

THE ATTITUDES OF STUDENTS AND
TEACHERS TOWARDS THE USE
OF ESP TEACHING MATERIAL
IN TECHNICAL SCHOOLS
IN ADDIS ABABA.

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

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APPROVAL

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ABSTRACT

The main purpose of this study was to investigate the current attitudes of students and teachers in technical schools towards the use of an ESP (English for specific purposes) teaching material. 159 students and 72 teachers from three government technical schools in Addis Ababa were the subjects of the study.

To achieve the aim intended, the researcher implemented two samples of teaching materials, GPE (General purpose English) and ESP (English for specific purposes). All subjects were exposed to both teaching materials. In the case of the students, the researcher taught them both teaching materials for five days each.

Subsequently, to obtain data for the study, observation (activities observed during the five days of teaching period) and two questionnaires of the same nature were applied. The subjects' responses were tallied, coded and percentages were computed for each item. To compare students' and teachers' responses, 5 paired questions or statements having two contrasting features were selected and cross tabulated. In addition, inter-school comparisons with regard to the distribution of ESP teaching material responses were made.

The analyses of the results show that, all in all, students' and teachers' attitudes towards the use of ESP teaching materials are positive.

On the basis of the findings, recommendations concerning the current attitudes of technical school students and teachers towards the desire for ESP learning and teaching are stated, and also the need for further intensive research regarding the other ESP variables is suggested.

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C H A P T E R I

1.1. Introduction

1.1.1 Statement of the problem

Since the Second World War, different methods have been used in an attempt to facilitate the formal programmes for Teaching English as a Foreign Language (TEFL). Despite the number of researches that have been done in this field so far, methodologists have not yet agreed on the most effective TEFL methodology. As a result, a number of methods are in use in one form or another. However, starting from 1960, English Language Teaching (ELT) started to move towards the notion of professionalism and specialization. This is ESP (English for specific purposes) which began to evolve in response to an awareness that certain types of learners have specialized needs that are not being sufficiently and efficiently met by the General English Course.

Therefore, the purpose of this study is to investigate the attitudes of students (third year) and teachers in Technical Schools towards the use of ESP teaching material.

It is generally claimed that students joining Technical Schools lack the required language skills to read and understand materials in their respective fields and various technical matters relevant to the discipline. This deficiency is attributed to the inappropriate content of the general English Course.

Although studies in second language learning indicate that attitude, motivation and interest of the learner are important factors in determining achievement, the researcher purposely includes the English and Shop (subject area) teachers. Broadly speaking, teachers should play a role in syllabus design. They assess and give comment on the syllabus as a whole. In relation to this point, Mackay (1978) remarks that teachers in collaboration with the planners have to investigate the uses to which the language will be put.

Therefore, the object aimed at in the present study is to make an investigation in technical schools to see whether a change towards an ESP orientation would be acceptable to students and teachers prior to an attempt to implement a change.

Concerning the problem, the following Null and Alternate Hypothesis are made.

H_0 (Null Hypothesis) = The attitudes of students and teachers in technical schools will be negative towards the use of ESP teaching material and be favourable to GPE teaching material.

H_1 (Alternate Hypothesis) = The attitudes of students and teachers in technical schools will be positive towards the use of ESP teaching material and be unfavourable to GPE teaching material.

1.1.2 Importance of the study

In Ethiopia, English plays a crucial role as a medium of instruction in junior and senior secondary schools, colleges and universities. Therefore, there is a need for learning the English language because text books and other materials that deal with science and technology are written in English. However, to utilize such textbooks and other materials, learners' attitudes have a determinant role in the learning of a foreign language.

A clear knowledge of attitudes of students and teachers towards the use of ESP teaching material is essential for those engaged in the Technical and Vocational Department in the Ministry of Education. One important contribution of this study, therefore, is to make textbook writers and curriculum designers aware of what the current attitudes of students and teachers are towards the use of an ESP teaching materials. In fact, the knowledge of students' and teachers' current attitudes towards ESP could influence those people concerned in the Ministry of Education to produce suitable and meaningful ESP teaching material.

1.1.3. The Scope of the Study

The study is restricted to a random sample study of regular third year students and English and shop (subject area) teachers of three government Technical Schools enrolled in 1988-89. Reasons for this restriction are as follows:

1.1.3.1. From his experiences and observations at Asmara Technical School, the researcher is of the opinion that third year students in technical schools have a serious problem in understanding their respective fields in English. Their teachers also complain about their weaknesses in English.

1.1.3.2. Students and their respective teachers in Addis Ababa are selected because using them as subjects for the study is very economical and saves time as they are easily accessible to the researcher.

1.2. Definition of Terms and Abbreviations used

Attitude "An attitude is a mental and neural state of readiness organized through experience exerting a directive or dynamic influence upon individual's response to all objects and situations with which it is related." (Gardner 1982:132)

ESP "English for specific purposes is a course where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the

learner, rather than by non learner centred criteria such as the teacher's or institution's pre determined preference for general English or for treating English as a part of a general education". (Munby 1978:2)

EAP

"English for Academic purposes where the participant (learner) needs English for educational purposes to pursue part or all of his studies." (Munby 1978:2)

EOP

"English for Occupational purposes where the participant (learner) needs English to perform part or all of his occupational studies." (Munby 1978:2)

EST

"English for science and Technology is a term originally coined by Larry Selinker to mean the written discourse of scientific and technical English, and covers that area of written English

that extends from the peer writing of scientists and technically oriented professionals to the writing aimed at skilled technicians." (Trimble L.1985:5)

GPE

"General purpose English is educational operation of English which seeks to provide learners with a general capacity to enable them to cope with undefined eventualities in the future."
(Widdowson 1983:6)

C H A P T E R II

2.1. Review of Related Literature

In this chapter, works on ESP which are directly or indirectly relevant to the study will be reviewed.

The term ESP has been a topic of discussion fourm more than two decades. It is so important that many countries have formulated ESP syllabus and have tried various means to facilitate the teaching of a foreign language for those who are supposed to do some specific jobs. Therefore, in order to understand ESP, it is important to know its definition, its concept and its development as well.

2.1.1. Definitions of ESP

Regarding the definition of ESP, there is a general agreement which has been reached so far. The reason for this is, ESP represents a number of sub branches which refer to different professional indentities. This being the case, Strevens (1978) defines ESP as usually given to the specific needs and purposes of the learner. To elaborate his point, Strevens goes on to say that ESP is generally used in circumstances in which the command of English being imparted relates to the specific jobs or purposes. According to this writer's account, since needs and purposes have been given priority, ESP seems to be a separate movement.

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The foregoing definition, however, has not precluded others from giving their own version.

From the point of view of Robinson (1980) and Mc -
Donough (1984), another definition of ESP which is still current is that by Munby (1978). At the beginning of his book Communicative Syllabus Design (CSD), on the analysis of learner needs, Mubby suggests that ESP courses are those syllabus and materials which are determined by the prior analysis of the communication needs of the learner. He presents a highly detailed set of procedures for discovering target situation needs.

In line with the preceding definitions, Hutchinson and Waters (1987) present a relatively similar view. According to these writers' thinking, ESP is an approach not a product. To clarify their statement, they go on to stress that ESP should not be considered as any particular language product but as an approach to language teaching which is directed by the specific and apparent reasons for learning.

Generally a great attention to the needs of the learner is certainly a key element in any definition of ESP. This is obvious because learners in ESP do not learn language just for the sake of it, but as many ESP practitioners claim, the learners look beyond the content or the text book to actual job

or study situation. However, this does not mean that learner centredness is unique to ESP because it is not a new approach as such but as Brumfit (1970) indicates, it is a new emphasis on teaching.

2.1.2. Major ESP Categories

As it was stated earlier, ESP represents a number of sub branches. Each branch demands a different language skill and a different range of communication ability. However, some writers such as Munby (1978), Kennedy and Bolitho (1984), Louis Trimble (1985), Hutchinson and Waters (1984) tend to suggest the practical limitations of ESP categories. From their point of view, the two major categories of ESP are EAP (English for Academic purposes) and EOP (English for occupational purposes) and the main branch of both is EST (English for science and Technology). For example an engineer applies EAP to deal with a theoretical oriented texts which contain difficult mathematics and an engineer technician uses EOP to deal with his materials which are of little interest or use to the engineer. In this case each simply represents written EST discourse with some different characteristics.

2.1.3 ESP Versus ELT

Although ESP learners are taught to fulfil a specific job, ESP by its nature is not different from ELT (English Language Teaching). As many ESP practitioners point out, it shares the fundamental qualities of skills with all other branches of foreign language learning.

A significant point which reveals the similarity of ESP and ELT is the idea forwarded by Williams et al. (1984).

In their treatment of such concept, they consider ESP and ELT as having the same functional characteristics in terms of the service they provide; the linguistic and communicative competence they apply. These authors also explain the degree of similarity between ESP and ELT with regard to the role they play in science and technology.

Elaborating at length on the important points mentioned above, Kennedy and Bolitho remark that:

It is important not to regard ESP as an area of development separate from the rest of English Language Teaching (ELT). It is part of the recent move within ELT sphere towards a more communicative basis for teaching and learning. Approaches appropriate to ESP may well be applicable to a communicative teaching in the other ELT content. (1984:7)

This indicates that making a distinction between ESP and ELT is not helpful in understanding the controversial ideas of ESP.

Equally important is also the ideas of Hutchinson and Waters who give general views regarding the distinction of ESP and ELT by emphasizing the awareness of the need. To clarify their statement, they write:

What distinguishes ESP from General English is not the existence of a need as such, but rather the awareness of the need. If learners, teachers and sponsors know why the learners

need English, that awareness will have an influence on what will be acceptable as reasonable content in the language course and, on the positive side, what potential can be exploited. (1987:53)

In short, almost all seem to say that the concept of ESP should be categorized under the wide sphere of ELT. However, Robinson (1980) attempts to underline the concept of ESP in relation to its purpose. She considers ESP as the purpose for which the learner is studying specific items not the language. Blue (1981) also provides another interesting point regarding purpose. He describes the purpose of ESP in relation to the teaching programme which is based on some kind of fairly rigorous analysis of both the purpose for which the language is being used and the language itself.

Such a theoretical concept of ESP in relation to its purpose has been also discussed by Widdowson (1983). His outlook towards the concept of ESP and its purpose is different from Robinson and Blue. For him ESP is not really more specific in its purpose than one designed for GPE teaching. But the difference according to him lies in the way 'purpose' is defined and the manner of its implementation. For him, 'purpose' is descriptive term in ESP and theoretical term in GPE. He understands ESP

mainly as instructional means for practice that is used for training operation because as he believes, ESP is essentially a training operation which seeks to provide learners with restricted competence to enable them to cope with certain clearly defined task. GPE on the other hand, is mainly an educational operation which seeks to provide learners with a general capacity to enable them to cope with undefined end in the future.

2.1.4. Development of ESP

From 1960, the teaching and learning of English as a Foreign and Second Language has expanded in a specific direction relatively much faster than the traditional and general English courses. Specific English courses for specific situations, occupations and professions started to develop. One of the conceivable reasons was, developing countries began to demand specific English courses in order to improve their benefits from science, technology and other modern disciplines.

According to Holden (1977) for instance, ESP started to develop due to the development of sociolinguistic theory and practice which in turn enabled teachers to be more specific about the relationship between linguistic form and communicative function. This statement seems to be

valid because the reaction to day in linguistic and language according to Brumfit is " a reaction towards a view of language communication, a view in which meaning and the uses to which language is put play a central part." (1981:6)

Regarding the rise of ESP, Mackay (1978) and Robinson (1980) provide another interesting points. Both look at the development of ESP from the point of view the service it gives to other subjects. Both call it utilitarian although Robinson uses the term utilitarian to identify the distinction between language as a subject and language as a service.

The concept mentioned above has been also shared by Williams et al. (1984). They understand the rise of ESP as a concept that has been developed in response to an awareness that certain types of learners have specialized needs that are not being sufficiently and effectively met by EFL (English as a Foreign Language) courses.

Basically, from its beginning, according to Hutchinson and Waters (1987) report, ESP has passed through different phases of developments. The first was, the concept of special language (register analysis) which took place mainly in the 1960s and 1970s. This was associated in particular with the work of Peter Strevens (Halliday, McIntosh and Strevens (1964), Jack Ewer (Ewer and Latorre (1969) and John Swales (1971). The

aim of the analysis was to identify the grammatical and lexical features of the special language. Teaching materials then took these linguistic features as their syllabus. A good example of such syllabus is that of A Course in Basic Scientific English by Ewer and Latorre (1969). The main aim behind such register analysis was to make the ESP course more relevant to learner needs.

Another reason which has contributed to the development of ESP is rhetorical or discourse analysis. The leading proponents in this movement are Widdowson from Britain, the so called Washington School of Louis Trimble, John Lackstrom and Mary Tod Trimble. Their basic aim was to minimize the difficulties which the students face in their performance of communicative acts. They introduced how to combine sentence in discourse to produce meaning.

Still another valuable point that has played a great role in the contribution to the development of ESP was target situation analysis which was originally coined by chambers (1980). This process is usually known as needs analysis in which the programme of ESP is based on close analysis of the learners' needs. The aims of the needs analysis as Munby (1978) indicates are thus to determine the types of situations in which learners will be using English, the tasks and activities they carry

out or take part in English and their existing language skills or abilities with respect to those tasks. Although they differ in their views, the proponents of needs analysis are Chancerel (1977), Munby (1978), Richterich (1980), Chambers (1980), Holec (1980a), Widdowson (1983), Williams et al. (1984) and Hutchinson and Waters (1987).

