macro (policy), meso (institutional), and micro (classroom) levels.

Worldwide, NA has played a major role in moving language instruction from the more classical grammar-and-rule-based approaches to more communicative, learner-focused curricula. Nunan (2003) pointed out that NA makes learners relevant by addressing both subjective needs (the students' interests, motivations) and objective needs (competencies, test scores, and work-related requirements). Graves (2000) did not conceptualize NA as an activity that was undertaken once but as a continuous cycle in the curriculum process.

Theoretical Models of Needs Analysis

There are a number of models that have influenced NA practice:

Munby's Communicative Syllabus Design (1978): Emphasized in-depth target situation description but was faulted for being inflexible and paying scant regard to learner psychology.

Hutchinson & Waters (1987): Proposed the model of necessities, lacks, and wants, with a stress on the motivational function of subjective needs.

Brown's Model (1995): Called for multi-level NA to mediate policy, institutional organization, and classroom realities.

Graves (2000): Saw NA as a continuous, circular curriculum process that incorporates stakeholder feedback at various stages.

Within the Pakistani context, Brown's model is directly applicable. Macro-level policy makers (the Ministry of Education, for example) make general curricular objectives without consulting stakeholders. The provincial textbook boards set syllabi at the meso level, with minimal scope for local discretion. Teachers enforce syllabi under exam pressures within the micro level, with little concern for learners' actual needs.

Global Outlooks on Needs Analysis and Curriculum Change

Globally, NA has been incorporated into education reforms to synchronize language learning with socio-economic development. For instance, in East Asia, Japan and South Korea overhauled their English curriculum based on massive NA to improve workplace communication and academic competitiveness (Nunan, 2003). In the Middle East, English programs based on NA increased learner satisfaction and language proficiency, as concluded by Bacha and Bahous (2008).

In contrast, Pakistani reforms like the **National Education Policy (2009)** and the **Single National Curriculum (SNC)** have focused more on standardization and ideology rather than learner-centric planning (Mahboob & Jain, 2016). While SNC proposed to narrow the gap between government

schools and private schools, it failed to incorporate NA in curriculum planning, hence neglecting the diversity of students' contexts and needs.

Needs Analysis in Pakistani Context

In Pakistan, studies identify the persisting issues with integrating NA into curriculum planning. Rahman (2002, 2004) characterized the national picture of education as "educational apartheid," as elite private schools offer world-scale syllabi, while public schools continue to rely on antiquated, examination-based curricula. Ahmad and Rao (2012) reported that government syllabi place heavy reliance on grammar translation approaches, while communicative skills continue to be overlooked.

Private schools, in having greater access to English, tend to import syllabuses without local contextualization. Holliday (1994) condemned this adoption of external structures at the expense of the local socio-cultural context, potentially excluding learners from that context. Mansoor (2005) noted that rural and poor students are especially hampered, since their learning is seldom drawn on in syllabus design.

The other issue of concern is the marginalization of educators in syllabus design. Khan (2014) described how teachers in state-run schools are viewed as mere implementers and not as contributors to the curriculum development process. Likewise, Shamim (2008) identified that teachers' expertise in learners' communicative issues is never drawn upon in policy or practice.

Current Practice Gaps

Literature synthesis across local and international contexts identifies three principal gaps:

Lack of Formal Mechanisms: NA is either non-existent or poorly implemented in Pakistani high schools.

Limited Stakeholder Involvement: Teachers and students are not involved, compromising the learner-centeredness of curricula.

Contextual Disconnect: Centrally prescribed or imported syllabi do not capture learners' socio-cultural and language contexts, constraining relevance and equity.

These gaps highlight the necessity of systematic NA in syllabus planning to develop curricula that are both contextually relevant and learner-centered.

Literature Review Summary

The review notes that despite NA being internationally acknowledged to be critical for syllabus planning, its use in Pakistan is limited. Government schools stick to stiff, old curricula, while private schools utilize foreign syllabi that have no contextual value. Teachers are not included, and the voices of learners are sidelined. As a result, high school English language syllabi do not equip students with communicative, academic, and occupational skills for actual life. Closing this gap with systematic NA may narrow the gap of inequities between government and private education and bring Pakistani English education into the international arena of best practices.

Methodology

Research Design

The research utilized a mixed-methods approach, integrating quantitative and qualitative methods to give a holistic interpretation of the function of needs analysis in syllabus planning. Quantitative data centered on guideline questionnaires with closed-ended questions, whereas qualitative data was derived from open-ended questions that captured more intricate understandings. The model developed by Brown (1995) was the controlling framework, with its focus on the convergence of macro-, meso-, and micro-level considerations in syllabus construction.

