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**ADDIS ABABA UNIVERSITY
COLLEGE OF HUMANITIES, LANGUAGE STUDIES,
JOURNALISM AND COMMUNICATION
DEPARTMENT OF FOREIGN LANGUAGE AND LITRETURE**

**EAP SYLLABUS DESIGN, MATERIAL DEVELOPMENT AND ITS
IMPLEMENTATION: THE CASE OF COMMUNICATIVE ENGLISH
SKILLS (ENLA1011) IN SELECTED PUBLIC UNIVERSITIES**

**BY
BEDILU TEKA**

DECEMBER, 2019

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BEDILU TEKA**

**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF FOREIGN
LANGUAGES AND LITERATURE IN FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY
IN TEFL (TEACHING ENGLISH AS A FOREIGN LANGUAGE)**

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COLLEGE OF HUMANITIES, LANGUAGE STUDIES,
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DEPARTMENT OF FOREIGN LANGUAGE AND LITRETURE**

This is to certify that the thesis prepared by **Bedilu Teka**, entitled: **Eap Syllabus Design, Material Development and Its Implementation: The Case of Communicative English Skills (Enla1011) in Selected Public Universities** and submitted in fulfillment of the requirements for the Degree of Doctor of Philosophy in TEFL (Teaching English as a Foreign Language) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

Signed by the Examining Committee:

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Abstract

The main objective of this study was to examine Communicative English Skills syllabus design, material development and its implementation. In doing so, two universities were selected purposively since universities in the country were expected to offer harmonized common courses as of 2013. Moreover, as massive number, which accounts for 40% of students who have been joining public universities in Ethiopia for the last decade were enrolled to faculties/colleges/institutes/schools of engineering and technologies, it is an imperative to look into whether this EAP course is compatible with the university academic dynamics in engineering and technology as it is impractical to study trends in all fields of studies at once. The study attempted to answer the following major research questions. First and foremost, what a Communicative English Skills course design and material development looks like in universities under study was focused on. Next to this, the extent to the communicative English skills course syllabus and course materials in use were fit for purpose were given due attention. Thirdly, the degree to which pre-engineering students are good at English language skills as perceived by the learners themselves and their respective EAP teachers was also focused on as how one perceives about oneself or others affects classroom practices where there is a diverse needs, wants and lacks. Moreover, whether what EAP teachers' give priority to in the learning-teaching process really address students' needs or not was scrutinized. Furthermore, how much do English language teachers in the area under are acquainted with skills and knowledge required to become EAP practitioner is examined. Finally, whether appropriate assignment for learning is in place or not was looked into as it either makes or breaks the implementation of any course in one or the other way. To address these research objectives, four instruments of data collections which include: questionnaire, interview, classroom observation and document analysis were employed in the study. With regards to the participants of the study, 236 students (145 from ASTU University (ASTU) and 91 from Mettu University) were selected randomly out of 1,206 pre-engineering students from ASTU and out of 302 students in the same stream from Mettu University respectively in order they fill in the questionnaire. On the other hand, 31 teachers (17 from ASTU and 14 from Mettu University) were also included in the study by making use of availability sampling technique since the number English language teachers who were on job during researcher's stay in the study sites was less than 20 in both cases. Out of 31 teacher respondents, four of them, two from each university, were observed four times each to examine their actual classroom practices. Moreover, English language department heads, teachers whose classroom were observed, Communicative English Skills course book writer and curriculum officer at MoE were interviewed. Based on quantitative and qualitative analysis, the following findings were identified: though there is harmonized syllabus meant for Communicative English skills to be used in rhetoric, both universities under investigation were neither using the recommended syllabus nor designed their own syllabus and teaching materials that foster critical-pragmatic EAP. In this case, it was a commercial teaching material called 'Oxford for Career: Technology1' which was in use at ASTU. This course book a result of is a 'narrow-angle' EAP if one looks into the contents and tasks in each

unit. The other main problem this material has is that it does not have cultural and situation relevance. Opposed to trend in ASTU, EAP teachers at Mettu University were supposed to teach whatever they liked since they did not use similar inputs except the grammar points taken from College English volume-I. Teacher respondents from both universities consider as teaching productive skills is very important over teaching the receptive skills. Therefore, academic literacy and study skills related to listening and reading skills students need to develop in the university academic sphere were not given due attention. With respect to EAP teachers orientation and skills, the study depicted that majority of them were offering the course under scrutiny without taking any pre-service or in-serve trainings. Moreover, though plethora of empirical studies in the area of EAP teaching show as class size is among factors that hamper implementation of active learning techniques and continuous assessment, this problem is so evident in case of Mettu University whereby majority of pre-engineering class is above 50. Consequently, teachers in this university inclined to assessment of learning over assessment for learning. Finally, based on the findings of the study it is recommended that English language department heads should plan for periodic evaluation of effectiveness EAP courses to initiate syllabus and textbook renewal or modification. Furthermore, EAP teachers should be given trainings on the recent EAP pedagogy in pre-service and in-service modalities. On the top of these, as we are in the technological advanced era, instead of waiting for advanced English language laboratory, it seems sound to establish computer lab where listening skills inputs could be shared and made accessible to students as need be. In nutshell, it is appropriate to design EAP syllabus and course book that incorporate both feature of ESAP and EGAP to tap on the diverse target and learning needs of the students.

Keywords: *English for Academic Purpose, Syllabus Design, Course Material Development, Needs Assessment, Pedagogical orientations and skills*

CHAPTER ONE

1. Introduction

1.1. Background of the Study

Curriculum is viewed from different vantage points based on definer's lived experience and the goal of education in a given country. The culture of defining and developing curriculum perpetuates a set of basic beliefs and assumptions that include: what teaching institutions teach, how students learn, who should learn what, who should be teaching, how teaching institution's should be organized, how students should be identified or leveled; and institutions role in addressing a broader social issues (Finna and Levin 2000).

Pioneers of objective curriculum model like Tyler (1949) and Taba (1962) define curriculum as a set of intended meaning. An intended meaning in their definition means that what to be learned by individuals emanates from learners or produced in society through education. Opposed to these two scholars, Stenhouse (1975) argues that as objective driven definition of curriculum is confronted with two different strong views. According to this author; on one hand, curriculum is viewed as intention, plan or prescription. On the other hand, it is seen as existing state affairs. These show as there are two confronting views of curriculum which could be described as the curriculum study is a relationship between intention and reality.

When curriculum related issues are raised, it seems inevitable to touch up on the syllabus and teaching materials to be used for the effective implementation of a specific curriculum. Several authors have mentioned as there is a distinction between curriculum and syllabus. Among them, Allen (1984) writes:

. . . Curriculum is a very general concept which involves consideration of the whole complex [] of philosophical, social and administrative factors which contribute to the planning of an educational program. Syllabus, on the other hand, refers to [that] subpart of curriculum which is concerned with a specification of what units will be taught (as distinct from how they will be taught, which is a matter for methodology)(P61).

As stated in the quote above curriculum is a very complex entity where by philosophical, social and administrative issues of a given educational program is often stated in a broad terms. In

contrary to this, syllabus is considered as a subpart of curriculum which focuses only on what to be taught or the contents of a given course of study.

With regards to distinction between language curriculum and syllabus, Candlin (1984) states that curriculum is concerned with general statements about language learning, learning purpose, experience, evaluation, and the role and relationships of teachers and learners. Syllabus, on the other hand, is localized document which basis itself on accounts and records of what actually happens at the classroom level when teachers and learners make use of a given curriculum to their own situation (narrower definition). Nunan (1993) agrees with Candlin's idea and suggests, "Curriculum is concerned with planning, implementation, evaluation, management, and administration of education programs. And, a Syllabus, on the other hand, focuses more narrowly on the selection and grading of content" (Nunan, 1993:8).

Moreover, Richards (2001) discusses as the history of curriculum development in language teaching starts with a notion of syllabus design. And, as we know it today curriculum development began in 1960s though issue of syllabus design emerged as a major factor in language teaching much earlier. Several distinct types of language teaching syllabi have been proposed, and these different types have been implemented in various teaching situations in different eras. Krahnke (1987) mentions six types of language syllabi which include structural syllabus, notional/functional syllabus, situational syllabus, skill-based syllabus, content-based syllabus and a task-based syllabus.

With regards to importance of having syllabus, Hutchinson and Waters (1987) states as English language syllabus can play a complex role. And, in order to appropriately make use of any syllabus, one needs to be aware of different roles that a syllabus can play in the learning-teaching process. It is a common knowledge that language cannot be learnt in one go. Thus, it sounds proper to have some mechanism of breaking down the complex content and tasks into manageable units. This can be achieved by designing an appropriate syllabus which later develops to teaching material (Nunan, 1988).

This shows that as having teaching material is equally important to that of having syllabus. As stated in the preceding paragraphs, crafting an appropriate syllabus is crucial step to make the teaching learning process manageable and efficient. However, having a syllabus is not an end by

itself, so preparing a need based teaching material has an essential role in the situation where there is limited infrastructure to launch virtual as well as e-learning.

When comes to history of English language syllabus design and teaching material development in the context of Ethiopian education system, there was an adoption, but not an adaption till 1964. In this regard, Tamene (2000) writes citing Maaza(1961) as the situation before 1964 had called for employing foreign teachers and importing textbooks which were reflective of foreign culture. He further states as importing British textbooks continued till the then MEFA (Ministry of Education and Fine Arts) signed agreement with OUP (Oxford University Press) to adapt English textbooks to suit Ethiopian situation. This shows that as syllabus adoption preceded curriculum development in the history of English language teaching in the country.

The researcher of this study on his part considers that as having sound syllabuses and teaching materials are crucial in language teaching since they serve as a frame of reference for teachers and students. This is because if there is no syllabus and teaching material, it is so difficult to decide from where to start and where to end the teaching learning process. Therefore, among intricate variables which contribute to effectiveness of teaching learning process in any field of study, designing suitable syllabuses and teaching materials which are fit for purpose are the major ones in order the teaching learning process yields many folds.

To this effect, the current study focuses on English for an Academic purpose (EAP) syllabus design, material development and its implementation as it is not manageable to examine the whole English curriculum which has been offered at universities level. Consequently, this study is delimited to General English for Academic purpose (GEAP), which is competence-based in terms of its end result and branches out from English for Specific Purpose (Hyland, 2006). Specific to syllabus design and material development of EAP, Flowerdew (2005) suggests that the type of syllabus and materials to be used in the context where English is taught for specific or academic purpose should base itself on a previously conducted needs analysis which may not only examine the target situation (i.e., what learners are required to do), but also consider learning needs (i.e., how are learners best motivated to acquire the language and skills actually lack and need to have through the present situation analysis).

Despite the very old day introduction of service courses in Ethiopian higher education system, English language proficiency of the learners seem to deteriorate from time to time as far as the results of various research undertakings are concerned (Gebremedihn, 1993; Hailom 1993, Hailemichale, 1993; Mekonnen, 1998). Gessesse (1999) on his part attributes Ethiopian students low English language proficiency to their poor background at primary and secondary school education. However, little was said and done in the areas of learning experiences students lacked and situations they should be exposed to. Alemu (2004) also mentions that students prior to 1974 had a better proficiency than those after the Derge regime. His justification was that students of those days were compelled to communicate with expatriate and made to read textbooks imported from abroad. As this study focuses on communicative English language teaching practices at secondary schools in Ethiopia, the findings may not exactly reflect situation in higher institutions. His finding seems sound, but it does not clearly indicate the parameter to label whether learners before 1974 were proficient over learners after that.

Compared to EGP, few researches were undertaken on English for Academic purpose in the context of Ethiopian higher institutions (See the catalog of EFL thesis and dissertation of AAU). Among them, Hailemichale (1993), Geremew(1999) and Wondiyifraw (2013) were the only PhD dissertations in the area. Their focus were on developing service English for university students, setting requirement for the course basic writing skills and exploring the learning needs of sub-skills in reading skills respectively.

Wondiyifraw (2013) , which is the latest study among the three dissertations mentioned above, reported that comprehensive need analysis was not undertaken by scholars from Addis Ababa university who had put a great effort on producing EAP course books since 1980's. Though some researchers claim that College English volume-I and II were based on learners' need, the researcher of this study found it difficult to accept the claim as the writers of the books themselves had not mentioned anything about need analysis in the introductory note. In fact, the team who wrote College English volume-I and II had worked a lot in familiarizing communicative language teaching at university level though it questionable whether these materials could address these days students' needs, wants and lacks or not.