Some of the writers mentioned in the preceding paragraph are much involved in establishing logical relations between needs analysis and pedagogical objectives. One of them is Widdowson. His position is not a mere compromise between needs analysis and its definition. He sees the importance of learner needs in relation to pedagogical objectives. The reason he gives is:

in practice in ESP, however, learning needs as defined by pedagogic objectives have generally been demoted in favour of learning needs as defined by eventual aims. (1983:21)

Four various reasons also some writers do not accept the needs analysis alone in the concept or definition of ESP. They understand needs analysis as defective because it ignores the 'want' of the learner. From their point of view, needs as interpreted by the sponsor may conflict with the 'wants' as felt by the learners. As Richterich comments:

....a need does not exist independent of a person. It is people who build their image of their needs on the basis of data relating to themselves and the environment. (1984:29)

In short, needs analysis is the main controversial issue in ESP because it ignores the 'interests', 'needs,' 'wants' of the learners on one hand and use them as a means for identifying the needs for the target situation on the other.

With regard to the activities of needs analysis, it is worth mentioning the role of ESP teacher. In addition to the normal responsibility of a classroom, the ESP teacher will have to deal with the needs analysis, syllabus design, material writing or adaptation or evaluation. Since he faces a group of learners dealing with the specific content as many ESP practitioners recommend, he requires a positive attitude towards ESP content. To achieve what is expected from him, he needs the help of the subject area teachers. In relation to this point, Smyth et al. (1978) recommend that in order to fulfill his objectives, the ESP teacher should carry out his duty within the same team. Therefore, if the attitude of the ESP teacher is positive towards the ESP content and moreover if a team teaching or other more limited forms of cooperation exist, then ESP students will get more chance to gain a great deal.

2.2 Works on attitudinal study in general

In relation to the studying of a foreign language, attitude influences learning outcomes. However, the problem with it is that it is not directly observable but can only be inferred from behaviour or statement of the people concerned.

Concerning the role of attitudes in foreign language policies, Ferguson (1971) reports that the effectiveness of foreign language policies in education is determined more by the attitudes of the people towards language. In his reports, he states, "In Ethiopia, as elsewhere, many programmes fail because they do not take into account the attitudes of the people for whom they are intended." (1971:5)

With regard to the effect of informal approaches towards students and teachers about language course, Mackay (1978) suggests an important point. In order to set a genuine language course, the people concerned have to be approached formally. Otherwise, as Mackay states, the result will be vague and erroneous. So before introducing any course, instructors' and learners' positive attitudes towards the **practicality** and effectiveness of the course is indispensable. In relation to this, equally important point worth mentioning is the idea suggested by Wilga M. Rivers (1981). Before attempting to introduce any foreign language course as Wilga recommends, the attitudes of the learners towards that

language, their desire for learning that language at that particular time and the advantage they want to get from that language have to be known in advance. To get the information of all these concepts as she indicates is to apply one straight forward approach which is to ask the students themselves.

An important feature of attitudes towards language course is also acknowledged by Dubin and Olshtain (1986). According to these writers' thinking, positive attitudes towards the acquisition process will reflect high personal motivation for learning the language, a feeling of self fulfillment and success and an overall enthusiasm about the language course. In short, for successful language learning and teaching, positive attitude of the people concerned is vital because negative attitude what ever its root may be creates psychological distance between the learner and the subject matter.

2.3. Attitudes towards the use of ESP is general

As indicated earlier, much has been written about ESP and its applications in foreign language teaching as well as its controversial concepts. But no research has been made to evaluate the attitudes of students and teachers in Technical schools towards the use of ESP teaching material.

This was confirmed by Hopin (1985) in his review of the Episodes in ESP by John Swales (1985). However, there are some references which reflect attitudes of learners and teachers towards ESP and its learning process in general.

Generally as Robinson (1980) indicates, one of the serious problems of ESP programme is the acute shortage of trained ESP practitioners. However, those who participate directly in its programme are recommended to show positive attitudes towards its content. But during the introduction of ESP programmes, there were some negative attitudinal inferences observed by some ESP practitioners. For instance, Swales (1975) remarks about the negative attitudes of Third World English teachers towards science. He found out that many of them are bored by the subject science and unsympathetic to its special linguistic features. Swales goes on to say that when the teachers are asked to teach EST, they feel insecure and tend to ignore many relevant and useful language items.

Mount Ford and Mackay (1978) also discuss the attitude of students and teachers towards the introduction of the Nucleus Series at the university of Tabriz (now Azerbadegan) in Iran. The Nucleus series was based on ESP and developed in Iran for the use with the Iranian students.

But students' attitude towards it was negative. As a result as Maunford and Mackay indicate the students' attitude towards learning was harmful for all disciplines. Teachers' attitude on the other hand was also against the Nucleus series learning process. Thus, they could not adjust to the new situation because they were still committed to GPE teaching material.

With regard to the above mentioned point, one important aspect worth mentioning is the idea forwarded by Kennedy and Bolitho (1984). These writers attempt to explain students' attitude towards ESP in relation to their previous learning of English. To elaborate their statement, Kennedy and Bolitho go on to say that if student's previous learning of English has not been successful, there may be a negative feeling towards continuing something which in the past has connotations of failure.

2.4. Specific Works on ESP Found in Ethiopia

In Ethiopia, some attempts have been made to produce ESP teaching material. For instance in 1959, English teaching material titled Technical English was compiled by R. Walson who was a lecturer in English at the Building College of Addis Ababa. The aim of the text was to serve as English teaching material in the Ethio-Swedish Institute of Building Technology at that time.

Similarly, in 1977, Mrs. Rachel M. Osbiston and C. Clearly and N. Mortimer who were members of the English unit at Addis Ababa University compiled a work book titled FIRE (Freshman Intensive Remote English). According to the authors, the work book was supposed to be an intensive introduction to English for first year university students of the various sciences and Art Sections. This was, however, a short lived innovation that never materialized outside of the experimental stage.

CHAPTER III

3.1. METHODOLOGY AND PROCEDURE

3.1.1. Sampling

The sample of the study is a simple random sampling. It comprises third year students and their respective teachers (English and Shop) in three government technical schools in Addis Ababa.

3.1.2. Sampling selection of schools

In Ethiopia, there are twelve government and mission technical schools. However, in selecting the number of schools, practical and economic factors were considered. Therefore, only three government technical schools were selected. Table 1 gives a description of schools.

TABLE 1
NAMES OF TECHNICAL SCHOOLS BY MANAGING
AGENCY, TYPE, LOCATION AND NUMBER OF
STUDENTS

NAME	Managing Agency	TYPE	Location	No. of Stu.			Total
				1st Y.	2nd y.	3rd y.	
Addis Abab Technical	Ministry of Educ.	Technical day Co.Ed.	A.A. Zone 2	180	180	219	579
Arba Minch	Mission	Technical Day	Gomgoffa	44	45	26	115
Asmara Technical	MOE	Technical Day Coed.	Eritrea	150	146	117	413
Awasa	MOE	"	Sidamo	18	18	18	54
*Dabena	"	"	Illibabur	30	28	-	58
*Dessie	"	Acad.Tech. Voc.Day					

Diredawa	MOE	Technical Day Coedu.	Harar	116	115	130	361
Dombosco	Mission	Tech.Day	Tigrai	43	47	38	218
Entoto	MOE	Acad.Tech. Voc.Day Coeduca.	Addis Ababa Zone 4	100	96	92	288
Mendida	Mission	Tech.Day	Shewa	25	20	20	65
Nazereth	MOE	Tech.Day Co.Educ.	Shewa	100	91	122	313
Wingate	"	Constru- ction Day Coed.	AddisAA. Zone	176	173	188	537
Total				1092	1066	970	3128

* N.B. Those with asterisk do not have third year students because they are new.

of the technical schools indicated in Table 1, Addis Ababa Technical School, Entoto Academic Technical and Vocational School, and Wingate construction school were selected for this study because of their proximity to the writer and because of their experience regarding technical fields.

3.1.3. Students' Selection

As can be discerned from Table I, there are 499 third year student in the three technical schools. Out of these 162 (31%) were selected in the following manner. First, the names of all third year students were written according to the role numbers given to them by their respective schools. Later, using the technique of systematic sampling every 3rd number was randomly selected from each section (shop) in each school, since there is no inequality as regards placement of students assignment of teachers or supply of teaching materials. In relation to this, Warwick and Lininger (1975:69-70) report that a reasonable sample size depending on the purpose of the study can represent the whole population if the population is homogenous. If the population is, however, heterogenous the sampling should take every group into account in order to have an unbiased sample. Therefore, 162 students were selected as the subjects of the study. This would then give an approximate percentage of 34% to Addis Ababa Technical School, 26% to Entoto and 40% to Wingate.

This sample size was considered adequate for the study intended. Table 2 gives the total number of third students in the three technical schools and selected students for study.

TABLE 2

NUMBER OF THIRD YEAR STUDENTS IN EACH
OF THE THREE TECHNICAL SCHOOLS ENROLLED
IN 1988-89 ACADEMIC YEAR AND THOSE SELECTED
FOR THE STUDY

SCHOOL	ENROLLMENT IN 1988-89			SELECTED FOR THE STUDY		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
ADDIS ABABA TECHNICAL	204	15	219	43	12	55
ENTOTO	86	6	92	38	4	42
Wingate	171	17	188	51	14	65
Total	461	38	499	132	30	162

3.1.4. Teachers' Selection

There are 78 English and shop teachers. As can be seen from Table 3, all teachers were selected for the study.

TABLE 3

NUMBER OF ENGLISH AND SHOP
TEACHERS IN EACH OF THE THREE TECHNICAL
SCHOOLS TEACHING IN 1988-89 ACADEMIC YEAR

SCHOOL	ENGLISH TEACHERS		SHOP TEACHERS		TOTAL
	MALE	FEMALE	MALE	FEMALE	
ADDIS ABABA TECHNICAL	3	-	28	-	31
Entoto	3	-	23	-	26
Wingate	3	-	18	-	21
Total	9	-	69	-	78

3.1.5 Preparation of Teaching Materials

Teaching materials on similar exercise, format and descriptive framework were prepared in both GPE and ESP. The only difference was ESP elements.

3.1.5.1 GPE teaching materials

In preparing this material, the objectives of ENE (English for New Ethiopia), English text books, used in high schools were considered. To avoid an ESP bias, GPE teaching materials was set parallel to an ESP. The assumptions made and the framework of the exercises are stated in Appendix A.

The passage was taken from the Geophysical Observatory Journal vol.2/3 1961, but all the exercises were prepared by the researcher. In selecting this teaching material, the researcher has taken some ideas forwarded in Second Language Learning and Teaching by Wilkins (1978), Learning Purpose and Language Use by Widdowson (1983), ENE (English for New Ethiopia) pupil's Book 12 by Wriggle Worth M. and Fekadu Maasho (1980).

3.1.5.2 ESP teaching material

In preparing this material, the students' proposed course of study was considered. Thus, the topic selected was related to the courses the technical school students take and each activity involved communication which referred to technical information.

The assumptions made and the framework of the exercises are stated in Appendix B. In selecting this material, the ideas suggested by Mountford (1975), Widdowson and Allen (1978), Hutchinson and Waters (1984) were considered. Regarding the passage and exercises, they were directly taken from English in Focus: English in work shop practice by Alan Mountford (1975). The diagrams of the Hand Tools Metal by F.S. Crispin (1970) and the diagrams of the Hand Tools of wood shop were adapted from Oxford English Dictionary by Parsswell (1977).

3.1.6 Distribution of the teaching material

Before the distribution of the teaching materials, in order to obtain full co-operation, the researcher contacted the directors of the schools under study. Later, all the subjects (students and teachers) were exposed to both teaching materials. In relation to this, each teacher was approached by the writer and a brief explanation about the content and objectives of the teaching materials was given. In the case of the students, the writer taught them both teaching materials by preparing additional exercises for five days each. The students in each school were exposed first to GPE teaching material and then ESP. With regard to this sequential order, there was no any substantial reason.

3.1.7 Methods of data collection

In order to collect adequate data for the study, observation (activities observed during the five days of teaching period) and

questionnaire were applied. Two questionnaires were prepared on a similar basis. One questionnaire for students and the other for teachers. As far as the general form of the questionnaire was concerned, it was open and closed types (see Appendixes C and D). The reason was to get more information that would be helpful in the analysis and discussions in chapter IV.

Before dealing with the actual questionnaire a preliminary study was conducted to 25 third year students and 10 teachers from Entoto Academic Technical and Vocational School to correct any vague terms or sentences. Students as well as teachers were encouraged to ask questions and comment on items. However, there was no serious problem except a few terms which seemed to cause difficulty to some students. Terms which caused some problems include 'ESP', 'GPE' 'rephrasing,' 'equivalent contextual value', These were recorded and an attempt was made to clarify them in the actual questionnaire. In the case of teachers no problems was raised.

3.1.8. Surveying variables in the questionnaire

The questionnaire consists of two variables the attitude variables and teaching material variables.

3.1.8.I. Attitude variables

As pointed out in chapter II, an attitude plays a great role in determining the effectiveness of learning and teaching

a foreign language. Therefore, to find out the face validity of ESP teaching material in comparison to GPE, a questionnaire having positive and negative statements as well as free responses was set.

3.I.8.2. Teaching material variables

In order to cross compare the attitude variables with the teaching material variables and draw conclusions from the findings, GPE and ESP teaching materials were included.

3.I.9. Distribution of the questionnaire

Before distributing the questionnaires, the writer contacted the directors and later went to the schools and administered the questionnaires himself. The teachers were briefed on the aims of the questionnaires. But in the case of the students, every question or statement was read and discussed.