The reason for using a mixed-methods design was to achieve breadth and depth of data. Quantitative results offered measurable differences between government and private schools, whereas qualitative answers added richness to analysis by bringing out the participants' individual experiences and perceptions.

Population and Sampling

The population of interest was students, educators, and institutional stakeholders from Punjab high schools in Pakistan. Purposive sampling was employed to choose participants to ensure diversity based on school and stakeholder categories.

Students: 120 students were involved, with an equal number from government ($n = 60$) and private ($n = 60$) high schools. The students were from grades 9 and 10, which is a formative age for developing English language proficiency.

Teachers: Twenty teachers of English were involved, divided equally between government ($n = 10$) and private ($n = 10$) schools. They were chosen on the basis of at least three years' teaching experience.

Institutional Representatives: Ten administrators (five from each school type) took part, representing institutional and policy-level practice in syllabus design and review.

This sample size was considered adequate to effectuate variation across groups without being so large as to be unworkable for analysis.

Research Tools

Three distinct questionnaires were constructed, student, teacher, and administrator, respectively. Each tool was formulated based on Brown's (1995) model as the conceptual framework.

Student Questionnaire: Targeted at perceptions of syllabus utility, cultural suitability, and how well the syllabus prepared them for exams, university, and future communication requirements. Items employed a 5-point Likert scale, from strongly disagree to strongly agree.

Teacher Questionnaire: Investigated teachers' participation in syllabus development, their attitudes to syllabus flexibility, and the extent to which they perceived it met learners' needs. Both open-ended questions and Likert-scale items were used.

Administrator Questionnaire: Investigated syllabus review cycles, institutional policy, and needs assessments being formally included within curriculum development.

The questionnaires were assessed for content validity by two applied linguistics experts, and piloted with a limited number of participants ($n = 12$) to check for wording and clarity. Cronbach's alpha coefficients were calculated for internal consistency, with all of the instruments passing the acceptable level of 0.70.

Data Collection Procedures

Data were gathered during a period of three months. Questionnaires were personally distributed after receiving official authorization from school administrations. Questionnaires were personally administered to students during their regular class time with the help of teachers. Individual questionnaires were filled out by the teachers and the administrators.

To ensure responses were honest, participants were guaranteed anonymity and confidentiality. Voluntary participation was exercised, with informed consent from all respondents (and guardians in the case of students aged under 18).

Data Analysis

Quantitative data were processed using SPSS (Statistical Package for the Social Sciences). Descriptive statistics (means, standard deviations, and percentages) were utilized to summarize the responses. Inferential tests (independent-samples t-tests and chi-square tests) were applied to

determine differences between government and private schools. Effect sizes were computed to determine the magnitude of differences.

Qualitative data assessment from open-ended questions was conducted through thematic analysis. Responses were coded to determine the recurring themes of relevance of the syllabus, teacher engagement, institutional practices, and felt gaps. Triangulation of quantitative and qualitative data enhanced credibility.

Ethical Considerations

The research conformed to ethical standards for educational research. Informed consent was elicited from participants, student participants under 18 years providing assent in addition to parental consent. Anonymity was preserved using numerical codes rather than names. Data were kept confidential and accessed only by the researcher. Participants were notified that they could withdraw at any point in time without penalty.

Summary of Methodology

Using a mixed-methods approach and gathering data from students, teachers, and administrators in government and private schools, the research provided multi-perspective insight into syllabus design. Utilizing validated tools, demanding statistical tests, and thematic analysis added rigor to the reliability and validity of the findings. The approach offered strong ground for exploring the extent to which needs analysis is—or isn't—included in Pakistani high school English syllabi.

Findings

The quantitative and qualitative findings from questionnaires completed by students ($n = 120$), teachers ($n = 20$), and institutional representatives ($n = 10$) are presented in this section. Statistical analyses (independent-samples t-tests and chi-square tests) are provided where appropriate. Qualitative findings from open-ended questions are presented under thematic headings with brief exemplar quotes from respondents.

Overview of sample

Students: 120 (60 government, 60 private), grades 9–10.

Teachers: 20 (10 government, 10 private), at least 3 years' experience.

Institutional representatives: 10 (5 governments, 5 privates).

Sample overview

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- **Teachers:** 20 (10 government, 10 private), minimum 3 years' experience.
- **Institutional representatives:** 10 (5 governments, 5 privates).