One can speculate that poor English language proficiency which several scholars in Ethiopia worry about might be a result of conventional wisdom and practice in the country's Education

system and elsewhere that tends to assume decisions related to input, process and output to occur in sequence_ which means each one is dependent on what precedes it. Curriculum development from this perspective; therefore, starts with a first-stage focusing on input. When decisions about content and syllabus are made; it moves on to a second-stage which focuses on methodology. Next, when the syllabus is enacted, it leads to a final-stage called an output where means are used to measure how effectively what has been taught has actually been learned. However, this view of the curriculum development does not in fact effectively reflect how language teaching has always been understood, theorized, and practiced in recent times (Richards & Rodgers, 2001).

1.2. Statement of the Problem

Teaching English language for undefined purpose or for general fluency as in traditional approach would likely fail to achieve the desired outcomes in situation where English is used as a medium of instruction as in Public universities in Ethiopia. Concerning this, Hutchinson and Waters (1987) says, ‘‘Tell me what you need English for and I will tell you the English that you need.’’ An important point of departure here is; therefore, to identify competencies required during academic study and in the world of work so as to ascertain suitable input, process and output in EAP world or context.

In connection with this, several studies show as English language courses which have been offered at higher institutions in Ethiopia in most cases failed to consider learners needs (Daniel, 2007; Kidane, 2005; Meaza, 1999; Alemu, 2004; Tesema, 2005). For instance, Daniel’s (2004) finding shows that instructors’ listening materials [listening materials prepared by instructors] were not in line with principles laid by Harmer (2001) though he did not show the impact of using this kind of material on learners’ overall language performance. Meza (1999) also found out students inability of learning vocabulary, grammar, speaking and listening skills which was attributed to learners’ poor background. However, she did say nothing about students’ ability in writing skills and reading skills which require capacity to sensitize and critically analyze academic texts respectively. Tesema (2005)’s work on its part focuses on inclusion of language skills, functions and notions in subject specific contexts when preparing course materials. He also investigated that the contents, skills and topics selection were in contradiction with learners needs though he did not inform his readers’ parameters he has used in this regard.

Furthermore, studies also show as there is the mismatch between provisions of service English language courses and what students actually need to learn (Morries, 1982; Abraham, 1993; Hailemichale, 1993; Mekasha 1994). From the latest studies , Abebe (2008) came up with the finding that indicates English language courses at university level have failed to prepare learners academically even though he did not stated what types of tasks and activities to be used in order to improve learners' performance and proficiency.

With regards to EAP and study skills, only few studies addressed it directly or indirectly. Among these, (Hailemichale, 1993; Geremew, 1999; Yirgu, 2007; Tagel, 2007) are some to be mentioned. Major findings identified by these studies put forward importance of academic literacies and study skills which include having rhetoric knowledge, developing research skills, talking examination, listening to lectures, putting questions forward, writing assignments, taking notes, reading handouts, participating in discussions, etc. Apart from showing which skills were most preferred by subjects of their studies, they did not explicitly show whether the language courses have been given based on students' need or not. The researcher of the current study has a subscription that if syllabus and teaching material are crafted 'in door', it is very difficult to know what a target situation will demand the learners after graduation, and it is at the same time very difficult to prepare and acquaint learners' with expected generic competencies.

It is a common knowledge that English is the medium of instruction in Ethiopian education system starting from grade nine which lasts to university education. And, even though it is against the language policy of the country, in most private owned schools in the metropolis; it has been serving as language of instruction starting from grade one. On the top of these, students are taking two compulsory courses in the first year of their academic venture at university level. In the first semester, they take Communicative English skills (EnLa1011) which is a pre-requisite for Basic Writing skills (EnLa1012). These two courses have 5ECTS each and 135 hour work load as indicated in nationally harmonized course guide book (MOE, 2011/12). Among these two courses, the focus of this study is on Communicative English skills.

A communicative English skills course is a course of generic competency as stated in the modular curriculum, which was endorsed as of 2011/12. In rhetoric, this modality gives due attention to producing competent graduate though the actual practice is questionable. Thus, the service this EAP course ought to give shall go behind a leap service and play a vital role which is

compatible with the course name (Communicative English Skills) coined for it. In this regard, the most widely expressed view today by university academic staffs and students is that as there is disparity between the common discourse and practical reality in preparing students to the very demanding and rapidly changing academic environment by offering this course. And, if this course is regarded as a requirement, it is all about wasting human and material resources without having a sound purpose to be attend. Furthermore, one can also see as there is felt mismatch between the course objectives and students' work load distribution. Out of 135 hours allotted to the course, 48, 37 and 50 hours is distributed for lecture, tutorial and self-study respectively by giving practical language lab session a null. Decade ago, students at older universities were taken to language lab in order they develop their listening skills and other sub-skills; however, currently there is no room for this kind practice (Refer to Communicative English skills course guide book). If an alternative and an advanced means are not in place to expose students to different listening inputs and tasks, it is reasonable to question whether the syllabus meant for EnLa(1011) gives equal weight for all language skills or not.

The major course book recommended for this course is College English volume –I, which was designed two decades ago. Having course book in itself does not guaranty the effectiveness of the course unless contents, tasks and optional methodologies are revisited periodically as something noble five years back might not appropriately serve as a vehicle in teaching learning process of the course under investigation. Furthermore, in the common course module, EnLaM (1011) few crud objectives are stated although the minimum learning standards are not specified. Among these, it reads under module description, “....the course focuses on the development of communication skills of the students both in academic and non-academic contexts. As a result, it has a big contribution to the success of students in their other university courses.” What both academic and non-academic environment calls for these days and twenty years ago is not one and the same. For instance, it was inspiring to the theme *AIDS*, which is the second unit in the College English volume- I twenty years back when issues related to this disease was noble. Despite this time gap, it is the second unit of the nationally harmonized course content without any modification when we hear and see scaring pandemics breasting out here and there. (Course Guide Book for EnLa(1011)). When one trace back fifteen or twenty years and see high school English text books meant for Ethiopian students which were prepared focusing on basic tenets of structural linguists, it was a great move to introduce a common-core teaching material like

college English I and II at university or college level. However, today high school and preparatory students are exposed to teaching material or textbooks which were prepared by taking in to account issues in communicative language teaching though different scholars claim the practice is still the same. Therefore, it an imperative to look in to the link between preparatory and university English courses to make communicative English Skills course becomes highly fit for intended purpose.

Equally, important issue is related to who should teach EAP courses at university level on the basis of pedagogical and subject matter rationales. At this point, it is very critical to question whether EAP teachers have an appropriate orientation and skills of adapting teaching materials and effectively offer communicative English course in this technological advanced age is also one area of focus.

Moreover, the modular approach which was introduced as of 2011/12 states in the harmonized curriculum as learning- teaching process should give due attention to capability which is in the form of cluster of knowledge, skills and values that shall be evaluated periodically at course level so as to check its effective implementation (MOE,2011/2). In connection with this, examining a given curricula spiral has been argued to have many benefits. According to Jackson (2005), curriculum appraisal should be undertaken in order to ensure whether learners' needs are adequately addressed or not. The English for Academic Purposes (EAP) course provision; therefore, is expected to undergo continuous evaluation and renewal in order to make it effective and responsive to the present and future needs of the learners.

To put it in a nutshell, the initiative and aspiration to undertake this study has emanated from the researcher's teaching experience in the university, and his further reading on nature of EAP syllabus design, material development and its implementation. Hence, the current study aims at investigating 'what was?'; 'What is? , and 'what ought to be?' of EPA syllabus design, material development and its implementation in Public universities of Ethiopian with a vigilant focus on Communicative English Skills.

1.3.Objectives of the Study

The major objective of the study was examining EAP syllabus design, material development and its implementation at Mettu, and Adama Science and Technology University. And, specifically the study attempted to:

- describe communicative English skills syllabus design and material development practices in universities under study.
- evaluate fitness for purpose of communicative English Skills course book/s in use.
- look into students' perceived level of English language proficiency.
- ascertain whether what EAP teachers' give priority to in the learning-teaching process really address students' needs or not.
- disclose teachers' pedagogical orientation and skills of handling communicative English skills.
- examine the extent to which assessment for learning is practical so as to upsurge students' performance

1.4.Research Questions

In order to attain the objectives stated above, the following basic research questions are answered:

1. What does Communicative English Skills course design and material development looks like in universities under study?
2. To what extent communicative English skills course materials in use by universities under study are fit for purpose?
3. Where does students' English language level of proficiency lays as perceived by EAP teachers and the learners themselves?
4. To what degree do what teachers' give priority to in the actual learning-teaching process are compatible with students' needs?
5. What are skills and knowledge required to become communicative English skills teacher?
6. To what extent assignment for learning is in place in order to boost students' performance?

1.5. The Significance of the Study

Studying syllabus design, material development and implementation of communicative English skills benefits students, teachers, researchers, universities and MOE in several ways. For instance, the result of the study may help decision makers to re-think on the education system in the country and make a reasonable amendment by considering importance of EAP syllabus design and its implementation in today's academic dynamism. Moreover, it also addresses factors those might hamper effective implementation of communicative English skills (EnLa1011), and possible ways of curving them. Furthermore, it may also serve as a supporting document for those who are interested to carry out further study in the area.

1.6. Delimitation of the Study

Since the focus of the study is to deeply investigate the context, input and process in the provision of EAP course, it only compares experiences and realities in Mettu and Adama universities in detail. The rationale for selecting Mettu University is that it is the place where the researcher works, and Adama University is included in the study as it is the university under Science and Technology till very recently. Selection of these universities is made to make an analogy between comprehensive university and university which focuses on few specialties. The participants of this study is also delimited to Pre-engineering students, English language teachers, English language department heads, College English volume-I writers and English language curriculum officers at MoE.

1.7. Limitations of the Study

The main limitation of this study is that in examining students' level of proficiency, questionnaire is the only instrument of data collection employed. In other words, what was dealt with was subjective evaluation or perceived students' English language proficiency. It may be preferable to support these data with a variety of measurement tools like achievement tests which was not used in this study. Thus, other can work on this area by taking into account the target and situation needs analysis matrices as this could be an independent study in itself.

A second limitation might be about lack of co-observer. Some researchers tend to report as they have used co-observer without doing that since it is procedurally essential. However, in this study, though attempt was made to do so, there was no one was free and willing to be a co-

observer. As the study took too much time because of conditions beyond researcher's control, the newly endorsed curriculum is not the focus of the study. Last of all, the results may give an insight to other universities, but may not be generalized into other contexts in the country.

1.8. Definitions of Terms

Competency: cluster of skills, attitudes and underlying knowledge that allows an individual to perform tasks.

Generic Competence: It is a competence required in different field of specializations.

Domain Specific Competence: It is a competence in a given field of specialization.

Models: patterns serving as guidelines into action in educational activities.

'In door': Designing syllabus based on expertise knowledge without including others organs says or needs

Syllabus is the document encompasses specific language teaching programs which include issues related to the structuring of the units, optional methodology to be used to deliver the content, and the format, presentation and assessment of the content.

Teaching material: It means course book, not other inputs that could possibly be used in language classes.

1.9. Acronyms

ASTU: Adama Science and Technology University

CBLT: Competency Based Language Teaching

CLT: Communicative Language Teaching

EAP: English for Academic Purpose

EGP: English for General Purpose

EOP: English for Occupational Purpose

ESP: English for Specific Purpose

ESP: English for Specific Purpose

EST: English for Science and Technology

HESC: Higher education strategic center

MEFA: Ministry of Education and Fine Arts

MoE: Ministry of Education

MoSHE: Ministry Of Science and Higher Education

NA: Needs Analysis

PSA: Present Situation analysis

TSA: Target Situation analysis

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. What is Curriculum?

Curriculum is an educational 'blue print', which involves administrative factors contributing to the planning of a program (Allen, 1984). It is also defined as the overall rationale for an educational program of a given institution which include planning, procedures for the implementation of the plan, and student's experiences in the learning process" (Kelly, 1989: 14). Furthermore, a curriculum is described as "an educational program which describes the purpose of the program, the content, teaching procedures, and learning experiences necessary to achieve the purpose, and ways for assessing the program" (Richards and Platt, 1992: 94).

Thus, developing programs of study, availing learning and teaching resources, preparing lesson plans, conducting assessment and teacher education are all based on curriculum. Curriculum and curriculum development at first glance appear to be of chief concern to educators, governments and parents, and both have relevance and impact on the development of communities and prosperity. According to De Coninck (2008), curriculum, more than ever before, is now viewed as being at the center of daily life and the responsibility of society as a whole.