Finally, out of the 240 copies distributed, 231 copies (129 male, 39 females students and 72 teachers) were collected. Thus, during the time of distributing the questionnaires, 3 students were absent, 6 teachers did not return the questionnaires. These were 4 teachers and 2 students from Addis Ababa Technical School and the remaining 2 teachers and 1 student were from Entoto Academic Technical and Vocational School.

3.I.10. The Method of Data Analysis

The procedures that have been used throughout the analysis and interpretation of the findings are as follows: all data

were tallied and then for each attitude variable and average percent of the degree of choice was estimated and the result discussed from the point of view of the respondents.

3.I.II. Tabulation of Findings

Since the sample comprises students and teachers, 66 tables were prepared. The 61 which summarize the findings are included in the discussion and the remaining 5 tables summarize the comparisons of students' and teachers' responses in terms of percentages.

CHAPTER IV

4.1. Results and Discussion

As stated earlier, 159 students and 72 teachers from the three government technical schools were selected for the study. As can be seen in Appendices C and D, there were 28 questions for the students and another 28 similar questions for the teachers. Percentages of the respondents' reactions to every question were calculated and tabulated (See Appendices E and F). However, as a matter of convenience, the questions or statements are grouped according to the relationship they bear with each other. Thus, questions that deal with:

1. Students' and teachers' attitude towards the purpose of studying English consists of one item (item 5);
2. Students' and teachers' attitude towards the similarity, difference, and form of the two teaching materials (GPE and ESP) in general comprise five items (items 6, 7, 8, 10 and 11);
3. Students' and teachers' attitude towards how enjoyable and useful the two instructional materials are consist of three items (items 13, 14 and 15);
4. Students' and teachers' attitude towards the contents and passages of the two teaching materials consist of four items (items 16, 17, 18 and 19).

5. Students' and teachers' attitude towards the vocabulary items, grammar lessons, and exercises of the two teaching materials comprise three items (items 20, 21 and 26);

6. Students' and teachers' attitude towards the contextual reference and rephrasing lessons and exercises contain four items (items 22,23,24 and 25); and finally, there is one group that has to deal with students' and teachers' attitude towards the involvement in deciding the English text in technical schools consisting of items 27 and 28 .

Item 5 asked students and teachers why technical school students study English. Almost 40% of the students and 59% of the teachers recommended the reading of technical text; 24% of the former and 15% of the latter stated that they need English for understanding lectures and notes, and 14% and 26% respectively said that because English is an international language.

As regards group 2, the items were meant to discover the impressions of the respondents as to how they found the two instructional materials in terms of similarity, difference, and form in general. Thus, in item 6, 60% of the students and 52% of the teachers remarked that both teaching materials were the same, and 40% of the former and 27% of the latter reported that they were only slightly different. In other choices, no inconsistencies of responses were observed among the student respondents, but 18% of the

teachers described the instructional materials to be nearly the same while only 3% claimed that they were entirely different.

In items 7 and 10, both students and teachers were asked to react to GPE and ESP teaching materials in general. Thus, in item 7, more than half of the students (68%) and similar proportion (66%) of the teachers categorized the GPE teaching material as 'Very good' and 'good'. In item 10 on the other hand, a large majority (85%) of the students and 88% of the teachers rated the ESP teaching material as 'very good' and 'good'.

In items 8 and 11, respondents who reacted to the teaching materials (GPE and ESP) by ticking 'very good' and 'good' were asked to re-evaluate their responses to item 7 and 10. Thus, in item 8, 11% of the students and 13% of the teachers stated that they preferred the GPE teaching material because of its easiness. Another group, 15% of the students, and 3% of the teachers said that they liked the material GPE because it is enjoyable. Still another group- 11% of the students and 35% of the teachers claimed that they chose the materials (GPE) for its being explanatory. Moreover, 13% of both groups categorized the GPE as practical and the remaining 36% of the students and 1% of the teachers who favoured the GPE claimed that it is related to technical fields.

In Item 11, 80% and 76% of the students and teachers respectively reported positive responses to ESP because they associated it with technical fields. The remaining responses

did not seem to bear any strong value in relation to the information sought.

In item 13, the respondents were requested to indicate which of the two teaching materials was more enjoyable. A large majority (79%) of the students and related proportion of (71%) of the teachers considered ESP teaching material as more enjoyable.

In items 14 and 15, respondents were asked to determine which of the two teaching materials was useful for technical school students. Among the student respondents, 58% regarded GPE as more useful, while 57% of the teachers did the same because they are familiar with it. However, over 40% of the students and teachers did not accept the use of GPE for technical school students.

But respondents who reported that both the GPE and ESP teaching materials were useful changed their decision in items 16 and 17 when they were inquired whether the GPE or ESP teaching material was related to technical fields. Thus, 63% of the students and 56% of the teachers categorized GPE as unrelated to technical fields. with regard to the ESP, 64% of the students and 76% of the teachers classified it as having relationship with technical matters.

In items 18 and 19 of the questionnaire, the subjects were made to give their impressions as to which of the reading passages (GPE or ESP) was more interesting. In response to these questions, 57% of the students and 83% of the teachers

reported that the GPE reading passage to be more interesting. The reason given by the majority was that GPE reading material provides them with historical information. 88% of the students and 89% of the teachers who favoured ESP reading material supported their choice by stating that the passage illustrates technical concepts with simple and more attractive words or phrases.

In items 20, 21 and 26, the subjects were required to react to the easiness or difficulty of the vocabulary items and the relevance of the grammar lessons and exercises in both teaching materials. Thus, 44% of the students and 71% of the teachers felt that the vocabulary items in GPE teaching material are more difficult. The respondents based their decision on the fact that the vocabulary items in GPE are technical geographical terms. 77% of the students and 83% of the teachers who reported that the vocabulary items of ESP are easy based their reason on the fact that the ESP vocabulary items help students to practice English language using familiar technical terms.

In relation to the grammar lessons and exercises contained in GEE and ESP teaching materials, the subjects were made to rate the lessons and exercises in terms of their contribution to the fluency of the spoken and written skill of the students. Here 70% of the students and 69% of the teachers stated that ESP grammar point is more effective for the purpose stated.

In item 22 and 23; the respondents were required to evaluate the contextual reference lessons and exercises in both teaching materials in terms of their effectiveness. In response to these questions, 39% of the students and 32% of the teachers opted for the contextual reference lesson and exercises of GPE. The reason given for the decision was that the exercises are easier to deal with. The contextual reference lessons and exercises of ESP on the other hand were favoured by 66% of the students and 79% of the teachers. The reason given by the two groups was that the exercises are relevant to students of technical schools.

With regard to the rephrasing lessons and exercises in GPE and ESP teaching materials (items 24 and 25), 69% of the students and teachers respectively thought that the GPE exercises are more helpful. The reasons for the decision was said to be that these exercises provide more variety of practices. On the other hand, 89% of the students and 83% of the teachers felt that the exercises in ESP teaching material are more helpful. The reason reported for this choice was that the exercises are more helpful in enabling students to write logical reports in technical fields.

In the last two items (items 27 and 28) of the questionnaire, respondents were required to report their preference as to which of the two teaching materials (GPE/ESP) should be used as a standard text

for technical schools. The proportion of students who favoured the GPE teaching material was 29% of the teachers expressed a similar opinion as the students. On the other hand, a large proportion (86% of the students and 81% of the teachers) preferred ESP teaching material as a standard English text for technical schools.

4.2 Comparison of Students' and Teachers' Attitude

Broadly speaking, the need for ESP teaching material was felt by the subjects. The percentage obtained in each item of the questionnaire can provide a clear picture about the limitation of GPE teaching material in technical schools. This can be explained by the fact that almost 40% of the students reported that they study English for the purpose of reading technical texts. This indicates the students' concern about the type of language they need. This finding corresponds to the view of Close (1965) that students concern with the English language is to understand modern scientific writing and they must above all be able to read and understand textbooks and articles on their subjects. On the other hand, more than half of the teacher respondents agreed to the choice for reading technical texts. The reason they gave priority to their choice could be justified partially by the idea suggested by Mackay (1978). Mackay recommends the participation of teachers in the designing process of an effective language course. That is, teachers as a whole

should investigate and comment on the uses to which the language will be put in the course.

Regarding this point one can argue that subject area teachers could not identify, investigate or comment on the language specified for the learners. As a matter of fact, this is a separationist view which is wrong because particularly in Ethiopia, starting from grade seven, English is a tool which is basic to all subjects. Therefore, both English and subject area teachers have to co-operate and set a team teaching in one way or the other, because they have common aims. Both are interested in enabling their students to understand the texts or contexts used. This in turn leads to the possibility of producing a suitable language ~~xx~~ learning material from the subject area. In relation to this point Roy Wizzell (1983) reports that if English is to be effectively taught as an aspect of other subjects, then arguably it should not be merely correlated with other subjects but fully integrated. As a result all teachers in English will become effective teachers of English through the teaching of subjects other than English.

To have a clear picture about the attitudinal need for ESP teaching material, ten similar questions or statements from each questionnaire were used for cross checking comparisons between the responses of students and teachers in relation to the two teaching materials (GPE/ESP). But before dealing with the comparisons it was felt relevant to discuss the importance of the comparisons and why the questions or statements were chosen.

After tallying and summarizing the responses, the frequency and percentages for every item were computed. However, the results could not clearly show the comparison of the attitude variables against the teaching material variables. It was therefore, necessary to show the comparison of these variables using a cross tabulation.

The questions or statements chosen were grouped in pairs and these 5 paired questions had two sets of contrasting features built in them so that they fitted into the two teaching materials (GPE/ESP). 3 of the 5 paired questions (I4-I5), (I6-I7) and (22-23) dealt with the factual information apparently presented in the two teaching materials. The other 2 of the 5 paired question (7-10) and 27-28) referred to the general concept of the two teaching materials.

To facilitate the process of the comparisons, the questions and responses are presented in the following manner. (For details about the cross tabulation, See Appendices G and H)

Question No 7. How did you find GPE teaching material in general ?

Question No 10. How did you find ESP teaching material in general ?

TABLE 4 and 5

Students' and Teachers' Responses

	Students' Responses		Teachers' Responses	
	Q.No. 7 (GPE)	Q.No. 10 (ESP)	Q.No. 7 (GPE)	Q.No. 10 (ESP)
	%	%	%	%
V. Good	25	82	29	49
Good	50	16	42	51
Fair	22	2	29	-
Poor	3	-	-	-

As stated in table 4, question number 10 was highly favoured by almost every students. The students soon seemed to realize the type of language they need to experience. On the other hand, this indicates their capability of assessing the language which is important to them. Possibly this result coincides with the ideas proposed by MC Donald and Sager (1974). According to them, learners are skillful in identifying the language type that appeals to them. To clarify their statement, they go on to say that learners play a great role in the identification of their needs. If they are in the process of training, their motivation (which is a major factor in language learning success) is strong, they know what they need the language for. Related to this fact, one can argue that students who are weak in their English performance could not identify or assess the type of language they need. In other words, they are poor assessors. However, this has been opposed by Jordan (1977)a). To justify his statement, he states that the fact that students who are rather poor in

their language performances do not necessarily imply that they are poor assessors of the type of language practice they are most in need of at any stage.

From table 4, there is another aspect to be discussed. Although ESP is not rated "poor", both questions got higher rating in general. This shows that there is no difference between GPE and ESP. This can be explained by the fact that ESP doesn't depend for its implementation on some new methodology or other aspects but on all the methods of ELT (English Language Teaching).

The already noted fact of priority for ESP teaching material in comparison to GPE is also apparent in table 5. The need for students to use ESP was highly felt by the teachers. This shows teachers' responsibility for the decision of selecting the language type for students. This finding is supported by the suggestion made by MC Donough (1984). In order to have an effective course as MC Donough suggests, teachers have to take part in the formulation of the content because they are able to make reasonable comments on the language needs of the learners.

Comparing the responses to question number 7 and 10 of both students and teachers, what were reported by students were also largely confirmed by teacher responses. This indicates the awareness of the needs of learners by both learners and teachers. This result corresponds to the views of Hutchinson

and Waters (1987). From their point of view, if the people concerned such as the learners, teachers and sponsors know why the learners need English, that awareness will play a great role in identifying the proper content of the target situation.

Question No.14. GPE teaching material is useful in making you /your students/ understand your /their/ area of specialization.

Question No. 15. ESP teaching material is useful in making you /your students/ understand your /their/ area of specialization.

TABLE 6 and 7

Students' and Teachers Responses				
	Students' Responses		Teachers' Responses	
	Q.No.14(GPE)	Q.No.15(ESP)	Q.No.14(GPE)	Q.No.15(ESP)
	%	%	% ^A	%
Strongly agree	11	77	8	52
Agree	49	19	35	41
Disagree	23	4	46	5
Strongly Disagree	9	-	9	-
no opinion	8	-	2	2

One can infer from table 6 that the need for ESP teaching material is by far relevant to the respondents. Students almost

unanimously opted for ESP because the content provided to them is familiar. It is based on their proposed course of study. This can be explained by the fact that although the content of ESP teaching material is not new for them, to understand other areas of knowledge, it is possible for them to use it for further reference. This foregoing comment is in line with the view of Hutchinson and Waters (1984). According to these writers' thinking, technical by its nature refers to other area of knowledge and this already familiar content helps students to contextualize, exemplify or illustrate a new idea, because the association of ideas according to them makes new information easier to retain, since the human memory operates by the association of one idea with another.