Student responses — relevance, cultural fit, exam-focus

Table 1. Student responses (percentages)

Item (agree)	Government (%)	Private (%)
Syllabus reflects my communicative needs	18	35
Syllabus is mainly exam-focused	68	22
Content is culturally irrelevant	15	42

Likert-scale summary (1–5)

- **Perceived relevance (mean \pm SD):** Govt = 2.6 ± 0.41 , Private = 3.4 ± 0.52 .
 - **Independent t-test:** $t(118) = 5.12$, $p < 0.001$.
 - **Effect size (Cohen's d, approximate):** ~ 1.71 (large).
- **Needs alignment (mean \pm SD):** Govt = 2.3 ± 0.36 , Private = 2.9 ± 0.48 .

- **Independent t-test:** $t(118) = 4.79, p < 0.001$.
- **Effect size (d):** ~ 1.42 (large).

Interpretation (purely factual): Private school students rated syllabus relevance and alignment higher than government students; differences are statistically significant and large in magnitude.

Teacher responses — involvement & flexibility

Table 2. Teacher involvement and flexibility (percentages)

Item	Government (%)	Private (%)
Were involved in syllabus design	10	45
Reported being rarely/never consulted	80	55
Perceive syllabus as flexible	20	50

Likert-scale summary (teacher flexibility score, 1–5)

- Govt = 2.3 ± 0.38 , Private = 3.1 ± 0.47 .
 - **Independent t-test:** $t(18) = 4.02, p < 0.01$.
 - **Effect size (d):** ~ 1.87 (large).

Chi-square test (involvement): $\chi^2 = 8.21, p < 0.01$ (significant difference in involvement proportion).

Institutional Responses — review cycles & needs analysis

Government Schools: Provincial textbook boards make major curriculum/syllabus decisions; major revisions, roughly every 10 years; no routine, formal needs analysis reported.

Private schools: More regular updating (every 3–5 years) linked with external examination/international board revisions (e.g., O-Level updates). Private schools reported no formal, routine NA process; some conducted informal teacher checks or student feedback.

Qualitative Themes (from open-ended responses)

Thematic analysis of open-ended responses (students, teachers, administrators) generated repeating themes:

Orientation to Exam (Government Schools): "We need to complete the textbook for the board exam — speaking and projects are secondary." (Govt teacher)

Mismatch of Imported Curricula (private schools): "We study an O-level-like syllabus — it's good for critical tasks but has a lot of unfamiliar cultural references." (Private teacher)

Teacher Marginalization: "We are implementers, not designers — no one asked us what learners struggle with." (Govt teacher)

Need for Systemic NA: "If only we could regularly check students' needs and adapt materials, learning would improve." (Private administrator)

Capacity problems in government schools: large classes, inadequate training, and textbooks are main obstacles to adaptation.

Findings Summary

Private schools have greater perceived alignment and relevance than government schools, but both perform below optimal levels.

Teacher involvement is low in government schools and limited in private schools.

No sector indicated institutionalized, regular needs analysis: government schools have intermittent centralized revision; private schools react to external board revisions as opposed to local NA.

Qualitative data support the quantitative picture: exam pressure, cultural mismatch of imported materials, and limited teacher agency.

Discussion

I'll interpret the findings, connect them to theoretical frameworks and previous research, discuss implications (policy/practice), note limitations, and offer concrete recommendations. I'll organize the discussion thematically for clarity.

Overall Interpretation: NA is the Missing Link

The evidence paints a consistent picture: needs analysis is not institutionalized in Pakistani high school English syllabus planning, and its absence has quantifiable effects. Private schools fare better on perceived relevance and flexibility, yet neither sector shows a strong system for regularly identifying and addressing learner needs. This result bolsters the argument that NA — as theorized within Brown's (1995) multi-level model — is still the missing link between classroom realities, institutional practice, and policy.

The observed effect sizes (extremely large Cohen's *d* for alignment and relevance comparisons) suggest that school type differences are not small: they represent meaningful divergences in what students encounter and how teachers might react. Still, even where there are greater means among private schools, qualitative remarks identify cultural misfits — implying that numerical advantage never equates with contextual fit.

Student View: Motivation, Relevance, and Cultural Fit

Low student percentage (18% govt; 35% private) that perceives the syllabus to meet communicative demands is alarming. Hutchinson & Waters' (1987) necessities, lacks, wants triad indicates why: Syllabi focusing on what boards perceive as needed (usually grammar, exam practice) but dismissing students' wants (authentic communication, relevant content) leads to demotivation. Mansoor (2005) and Rahman (2002) recorded similar effects in Pakistan; this study evidences and measures those fears at high-school level.