2.2. Competence Based Education

According to Parhalad and Hamel (1990), in practice two types of competences can be distinguished. These are general competences or generic competencies (transferable skills) and subject specific competences (theoretical, practical and/ or experimental knowledge and subject related skills) abilities or domain specific competencies. Generic competencies are needed in all domains within a profession and out of the profession which functions in varied situations whereas domains specific competencies are cluster of knowledge, skills and attitudes within specific content domain related to the profession (ibid).

The ability to perform up to established expectations is the criteria by which a professional is deemed to be competent. In general, what is new in Competence Based Education is that all educational activities are aimed at producing competent graduates who are able to act competently in their later professional practices. The subject related theoretical and practical

and/or experimental knowledge includes the actual contents that are specific to factual knowledge related to the field of study (Van der Linden & Mendonca, 2006:37-51).

Learning outcomes and general academic (generic) competences and subject related competences have shown us that approaches to teaching, learning and assessment have an impact on the workload required to achieve the desired learning outcomes. These days, the higher education sector has been internationalized; institution and disciplines are expected to compete on a global level. Defining learning outcomes in these universal standards is the base for competence based education; and as establishing the national and international educational quality assurance system is so essential (MOE 2011/2).

There are three fundamentally different characteristics that may emerge when we compare Competence Based Curriculum to the traditional ones. These are: first, Competence Based Curriculum explicitly maps the specific needs of the local and international community to a set of competencies for the workforce to be educated or trained. This means that it guides decisions about what graduates of the educational programs must be able to do in order to address the key professional issues of the community. Second, Competence Based Curriculum uses identified expectations to be developed and implemented through learning experiences (the curriculum) designed to produce the desired knowledge, skills and values. It also uses the same set of competencies to develop critical assessment programs to determine the extent to which they are internalized (MOE, 2011/12).

Van (1999) discusses that developing procedures that help us to combine and integrate the World of Knowledge and the World of Work in teaching is the major challenge in competence based curriculum approach of Higher Education. In the design and development of a Competence Based curriculum, determining the needed competencies is a first step. This can be done by a Wisdom of Practice approach. Permanent communication with the world of work to define what competent graduates should show is the better approach to be followed. In competence based curriculum, learning has to be organized (thematic teaching, problem-based learning, project oriented learning, simulated companies) in a virtual learning environment focusing on student career development of already defined competencies (Larry and et al., n.d.).

Accordingly, MOE (2011/12) states as all programs should focus on outcomes that have to be extracted from the external standards to define curriculum for a specific program. The definition of what is to be learned is in the form of statements of demonstrable behaviors which is formulated by creating minimum performance standards. Hence, assessments are aligned with curriculum which in turn is aligned to the standards as in a real world. Ensuring the effective implementation of curriculum and assessment on the other hand requires developing appropriate instructional materials to support learning activities which include textbooks, workbooks, and so forth. In addition, instructors need to be trained in how to use the new materials since the methodology of competency- based curriculum requires shifting from teacher-centered to student-centered approaches (Lorna & Joseph, 2005).

2.2.1. Competence and Performance in Language Learning

The term “competence” is derived from the concept of “performance” which was first proposed by Chomsky in the 1960s. Chomsky (1965) used the term competence to indicate what underlies the concrete behavior, or performance. The term was originally derived from his distinction between ‘*competence*’ and ‘*performance*’. The former is the linguistic knowledge of the idealized native speaker or an innate biological function of the mind that allows individuals to generate the infinite set of grammatical sentences that constitutes their language, and the latter is the actual use of language in concrete situations.

Campbell and Wales (1970) pointed out that Chomsky’s competence definition has omitted the most important linguistic ability to produce or understand utterances which are not so much grammatical but more important and appropriate to the context in which they are used. And, by “context” they mean both the situational and verbal context of utterance. Habermas (1970) also criticized Chomsky view and gave his own understanding that in order to participate in normal discourse the speaker must be acquainted with basic aspects of speech and symbolic interaction (role-behavior) at his disposal.

Hymes (1972) agrees with the view of Campbell and Wales arguing that besides a linguistic competence that the native speaker can have there is a rule system without which the grammar would be useless. That is what the speaker knows intuitively as socially appropriate or inappropriate discourse which helps him or her to adjust his or her language use to factors such as topic, situation, and human relations. Hymes also considers Chomsky’s monolithic, idealized

notion of linguistic competence as inadequate. Hence, he introduced the broader, more elaborated and extensive concept of communicative competence, which includes both linguistic competence and implicit and explicit knowledge of the rules of grammar, and contextual or sociolinguistic knowledge of the rules of language use. He views communicative competence as having the following four types: what is formally possible, what is feasible, what is the social meaningful and what actually occurs.

Halliday (1973) developed a socio-semantic approach to language and the speaker's use of language. He proposed a notion of "meaning potential" which relates behavior potential to lexico-grammatical potential which include what the speaker can do, can mean and can say. Therefore, a social theory determines behavior options (what the speaker can do) which are translated linguistically as semantic options (what he can mean) which are decoded as options in linguistic forms (what he can say).

Canale and Swain (1980) also defines that communicative competence in the context of second language teaching as a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social settings to perform communicative functions, and knowledge of how utterances and communicative functions can be combined according to the principles of discourse.

After Hymes, the concept of communicative competence continued to develop. Though not all would define it in exactly the same way, a generally accepted definition began with the idea that communicative competence entails knowing not only the language code or the form of language but also what to say, to whom and how to say it appropriately in any given situation. This means that it deals with the socio-cultural knowledge that speakers are presumed to have which enables them to use and interpret linguistic forms (Dubin & Olshtain, 1986).

The latest and most comprehensive theory of communicative competence which comes from Bachman (1990) that argues language competence includes the acquisition of both the knowledge of grammar rules and that of how to achieve communication. For him, the use of language is a dynamic process that is enhanced by the components of language competence.

2.3. The Language Curriculum

Language curriculum is an overall program which includes teaching objectives, specification of contents, learning activities that aim to achieve the objectives, ways to measure learning achievements, and evaluation of each aspect of the curriculum. A language curriculum design can also be seen as a kind of writing activity and usefully be studied as a process. The typical sub-processes of the writing process (gathering ideas, ordering ideas, ideas to text, reviewing, editing) can be applied to the curriculum design, but it makes it easier to draw on the current curriculum design theory and practice if a different set of parts is used (Nation and Macalister, 2010: 1).

Curriculum design consists of three outside circles and a subdivided inner circle. The outer circles (principles, environment, needs) involve practical and theoretical considerations that will have a major effect in guiding the actual process of course production. It is obvious that there are wide ranges of factors to be considered when designing a course. These include the learners' present knowledge and lacks, the resources available including time, the skills of the teachers, the curriculum designers' strengths and limitations and principles of teaching and learning are some to be mentioned. If factors such as these are not considered, then the course may be unsuited to the situation and learners for which it is used, and it may be ineffective and inefficient as a means of encouraging learning. In the curriculum designing process, these factors are considered in three sub-processes: environment analysis needs analysis and application of principles (Nation and Macalister, 2010).

In language teaching, there are also three common models of curriculum (Nunan, 1988c; Finney, 2002). The first is the content model. This model suggests that the focus of the curriculum is on the content of what is to be learned. It is dominantly used in the structural linguistic based syllabus design in which the syllabus contains grammatical knowledge or language of the forms. The purpose of this curriculum model is mostly to teach structure of the language.

The second model is objective model. This model begins with the objectives of teaching-learning. And, learning is defined as a process which will result in observable behavioral changes which can be measured in terms of behavioral objectives. In language teaching, behavioral objectives imposes restrictions on the cognitive and affective aspects of learning (Tumposky,

1984), and it is difficult to determine the objectives of the expressive and creative functions of language (Clark, 1987).

The third model is the process model. This model deals with humanity values. The purpose of learning in this case is to enable the students develop self-confidence and esteem. It is concerned with the development of understanding, not just the passive understanding of knowledge or acquisition of specific skills. The goals of this curriculum model are defined in terms of the processes and procedures through which an individual develops understanding and awareness and acquires the skills for future learning. This model makes use of learner needs and interests in learning teaching process. It also underlies the process of curricula development such as those used in the Bangalore project (Prabhu, 1987) or task-based language teaching (Long and Crookes, 1992).

2.3.1. The Syllabus Design

Etymologically syllabus means a 'label or 'table of contents'. Wilkins (1981) points out: "syllabuses are specification of the content of language teaching which have been submitted to some degree of structuring or ordering with the aim of making teaching and learning a more effective process". Each type of syllabus offers alternative answers to the question: What does a learner of a new language need to know, and what does a learner need to be able to do with this knowledge? (Breen, 1987, p. 85). To design a syllabus is to decide what gets taught and in what order.

“Syllabus” is defined by Richards (2001, p.2) as “a specification of the content of a course of instruction [which] lists what will be taught and tested”. White (1988, p.3), citing Brumfit (1984) further notes that a syllabus “can only specify what is taught; it cannot organize what is learnt. Such an assertion reflects the sentiment echoed by the likes of Brown (2007, p.297) who states “it is important to distinguish between input and intake. The latter is the subset of all input that actually gets assigned to our long-term memory store.” A syllabus may hope to form the vast majority of a learner’s intake, but cannot hope to specify precisely what is actually learnt or acquired by any given student in any particular course. Syllabus design is thought to be based essentially on a decision about the 'units' of classroom activity, and the sequence in which they are to be performed (Robinson, 1998).

According to Webb (1976), syllabus design is understood as the organization the selected contents into an ordered and practical sequence for teaching purpose His criteria for syllabus design include: progress from known to unknown matter, appropriate size of teaching units, a proper variety of activity, being teachable, creating a sense of purpose for the student.

2.3.1.1. Types of Syllabuses

Historically, different approaches to language teaching based on different principles and conceptions about acquisition and learning have triggered different types of syllabi, have assigned different roles to the learner, and have promoted variety of methodologies and classroom practices. A great divide has traditional existed between models which argue that decisions in syllabus construction should be motivated by findings in Second Language Acquisition (Long, 198 Long & Crookes, 1992; Robinson, 1998; Skehan, 1998) and those that suggest criteria which are not necessarily informed by Second Language Acquisition(SLA) (Ellis, 1997; Nunan, 1989; Willis, 1990).

Various types of approaches to syllabus design have employed different unit there are structural, functional and notional, skills, communicative, and task-bas syllabuses. However, there have been continuous attempts to categorize them in two main strands (Wilkins, 1976; White, 1988; Long and Crookes, 1992, 1993).

Wilkins (1976) was the one who first drew attention to the distinction between synthetic and analytic syllabuses. He described the synthetic approach as language teaching strategies is one in which the different parts of language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up. In contrast to synthetic syllabus , analytic syllabuses are organized in terms of the purposes or which people are learning language and the kinds of language performance that are necessary to meet those purposes (Wilkins 1975).

White (1988) recognizes two types of syllabuses namely Type A and Type ‘B’. According to him, Type ‘A’ syllabi are concerned with what should be learned. Without considering who the learners may be or how languages are acquired, they determine a series of objectives and they ‘pre-package’ the language by dividing it into small, discrete units. They are product-oriented, so they evaluate the outcomes in terms of mastery of the language. All synthetic syllabi are

considered Type 'A' syllabi. Type 'B' syllabi; on the contrary, are concerned with how the language is learned and how this language is integrated with learners' experiences. The different elements of the syllabus emerge from a process of negotiation between learners and teachers; they are oriented toward the process; and evaluation criteria are set by the learners themselves (Long & Robinson, 1998).

Nunan (1988) states that product-oriented syllabuses are those in which the focus is on the knowledge and skills which learners should gain as a result of instruction (the product or the end), while process syllabuses are those which focus on the learning experiencing themselves (the processes toward the end).

2.3.1.1.1. Product Oriented Syllabus

Product-oriented syllabuses emphasize the product of language learning and are prone to intervention from an authority. In these syllabuses different parts of language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure has been built up . . . At any one time the learner is being exposed to a deliberately limited sample of language (Wilkins, 1976, p. 2). Syllabuses with the synthetic approach emphasize the product of language learning and are prone to intervention from an authority.

A .The Structural Approach

Historically, the most prevalent of syllabus type is perhaps the grammatical syllabus in which the selection and grading of the content is based on the complexity and simplicity of grammatical items. The learner is expected to master each structural step and add it to her grammar collection. As such the focus is on the outcomes or the product. One problem facing the syllabus designer pursuing a grammatical order to sequencing input is that the ties connecting the structural items maybe rather feeble. A more fundamental criticism is that the grammatical syllabus focuses on only one aspect of language, namely grammar, whereas in truth there exist many more aspects to language. Finally, recent corpus based research suggests there is a divergence between the grammar of the spoken and of the written language; raising implications for the grading of content in grammar based syllabuses.