It can be also observed from table 7 that teachers were highly aware of the importance of ESP. Their awareness may indicate that they are capable of identifying the needs of the learners. Generally speaking, language teachers should participate in the formulation of language course. However, they have to be willing to accommodate the contents of other subjects. That is, they have to look beyond their restricted area and focus on some of the immediate needs of subject area teachers. Because subject area teachers too are capable contributing some language aspects with regard to their students fields in one way or another. In relation to this point, Hutchinson and Waters (1987) stress that in contrast to their general English

colleagues, the subject area teachers do have the power to influence syllabus materials to accommodate their own capacities and specializations.

Both students and teachers have recommended ESP teaching material. The reason may be due to its greater attention to the facts of language practice that serve the target situation, to students motivation and needs. It may increase motivation, willingness participation of the students by having an immediate positive effect on their work in the content. That is, it does not simply provide technical terms only, but also attempts to associate the terms with real facts or objects. Possibly, this inference corresponds to the ideas forwarded by Hulen (1981). As Hulen suggests using technical terms alone is useless unless the terms are associated with real facts and this is what distinguishes language for special purposes from the one meant for general English course.

Question No. 16. In general did you find GPE teaching material as: (see table 8 and 9 column 1).

Question No.17. In general did you find ESP teaching material as:

TABLE 8 and 9

Students' and Teachers' Responses

	Students' Responses		Teachers' Responses	
	Q.No.17 (GPE)	Q.No.17 (ESP)	Q.No.16 (GPE)	Q.No.17 (ESP)
	%	%	%	%
Simple or easy(for the level of your students)	18	9	29	13
Related to technical field	19	88	12	84
Unrelated to technical field	59	1	49	3
difficult (for the level of your student)	-	2	8	-
No opinion	4	-	2	-

What is inferred from table 8 is that since ESP teaching material is related to technical field, it was highly favoured by the student respondents'. This shows students' recognition of language relation to the subject matter. This in turn might be helpful for students to increase their instrumental motivation so that they could use the language for their specific purposes. The foregoing comment may be supported from the linguistic point of view proposed by Gardner (1975). According to him, a student is said to be instrumentally motivated if the purposes of language study reflect the more utilitarian value of linguistic achievement. In other words, As Roe (1977) indicates, English is seen as a means to achieving some practical or professional purposes.

As table 9 makes it clear, almost all the teachers categorized ESP teaching material as related to the technical field while a lower percentage associated GPE to the technical field. This indicates teachers' awareness of necessary language restriction in their subject area. This may be explained by the fact that most respondents seemed to ignore the GPE teaching material simply due to its lack of some of the common technical terms found in their subject area.

Question No. 22. Concerning the contextual reference lesson and exercises of GPE teaching material, did you find them relevant to your (Your students) field of study?

Question No. 23 Concerning the contextual reference lesson and exercises of ESP teaching material, did you find them relevant to your (your students) field of study?

TABLE 10 and 11

Student's and Teachers' Responses

	Students' Responses		Teachers' Responses	
	Q.No.22(GPE)	Q. No. 23 (ESP)	Q.No.22(GPE)	Q.No.23(ESP)
	%	%	%	%
Yes	34	89	39	84
No	66	11	61	16

As indicated in table 10, question number 23 was highly opted for by the large majority. In the broadest sense, the knowledge

of application of ESP contextual reference exercise may be accepted on the ground that the exercises help students to recognize the simpler operation of practising different referential value either by going back or going forward in the passage. This in turn leads them to develop their communicative skills. In relation to this point, Widdowson and Allen (1978) suggest that ESP/EST contextual reference exercise draw students' attention directly to features of anaphora (Pronouns, demonstratives, and lexical substitutions used at the beginning of succeeding verses or clauses).

With regard to the teachers, it is observed from table 11 that almost all teachers agreed to the need for students to learn ESP contextual reference lesson and exercise. The justification given by the respondents was that ESP contextual reference help students to understand the context of the passage without difficulty. This seems to be valid because as Widdowson and Allen (1978) suggest, ESP contextual reference help students to understand the communicative value expressed in the passage through the choices all of which are grammatically possible. This in turn leads to the development of language discourse.

Question No. 27. I would prefer GPE teaching material to ESP.
Therefore, GPE should be used as a standard English text book for technical Schools.

Question No. 28. I would prefer ESP teaching material to GPE.
Therefore, ESP should be used as a standard English text book for technical schools.

TABLE 12 and 13

Students' and Teachers' Responses

	Students' Responses		Teachers Responses	
	Q.No.27(GPE)	Q.No.28(ESP)	Q.No.27(GPE)	Q.No.28(ESP)
	%	%	%	%
Strongly agree	6	83	7	57
Agree	33	15	27	31
Disagree	46	2	50	10
Strongly disag.	9	-	11	-
No opinion	6	-	5	2

As indicated in table 12, ESP teaching material was highly recommended by almost every one. Here the student respondents expressed their opinions as to what extent their needs are in relation to this point, an important aspect worth mentioning is, in ESP syllabus design as Hutchinson and Waters (1987) indicate, learners are used as a means for identifying the needs for the target situation. In other words, their 'wants' are ignored. This shows the controversial idea of the target situation which is based on needs analysis. From the point of view of the learner therefore, it seems to be more appropriate to look for a text that is more interesting, that also includes learner's needs as well as the condition of the learning situation in order to generate the motivation needed to learn English.

Concerning the teachers, what is deduced from table 13 is that the already noted fact of recommending ESP teaching material is also apparent. The need for ESP was highly preferred by the teachers. In order to make it clear, the following question should be answered. Why did the subject area teachers give a high rate to question number 28? What is required from teachers and ESP teacher as a whole is a positive attitude towards ESP subject matter. This being the case, the responses of the teachers indicated manifest the views of their needs.

To return to the main point, the researcher believes that the teachers recommended ESP teaching material possibly due to two conceivable reasons. The first is, by being interested in the subject area which they specialized in, second, to show their capability of realizing the value of the needs for students to possess an appropriate language skills for their trade.

Regarding question number 28, the responses of both students and teachers are almost consistent. This consistency may be explained by the fact that when once need is very clear according to Kennedy and Bolitho (1984), it can be used as a guide line for designing the content of a course that includes particular interest and specific need of the learners. As a result teaching can be seen effective in that learners begin

to demonstrate communicative ability in the required area. When need is clear on the other hand, it is healthy for all the party concerned such as learners, teachers, sponsors and institutions.

4.3. Discussion of the observation results

Generally speaking, the attitudinal statistical computations strongly show that an attitude consistent with the desire for ESP teaching material is dominant. On the other hand, the GPE teaching material was found to be less important. The question that should be answered is why was ESP teaching material highly favoured? In order to answer this question a brief account is given on the observations made during the short teaching period. Although the teaching time was short, it was observed that the students tried to express themselves when the ESP teaching material was used. Thus, they showed some apparent change in interest, motivation, participation and to some extent confidence in learning and using the language. On the other hand, these tendencies of activities were observed to be likely lower in GPE period as compared to the former. This is not because they were all weak but probably the GPE teaching material did not motivate them to realize what they were doing. Thus, it did not seem to sustain their interest, need and involvement. May be they could not see any relation between the language they learn in English period and the language they see in their respective shops.

The other interesting observation in the finding could be stated in the form of a question. Why did the students categorize the GPE teaching material as less important? Unlike ESP, it was likely less helpful in making them see the value of their effort in their respective fields. Therefore, it seemed unfavourable to create an appropriate environment for conveying technical information.

As a matter of fact, every effort was made to make the students participate during the teaching period of the GPE teaching material. But their activities as a whole were likely to be lower than that observed when ESP teaching material was used.

However, this does not mean that ESP teaching material is unique or specific to the students' specific fields. The reason is that the learners are aware of the type of language they need. Possibly this observation coincides with the suggestion made by Leo O'Keefe (1983). According to this writer's account, specificity does not necessitate uniqueness because language skills and functions are usually common to a large group of occupations. But whatever the purpose or occupation, language for specific needs is important.

4.4. Distribution of ESP teaching material responses by school

In order to determine how far an ESP teaching material was favoured, general inter-school comparisons of the responses were

also made. Table 14 gives a description of the frequency and percentages of each school.

TABLE 14
DISTRIBUTION OF ESP TEACHING
MATERIAL RESOURCES IN TERMS OF FREQUENCY AND
PERCENTAGES BY SCHOOL.

School	Students			Teachers		
	Fr	%	Total	Fr	%	Total
Addis Ababa Technical	45	85	53	22	82	27
Entoto	27	66	41	15	63	24
Wingate	46	71	65	16	76	21

It could be gathered from table 14 that the need for students to learn an ESP teaching material was highly favoured by Addis Ababa Technical School followed by Wingate construction school and Entoto Academic Technical and Vocational School. This was inferred from the responses given by the subjects in each school. The reason for the above situation is due to the experiences and applications which entirely depend on the teaching and learning process of technical fields. As indicated in Chapter III, there are 12 government and mission technical schools in Ethiopia, however, regarding technical fields, the oldest and the most experienced is Addis Ababa Technical School. Initially, it is established to train semi skilled technicians in different streams while Wingate and Entoto have moved towards training the same semi skilled technicians during the past recent years.

To test the hypotheses which were stated in chapter I, the responses of the respondents were computed in terms of frequency and percentages. However, as repeatedly noted and discussed in the analysis, the attitudinal tendency of the subjects under study was found to be favourable towards the use of ESP. Thus, the desire for learning and teaching ESP was dominant. Therefore, the Null Hypothesis (H_0) which states that the attitudes of students and teachers in technical schools will be negative towards the use of ESP or favourable to GPE is rejected. The Alternate Hypothesis (H_1) which states that the attitudes of students and teachers in technical schools will be positive towards the use of ESP or unfavourable to GPE is accepted by the findings of the study.

CHAPTER V

5.1. Conclusion and Recommendations

5.1.1. Conclusion

Although ESP has a number of controversial concepts with regard to its definition and needs analysis, it has been repeatedly stated by many of its practitioners that it could help certain types of learners who have specialized needs that are not been sufficiently met by EFL (English as a Foreign Language). Therefore, this study then, attempted to find out the face validity of ESP teaching material by using some of the common tools such as observation method and a Questionnaire.

As noted in chapter IV, the finding of the observation indicates that the students showed some apparent interest, motivation, participation in learning ESP teaching material. In GPE, however, these tendencies of activities were observed to be likely less as compared to ESP.

On the basis of the questionnaire results, the reactions to ESP teaching material have been by and large favourable. Teachers who have had years of acquaintance with GPE teaching material have reported positive attitudes towards ESP. They have also remarked that they have found ESP personally more enjoyable. These feelings have been also supported by the students. Therefore, it is possible to conclude that ESP

teaching material is suitable as an English text for technical school students.

5.2. Recommendation

As noted in the analysis and conclusion, students' and teachers' attitudes were found to be in favour of ESP teaching material. Thus, the following recommendation are made:

1. This finding will be of great help particularly to the curriculum department (English panel) in the Ministry of Education to be aware of the current positive attitudes of technical school students and teachers towards the desire for ESP learning and teaching process.
2. Being aware of the unfavourable attitudes of students and teachers towards the GPE, the people concerned can use the merit of this finding in its present form as a ground to re-evaluate the existing service of ENE (English for New Ethiopia) which is the English text in technical schools. In addition, it will be important for the people concerned to identify certain uses of language which will be common (based on common core) to all technical school students.
3. Since the study was based on verbal expressions of attitudes towards the use of an ESP teaching material, the researcher believes that he has not as such achieved a final

and perfect results. Therefore, he recommends that an intensive research should be carried out concerning the other ESP variables (needs analysis, quality of ESP teacher, team teaching and the like) to arrive at a satisfactory conclusion.

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APPENDIX A

Unit One

A sample of English Teaching Instructional Material
based on GPE (General Purpose English)

The Unit Consists of the following

I. Reading and Comprehension

- 1.1 Exercise A: Contextual references
- 1.2 Exercise B: Rephrasing
- 1.3 Exercise C: Questions on Comprehension
- 1.4 Exercise D: Vocabulary
- 1.5 Exercise E:

II. Grammar

- 2.1 Exercise A: The use of to + infinitive in the expression of purpose.
- 2.2. Exercise B: The use of In order + infinitive and so as to + infinitive in the expression of purpose.
- 2.3. Exercise C: The use of so that + clause in the expression of result and purpose.

Earthquake ?

¹An earthquake is one of the worst disasters that can happen. ²Most people associate earthquakes with the west coast of South America, or with Japan, or the Pacific Islands, where frequent and severe shocks do indeed occur. ³Africa is not one of the areas troubled by seismic activity, but in this century a few major shocks have disturbed the continent.

⁴Smaller shocks quite often occur along the Rift valley of East Africa, and Ethiopia is not immune. ⁵In 1842, the old capital of Shoa, Ankober was completely destroyed by an earthquake. ⁶In 1884, Massawa was rocked by shock waves and in 1961, the village of Majeta in Wello was left in ruins and in 1964, parts of Dessie was damaged. ⁷In 1969, in Serdo, on the Combolcia - Assab road nearly every building was flattened by an earthquake.

⁸A good quantity of accurate detail is available on the damaging earthquakes which have occurred in Ethiopia since the beginning of this century, but information about earlier times is less accurate and complete. ⁹To day, Ethiopia as a whole is a region where earthquakes often exceed the threshold of damage, but careful efforts are now being made to assess the magnitude of the problem, and to encourage builders and engineers to take the elementary precautions which are necessary to minimize damage to lives and property.

¹⁰The earthquakes which occur in Ethiopia are classified as "shallow", the focal depths ranging from 4 to 60 kilometers.

"Thus the damage near the epicentres can be great, especially if they coincide with built up areas.