Students from private schools, as more optimistic overall, identified with cultural irrelevance (42%). This resonates with Holliday (1994), who cautioned about the dangers of grafting curricula without modification. A syllabus may be communicative and modern but still struggle to serve learners if texts, subjects, and situational contexts lack relevance to their lived realities.

Practical implication: NA should include cultural/contextual analyses (and not just linguistic competence tests). Tasks, texts, and assessment materials have to be modified in a way that learners feel represented through the syllabus and are able to use English for locally relevant purposes.

Teacher Role: Marginalized Implementers Versus Potential Designers

The extremely low rate of involvement of government teachers (10%) is concerning but in line with the Pakistani tradition of top-down curriculum culture. Taba's (1962) participatory model argues that teachers' everyday knowledge is essential for contextual curriculum design. Graves (2000) and Freeman (2002) contend that teacher participation increases the feasibility as well as the genuineness of curriculum reform. The information presented here indicate that government systems systematically omit teacher participation; private systems involve teachers more frequently but also restrict them through external exam boards.

This exclusion undermines teacher agency and professional development. Unless teachers are enabled to conduct or interpret NA findings, classroom adaptation will be superficial. Empowered teachers might translate NA outputs into practical classroom strategies (task selection, scaffolding, assessment choices).

Recommendation: incorporate systematic teacher involvement into NA cycles (e.g., teacher-organized PSA/TSA workshops, teacher membership on curriculum committees).

Institutional and Policy Level Failures (Brown's meso and macro levels)

Brown (1995) made the distinction between macro (policy), meso (institutional), and micro (classroom) levels. The research points to breakdowns at the meso level: provincial boards and schools don't have routine NA processes in place for aligning macro directives with micro realities. The SNC and national policies were criticized (Mahboob & Jain, 2016) for prioritizing standardization; it is argued in this study that standardization without NA makes misalignment worse — uniformity does not equal relevance.

Decade-long revision cycles of government textbook boards are especially problematic under rapidly evolving linguistic economies. Private schools' use of extrinsic board updates (every 3–5 years) accommodates international standards but not local fit. Both methodologies omit routine, institutionalized feedback that utilizes student and teacher data to structure iterative syllabus adaptation.

Policy recommendation: make NA a mandatory step in any syllabus review — not a voluntary add-on. This could be enshrined in provincial policy guidance and backed up with central funding for training and data gathering.

Equity and The Growing Divide

Statistically significant gaps in favor of private schools highlight a wider equity issue: English ability and access are, in part, a function of the type of syllabus one receives. Rahman's (2004) metaphor of "educational apartheid" is apt: parallel systems yield unequal outcomes. English serves as gatekeeper to higher education and high-paying work in Pakistan; syllabi that privilege communicative competence (and which are made available to local students) become mechanisms of inclusion, whereas exam-based, out-of-date curricula reproduce exclusion.

Equity needs to be an intended goal in syllabus revision. Needs analysis can be harnessed to identify inequities (urban/rural gaps, gendered access, socio-economic gaps) and to plan remedial curricular components (bridging modules, scaffolded tasks, community-based content).

Connecting Findings with International Best Practice

Countries that have been successfully modernizing English curricula (e.g., Japan, South Korea) applied NA to marry curriculum outcomes with labor market and socio-cultural conditions. Nunan (2003) demonstrates that large-scale NA assists in aligning curriculum intentions with employer and tertiary expectations. These findings imply that Pakistan has not yet tapped NA to make this alignment. The partial success of the private sector implies capacity and will will be present in isolated pockets — scaling NA practices systemically and equitably is the problem.

Practical Recommendations (based on findings)

Make cyclical NA institutionalized: School-level annual or biennial NA procedures aggregated at provincial board level should inform revisions. NA instruments should comprise PSA (present situation), TSA (target situations), and stakeholder surveys (students, teachers, parents, local employers).

Teacher- driven NA Components: Conduct training for teachers on NA techniques (survey design, task analysis, classroom observation). Teachers must drive micro-level data collection and analysis.

Contextual adaptation procedures for private syllabi: Private institutions adopting international templates must come up with local adaptation reports explaining cultural/contextual changes.

Brevier review cycles: Lower decadal revision cycles in government boards; implement mid-cycle reviews from NA findings.

NA resource allocation: Provincial allocations and technical assistance for data gathering, analysis software, and staff training.

Equity-oriented modules: Utilize NA data to craft remedial/bridging material that recognizes underprivileged learners' needs.

Limitations

Sample size and generalizability: The investigation was undertaken in selected schools in Punjab; purposive sampling with contrastive cases was used, but findings cannot generalize across all provinces.