B. The Situational Approach

Limitations in the structural approach led to an alternative approach where the point of departure became situational needs rather than grammatical units. Here, the principal organizing characteristic is a list of situations which reflects the way language and behavior are used every day outside the classroom. Thus, by linking structural theory to situations the learner is able to induce the meaning from a relevant context.

One advantage of the situational approach is that motivation will be heightened since it is "learner- rather than subject-centered" (Wilkins.1976: 16). However, a situational syllabus will be limited for students whose needs were not encompassed by the situations in the syllabus. This dissatisfaction led Wilkins to describe notional and communicative categories which had a significant impact on syllabus design.

C. The Notional-Functional Approach

Wilkins' criticism of structural and situational approaches lies in the fact that they answer only the 'how' or 'when' and 'where' of language (Brumfit& Johnson, 1979:84). Thus, the starting point for a syllabus is the communicative purpose and conceptual meaning of language i.e. notions and functions, as opposed to grammatical items and situational elements which remain but are relegated to a subsidiary role.

In order to establish objectives, the needs of the learners will have to be analyzed by the various types of communication in which the learner has to confront. Consequently, needs analysis has an association with notional-functional syllabuses. Although needs analysis implies a focus on the learner, critics of this approach suggest that a new list has replaced the old one. Where once structural/situational items were used a new list consisting of notions and functions has become the main focus in a syllabus. White (1988:77) claims that "language functions do not usually occur in isolation" and there are also difficulties of selecting and grading function and form. Clearly, the task of deciding whether a given function (i.e. persuading), is easier or more difficult than another (i.e. approving), makes the task harder to approach.

The above approaches belong to the product-oriented category of syllabuses. An alternative path to curriculum design would be to adopt process oriented principles, which assume that language can be learnt experientially as opposed to the step-by-step procedure of the synthetic approach.

2.3.1.1.2. Process-Oriented Syllabuses

Process-Oriented Syllabuses, or the analytical approach, developed as a result of a sense of failure in product-oriented courses to enhance communicative language skills. It is a process rather than a product. That is, focus is not on what the student will have accomplished on completion of the program, but on the specification of learning tasks and activities that s/he will undertake during the course.

A. Procedural or Task-Based Syllabus

Prabhu's (1979) 'Bangalore Project' is a classic example of a procedural syllabus. Here, the question concerning 'what' becomes subordinate to the question concerning 'how'. The focus shifts from the linguistic element to the pedagogical, with an emphasis on learning or learner. Within such a framework the selection, ordering and grading of content is no longer wholly significant for the syllabus designer.

Arranging the program around tasks such as information- and opinion-gap activities, it was hoped that the learner would perceive the language subconsciously whilst consciously concentrating on solving the meaning behind the tasks. There appears to be an indistinct boundary between this approach and that of language teaching methodology, and evaluating the merits of the former remain complicated.

A task-based approach assumes that speaking a language is a skill best perfected through practice and interaction, and uses tasks and activities to encourage learners to use the language communicatively in order to achieve a purpose. Tasks must be relevant to the real world language needs of the student. That is, the underlying learning theory of task based and communicative language teaching seems to suggest that activities in which language is employed to complete meaningful tasks, enhances learning.

B. Learner-Led Syllabuses

The notion of basing an approach on how learners learn was proposed by Breen and Candlin (1984). Here the emphasis lays with the learner, who it is hoped will be involved in the implementation of the syllabus design as far as that is practically possible. By being fully aware of the course they are studying it is believed that their interest and motivation will increase, coupled with the positive effect of nurturing the skills required to learn.

However, as suggested earlier, a predetermined syllabus provides support and guidance for the teacher and should not be so easily dismissed. Critics have suggested that a learner-led syllabus seems radical and utopian in that it will be difficult to track as the direction of the syllabus will be largely the responsibility of the learners. Moreover, without the mainstay of a course book, a lack of aims may come about. This leads to the final syllabus design to be examined; the proportional approach as propounded by Yalden (1987).

C. The Proportional Syllabus

The shift from form to interaction can occur at any time and is not limited to a particular stratum of learnability. As Yalden (1987) states, it is important for a syllabus to indicate explicitly what will be taught, "Not what will be learned"(p87). This practical approach with its focus on flexibility and spiral method of language sequencing leading to the recycling of language seems relevant for learners who lack exposure to the target language beyond the classroom.

It is commented that although there has been a preference for particular methods at different times, methods often continue in some form long after they have fallen out of favor. This remark is true regarding the grammar translation approach that is still alive in some parts of the world. Mary Finocchario (1983) claims that the grammar translation approach was inherited from the teaching of Latin, a language that was only taught for passive use. "Course designers who carefully consider the various approaches to syllabus design may arrive at the conclusion that a number of different ones are needed and are best combined in an eclectic manner in order to bring about positive result" (Dubin & Olshtain, 1997: 2).

2.3.2. Procedure for Curriculum Development and Syllabus Design

Theories for a curriculum development process may vary from one to another depending on the views and beliefs of the curriculum designers. In the field of education in general, the conventional view of curriculum development basis itself one that is derived from Tyler and Taba (cited in Olive, 1982). Their models of curriculum development are prescriptive and linear covering several steps that begins with formulation of learning objectives. Next setting objectives, content selection, task analysis, design of learning activities, and evaluation as the end-of-process activity in which one comes after other. With regards to procedures to be followed in designing and developing language curriculum and syllabus, four models are presented in the table below:

Table 1: Models of English Language Syllabus Design and Curriculum Development

No	Richards (1984)	Nunan (1988c)	Johnson (1989)	Finney (2002)
1	Needs analysis	Needs analysis	Curriculum policy	Curriculum policy and objectives
2	Objectives	Goals and objectives	Needs analysis and objectives	Needs analysis
3	Syllabus design	Syllabus design	Syllabus design	Syllabus design
4	Methodology	Methodology	Methodology	Methodology
5	Evaluation	Evaluation	Evaluation	Evaluation

The third step in the models above is the syllabus design. And, methodology comes fourth. In all frameworks listed in the table, evaluation is the last step. In summary, the curriculum development process comprises activities such as determining curriculum policies, identification of learner needs, setting goals, and objectives, designing the syllabus, methodology, and evaluation. Most importantly, according to Johnson (1989), an evaluation process should be an on-going activity and must take place at all stages of a curriculum planning.

2.3.3 ESP Syllabus Design

2.3.3.1 The Origin of ESP

Certainly, a great deal about the origins of ESP could be written. Notably, there are three reasons commonly traced to the emergence of ESP: the demands of a Brave New World, a revolution in linguistics, and focus on the learner (Hutchinson & Waters, 1987). These writers also note those

two key historical periods breathed life into ESP. First, they state as what the end of the Second World War brought with it saying, " ... age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale for various reasons and most notably the economic power of the United States in the post-war world, the role [of international language fell] to English" (p. 6). Second, the Oil Crisis of the early 1970s resulted in Western money and knowledge flowing into the oil-rich countries, and the language of this knowledge became English. The second key reason cited as having a tremendous impact on the emergence of ESP was a revolution in linguistics, so these groups began to focus on the ways in which language is used in real communication.

Carter (1983) in this regard states that the main characteristics of the ESP are purpose based orientation, authentic material and self-direction in its teaching learning process. The purpose driven orientation is concerned with presenting and practicing particular communicative tasks in the classroom which are required in the target situations. The first characteristic (purpose-related orientation) is plausible, but the latter one (authentic material) needs to be treated carefully. This happens when the ESP students' proficiency level may be low and not ready to absorb authentic material. Finally, self-direction refers to the learners' readiness, which means that ESP enables students' to become language users.

Among revolutionary linguists, Hyland (2002) states, "Essentially ESP rests on the idea that we use language to accomplish purposes and engage with others as members of social groups" (p. 391). Hutchinson and Waters (1987) also argues, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (p. 19). According to them, when asked, 'What is the difference between EGP and ESP?' The answer is in theory nothing, but in practice a great deal. This means that the boundary between EGP and ESP has become quite blurred. However, Hyland (2002) insists that there are huge differences between different disciplines. Hence, general English cannot help students to function effectively in their field of study. Thus, he remarks that the discourses of the academy do not form an undifferentiated, unitary mass but from varieties of subject-specific literacy.

According to Hutchinson and Waters (1987), though English had previously decided its own destiny, it is now become subject to the wishes, needs and demands of the learners. They also pointed out that one significant discovery was in the ways that spoken and written English vary.

In other words, given the particular context in which English is used, the language to be used will change. If language in different situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible.

2.3.3.2. English for Academic and Occupational Purpose Syllabus Design

English for Academic purpose (EAP) courses deal with teaching English with specific aim of helping learner to study, conduct research or teach in that language. As indicated in Flowerdew and Peacock (2001), EAP is normally considered to be one branch of English for specific purpose, and the other being English for Occupational purpose(EOP). Each of these major branches is then sub divided according to the disciplines or occupations with which they are concerned. Thus, EAP may be divided into English for Biology, English for Economics, and English for Engineering, etc. and EOP branches out into English for pilots, English for doctors, English for bank employees, etc.

A question that often arises in designing EAP courses concerns with the level of specification to which they should be adopted. Some argue that at lower levels of general English competence learners could not be ready for discipline-specific language and learning tasks while others argue that the most cost effective teaching is which focuses on the immediate specific needs confronting learners in their disciplines. According to Flowerdew and Peacock (2001), there are number of problems with common core hypothesis. The common core is a formal system, divorced from meaning and use since meaning is determined by context. Therefore, if meaning is to be incorporated into the common core hypothesis, it is possible to escape from the notion of specific varieties. However, mastery of language system whether or not it is claimed to be part of common core or not, must take place within the context of a specific variety or varieties (Bloor and Bloor, 1986).

Be it EAP or EOP, course design starts with needs analysis (Elliott, 1998; Gillet, 1989; More, 2001; Nunan, 1991), which is conducted at several levels: at the level of a students', at institution, educational setting, and administrative, political and cultural levels (Kennedy, 1988). Needs analysis is a component of a system approach and it can be defined as procedures that are carried out in order to get information about students' wishes (Richards, 2001).

2.3.3.3. Needs Analysis in Designing EAP Syllabus and Material

Needs Analysis (also known as Needs Assessment) is a means of defining as precisely as possible the learners' language needs and understanding what they think they can obtain from the language course. It has a vital role in the process of designing and carrying out any language course, be it English for Specific Purposes or a General English course, and it centrally has been acknowledged by several scholars and authors (Munby,1978; Hutchinson &Waters, Robinson, 1991; Johns,1991; Jordan,1997; Dudley-Evans & St.John, 1998).

The idea of focusing on learners' needs originated in the 1970s resulting from the interest in the design of a language course that could satisfy individual and social needs (Palacios, 1992); its development evolved in association with the teaching of languages for specific purposes. The term needs analysis has been the principal method for determining what to include in ESP/EAP curricula (Bensch 1999). Richards (2001: 51) defines the term needs analysis as: 'procedures used to collect information about learners' needs.'

Clearly, the role of needs analysis in any EAP course is unquestionable. Language needs analysis (LNA) has traditionally been a pillar of EAP course design. As Hyland (2006) argues the use of systematic means to define the specific sets of skills, texts, linguistic forms, and communicative practices that a particular group of learners must acquire is central to ESP, in forming its syllabi and materials and underlining its pragmatic engagement with occupational, academic, and professional realities.

Hutchinson and Waters (1987:53) argue, 'What distinguishes EAP from General English is not the existence of a need as such but rather an awareness of the need.' Accordingly, "If learners, sponsors and teachers 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 of what potential can be exploited" (ibid).

Dudley-Evans and St-John (1998) state needs analysis as professional information about the learners. These include: tasks and activities learners will be using English for, which is named as target situation analysis or objective needs. Moreover, they consider needs analysis as the process through which personal information such as wants or subjective needs are identified. Furthermore, these authors consider needs analysis as the process of deciding what students have

to learn by gathering information related to linguistic, genre and discourse. And, later determining what is expected out of the course and at the same time establishing how the course will be administered and run.

Another way to look at needs is to make a clear cut division between present knowledge/required knowledge, objective/subjective needs, and perceived/felt needs (Dudley-Evans and St-John 1998). The difference between present and required knowledge goes back to the gap between present know-how and what the target situation demands. The difference between objective/subjective and perceived/felt needs lies in the nature of data based on the nature of sources used to collect the data required for needs analysis by using outsiders and/or insider's views. For example, tests are used to elicit objective needs and interviews are used to identify the subjective ones. Very roughly, lacks fit into present knowledge, necessities fit into required knowledge, and wants fit into subjective needs (ibid).