¹²From man's point of view, earthquakes are only disastrous if they occur beneath his towns, or damage his roads and railways.

¹³When a country is mostly agricultural damage due to earthquakes may be very slight. ¹⁴A fracture across a sandy village path passes unnoticed, but the same fracture across a paved city street under which lie electric and telephone wires, water and sewage pipes, can cause damage which will cost millions of dollars to repair.

¹⁵There are several factors which determine the amount of damage caused by seismic activity. ¹⁶It has been found that buildings erected on solid rock, or tightly packed well filled foundations suffer less than those built on water soaked, or loosely filled foundations. ¹⁷The type of construction is also very important factor. ¹⁸If a building vibrates as a single unit, it can survive considerable earth tremors unharmed. ¹⁹Wooden

structures or wooden framed houses stand up well to earthquakes. ²⁰Concrete reinforced with metal rods, stands up better to shocks than bricks and mortar. ²¹Roofs with very wide spans are most likely to fall, they collapse during a relatively minor earthquakes.

²²Nowadays engineering techniques have been developed to minimize the damage done by earth tremors. ²³That is the use of seismograph, an instrument which records the vibrations set in motion by an earthquake.

²⁴Ethiopia has its own very well equipped and staffed Geophysical Observatory and the distribution and magnitude of earthquakes is being carefully recorded and studied.

(Adapted from the Geophysical
Observatory Journal)

Exercies A: Contextual reference

- 1) In sentence 1, One refers to:
 - a) disasters
 - b) an earthquake
 - c) seismic activity

- 2) In sentence 11, they refers to:
 - a) earthquakes
 - b) ranges
 - c) epicentres

- 3) In sentence 12, they refers to:
 - a) earthquakes
 - b) ranges
 - c) focal depths

- 4) In sentence 13, a country refers to:
 - a) Ethiopia
 - b) Japan
 - c) any country

- 5) In sentence 15, several factors refer to:
 - a) electric and telephone wires
 - b) loosely and tightly filled foundations
 - c) water and sewage pipes

- 6) In sentence 21, they refer to:
 - a) smaller shocks
 - b) smaller sounds
 - c) roofs

Exercise B: Rephrasing

Compare these Sentences

- 1) There are several factors which determine the amount of damage caused by the tremor of the earth.
- 2) There are several factors which determine the amount of damage caused by the Seismic activity
- 3) These two sentences mean the samething. The second sentence contains an alternative form used in the text.

Now re-write the following, using words and constructions from the text to replace those underlined words.

- 1) Most people relate earthquake with the west coast of South America or Japan.

- 2) When a country is mostly suitable to farming damage due to earthquakes may be very slight

- 3) Smaller physical movement occur quite often along the Rift Valley of East Africa, and Ethiopia is not free.

- 4) An adequate information is available on the damaging earthquakes which have occurred in Ethiopia.

- 5) No wadays engineering techniques have been developed to reduce the disaster by earthquakes.

Exercise C: Answer the following questions using your own words.

- 1) What areas of the world are well known for having earthquakes?
- 2) What Ethiopian towns and villages have been badly damaged by earthquakes?
- 3) What characteristics would help a building to withstand (resist) an earthquake?
- 4) What towns in Ethiopia are unlikely to suffer from earthquakes?
- 5) What do you know about the recent severe earthquake observed in Armenia and Spitka in Russia?

Exercise D Vocabulary

Fill the gaps with appropriate words from the list. Be careful to use the right forms of the nouns and verbs.

Concrete	Severe	Coincide
Vibrate	Magnitude	
associate	reinforce	

- 1) The small wound in his ear caused him _____ pain.
- 2) The bridge over the Blue Nile has only one _____
but even when heavy lorries go over, you can not feel it _____.
- 3) The main plan of our house was to have a mud floor, but later we decided to use _____.
- 4) The _____ of the problem was increased by the fact that the war _____ with harvest time.
- 5) Space travel will always be _____ with the name of H.G. Wells.

Exercise E: Word formation

The process of word formation is produced by adding prefix or suffix to the base (head word) Prefix

- 1) Negative prefixes: in -, im -, ir -, il - , non -

Example

mortal: immortal logical: illogical
ability: inability smoker : non-smoker
regular: irregular

- 2) Reversative prefixes: un -, de -, dis - ,

Example

tie: untie connect ; disconnect
frost: defrost

- 3) Prefixes of degree or size: Super _____, Out _____

Example

Man = Superman
Live = Outlive

- 4) Prefixes of altitude. Co -, counter -, pro -, anti

Example

Operate = operate
revolution = countrevolution
Clockwise = anti clockwise
communist = procommunist

- 5) Prefixes of time and order: fore -, pre -, ex -, re - ,

Example

tell = foretell president = expresident
war = prewar settlement = resettlement

Suffix.

- 1) Occupational suffixes: -ster, -er

Example

gang = gangster
engine = engineer

2) Suffixes of status: - hood, - ship, - dom, - (e) ry

Example

boy = boyhood King = kingdom
friend = friendship slave = slavery

3) verb — noun suffixes: - er, - or, - ment, - al

Example

drive = driver amaze = amazement
act = actor refuse = refusal

4) Adjective — noun suffixes: - ness, - ity

Example Happy = happiness

sane = sanity

5) Noun — Adjective Suffixes: - ful, - less, - ly, - y

Example use = useful friend = friendly

child = childless hair = hairy

6) Adverb suffixes: - ly, - ward(s), - wise

Example happy - happily

back - backward(s)

weather = weather wise

Complete this table

<u>Prefix or Suffix</u>	<u>meaning</u>	<u>added to noun verb or adjective</u>	<u>The word formed</u>
un	the opposite of	fair	_____
_____	_____	_____	_____
al	_____	_____	refuse
super	more than	structure	_____
or	_____	direct	_____
in	as for un	proper	_____

<u>Prefix or Suffix</u>	<u>meaning</u>	<u>added to noun verb or adjective</u>	<u>The word formed</u>
ment	_____	_____	_____
_____	_____	wicked	wickeness
_____	_____	_____	exhusband
_____	as for un	corrupt	incorrupt
_____	_____	_____	teacher
dis	reverse	connect	_____
hood	_____	man	_____

II Grammar

Exercise A: The use of to + infinitive in the expression of purpose.

We can express the purpose for which something is done by using to + infinitive.

When we state our purpose in doing something, we are stating our reason for doing it, or our object or aim in doing it.

- (i) We use a dictionary in the library. Our purpose in using it is to find out meaning of words.
- (a) we use a dictionary in the library to find out meaning of words.
- (b) A dictionary is used in the library to find out meaning of words.
- (ii) A butcher keeps meat in a refrigerator. His object in doing this is to protect it from germs.
- (a) A butcher keeps meat in a frigid to protect it from germs
- (b) Meat is kept in a frigid to protect it from germs.

Rewrite the following sentences as in the examples above.

1) The teacher distributes prizes every semester. His aim of doing this is to encourage students

2) Archeologists study all the past history. The reason for doing this is to discover the ancient civilization.

3) The farmers use a systematic method of ploughing the fields. Their purpose in using it is to produce a good quality of crop.

4) Many countries form strong economic and political link with each other. Their purpose of doing this is to overcome their difficulties together.

5) We have money in the bank. Our object of doing this is to solve our problem.

Exercise B: The use of in order to + infinitive and so as to + infinitive to express purpose.

Example

They should open a college here. The reason for doing this is to improve the standard of education.

A college should be opened here in order to improve the standard of education.

A college should be opened here so as to improve the standard of education.

Join the following pairs of sentences together, using the passive form of the verb followed by (a) in order (b) so as to, as in the example above.

1) The government should hold elections next year. The reason for holding them is to elect a president.

2) Demeke should save money. Doing this enables him to continue his education.

3) People should take these medicines with care. The purpose of doing so is to avoid danger.

4) The manager should keep all banks open this Sunday. The object of doing this is to give service to the public.

5) The director should punish that rude boy for this minor offence. The object of doing this is to give a lesson to other students.

Exercise C: The use of so that " clause in the expression of result and purpose.

Another way of stating the purpose of doing something is to state the result or consequence of doing it. We can do this by using the expression so that to join statements together.

Example

- (1) The librarian keeps the books on the shelves. This enables him to locate them without problem.
- (a) The librarian keeps books on the shelves so that he can locate them without problem.
- (b) Books are kept on the shelves so that they can be located without problem.
- (2) The incorruptible judge studies case deeply. The result of doing this is that he avoids injustice.
- (a) The incorruptible judge studies a case deeply so that he avoids injustice.
- (b) A case is studied deeply so that injustice is avoided.

Join the following statements together using so that as in (1) and (2) above, using the active and passive forms of the verb. Note that the expressions underlined are omitted.

- 1) The director wants us to follow all these instructions.
The result of doing this is that he avoids misunderstanding.
-
- 2) Sport authorities should assign security mess in and out' the stadium. This enables them to control clashes among the fans.
-
- 3) You should carefully take notes in class. If you do this, you challenge difficult questions easily.
-

4) The authorities imposed martial law at one end of the city. The result of doing this is that they decrease the tension in the area.

5) The students memorize the formula. The result of memorizing it is that they recall it as soon as possible.

APPENDIX B

Unit Two

A. Sample of English Teaching Instructional Materials based
on an E S P (English for Specific purposes)

The unit consists of the following

I. Reading and comprehension

- 1.1 Exercise A: contextual reference
- 1.2 Exercise B: Rephrasing
- 1.3 Exercise C: Relationships between statements
- 1.4 Exercise D: Defintions of operations
- 1.5 Exercise E: Generalizations

II. Grammar

- 2.1. Exercise A: The use of to + infinitive in the
expression of purpose.
- 2.2. Exercise B: The use of in order + infinitive and
so as to + infinitive in the expression of purpose.
- 2.3. Exercise C: The use of so that + clause in the
expression of result and purpose.

Bench Work

¹A fitter works in a fitting workshop. ²The operations that he performs include hacksawing, chiselling and filing.

³He works on a heavy, rigid, bench which has a vice bolted on it. ⁴He has various hand tools to work with.

⁵These include files and chisels. ⁶The fitting workshop usually contains a marking-out table and a drilling machine.

⁷The former is used for marking out before the operations mentioned above are performed. ⁸The latter is used for machining holes in the work.

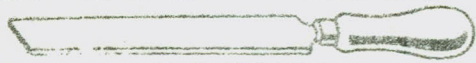
⁹For certain types of work, the fitter uses grinding machines. ¹⁰A surface grinder is used for producing a smooth surface by removing small amounts of metal. ¹¹This operation is called finishing work, or producing a finish. ¹²In order to sharpen tools such as cold chisels and screw drivers an off-hand grinder may be used. ¹³For this kind of work, extreme accuracy is not required. ¹⁴Both machines are operated by electricity.

¹⁵A basic operation in the fitting workshop is the cutting of metal bars to the approximate length and shape required. ¹⁶For this operation a hacksaw is used. ¹⁷A hacksaw consists of a steel frame and a blade. ¹⁸The blade can be made tighter or looser by turning a small wing nut at one end of the frame. ¹⁹When this nut is tightened, the tension in the blade is increased and when it is loosened, it is

decreased. ²⁰There are different types of hacksaw blade according to the number of teeth per inch. ²¹For general use, One with 18 teeth per inch (t.p.i) is satisfactory; for cutting thin sheet metal a fine blade of 30 t.p.i. is better. ²²Some hacksaw blades are made from steel which has been made harder throughout. ²³Others, called flexible blades, are hardened only along the teeth.

²⁴Filing is one of the most important operations in bench work. ²⁵Different files are of different lengths; they vary also according to type and grade of cut; or they can be classified according to shape - for example, round files, square files and triangular files. ²⁶All files consist of a body, a tang and a handle which can be detached. ²⁷They are made from high carbon steel; they are very brittle, and therefore can break easily. ²⁸The cutting action of a file is like that of a was. ²⁹It only cuts when it is moving forwards. ³⁰The file should be pressed down with both hands on the forward stroke. ³¹On the return stroke, it should be slightly raised.