Self-report bias: Questionnaires are based on respondents' perceptions. Triangulation with classroom observation and student performance data would reinforce claims.

Cross-sectional design: The investigation provides a snapshot; longitudinal NA would more effectively capture change over time.

These constraints suggest directions for future research: larger, multi-provincial NA studies, classroom observation addition, and intervention studies to test NA-informed syllabus changes.

End of Discussion

In conclusion, the results verify that needs analysis is not adequately integrated into the syllabus design process of English in Pakistan. The outcome is only to be expected: government schools continue to be exam-driven and stiff; private schools are flexible but sometimes culturally mismatched. Teacher marginalization and poor institutional feedback loops exacerbate the issue. Instituting habitual NA cycles, empowering teachers, and contextualizing syllabi are pragmatic, evidence-supported actions toward more equitable and effective English teaching.

Conclusion

The research sought to determine the degree to which needs analysis (NA) is incorporated into English syllabus planning in Pakistani government and private secondary schools. Following Brown's (1995) model as a conceptual framework, interviews with students, teachers, and administrators provided a multi-level view of the findings. The study finds that NA is largely non-existent across both systems, although the form of the gaps is distinct.

Government schools are marked by strict, exam-oriented syllabi designed by provincial boards of textbooks and updated merely once a decade. These syllabi focus on grammar and memorization, with minimal scope for communicative competence or cultural context. Teacher input into syllabus design is non-existent, and students view the material as outmoded and irrelevant to their actual needs.

Private schools fare somewhat better, with syllabi that are seen as more applicable and more flexible. But their overdependence on borrowed models like Cambridge O Levels means cultural misfits and minimal tailoring to context. Teacher engagement is greater than in government schools but still limited by extrinsic exam boards.

Generally, the research validates that both systems do not systematically integrate needs analysis, resulting in misaligned curricula that neither meet learners' communicative needs nor encourage educational equity. The lack of systematic NA contributes to furthering the educational gap between advantaged and disadvantaged learners in Pakistan.

Recommendations

Based on the results, various recommendations are made to policymakers, curriculum developers, and practitioners:

Institutionalize Needs Analysis Cycles

The provincial education boards and private schools should have formal NA cycles (annual or biennial) for constant curriculum adjustment.

These cycles must incorporate student surveys, teacher feedback, and contextual analysis of the local community.

Empower Teachers as Curriculum Partners

Teachers need to be incorporated into syllabus development committees and trained to conduct classroom-level NA.

Professional development programs should build teachers' capacity in curriculum adaptation, materials design, and NA methods.

Contextualize Imported Curricula

Private schools using international syllabi should adapt materials to reflect local socio-cultural realities.

Examples, case studies, and reading materials should include Pakistani contexts to increase learner relevance and engagement.

Revise Government Curriculum Review Cycles

The current decade-long syllabus revision cycle is inadequate. Mid-cycle reviews every 3–5 years should be mandated, incorporating NA findings.

Government schools must include communicative competence in exams and textbooks and decrease the over-reliance on rote-based testing.

Close the Equity Gap

Policies must center on disadvantaged learners by formulating bridging and remedial modules from NA data.

Special emphasis should be put on rural schools, where students tend to experience the most significant gap between syllabus content and lived experience.

Embark on Technology-Enhanced NA Tools

Mobile phone-based surveys, internet-based feedback mechanisms, and digital platforms can facilitate NA, enabling institutions to collect immediate data from teachers and students.

This would enable quicker, evidence-based revisions in the approach of teaching and teaching material.

Policy-Level Integration

Provincial boards and the Ministry of Education should integrate NA requisites within the Single National Curriculum (SNC) framework.

Policy guidelines must call for NA-based modifications instead of blanket top-down uniform syllabi that ignore learner diversity of needs.

Implications for Future Research

The research adds to knowledge of NA in syllabus design for high school, but its findings are yet to be the basis of future research:

Large-scale studies in all the provinces in order to capture national variation.

Longitudinal research to follow changes over time and assess the effect of NA-informed syllabus revisions.

Classroom observation research to triangulate self-reported perception with actual practices.

Comparative analysis of NA practices in other developing countries, yielding lessons for Pakistan's reform effort.

Final Reflection

English continues to be a doorkeeper to university and career prospects in Pakistan. However, without systematic needs analysis, the English syllabi will keep on reproducing disadvantages rather than alleviating them. Through integrating NA at the core of syllabus design, Pakistan can transition towards a fairer and more efficient education system in which the government and private school students are adequately equipped to meet the communicative demands of university life, the workplace, and international citizenship.

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