Needs analysis might be done before a course starts, at the beginning of a course, while the course is ongoing and at the end of a course if it is going to be repeated with a different group of learners (Nation and Macalister, 2010). It is especially at this point that needs analysis tends to be circular, shaping and reshaping the future courses and adding to their efficacy. In general, needs analysis is often categorized as target situation and present situation analysis which is going to be discussed separately hereunder.

I. Target Situation Analysis

The term, "Target Situation Analysis" (for short TSA) was first introduced by Chambers (1980: 29). For him TSA is "communication in the target situation." TSA is a form of needs analysis, which focuses on identifying the learners' language requirement in the occupational or academic situation they are being prepared for (West, 1994). Robinson (1991:8) argues that a needs analysis, which focuses on students' needs at the end of a language course can be called a TSA.

In his work, Munby (1978) introduced Communicative Needs Processor (for short CNP). In Munby's CNP, the target needs and target level performance are established by investigating the target situation, and his overall model clearly establishes the place of needs analysis as central to ESP. He presents a Comprehensive Data Bank (for short CDB), comprising a set of parameters

within which information on the students' target situation can be plotted. The model formulated by Munby has widely been studied and discussed. Comprehensive data banks are among its useful features. For example, micro-skills and attitudes can be used as checklists for the resultant syllabus.

Dudley-Evans and St-John (1998: 125) define TSA as: "Tasks and activities that learners will be using English for target situation." According to them, TSA includes objective, perceived and product-oriented needs. They explain that the objective and perceived needs are derived by outsiders from facts, from what is known and can be verified. Therefore, as to them to be able to spell English words correctly is an objective/perceived need. Product-oriented needs are derived from the goal or target situation.

II. Present Situation Analysis

Present Situation Analysis (for short PSA) may be posited as a complement to target situation analysis (Robinson, 1991; Jordan, 1997). If target situation analysis tries to establish what the learners are expected to be at the end of the language course, present situation analysis attempts to identify what they need at the beginning, or when the course is on progress. According to Robinson (1991), PSA seeks to establish what the students look like at the start of their language course by investigating their strengths and weaknesses. Dudley-Evans and St-John (1998) also state that PSA estimates strengths and weaknesses in language, skills, learning experiences of the learners. The PSA can be carried out by means of established placement tests or Diagnostic test in most cases. However, the background information, level of education, etc about learners can provide us with enough information about their present abilities to some extent.

According to McDonough (1984), PSA involves "*fundamental variables*", which must be clearly considered before the TSA. In practice, one is likely to seek and find information relating to both TSA and PSA simultaneously. Thus, needs analysis may be seen as a combination of TSA and PSA and within the realm of EAP. One cannot rely either on TSA or PSA as a reliable indicator of what is needed to enhance learning and reach at the desired goals.

2.4. The Roles of ESP Practitioner

As ESP teaching is extremely varied, authors like (Dudley-Evans and St John, 1998) use the term “practitioner” rather than “teacher” to emphasize that as ESP work involves much more than teaching. Thus, ESP practitioner can have the following roles.

1. The ESP practitioner as a teacher of ESP is a practical discipline with the most important objective of helping students to learn. However, the teacher is not the primary knower of the carrier content of the material. The students, especially where the course is specifically oriented towards the subject content or work the students are engaged in may know more about the content than the teacher. The teacher has the opportunity to draw on students’ knowledge of the content in order to generate communication in the classroom. When the teaching is a specific course on; for example, how to write a business report, it is vital that the teacher adopts the position of the consultant who has the knowledge of communication practices but needs to “negotiate” with the students on how best to explore these practices to meet the objectives they want to achieve. The relationship is much more of a partnership. In some situations, the role of ESP teacher extends to giving one-to-one advice to students (e.g., in non-English speaking countries students will have to publish in international journals and need advice in both language and discourse issues). ESP teachers need to have considerable flexibility by being willing to listen to learners, take interest in the disciplines or professional activities the students are involved in, and to take some risks in their teaching.
2. The ESP practitioner should act as course designer and material provider since it is rarely possible to use a particular textbook without the need for supplementary material and sometimes there are no really suitable published materials for identified needs. ESP practitioners often have to provide the material for the course. This involves selection of published material, adapting material if it is not suitable, or writing it. They also need to assess the effectiveness of the teaching material in use whether it is published or self-produced. However, since the teachers are encouraged by their employers to write new material there is a danger of constant re-invention of the wheel and advantages of published materials are ignored even when they are suitable for a given situation.

3. The ESP practitioner as researcher. Research has been particularly strong in the area of EAP. For instance, regarding the research into English for Business Purposes, there is a growing interest in investigating the genres, the language and the skills involved in business communication. Therefore, ESP teachers need to be in touch with the research. Teachers carry out a needs analysis, design a course, or write teaching materials need to be capable of incorporating the findings of the research, and those working in specific ESP situations need to be confident that they know what is involved in skills such as written communication.
4. The ESP practitioner as collaborator. It is believed that subject-specific work is often best approached through collaboration with subject specialist. This may involve cooperation in which ESP teacher finds out about the subject syllabus in an academic context or the tasks that students have to carry out in a work or business situation. It may also involve specific collaboration so that there is some integration between specialist studies or activities and the language. Another possibility is that a specialist checks and comments on the content of teaching materials that the ESP teacher has prepared. The fullest collaboration is where a subject expert and a language teacher team-teach classes; in EAP such lessons might help with the understanding of subject to be lectured or writing of examination answers, essays or theses while in EOP they might involve the language teacher and subject teacher working together to teach both the skills and the language often used communication.
5. The ESP practitioner as evaluator. The ESP practitioner is often involved in various types of evaluation. Among these, testing of students, evaluation of courses and teaching materials. Evaluation of course design and teaching materials should be done while the course is being taught, at the end of the course and after the course was finished. This is done in order to assess whether the learners can make use of what they have learned.

2.5. EAP Teaching Materials

2.5.1. Non- Authentic vis-à-vis Authentic Teaching Materials

One of the most prominent debates in EAP teaching is concerned with the selection and use of authentic versus non-authentic, general versus subject-specific and simple versus complex materials. The problem is that in the real world teachers barely save any time to research and develop appropriate and useful materials. Therefore, it is believed that many teachers have

become slaves of the published course books available. Gatehouse (2001) notes, “No one of ESP text can live up to its name.” (p. 10). Similarly, Clapham (2001) states that finding appropriate materials is indeed difficult and the appropriateness of teaching materials cannot be determined in advance. This writer suggests that since students have different background knowledge and come from different disciplines, it is preferable to teach common core or general materials. Hirvela (2001) also emphasizes that teachers had better employ different types of general materials in order to prepare students be effective in their major area academic courses. He believes that using subject-specific materials bores most of the students and do not develop their competence effectively.

The main, rather sharp issue in the EAP is the use of either authentic or non-authentic materials. In this regard, Widdowson (1998) is against the use of real materials and remarks that “what is real or authentic to users is not authentic to learners” (p. 10). Barnard and Zemach (2003) maintain that being authentic cannot guarantee that a text is appropriate. The crucial issue is in fact selecting appropriate teaching material and using it when needed. Flowerdew and Peacock (2001b) on their part argue that merely being authentic is not enough. The texts should be relevant and based on the learners’ level of language proficiency. On the whole, the crucial point is authenticity of purpose and use whether the selected text is authentic or non-authentic. More importantly, it is the context that makes a text authentic. Even an authentic text might lose its meaning and authenticity in vacuum. As Belcher (2006) puts, “Texts taken out of context are inauthentic” (p. 137).

Generally, teachers might prefer to use simplified materials. However, it is argued that materials might lose some part of their meaning through simplification process (Widdowson, 1983). However, it is the teacher and students who can make a text look real or unreal with creating appropriate activities, situations and tasks. Thus, teachers need to familiarize themselves with different types of materials and opt for the best ones based on their own classroom experience and their learners’ needs, objectives, levels, and interests. Gatehouse (2001), in connection with this, emphasizes, “Familiarizing oneself with useful instructional materials is part of growing as a teacher.” (p. 10). It is suggested that teachers should select a balanced amount of authentic/non-authentic, simple/complex, general/subject-specific, and home-produced/international materials. The chosen materials should contain different types of

exercises, activities, and tasks. The materials which are used should initiate communication among the students. Moreover, it will be helpful if teachers use more general topics at the beginning stages and then move to specific materials which are related to the students' discipline.

2.5.1.1. Course books – Pros and Cons

Woodward (2001) writes about advantages and disadvantages of using course books in language teaching. Some benefits of course books are that they give students comprehensible directions and a sense of progress. Students can clearly see what and how much they have accomplished in a course as they proceed through their textbook. In addition, since course books are often written by experienced teachers, goals from the syllabus are included. Course books also provide teachers with ready-made material, which makes planning less time-consuming since the planning has partly been made and the material already has been chosen. Furthermore, they give students independence as every learner is free to look ahead and use the course books without depending on a teacher (ibid).

As mentioned in the opening sentence above, course books do also have disadvantages. Little et al (1995) point out that some textbooks have contents and situations that are of no interest to students. In addition, if course material is organized in the same pattern, students might be bored and find the course books predictable. It may also be the case that the level of the course books does not match that of the students (ibid). Moreover, some authors of course books construct unfamiliar cultures. There are course books that contain typical 'course books families' that actually have little equivalence to the majority of people living in the target-language culture. As a result, learners will not acquire an understanding for what the society where the natives in their target language live looks like in reality (Tornberg 2000).

2.5.1.2. Alternative material – Pros and Cons

Kramersch (2000:200) points out some significant ways where real-life material has advantages over course books. To begin with, when course books are used, students' knowledge is structured by chapters in a textbook whereas real-life material provides less organized knowledge that encourages more complex thinking. Furthermore, Kramersch claims that course books mainly teach language structure, that is to say rules, grammar and vocabulary. However,

this may not teach the learner to use his or her knowledge in real-life situations and adapt it depending on different contexts. Lastly, she also states that whereas course books decide what students should learn, real-life materials call for the students to discover themselves what language skills they possess and lack (ibid).

Moreover, alternative material can be essential to the students' motivation and their need to be sufficiently challenged (Lightbown and Spada 1999). In addition, students have great opportunities of getting teaching material that matches their level (Harmer 2001). The arguments in the previous section that speak for course books are similar to those that go against alternative material. Harmer (ibid) points out that using alternative material is very time-consuming. In addition there is a "risk that students will end up with an incoherent collection of bits and pieces of material". Nevertheless, if the alternative material is thoroughly planned, there is a smaller risk that the alternative material will be incoherent. Moreover, Lundahl (1998:103) notes that when searching for alternative material becomes the students' responsibility, problems emerge. These include: Are the texts on the students' level, or are they too difficult/too easy? Are the students capable of working with the texts? Are they critical? These problems are more difficult for weaker students. It should also be mentioned that some cons related to course books may apply to alternative material as well. If a teacher; for example, does not help the students in the planning process of alternative material, there is no guarantee that the students will find appropriate material.

2.6. EAP Tasks and Activities

Undoubtedly, effective and efficient classroom activities can prompt and accelerate the learning process. It is the teacher who should create a situation in which all the learners become engaged in the learning process through meaningful and interesting activities. Long (2001) holds that there is no particular and optimal methodology to be used in classroom. Brown (2000) on his part advocates the use of an eclectic approach as there is no one method which could effectively help to implement classroom exercises and activities. In this regard, Richards (2007) points out that EAP methodology should be based on learners' purpose of learning language and the organization of activities should be feasible and practicable.

The point to ponder is that EAP classes have usually been conducted and dominated by textbooks rather than a particular method. Unfortunately, in EFL situations the particular type of material always dictates and determines classroom activities and exercises. Belcher (2006) notes that EAP is often seen as a materials-driven rather than being methods-driven initiative. It can be argued that EAP teachers need to use different types of tasks in order to trigger realistic the learning process. To this end, Widdowson (1998) emphasizes, “It would be counterproductive to instruct students in outdated generic conventions” (p. 10). Generally, engaging, relevant, and useful activities and exercises should be developed after considering local needs, objectives, and interests.