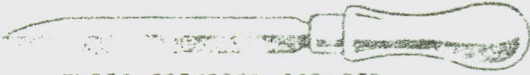
Adapted from "English in
workshop practice by
Alan Mountford



FLAT SCRAPER



HOOK SCRAPER



THREE-CORNERED SCRAPER

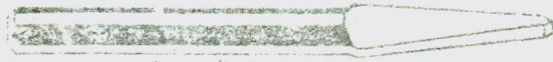


HALF-POUND SCRAPER

Fig. 230. Scrapers



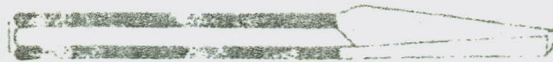
FLAT CHISEL CUTTING EDGE



CAPE CHISEL



DIAMOND POINT CHISEL



ROUND NOSE CHISEL

Fig. 188. Cold Chisels

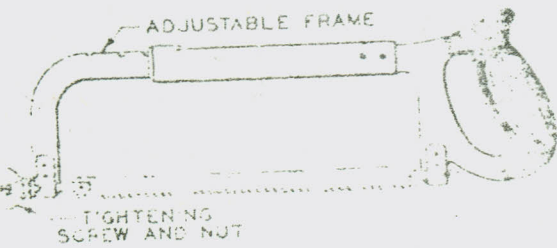
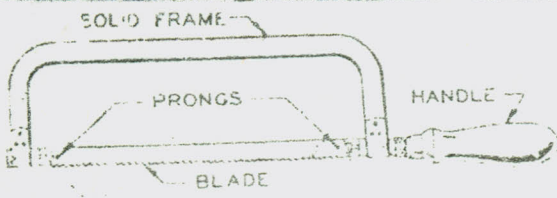


Fig. 150. Hand Hacksaws

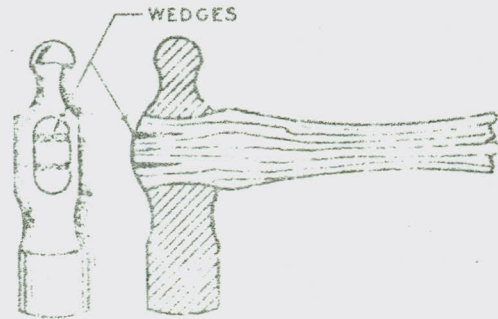


Fig. 39. Machinist's Hammer



PRICK PUNCH



CENTER PUNCH

Fig. 41. Difference Between Prick Punch and Center Punch

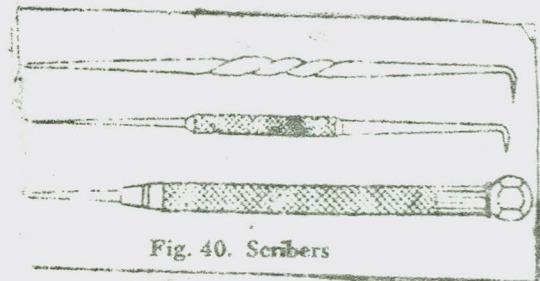


Fig. 40. Scribes

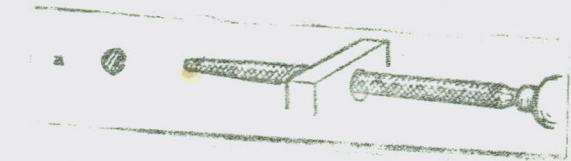
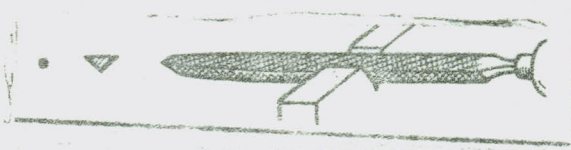
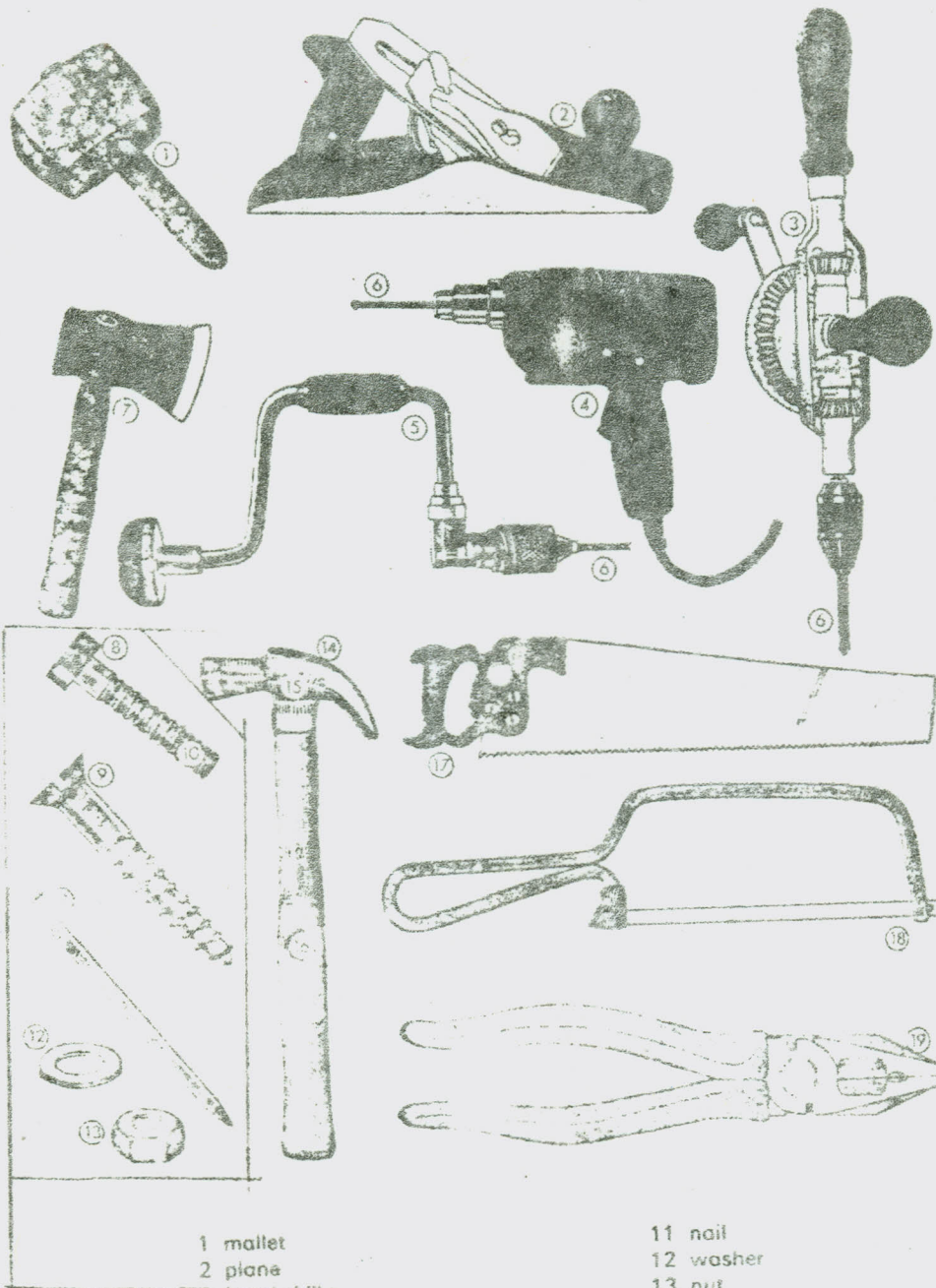


Fig. 202. Strike Handle on Bench to Drive It on the Tang

HAND TOOLS OF WOOD SHOP

Tools 25



- 1 mallet
- 2 plane
- 3 hand-drill
- 4 electric drill
- 5 brace
- 6 bit
- 7 axe
- 8 bolt
- 9 screw
- 10 thread

- 11 nail
- 12 washer
- 13 nut
- 14 hammer
- 15 head
- 16 handle
- 17 saw
- 18 hacksaw
- 19 pliers

Exercise A: Contextual reference

(1) In sentence 11, this operation refers to:

- (a) producing a smooth surface
- (b) removing small amounts of metal
- (c) a surface grinder

(2) In sentence 13, this kind of work refers to:

- (a) producing a finish
- (b) sharpening tools
- (c) finishing work

(3) In sentence 21, One refers to

- (a) a blade
- (b) a number of teeth per inch
- (c) a hacksaw blade

(4) In sentence 25, they refers to:

- (a) files
- (b) a body, a tang and a handle
- (c) a tang and a handle

(5) In sentence 31, it refers to

- (a) the file
- (b) the return stroke
- (c) the forward stroke

Exercise B Rephrasing

Rewrite the following, using words and constructions from the text to replace those underlined words.

Example

- (1) A fitter works on a bench which has a vice attached to it with bolts.
- (2) A fitter works on a bench which has a vice bolted on it.

These two sentences mean the same thing. The second sentence contains an alternative form used in the text.

- (1) A machine which is used for drilling can usually be found in the fitting workshop.
-

- (2) A surface grinder is used for producing a finish on work.
-

- (3) An off hand grinder may be used for sharpening tools as the need to be very exact in cutting the metal is not required.
-

- (4) When the wing nut on the hacksaw frame is made lighter there is an increase in the tension in the blade.

- (5) A very important operation in bench work is hacksawing.
-

- (6) Files are made from high carbon steel and can break easily.
-

- (7) Files can be divided into different groups according to length, shape, and type and grade of cut.
-

- (8) The file should be pressed down with both hands as it is moving forward over the metal, but as it is moving backwards it should be slightly raised.
-

Exercise C: Relationships between statements place the following words or phrases in the sentences indicated, Replace, re-order and add to the words in the sentences where necessary.

Example Such as (4 + 5)

(4) He has various hand tools to work with.

(5) These include files and chisels.

$\overline{4} + 5\overline{7}$ He has various hand tools to work with, such as files and chisels.

(a) for example (10)

(e) but (21)

(b) however (12)

(f) however (23)

(c) because (12+13)

(g) we may compare ..to.. (28)

(d) may be classified (20)

(h) therefore (30)

(i) on the other hand (31)

Exercise D: Definitions of operations

Part 1. A number of common hand tools have names which are also used in the - ing form to describe the operation they perform.

Example

Name of tool

Name of operation

file

filing

(i) A file is a tool which is used for removing metal in order to produce a smooth surface.

(ii) Filing is an operation by which metal is removed in order to produce a smooth surface.

(i) is a definition of a tool... a file

(ii) is a definition of an operation... filing.

Below are definitions of common hand tools. Write definitions of the operations which these hand tools perform.

(a) A chisel is a tool which is used for chipping away excess materials from a large surface.

(b) A reamer is a tool which is used for enlarging and finishing a hole size.

(c) A scribe is a tool which is used for marking out cutting dimensions.

(d) A rivet is a metal pin which is used for joining metal to metal mechanically.

(e) A scraper is a tool which is used for removing slight irregularities on a flat surface.

Part 2

Instead of saying an operation by which we can say:

- (i) an operation where by
- or (ii) a process by which
- (iii) a process where by

Express the definitions you have made in Part 1 above, in this way.

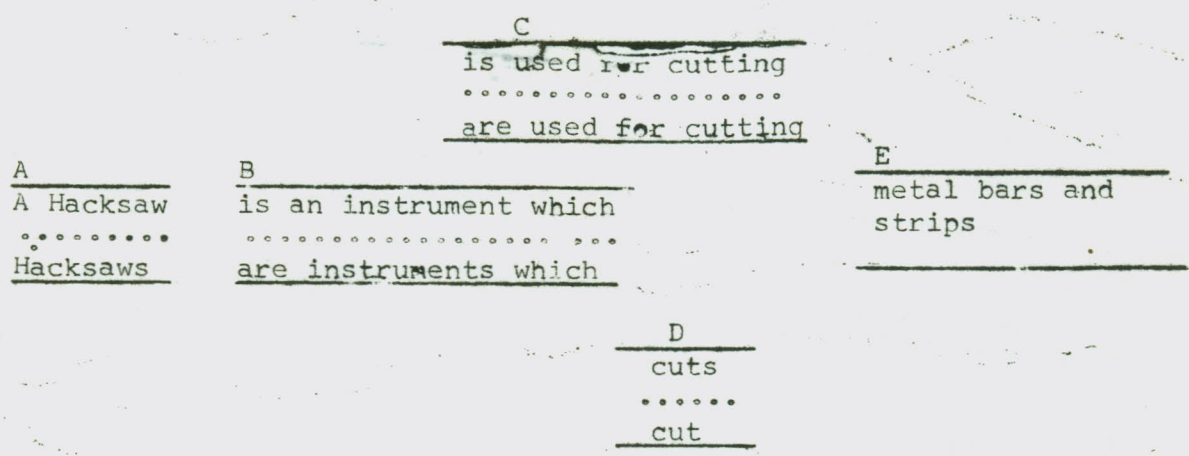
Part 3

Complete this table:-

	Instrument Tool or Machine	verb	Process or operation
a)	File	to file	filing
b)	chisel	_____	_____
c)	_____	_____	scrapping
d)	_____	to drill	_____
e)	hacksaw	_____	_____
f)	reamer	_____	_____
g)	_____	_____	grinding
h)	_____	to scribe	_____
i)	_____	to tap	_____
j)	bender	_____	_____
k)	lathe	to turn	_____
l)	Soldering iron	to solder	_____
m)	cold chisel	to chip	_____

Exercise E Generalization

Part 1 Look at this diagram



From this diagram we can make (i) definition or (ii) generalizations, as follows:

(i) Definitions: A + B + C + E

A hacksaw is an instrument which is used for cutting metal bars and strips.

Hacksaws are instruments which are used for cutting metal bars and strips.

(ii) Generalizations: A + C + E

A hacksaw is used for cutting metal bars and strips.

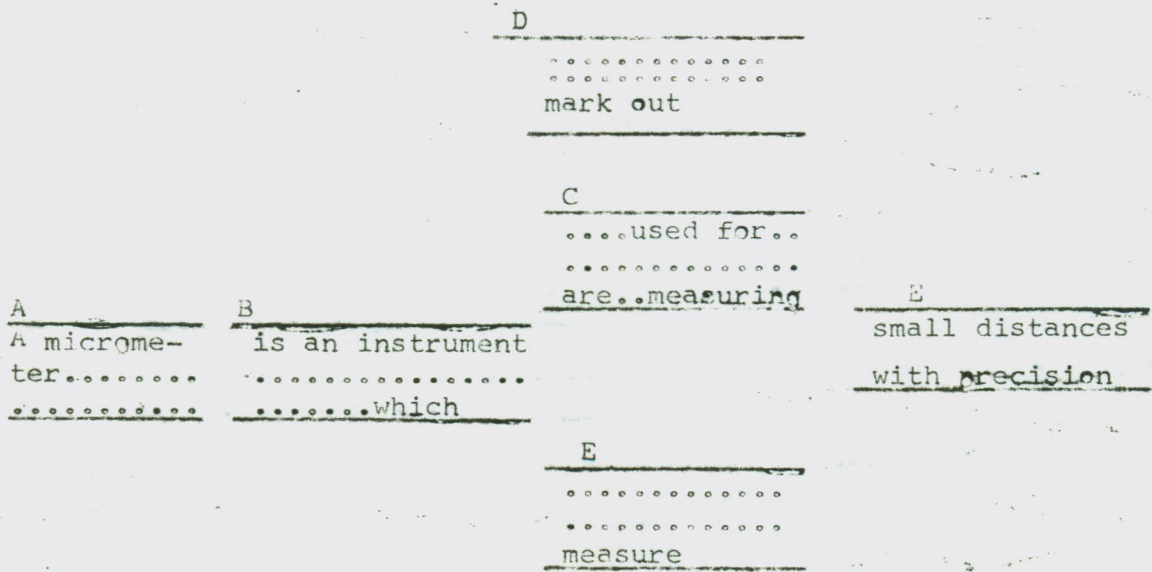
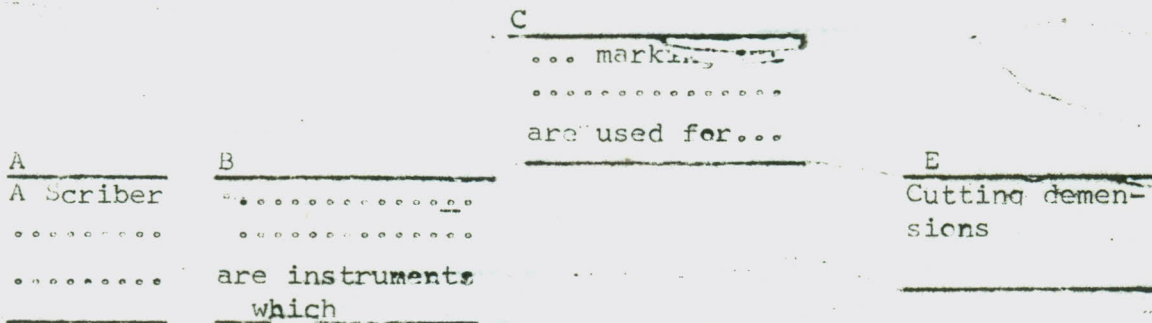
Hacksaws are used for cutting metal bars and strips.

or A + D + E

A hacksaw cuts metal bars and strips.

Hacksaws cut metal bars and strips.

1) Draw the two diagrams below and complete them, then write definitions and generalizations from them.



2) Draw diagrams and write definitions and generalizations for the following.

(a) scroper (b) a chisel (c) a reamer (d) a rivet

II. Grammar

Exercise A. The use of to + infinitive in the expression of purpose.

We can express the purpose for which something is done by using to + infinitive.

When we state our purpose in doing something, we are stating our reason for doing it, or our object or aim in doing it.

Examples

(i) We use a hacksaw in the fitting workshop. Our purpose in using it is to cut metal bars and strips.

(a) We use a hacksaw in fitting workshop to cut metal bars and strips.

(b) A hacksaw is used in the fitting workshop to cut metal bar and strips.

(ii) We keep micrometers in boxes. Our object in doing this is to protect them from rust and dust.

(a) We keep micrometers in boxes to protect them from rust and dust.

(b) Micrometers are kept in boxes to protect them from rust and dust.

Rewrite the following sentences as in the examples above.

- (1) We set the teeth of the hacksaw at angles. Our purpose in doing this is to make a cut which is wider than the blade.
-

- (2) We place the workpiece in the vice as low as possible. Our reason for doing this is to avoid vibration and screeching.
-

- (3) We tighten the wing nut at one end of the frame. The object of doing this is to increase the tension in the blade.

(Note: The object of doing = our object in doing).

- (4) We anneal steel. Our aim in doing this to make it as soft as possible.
-

- (5) We use the method of draw-filing. Our purpose in using it is to produce a good finish on a narrow surface.
-

Exercise B. The use of in order to + infinitive and so as to + infinitive to express purpose.

Example

We should adopt the correct stance at the vice. The reason for doing this is to maintain our balance while filing. (Note: The reason for doing this = our reason for doing this).

The correct stance should be adopted at the vice in order to maintain our balance while filing. Or The correct stance should be adopted at the vice so as to maintain our balance while filing.

Join the following pairs of sentences together, using the passive form of the verb followed by (a) in order (b) so as to, as in the example above.

1) We should wear gloves when filing, The reason for wearing them is to protect our hands.

2) You should raise the file on its return stroke. Doing this enables you to prevent the dulling of the cutting teeth.

3) You should rub chalk into the teeth of the file during finishing work. The purpose of doing so is to prevent bits of metal clogging the teeth. (Note: The purpose of doing = Our purpose in doing.)

4) You should insert the hacksaw blade with the teeth pointing away from the handle. The object of doing this is to cut material on the forward stroke.

5) Manufacturers machine the top of a marking out table flat. The object of doing this is to provide a good working surface.

Exercise C. The use of so that + clause in the expression of result and purpose.

Another way of stating the purpose of doing something is to state the result or consequence of doing it. We can do this by using the expression so that to join statements *together,*

Examples

- (i) We keep micrometers in boxes. This enables us to protect them from rust and dust.
- (a) We keep micrometers in boxes so that we can protect them from rust and dust.
- (b) Micrometers are kept in boxes so that they can be protected from rust and dust.
- (ii) We place a work piece in the vice as low as possible, The result of doing this is that we avoid vibration & screeching.
- (a) We place a work piece in the vice as low as possible so that we avoid vibration and screeching.
- (b) A work piece is placed as low as possible in the vice so that vibration and screeching are avoided.

Join the following statements together using so that as in (i) and (ii) above, using the active and passive forms of the verb. Note that the expressions underlined are omitted.

- (1) We set the teeth of a hacksaw at angles. This enables us to make a cut which is wider than the blade.
-
- (2) We hold the handle of a hammer at the end and not close to the head. Doing this will enable us to exercise greater control.
- (3) A common fault when filing a flat surface is that we do not hold the file horizontally. The result is that we produce a convex surface.
-

- (4) You should raise the file in its return stroke. If you do this, you prevent the dulling of the cutting teeth.
-
- (5) We must keep file teeth as sharp as possible, The result of doing this is that they cut metal effectively.
-
- (6) We should adopt the correct stance at the vice. This enables the filing arm to move freely.
-
- (7) We anneal steel. The result of annealing it is that we make it as soft as possible.
-
- (8) We tighten the wing nut at one end of the frame. The result of doing this is that we increase the tension in the blade.
-

APPENDIX C

To: All Respondents

From: Haile Mehari

Subject: Questionnaire

Please find attached a questionnaire regarding the attitudes toward the use of an E S P (English for Specific purposes) in Technical Schools

The Questionnaire is designed for research purposes. Hence, the researcher kindly requests you to give your frank responses. Your cooperation in responding to the questionnaire will be a significant contribution towards the success of this study and subsequently it may be used to improve the quality of English language instruction in Technical Schools.

N.B. Please feel free to give your answer in Amharic for those questions which need written answers.

Your Cooperation will be greatly appreciated.

Thank You.

91
91
Questionnaire For Teachers

A Little About Yourself

Direction - 1. Please mark with a tick (✓) throughout except when the question requires written responses.

DO NOT WRITE YOUR NAME

1. Name of School _____
2. Age _____
3. Sex Male Female
4. Section _____

Direction - 2. Reach each question, then put a tick () in the box of your choice or write a sentence or sentences in the blank space that best represents your reaction to the question.

N.B. Before answering the following questions please refer to the two English teaching instructional units (unit one=General purpose English and unit = English for specific purposes) which have been provided to you. If possible try them with your students in class.

Please rank the following points in order of importance..

Using the following scales write 1 if you think that the reason is "extremely important", 2 if it is "very important", 3 if it is "important".

1. Extremely important
2. Very important
3. Important

Use the number only once

5. For what purpose do your students require to study English ?

For:

- | | |
|--|--------------------------|
| 5.1. understanding lectures and notes | <input type="checkbox"/> |
| 5.2. discussing work in class and out of class. | <input type="checkbox"/> |
| 5.3. reading technical texts. | <input type="checkbox"/> |
| 5.4. Writing answers to exam questions. | <input type="checkbox"/> |
| 5.5. Reading fiction books. | <input type="checkbox"/> |
| 5.6. Learning foreign culture. | <input type="checkbox"/> |
| 5.7. Reading English newspapers and magazines | <input type="checkbox"/> |
| 5.8. Understanding films and TV | <input type="checkbox"/> |
| 5.9. The simple reason that it is an international language. | <input type="checkbox"/> |
| 5.10. Talking with friends. | |
| 5.11. Learning other subjects that are taught in higher education. | <input type="checkbox"/> |
| 5.12. Listening to everyday radio & TV programmes. | <input type="checkbox"/> |
| 5.13. Other purposes not mentioned above (please specify) | <input type="checkbox"/> |

6. In your judgement how do you compare the two units in general ? they are:

6.1. the same

6.2. nearly the same

6.3. slightly different

6.4. entirely different

7. How did you find unit one (General purpose English) in general ?

7/1. Very good

7.2. Good

7.3. Fair

7.4. poor

8. If your answer to question number 7 is very good or good, what do you think your reason is ?

Tick () only one.

8.1. it is simple and easy for the level of your students.

8.2. it is enjoyable

8.3. It is explanatory

8.4. it is practical

8.5. it is related to technical fields

9. If your answer to question number 7 is fair or poor, what do you think your reason is ?

Tick () only one.

9.1. it is difficult for the level of your students.

9.2. it is not enjoyable

9.3. it is not explanatory.

9.4. it is unpractical

9.5. it is not related to technical fields.

10. How did you find unit two (English for specific purposes) in general ?

10.1. Very good

10.2. Good

10.3. Fair

10.4. Poor

11. If your answer to question number 10 is very good or good, what do you think your reason is ?

Tick () only one.

11.1. it is easy and simple for the level of your students

11.2. it is enjoyable

11.3. it is explanatory.

11.4. it is practical

11.5. it is related to technical fields

12. If your answer to question number 10 is fair or poor, what do you think your reason is ?

Tick () only one.

12.1. it is difficult for the level of your students.

- 12.2. it is not enjoyable
- 12.3. it is not explanatory.
- 12.4. it is unpractical
- 12.5. it is not related to technical fields.
13. In general terms which unit (unit one = General purpose English and unit two = English for specific purposes) did you enjoy more ?
- 13.1. the more enjoyable unit was _____
- 13.2. the less enjoyable unit was _____
14. Unit one (General purpose English) is useful in making your students understand their area of specialization.
- 14.1. strongly agree
- 14.2. agree
- 14.3. disagree
- 14.4. strongly disagree
- 14.5. no opinion
15. Unit two (English for specific purposes) is useful in making your students understand their area of specializations
- 15.1. strongly agree
- 15.2. agree
- 15.3. disagree
- 15.4. strongly disagree
- 15.5. no opinion

16. In general, did you find the content of unit one (General purpose English) as:

- 16.1. simple and easy for the level of your student.
- 16.2. related to technical fields.
- 16.3. unrelated to technical fields
- 16.4. difficult for the level of your students.
- 16.5. no opinion.

17. In general, did you find the content of unit two (English for specific purposes) as:

- 17.1. Simple and easy for the level of your students.
- 17.2. Related to technical fields.
- 17.3. unrelated to technical fields.
- 17.4. difficult for the level of your students.
- 17,5. no opinion

18.1 Concerning the passage of unit one (General purpose English) did you find it interesting ?

Yes No

If yes, what is your reason(s) ?

If No, what is your reason(s) ?

19. Concerning the passage of unit two (English for specific purposes) did you find it interesting ?

Yes

No

If Yes, what is your reason (s) ?

If No, what is your reason(s) ?

20. Regarding the vocabulary of unit one (General purpose English) did you find them difficult for the level of your students ?

Yes

No

If Yes, state your reason(s).

If No, state your reason(s).

21. Regarding the vocabulary of unit two (English for specific purposes) did you find them difficult for the level of your students ?

Yes

No

If yes, state your reason(s)

If No, state your reason (s)

22. Concerning the contextual reference lesson and exercise of unit one (General purpose English) did you find them relevant to your students ?

Yes No

If Yes, Why ? _____

If No, Why ? _____

23. Concerning the contextual reference lesson and exercise of unit two (English for specific purposes) did you find them relevant to your students ?

Yes No

If Yes, why ? _____

If No, Why ? _____

24. Regarding the equivalent contextual value of the rephrasing lesson and exercise of unit one (General purpose English)

did you find them helpful to your students ?

Yes No

If Yes, state your reason (s)

If No, state your reason(s)

25. Regarding the equivalent contextual value of the rephrasing lesson and exercise of unit two (English for specific purposes) did you find them helpful to your students ?

Yes No

If Yes, state your reason(s). _____

If No, state your reason (s). _____

26. Concerning grammar lessons and exercises, which one of the two units helped your students more in improving their spoken and written English ?

26.1. unit one (General purpose English)

26.2. unit two (English for specific purposes)

Why ? _____

27. I would prefer unit one (General purpose English) to unit two (English for specific purposes). Therefore unit one should be used as a standard English text book for Technical schools.

27.1. Strongly agree

27.2. agree

27.3. disagree

27.4. strongly disagree

27.5. no opinion

28. I would prefer unit two (English for specific purposes) to unit one (General purpose English). Therefore unit two should be used as a standard English text book for Technical schools.