Another basic point is that students at university level are learners who confront with multitude of genres. As a result, it is hard for teachers to decide to cope with them. To this end, Devitt (2004) proposes that instead of teaching various genres, it is better that teachers teach “critical awareness of how genres operate so that they [students] . . . learn the new genres they encounter with rhetorical and ideological understanding” (p. 194). Students can be asked to compile and analyze different reading and writing portfolios related to their discipline and their own performance. In this way, the students can realize that all the skills are related to each other for constructing meaning and approaching them as discrete modalities makes little sense. By encouraging reading-to-write activities and tasks, students can realize that reading at academic settings is the basis for writing. Meanwhile, when students are engaged in the writing process, they can pin point their deficiencies and become obliged to read more materials critically, purposefully, and analytically.

Starfield (2001) also believes that it is necessary to present and practice spoken discourse in the classroom in order to enhance students’ strategies and help them develop their linguistic and critical abilities. In this way, the students can engage in different interactions and negotiate in complex situations especially in their professional community.

2.7. Assessment Provision in EAP Classes

Assessment refers to the ways used to evaluate information about a learner’s language ability or achievement. It is an integral aspect of the learning–teaching process and central to students’ progress towards increasing control of their skills and understandings. It is also an everyday

classroom practice as teachers continually make judgments about the progress, strengths and weaknesses of their learners and communicate these to students. Assessment therefore has both a teaching and testing function, and a distinction is often made between formative and summative assessment. As a formative process, assessment is closely linked with teaching and with issues of teacher response, or feedback, allowing the teacher to advise students, monitor learning and fine-tune instruction. Summative assessment, on the other hand, is concerned with ‘summing up’ how much a student has learned at the end of a course (Hyland, 2006:99).

Writing assessment has clear pedagogic goals as it can directly influence teaching, promote learner progress, and inform teachers of the impact of their courses, an effect known as ‘wash back’. Whatever the purpose, all assessment tasks must be both valid and reliable, that is, a test should do what it is intended to do and it should do it consistently. Validity requires a task to assess what it claims to assess and to assess what has actually been taught or tests which appropriately represent the abilities being tested, such as the ability to ‘write an argumentative essay’ or to ‘participate in a tutorial session’ and so on (Messick, 1996). This implies that tasks must be based on a close analysis of target discourses to effectively elicit the appropriate rhetorical, cognitive and linguistic processes needed to participate in that discourse. A task designed to assess students’ ability to write argumentative essays, for instance, should encourage them to present and support a proposition, explore points of view and weigh evidence, address an audience appropriately and draw on relevant topic material (Hyland, 2006:100).

2.8. EAP Program Evaluation Process

Multiple evaluation models were developed by evaluation theorists reflecting on diversity of ideas and approaches towards educational evaluation. The diverse meanings and definitions of the evaluation concept includes viewing evaluation as an assessment of the worth or merit of some educational objects (Stufflebeam, 2000a); assessment of the achievement of objectives which is also known as the Tylerian view of evaluation and indicating the success or failure of a program are few to be mentioned.

As the field of evaluation continued to develop, Cronbach (1963) points out as evaluation process should focus on gathering and reporting information that could guide decision making in an educational program and curriculum development. Nonetheless, while evaluation models

differ in many of their details, the decision to choose one depends on a few important factors such as the evaluation questions, the issues that must be addressed, and the available resources (Madaus & Kellaghan, 2000).

According to Jackson (2005), curriculum evaluation is undertaken in order to ensure that the learners' needs are adequately addressed. The English for Academic Purposes (EAP) curriculum should undergo continuous evaluation and renewal to make it effective and responsive to the present and future needs of the learners. Moreover, he discusses as evaluation of the English language curriculum has become very common in all EFL contexts.

Scholars in the area of curriculum evaluation argue that examining a syllabus is among an essential aspect in teaching English as a foreign language. Ellis (1997) indicates as there are two main types of evaluation: predictive and retrospective evaluation. Predictive evaluation is the assessment of course before implementation while retrospective evaluation takes place after the course is implemented. He argues that instructors are often charged with responsibility of selecting the materials that they will use. In this case, they need to conduct a predicative evaluation of the materials that they have in hand in order to determine which materials suit their purposes best.

Moreover, once they use these materials, they need to carry out further evaluation to identify whether these materials were workable or not. This is what is called the retrospective evaluation (Ellis, 1997: 36). There are many textbooks produced around the world every year and this wide collection of textbooks is designed for EFL situations. These variations results in a confusion among teachers, particularly those who have little experience. In some cases, experienced instructors may even find it difficult to determine a textbook for their target students. As has been pointed out by Chambers (1997), the materials selected in an English language teaching class should be chosen by the possible highest number of users. This is to enhance the feeling of decision of ownership. Therefore, there is interrelatedness between the selection and evaluation of textbooks.

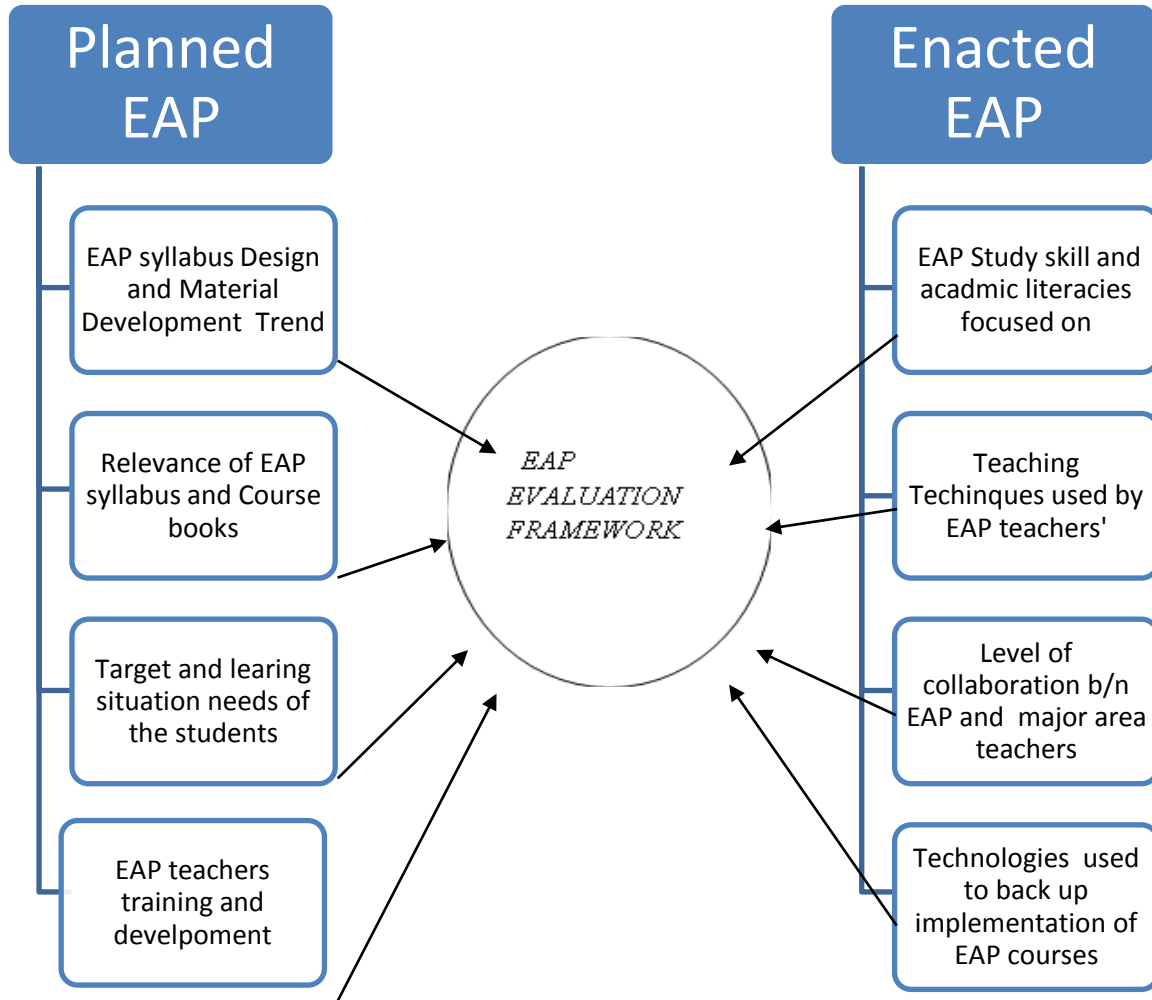
Curriculum evaluation is also seen as a sub model and the final component in the curriculum process. Oliva's (1992), in connection with this, forwards four main components which include goals, objectives, implementation and evaluation of the curriculum. Patton (1990) also claims

that evaluation is an imperative to monitor and get feedback about the program to check whether it is running effectively or not. Furthermore, it specifies what kind of intervention is needed in advance to evaluating the outcomes of the implemented program. Evaluators; therefore, need to know what has brought about the observed outcomes in order to decide on what intervention ought to be taken to improve the program. To this effect, implementation evaluation informs researchers what is going on in the program, how the program was developed, and how and why the program has or has not deviated from the intended objectives (Patton, 1990).

2.9. Conceptual Framework of the Study

Theoretically, this study emanates from social-constructivist learning theory and critical-pragmatic theory of English for academic purpose teaching. It is a common knowledge that needs analysis is the starting point for both, EAP and EOP course design and material development. On the basis of this, EAP and EOP specialists or course designers should specify course objectives which lead to an assessment of the resources available and the use of the appropriate syllabus and methodology. Finally, planned and enacted EAP program shall be examined made as follows:

Figure 1: Conceptual Framework for Examining EAP Program



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 The Research Design

This study attempts to investigate EAP syllabus design, material development and its implementation in public universities under study. To arrive at intended objectives, a mixed research design was chosen due to the nature of the research problem. In selecting appropriate research design, Dorneyi (2007) and Creswell (2009) indicate that a mixed research design is a common and often used design where one form of the data (either qualitative or quantitative) outweighs. According to these authors, mixed design enables researchers to get focused in the whole research process. In this study; therefore, more weight is given to the qualitative data based on a design suggested by Dorneyi (2007), i.e., QUAL + quan, approach. (Capital letters indicate the comparative dominance given to the qualitative data). To this effect, description of cases were made to portray past trends, current status and the prospect of communicative English language skills syllabus design, material development and its enactment.

3.2 Population and Sample Size of the Study

3.2.1 Population of the Study

According to data obtained from the Office of Registrar of Mettu and Adama Science and Technology University (ASTU), there were 302(235 male and 67 female) and 1206(932 male and 274 female) Pre-Engineering students in the fall of 2018 academic year in Mettu university and ASTU respectively. And, it is this figure (1508) which was taken as a population of the study. Besides, all EAP teachers in these universities were taken as the subjects of the study since teachers are the implementers of curriculum and syllabus of any kind. On the top of this, English language department heads, the writers of EAP textbook (College English Volume I, from Addis Ababa university) and curriculum expert in the ministry of education were selected as the participants of the study to address issues related to input provision, syllabus design and material development from different perspectives.

3.2.2 Sample and Sampling Techniques

There were 56 sections of Pre-Engineering students in universities under study. Out of which 49 sections belongs to ASTU and 7 of these sections is of Mettu University. The class size of these two universities is incomparable. The class size ranges from 45-50 in case of Mettu University whereas in ASTU the minimum is 20 and the maximum number of student in each section is 25. Several steps were followed in selecting student respondents. The first step was taking a sample sections as it is difficult to contact students in person. In doing so, the researcher randomly selected 50% of the sections from ASTU University, and then decided to include 30% of students from each section out of randomly selected. Thus, from 49 sections at ASTU 24 sections were selected, and a total of 158 students were included in the study. In case of Mettu University, as there were only seven pre-engineering sections, from each section 30% was selected which sum-up to 98 participants. This means that the total number of students who have filled in the questioner is 256. In doing so, the researcher went to each section preparing rolled identification numbers on equal size paper and let the class representative draw till the sample size is reached.

With regards to selection of teacher participants, availability and purpose sampling were used. In selecting teacher respondents who filled in the questionnaire availability sampling was used. As interview was carried only with teachers whose classes were observed, teacher participants in the observation and interview were selected purposively to scrutinize why did they do the way they did when offering EnLa(1011) course.

The total population of English language teacher at ASTU and Mettu University is almost similar. It is 21 and 18 respectively. Out of 21 English language teachers at ASTU, 18 of them are TEFL graduate. From the rest three, one is a graduate in literature and the other two are graduates of Linguistics. Out of these, 15 TEFL, 1 literature and 1 applied linguistics graduates who were available during the researcher stay at ASTU were taken as participants of the study. In the same fashion, out of 16 TEFL, 1 literature and 1 linguistics graduates, 12 TEFL, 1 literature and 1 linguistics graduates who were around during researcher's stay at Mettu University were also included in the study. Moreover, purposive sampling technique was employed to include English language department head, College English textbook writers and English language curriculum expert from MoE.

3.3. Instruments and Procedures of Data Collection

Four instruments of data collection: observation, interview, questionnaire and document analysis were used in this study.

3.3.1. Observation

Hancock (1998:89) states, "Because of the richness and credibility of information it can provide, observation is a desirable type of data gathering instrument." Accordingly, non-participant observations were used in this study to collect information associated with actual learning-teaching process of the course entitled 'communicative English Skills'. In doing so, field notes were taken to capture both anticipated and unanticipated phenomena in the actual classrooms. To achieve the intended objectives, the researcher has planned to observe 6 six EnLa(1011) teachers classes among those who filled in the questionnaire, but four Communicative English skills teachers were observed four times each. This issue shall be further explained under findings from observation sections which were carried out to see disparity among teacher participants in using appropriate active learning techniques, teaching materials and tasks and activities.

Procedurally, observations were carried out before administering questionnaires and conducting interviews. The assumption was that if teachers were made to take part in the interview and fill in the questionnaire prior to observation sessions, they might attempt to modify the way they teach recalling what they have replied in the interview and to the questionnaire.

3.3.2. Interview

Interview was used as one of data gathering instrument in this study because of the merit it has in descriptive study. Sarantakos (1998) lists several merit of using interview as data collecting instrument. Some of these include: flexibility, high response rate, easy administration, opportunity to observe non-verbal behaviors, control over environment, capacity of correcting misunderstandings and the like.

As indicated in Wilkinson (1999), interview is a necessary device that helps the investigator to understand deep feeling, perceptions, and values of a given population. In this study, therefore, semi-structured interview was used to gather relevant information from teachers who were already observed. The second groups of participants in the interview were English language

department heads of universities under study. The very reason for doing so is to gather information related to planning and availing minimal input that facilitates provision of EPA teaching. English Language curriculum expert at MoE was also interviewed to collect data on whether the ministry has a working parameter and framework to oversee implantation of English language curriculum at university level. Moreover, issues related to complain on quality of English language education and students' English language proficiency are given much attention.

3.3.3. Document Analysis

Following the introduction of modular approach, courses were clustered based on domain specific and generic competences, and course guide books were nationally prepared and dispatched to all public universities in Ethiopia. In this study, course description, course objectives, content and time allowed to cover the course were analyzed. The other document that was analyzed in this study is the fitness for purpose of both in-house and commercial teaching materials in use. In evaluating the teaching materials in use, the present researcher has decided to use the following guidelines which are adapted from Nunan (1988), and Bella and Gower (1998).

1. Is English teaching materials contextualized to:
 - ✓ Address objectives of the curriculum it meant to address?
 - ✓ Incorporate topics, and themes that provide meaningful and purposeful use of the target language.
2. Can the material stimulate interaction and reflection through information gap and transfer tasks?
3. Are language skills integrated effectively in the units of the teaching material?
4. Is the book supported efficiently by essentials like audio-materials?

3.3.4. Questionnaire

According to Selinger and Shohamy (1989) questionnaire is widely used instrument in second language research to elicit information about certain conditions and practices. In particular, it is used in collecting data on phenomenon which are not easily observed. These include perception, preference and self-concept. Not only this but also it is used in gathering data related to demography of the research participants. Therefore, in this study, questionnaire is used to collect relevant data associated with needs and trend analysis in the provision communicative English Skills. To this effect, Likert scale model questionnaires were adapted from Willing's (1988),

Jordan (1997) and Richards, (2001). Two different types of questionnaires were developed and piloted at Ambo University. The first type is the one which was prepared to gather data from pre-engineering students. And, the second type is developed to gather data from EAP teachers in the universities under study. These questionnaires encompass both close and open ended questions. Students' and teachers' questionnaire are partly replica of each other, but not one and the same.

3.4. Procedure of Data Analysis

Data gathered through instruments mentioned above were analyzed and presented in both qualitatively and quantitatively modalities. Data which were collected through questionnaire were analyzed both quantitatively and qualitatively. Thus, as most parts of the questionnaires are in Likert scale form, descriptive statistics like frequency, percentage and mean values are used most frequently. In addition, Chi-square is used in discussing relationship among different variables by making use of SPSS version 22. This is due to the fact that as majority of items included in the questionnaire is ordinal and nominal variables it is not convenient to use other bivariate and multivariate analysis. On the other hand, data gathered through interview, classroom observation and document analysis were analyzed qualitatively either in narrative or descriptive modality as situation called for each.

The other important point is that the researcher has used code 'MeUT1', 'MeUT2', 'ASTUT1' and 'ASTUT2' to secure confidentiality since the research finding might affect the personal life of teacher participants who were observed and at the same time interviewed. Moreover, 'R' is used to represent researcher, and 'S₁', 'S₂', 'S₃' etc. is used instead of using students' name who took part actively in each observation section. These codes were used in transcribing interaction between teacher and the students in the actual teaching learning process. Number 1, 2, 3 etc. are used to indicate students who have participated first, second, third and so forth one after the other. If the same student participated twice or three times in a given lesson, it is indicated in the bracket showing as he or she has participated for the second or third time. Therefore, code 'S₁', 'S₂', 'S₃' which were used in different observation section did not represent the same individual.

3.5. Ethical Consideration

Everyone who has participated in interview and observation was asked for his or her willingness to take part in the study. Thus, they were told as they can withdrawal from the project at any time if they were not comfortable with even though they gave their consent. Moreover, as agreed, confidentiality was treated strictly in this study. As discussed under 3.5 above, teacher participants in classroom observation were given pseudo name or code to avoid a risk that might arise as the result of being identified as the participant of the study. In the case of questionnaire, the researcher has clearly informed the participants not to write their name on the question papers adhering to anonymity.

3.6. The Pilot Study

In academic research endeavor conducting a pilot study can have several values. First and foremost, as a pilot study is small scale trial of the main study, it functions as a springboard to evaluate the feasibility of the main study. In other way round, it serves as a means of getting an advance warning about the challenges to be encountered in the main study. Secondly, it is a very important means through which the adequacy and effectiveness of research instruments is tested. Furthermore, it helps to examine the likely success of the proposed subject recruitment strategies which enables the researcher to decide sample size of the main study. In general, it familiarizes the researcher with the research process (Gilbert, 2001).

Thus, the results from the pilot study were used as indicators of the feasibility of the main study. As planned under research methodology of the study, observation, interview, questionnaire and document analysis were used as the data gathering instruments. To this effect, the researcher tested all the instruments and the possible trials of data analyses were also made. As a result of conducting the pilot study, few problems were identified in the research procedure and framing instruments which lead to some sorts of amendments before going out for the main study.

3.6.1. The setting of the Pilot Study

The pilot study was formerly planned to be undertaken at Jimma University, Kito Furdisa Campus, but since class did not start on time in this university, the researcher changed the site to

Addis Ababa Science and Technology University. The second attempt was also failed as almost all English language teachers in this university were partially engaged in the teaching learning process and on the PhD study leave at Addis Ababa University. Out of around 20 English language teachers, only three of them were active staff during the fall of 2017. The researcher went to the university for five consecutive days, but he found impossible to carry out the pilot study at Addis Ababa Science and Technology University. Finally, the researcher decided to undertake the pilot study at Ambo University where more than five English language teachers were his old friends with whom he had attended postgraduate study at Addis Ababa University.

3.6.2. Lesson Learned From The Pilot Study

From the ups and downs in selecting the research site as stated under 3.7.1 above, the researcher learned that it is not easy to collect qualitative data that need in-depth investigation if planned ambitiously.

Moreover, from the pilot study, the researcher gained lessons that helped him to conduct the main study in a better way. For instance, when conducting observations in two communicative English Skills classes in the pilot study, only one recording machine was used. Due to this, it became difficult to record different activities taking place simultaneously in the classroom. Thus, during observation sessions in the main study, two recorders were used. One of these recorders was used to record the instructors' talk and the second one was given to students who shall ask questions, answer questions and give comments or discussing in groups through facilitation of the teacher himself since it is impossible for the researcher to move in the class and hand over the recorder to student participants. This helped the researcher to record each and every activity which took place in the classroom.

The second insight that the researcher drew from the pilot study was with regards to conducting interviews. Even if the researcher attempted to his level best in giving necessary clarification prior to conducting the interview, in some cases respondents were not good at giving detailed explanation on issues raised. While collecting data through this instrument, the researcher also recognized that few interview questions were not framed in clear manner. Among these, the followings were noticed as ambiguous. "Do think teaching communicative English skills requires special training? Why/why not?" and the other one is, "Do you think Communicative English

Skills you have been offering meant for academic or for general purpose?” In fact, immediate modifications were made and it was made possible to obtain responses as desired. Hence, during the main study, before directly going to the interview sessions, the researcher had some informal discussions with the respondents in order to enable them acquainted with terminologies and concepts to be addressed in the study.

The third insight that the researcher drew from the pilot study was that as evaluating teaching material is difficult to manage unless otherwise the focus is narrowed to few criteria like objectives, types of tasks and novelty of contents. This is due to the fact that though the researcher formally thought as if universities across the country are using college English volume-I as a main course book with some sort of adaption; in reality, during pilot study he came to know as universities in Ethiopia are not using the syllabus and course books recommended for EnLa(1011) by modular team. Therefore, very limited units were taken from each university since evaluation of material by itself can be a research title.

The fourth lesson that the researcher gained from the pilot study was related to administering questionnaires to both Communicative English instructors and Pre-Engineering students. As the researcher practically observed, some respondents faced difficulties in understanding meanings of jargons in the items which were specifically associated with different tasks types under speaking skills like ‘impromptu speech’, ‘prompt speech’, and ‘memorized speech’. These terms were operationalized in the main study as students respondents were asking these words mean frequently during the pilot study. Moreover, terms like ‘free’, ‘guided’ and ‘controlled’ under paragraph and essay writing tasks were also operationalized before undertaking the main study since some students were asking the difference between these discourse types.

The other lesson gained from this study is that some questions were redundant and discarded during analysis phase of the pilot study. For instance, in students’ questionnaire item 4 and 12 are similar, so item 4(using appropriate terms and vocabularies) is retained and item 12(using appropriate diction) was discarded. In the same manner, item 11 and 12 under question 7 of teachers’ questionnaire were also discarded since they are similar with item 4 and 9 respectively. Opposed to discarding, two grammar points were added under question 10 in both students’ and teachers’ questionnaires. As most of student and teacher respondents added ‘modal verbs’ and ‘subject-verb agreement’ as grammar point of students’ preference to learn

and teach; thus, the researcher decided to include these elements in the questionnaire and discarded item 9(articles), which has received low response rate in both cases. In addition to this, question 14 in students' questionnaire which says, "For which types of vocabularies do you often give priority to learn?" This item had four alternatives which include:

1. General vocabulary needed in day life.
2. General vocabulary with higher frequency in my field of study
3. A very technical vocabularies in my field of study and
4. Specific vocabularies that are used in the world of work are discarded as students do not have idea about it.

Moreover, since vocabulary is not taught independently in communicative language teaching, but implicitly treated in the four major skills, there is no need to inquire about it as an independent entity. Basically, teaching vocabulary emanates from types of tasks to be accomplished and types reading, listening, writing and speaking inputs students are exposed to. The researcher came to understand this problem during data analysis of the pilot study since several students returned this question without replying.

Lastly, both teachers' and students' questionnaires were tested for internal reliability by using Cronbach's reliability test and the result for teachers' questionnaire is 0.79 and that of students' questionnaire is 0.83 which is a greater than 0.7, an acceptable level of reliability.

CHAPTER FOUR

ANALYSIS OF THE RESULT OF THE STUDY

4.1. Introduction

As stated in under 3.2.1, for the purpose of this study, 256 Pre-Engineering students were randomly selected as the participant of the study. Out of these, 158 from ASTU and 98 from Mettu University, which accounts for 236, have filled in the questionnaire appropriately and returned it back. Hence, it is this figure that fed in to SPSS 22 version to run the analysis. This means that 20 out of 256 student participants, 13 from ASTU and 7 from Mettu University, were excluded from the analysis. Therefore, among 326 whose response to closed ended questions computed, 251(77%) of them are males and the rest 75(22 %) are females.

With regards to teacher respondents, responses of 31 of them, 17 from ASTU and 14 from Mettu University who were included in the study through availability sampling technique were analyzed. Furthermore, data gathered via classroom observations, interviews, and document analysis were analyzed independently, and then the findings from the study are presented in the time series of data collection focusing to answer basic research questions raised under 1.5.