28.1. strongly agree

28.2. agree

28.3. disagree

28.4. strongly disagree

28.5. no opinion

29. Is there any information you feel is relevant to the aims of this questionnaire?

Yes

No

If Yes, please specify: _____

APPENDIX D

To: All Respondents

From: Haile Mehari

Subject: Questionnaire

Please find attached a questionnaire regarding the attitude toward the use of an E S P (English for Specific purposes) in Technical Schools

The Questionnaire is designed for research purposes. Hence, the researcher kindly **requests** you to give your frank responses. Your cooperation in responding to the questionnaire will be a significant contribution towards the success of this study and subsequently it may be used to improve the quality of English language instruction in Technical Schools.

N.B. Please feel free to give your answer in Amharic for those questions which need written answers.

Your cooperation will be greatly appreciated.

Thank You

Questionnaire For StudentsA Little About Yourself

Direction-1 Please mark with a tick ()
throughout except when the question requires
written responses.

DO NOT WRITE YOUR NAME

1. Name of School _____

2. Age _____

3. Sex Male

Female

4. Section _____

Direction.- 2 Read each question, then put a tick () in
the box of your choice or write a sentence or
sentences in the blank space that best represents
your reaction to the question.

N.B. Before answering the following questions please refer to
the two English Teaching Instructions units (unit one=General
purpose English and Unit two = English for specific purposes)
that you have been exposed to in class.

Please rank the following points in order of importance.

Using the following scales write 1 if you think that the reason is "Extremely Important," 2 if it is "Very Important," 3 if it is "Important,"

1. Extremely important
2. Very Important
3. Important

Use the number only once

5. For what purpose do you require to study English ?

For:

- | | |
|--|--------------------------|
| 5.1. Understanding lectures and notes. | <input type="checkbox"/> |
| 5.2. Discussing work in class and out-of-class. | <input type="checkbox"/> |
| 5.3. Reading technical texts: | <input type="checkbox"/> |
| 5.4. Writing answers to exam questions. | <input type="checkbox"/> |
| 5.5. Reading fiction books. | <input type="checkbox"/> |
| 5.6. Learning foreign cultures. | |
| 5.7. Reading English newspapers and magazines. | <input type="checkbox"/> |
| 5.8. Understanding films and TV. | |
| 5.9. The simplest reason that it is an international language. | <input type="checkbox"/> |
| 5.10. Talking with friends. | <input type="checkbox"/> |
| 5.11. Learning other subjects that are taught in higher education. | <input type="checkbox"/> |

5.12. Listening to everyday radio and TV
programmes

2.13. Other purposes not mentioned above
(Please Specify)

6. In your judgement how do you compare the two units in
general ? they are :

6.1. The same

6.2. Nearly the same

6.3. Slightly different

6.4. Entirely different

7. How did you find Unit One (General purpose English)
in general ?

7.1. Very good

7.2. Good

7.3. Fair

7.4. Poor

8. If your answer to question number 7 is very good or good
what do you think your reason is ? Tick () only one.

8.1. It is simple and easy.

8.2. It is enjoyable.

8.3. It is explanatory.

8.4. It is practical

8.5. It is related to technical fields

9. If your answer to question number 7 is fair or poor, what do you think your reason is ? Tick () only one.

9.1. It is difficult.

9.2. It is not enjoyable

9.3. It is not explanatory.

9.5. It is not related to technical fields.

10. How did you find Unit Two (English for specific purposes) in general ?

10.1. Very good

10.2. Good

10.3. Fair

10.4. Poor

11. If your answer to question number 10 is very good or good what do you think your reason is ?

Tick () only one

11.1. It is simple and easy.

11.2. It is enjoyable.

11.3. It is explanatory.

11.4. It is practical.

11.5. It is related to technical fields.

12. If your answer to question number 10 is fair or poor what do you think your reason is ?

Tick () only one

12.1. It is difficult.

- 12.2. It is not enjoyable
- 12.3. It is not explanatory
- 12.4. It is unpractical
- 12.5. It is not related to technical
fields

13. In general terms which unit (Unit one - General purpose English and Unit Two - English for Specific purposes) did you enjoy more ?

13.1. the more enjoyable unit was _____

13.2. the less enjoyable unit was _____

14. Unit One (General purpose English) is useful in making you understand your area of specialization.

- 14.1. Strongly agree
- 14.2. agree
- 14.3. disagree
- 14.4. strongly disagree
- 14.5. no opinion

15. Unit Two (English for specific purposes) is useful in making you understand your area of specialization.

- 15.1. strongly agree
- 15.2. agree
- 15.3. disagree
- 15.4. strongly disagree
- 15.5. no opinion

16. In general, did you find the content of unit one (General purpose English) as:

16.1. Simple and easy.

16.2. Related to technical fields

16.3. Unrelated to technical fields

16.4. Difficult

16.5. No opinion

17. In general, did you find the content of unit two (English for specific purposes) as:

17.1. Simple and easy

17.2. Related to technical fields

17.3. Unrelated to technical fields

17.4. Difficult

17.5. no opinión

18. Concerning the passage of unit one (General purpose English) did you find it interesting ?

Yes _____

No

If Yes, what is your reason(s) ?

If No, what is your reason (s) ?

19. Concerning the passage of unit two (English for specific purposes) did you find it interesting?

Yes

No

If **Yes**, what is your reason (s) ?

If **No**, what is your reason(s) ?

20. Regarding the vocabulary of unit one (General purpose English) did you find them difficult ?

Yes

No

If **yes**, what is your reason(s) ?

If **No**, what is your reason(s) ?

21. Regarding the vocabulary of unit two (English for specific purposes) did you find them difficult ?

Yes

No

If Yes, what is your reason(s) ?

If No, what is your reason(s) ?

22. Concerning the contextual reference lesson and exercise of unit one (General purpose English) did you find them relevant to your field of study ?

Yes No

If Yes, Why ? _____

If No, Why ? _____

23. Concerning the contextual reference lesson and exercise of unit two (English for specific purposes) did you find them relevant to your field of study ?

Yes No

If yes, why ? _____

If No, Why ? _____

24. Regarding the equivalent contextual value of the rephrasing lesson and exercise of unit one (General purpose English) did you find them helpful ?

Yes No

If Yes, state your reason(s). _____

If No, state your reason(s). _____

25. Regarding the equivalent contextual value of the rephrasing lesson and exercise of unit two (English for specific purposes) did you find them helpful ?

Yes No

If Yes, state your reason(s). _____

If No, state your reason(s). _____

26. Concerning grammar lessons and exercises, which one of the two units helped you more in improving your spoken and written English ?

26.1. unit one (General purpose English)

26.2. unit two (English for specific purposes)

Why ? _____

27. I would prefer unit one (General purpose English) to Unit two (English for specific purposes). Therefore, unit one should be used as a standard English text book for Technical Schools.

27.1. Strongly agree

27.2. Agree

27.3. Disagree

27.4. Strongly disagree

27.5. no opinion

28. I would prefer unit two (English for specific purposes) to unit one (General purpose English). Therefore unit two should be used as a standard English text book for Technical schools.

28.1. Strongly agree

28.2. Agree

28.3. Disagree

28.4. Strongly disagree

28.5. No opinion

FREQUENCY AND PERCENTAGES OF STUDENTS RESPONSES

Que	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTAL														
5																												
Q	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%										
1	38	24	8	5	64	40	3	2	-	-	4	3	-	-	-	23	14	-	-	19	12	-	-	-	-	159	100	
2	49	31	24	15	29	18	10	6	-	-	3	2	6	4	3	2	15	9	3	2	16	10	-	-	1	1	158	100
3	14	8	8	5	11	7	11	7	15	9	4	3	11	7	6	4	21	13	6	4	45	28	6	4	1	1	158	100
6	95	60	-	-	64	40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	159	100
7	35	22	72	46	42	26	9	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	158	100
8	19	11	24	15	18	11	20	13	10	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	90	50
9	5	3	4	3	1	1	59	37	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	89	44
10	72	45	63	40	20	12	4	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	159	100
11	3	2	1	1	4	3	21	13	19	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	156	90
12	-	-	-	-	-	3	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	2
13	34	21	25	15	7	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	159	100
14	22	14	20	14	16	29	19	8	9	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	159	100
15	71	45	60	38	15	12	5	3	3	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	158	100
16	20	12	18	11	9	13	13	8	10	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	158	100
17	50	31	100	6	-	-	1	1	6	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	159	100
18	90	57	69	43	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	159	100
19	40	25	19	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	159	100
20	70	44	89	55	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	159	100
21	36	23	13	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	159	100
22	22	14	27	17	61	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	159	100
23	105	66	54	34	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	159	100
24	107	69	50	31	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	159	100
25	40	25	17	11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	159	100
26	47	30	12	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	159	100
27	11	7	35	22	27	55	16	10	10	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	159	100
28	59	37	78	49	16	10	6	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	159	100

N.B. Percentages have been rounded to the nearest tenth

Appendix B

Cross Tabulation of Teachers' Responses
in Terms of Frequency and Percentages

QUESTION NO. 7

Q U E S T I O N		Very		Good		Fair		Poor		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
10	Very good	14	19	18	25	4	5	-	-	36	49
	Good	7	10	12	17	17	24	-	-	36	51
	Fair	-	-	-	-	-	-	-	-	-	-
	Poor	-	-	-	-	-	-	-	-	-	-
	Total	21	29	30	42	21	29	-	-	72	100

QUESTION NO. 14

Q U E S T I O N		Strongly agree		Agree		Dis- agree		Strongly disagree		no opinion		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
10	Strongly agree	5	6	17	24	10	14	5	6	1	2	38	52
	Agree	-	-	6	8	22	30	2	3	-	-	30	41
	Dis- agree	-	-	2	3	1	2	-	-	-	-	3	5
	Strongly disagree	-	-	-	-	-	-	-	-	-	-	-	-
	No opinion	1	2	-	-	-	-	-	-	-	-	1	2
	Total	6	8	25	35	33	46	7	9	1	2	72	100

QUESTION NO. 16

Q U E S T I O N N o . 17		Simple & easy		Related		Un-related		Diff		No opinion		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
	Simple & easy	3	4	3	4	2	3	1	2	-	-	9	13
	Related	18	25	4	5	33	46	5	6	1	2	61	84
	Un-related	-	-	2	3	-	-	-	-	-	-	2	3
	Diff.	-	-	-	-	-	-	-	-	-	-	-	-
	No opinion	-	-	-	-	-	-	-	-	-	-	-	-
	Total	21	29	9	12	35	49	6	8	1	2	72	100

QUESTION NO. 22

Q U E S T I O N N o . 23		YES		NO		TOTAL	
		Fr	%	Fr	%	Fr	%
	YES	27	37	34	47	61	84
	No	1	2	10	14	11	16
	Total	28	39	44	61	72	100

QUESTION NO. 27

Q U E S T I O N N o . 28		Strongly agree		Agree		Dis-agree		Strongly disagree		No opinion		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
	Strongly agree	3	4	12	17	18	25	6	8	2	3	41	57
	Agree	-	-	5	6	16	22	2	3	-	-	23	31
	Dis-agree	2	3	3	4	2	3	-	-	-	-	7	10
	Strongly disagree	-	-	-	-	-	-	-	-	-	-	-	-
	No opinion	-	-	-	-	-	-	-	-	1	2	1	2
	Total	5	7	20	27	36	50	8	11	3	5	72	100

Appendix H

Cross Tabulation of Students' Responses
in Terms of Frequency and Percentages

QUESTION NO. 7

QUESTIONS		Very good		Fair		Poor		Total			
		Fr	%	Fr	%	Fr	%	Fr	%		
QUESTION 10	Very good	28	17	70	44	29	18	5	3	132	82
	fair	9	6	9	6	6	4	-	-	24	16
	good	3	2	-	-	-	-	-	-	3	2
	Poor	-	-	-	-	-	-	-	-	-	-
Total		40	25	79	50	35	22	5	3	159	100

QUESTION NO. 14

QUESTIONS		Strongly Agree		Dis Agree		Strong disagree		No Opinion		Total			
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
QUESTION 15	Strong agree	7	4	69	43	27	16	15	8	9	6	127	77
	Agree	8	5	7	4	10	7	1	1	2	2	28	19
	Disagree	2	2	2	2	-	-	-	-	-	-	4	4
	Strong Disagree	-	-	-	-	-	-	-	-	-	-	-	-
No opinion		-	-	-	-	-	-	-	-	-	-	-	-
Total		17	11	78	49	37	23	16	9	11	8	159	100

QUESTION NO. 16

Q U E S T I O N N o . 17		Single Related Un-		Diff.		No		Total					
		& easy		Related		opinion							
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
	Single & Easy	4	3	4	3	4	3	-	-	-	-	12	9
	Related	20	13	25	15	91	56	-	-	8	4	143	88
	Un-Related	-	-	1	1	-	-	-	-	-	-	1	1
	Diff.	3	2	-	-	-	-	-	-	-	-	3	2
	No opinion	-	-	-	-	-	-	-	-	-	-	-	-
	Total	27	18	30	19	95	59	-	-	8	4	159	100

QUESTION No. 22

Q U E S T I O N N o . 23		Yes		No		Total	
		Fr	%	Fr	%	Fr	%
	YES	43	27	98	62	142	89
	NO	11	7	7	4	17	11
	TOTAL	54	34	105	66	159	100

QUESTION NO. 27

Q U E S T I O N N o . 18		Strong Agree		Dis-agree		Strong dis-agree		No opinion		Total			
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
	Strong agree	3	2	48	30	58	36	14	9	9	6	132	83
	Agree	3	2	5	3	16	10	-	-	-	-	24	15
	Dis-agree	3	2	-	-	-	-	-	-	-	-	3	2
	Strong dis-agree	-	-	-	-	-	-	-	-	-	-	-	-
	No Opinion	-	-	-	-	-	-	-	-	-	-	-	-
	Total	9	6	53	33	74	46	14	9	9	6	159	100