4.2. Findings from Classroom Observation

Classroom observation is used as the major tool in gathering data related to classroom practices as stated under the research methodology part. To achieve this, the researcher had planned to observe six communicative English skills teachers four times each. This means that 12 observation sessions were planned to be made in each university with intention of gathering in-depth information on the actual learning teaching practices of the EAP course under investigation. However, due to inconveniences that resulted from on and off of the classes during the fall of 2017 up to 2019 since there was political unrest and uprisings in the country in general and public universities in particular. To overcome this challenge, two from ASTU and two from Mettu University who were willing to be audio-recorded were observed. As the number of teachers to be observed is reduced to four as a result of practical reality, 16 observations were made.

The researcher has started his field work at Adama Science and Technology. This decision was made to confront with challenges first and secure data since the researcher has little acquaintance

with staffs at ASTU. After collecting data from ASTU, the researcher went to Mettu university where he has served as a lecture for four years before his PhD study leave. Experience in ASTU University shows that EnLa(1011) class is scheduled only once in a week having a three period length(3 hours) whereas the same course is scheduled three times a week each period lasting for 50 minutes in case of Mettu University. Thus, the second round observation sessions were made in the other week _second week from researcher's arrival at ASTU. During each observation, the researcher went to each class ahead of students' arrival at the teaching hall or class and sat at the back of the class being ready to record classroom incidents from the beginning to end. Taking lesson from pilot study, when going to classes to be observed during the main study, the researcher gave the recording machine to the teacher participant orienting him/her to make it on (press the recording button on) immediately as the class begins. Though second round observations were recorded in all cases, they were not transcribed to make the analysis manageable. Therefore, sample third and fourth round observation sessions were transcribed and attached as appendix 'G.

Analyzing qualitative observational data of these kind require the researcher to be systematic since serial activities which were audio recorded require continuous revision so as to make the transcription an error free as much as possible. According to Bogdan and Biklen (1992), observational qualitative data analysis is a process of systematically arranging transcripts, and then studying them as deeply as possible, interpreting them, discussing results and reporting what was discovered. Hence, in analyzing the observation data in this study, the researcher first transcribed the data recorded into the audio-tape-recorder onto blank sheets of papers. The transcribed data were then checked and rechecked by listening to the tape-recorder over and again. At the third stage, the lessons conducted in each period were divided into different extracts. Finally, the researcher briefly described, interpreted and discussed the data obtained from classroom observation based on 'active learning techniques employed by English language teacher' 'teaching material used', 'tasks and activities employed' and factors that impeded the EnLa(1011) instruction. In doing so, brief description and evaluation of third and fourth round observations were made as follows:

4.2.1. Description and Analysis of Third and Fourth Round Observation Sessions Made at ASTU

A Brief Description of ASTUT1's Third Round Lesson

The class was pre-engineering section 'y'. The actual class size was 24, but there were 18 students during this round observation. Students in this class sat on the armchair lined in two rows. ASTUT1's lesson during third observation session has focused on the daily lesson which is entailed as 'listening skills' on the page 11 of the course book 'Oxford English for Career : Technology 1'.

The teacher started the lesson by posing questions which say, "Why do we learn listening skill [s]?" This moment majority of students raised hand and shared their idea on how much important learning listening skills is. Then, he oriented the students as they are going to listen to an interview and, then after do exercises on page 11 and 12 (See Appendix 'G'). Next to this, he played the listening extract from his laptop by connecting it to an amplifier. The audio lasted for four minutes and the teacher immediately went on eliciting answers from each student. As majority of the students have the text book in the form of soft copy on their cellphone, they have replied all questions without difficulty. Finishing the first part of the listening text, he ordered the students to move to part two on page 12. Here, similar procedure was followed in doing the second exercise. Finally, the class ended at 9:00 a.m. though it should last till 11:a.m.

Evaluation of ASTUT1's Third Round Lesson

When one looks into a brief description given above and the whole lesson transcription attached to this paper as annex 'G', varieties of interactive active learning techniques that could enhance students' communication skills were not used. The only techniques used throughout the lesson were gapped lecture and eliciting. With regards to teaching materials that were used as input during the lesson, the teacher has used only extracts that were there in the course book 'English for Career: Technology 1'. It is really an imperative to expose students to audio recorded listening material, but since the listening extract is attached to the course book that students have at hand, they gave answer to questions raised under exercise one and two without attending the audio. The third parameter that is used in evaluating this lesson is whether tasks and activities used during the lesson were appropriate in enhancing students' interaction and problem-solving

skills that could be transferred into domain specific courses or not. In part one and part two of listening extract, there were no well framed pre, while and post listening activities meant to accomplish academic task/s. Majority of questions in the activities were simple gap filling which could not give a window of opportunity for critical thinking and meaningful interaction. Had some sort of practical open ended and information transfer questions were included in the exercises it might help students to learn how interview could be used in different scenarios.

Brief Description of ASTUT1’s Fourth Round Lesson

The class was Pre-Engineering section ‘y’. The actual class size was 24, and there were 21 students in the class during this lesson. The topic of daily lesson was ‘*Language spot: Present simple v present continuous*’. The teacher started the lesson without revising what they have learned the other day. He wrote a title, ‘*Present simple v present continuous*’ on the whiteboard. Then, he asked, “What is the difference between simple present and present continuous tenses?”

S1: Simple present tense is a ‘V1’ form whereas present continuous tense is the –‘ing’ form.

S2: Simple present is used in expressing habitual action, but present continuous is used in telling [stating] what is happening now.

He did not wait for another students’ response. He himself continued explaining, “I know, you have learned about [] tense for more than 12 years, here at university level, it is important to revise it to some extent.” Then, he listed down on the blackboard different types of simple +tense and present continuous based on their uses as follows:

Table 2: *Uses of Simple present and Present continuous as Presented by ASTUT1*

	Simple present	Present continuous
1	It is used to express habitual action	It is used to express an action which is progressing.
2	It is used when you talk about general truth	It is used in describing an action which is taking place at a given moment.
3	It is also used in expressing predetermined future action	It is used in expressing planned action by using ‘going to’.

Putting the difference between simple present and present continuous tense as indicated in the table above, he ordered the students to take out their textbook on page 12 and let them discuss on question 1-8. He read the opening question that says, “Why is the present continuous is used for [in] sentences 1-4 and simple present for[in] sentences 5-8?” Doing this, he ordered the students to write three habitual, three general truth and three predetermined future action sentences as a

classwork. Then, he went around and checked whether sentences the students have written were correct or not, and then elicited sample sentences from almost all the students who were in the class. After doing that, he gave them activity 1 on page 12 as homework. Finally, he told the class to use the formula: Singular subject +verb+ -s /-es +/- object and plural subject +infinitive form of the verb+/- object for simple present tense whereas Subject + is/am/are +-ing +/- object to produce a lot of present continuous tenses (See Appendix ‘G’).

Evaluation of ASTUT1’s Fourth Round Lesson

From Lesson transcription and brief description of the lesson it possible to recognize as the teacher has focused on teaching the difference between simple present and present continuous tense. The teacher has used gapped lecture, question and answer and individual work during the lesson. There is no problem with regards to using these techniques if the nature of the task calls for, but it seems not appropriate to jump into explanation instead it sounds good had he elicited answer for the question he has posed or let the learners to discuss and forward their ideas on agenda under presentation. Moreover, rather than ordering students to construct nine sentences and going around to check whether their sentences were correct or not it seems productive had he organize pair work or other interactive patterns in which students interview each other using these tenses and then report the result of their interview to the class. This is because activity one, on page 12 of students’ text itself was taken from interview annexed on page 124 as listening excerpt. In general, ASTUT1 seems to focus on teaching the structure ‘tense’ instead of opening windows of opportunities where this structure is pragmatically applied in a context. Thus, students’ communicative competence has received little attention and implanting the language form has received much attention since a lot of the class time was devoted to explanation over exposing students to practical use of these tenses to develop study skills, socialization skills and academic literacies university education in general and engineering science in particular calls for.

A Brief Description of ASTUT2’s Third Round Lesson

The class was pre-engineering section ‘yy’. The actual class size was 22, and there were 20 students in the class during the lesson. In the introductory part of the lesson, the teacher did not ask any revision question or did the revision himself, but he directly ordered the students to take out their exercise book and went around checking whether they have done their project they

were given or not. While doing this, he found a student who did not do the project and talked at him thunder voice. He did not listen to the student's complain, but commanded him to leave the class. He continued warning others who did not do the work to leave the class, and three students immediately left. Then after, he wrote the topic of the daily lesson '*language spot: Yes/No and Information Questions*' on the whiteboard and ordered students to take out their text book on page 18.

Next to this, he asked yes-no questions like, "Does it work?" by suddenly pointing at things in the classroom. Next to that, he ordered the students to ask each other 'yes-no' questions based on examples provided on page 17 of 'Oxford English for Career: Technology 1'. This moment there were buzzes in the class as they were taking turns and asking and answering questions except few students who were doing some other businesses while the lesson was on progress. Ordering students to stop asking each other yes-no questions, he explained its structure. He wrote on the whiteboard stating, "*Yes- no questions begin with auxiliary verbs like are, is, do, can, will, have etc. and followed by the subject. Auxiliary verb +subject = yes-no question.*" He continued explaining the structure of information questions saying, "*Information questions starts with wh- words like who, whom, which, what, how, why, how much, how many, how long etc and followed by subject and object respectively.*" After that, he gave activity one on page 18 as a classwork. Finally, he made the class to forward their answers on each and every question and then left the class without winding it up.

Evaluation of ASTUT2's third round Lesson

As can be seen from brief description above and lesson transcription annexed to this dissertation, except in the first few instances the class was dominated by explanation of language structure under discussion. When compared with third observation session, though it is not that much productive enough, pair work and question and answer mode of teaching were used. Methodologically, it sounds appropriate had this language spot was taught by crating pragmatic scenarios that facilitates students' real engagement. As in the third observation, ASTUT2 was seen focusing on examples and inputs given in the course book. Furthermore, without giving instruction on types of tasks to be performed by making use of activities given on page 18, the teacher let the learners to do activity 1 and 2 which seem mechanical and less worth for students at university level. Had problem solving tasks and activities were incorporated under this part,

students may get chance of learning language use of ‘yes/no question’ and ‘information questions’ over their usage.

A Brief Description of ASTUT2’s Fourth Round Lesson

The same class (section ‘yy’) was observed in the fourth round observation. In the introductory part of the lesson, the teacher asked few revision questions and ordered the students to take out their exercise book. He went around and checked whether they have done their project or not. Next to this, he elicited students’ answer for question 1-10 on page 12 of the course book, and at the same time gave corrections to errors committed by the learners. Doing this, he moved onto activity 2 on the same page which directs students to do 14 completion type questions. This part took 45 minutes. Jumping over activity 3, he ordered the students to do activity 4 as homework. After this, he wrote a new topic ‘*Pronunciation: Strong and weak forms of Auxiliary verbs*’ on the whiteboard and told the students to take out their text book on page 13.

Before directly going into this topic, he asked, “Who can tell me examples of auxiliary verbs?” This instant almost all the students raised their hand. He elicited answers from the students and listed them on the board. What came next was that he posed other question which reads, “What do we mean by strong and weak forms of auxiliary verbs?” Four students have raised hand and they were given chance to discuss on the differences. In addition to this, he gave activity 2 on page 13 as a classwork and, then let the students to discuss on their answers in pair. Finally, skipping on activity 3, he told the students to ask and answer in pair based on question 1-8 on the same page.

Evaluation of ASTUT2’s Fourth Round Lesson

As one can understand from brief description above and lesson transcription annexed ‘G’, the class seems interactive if seen literally since pair work and question and answer were used throughout the lesson. Moreover, using either pair work or question and answer does mean nothing unless it makes students actively engaged in the teaching-learning process. The way students exposed to pair work or question and answer without giving due attention to steps to be followed in using active learning techniques. As latest literature in the area of implementation of active learning recommend, teachers are expected to follow an engagement, exploration, transformation, practice and reflection stages in order to encourage independent learning at the

end of the day (Silberman, 1996). As in third observation session, ASTUT2 was seen focusing on examples and inputs given in the course book. Furthermore, though the main objective of activities given on page 13 was to expose students to strong and weak forms of auxiliary verbs, the teacher focused on yes/no question forms. The teacher himself did not model when and where auxiliary verbs could be stressed or unstressed by creating a simple context. On the top of this, he did not invite students to practice pronunciation of weak and strong auxiliary verbs. In EFL class, what matter most is intelligibility not perfect pronunciation which is expected, so activities under this topic are not that much purposeful and meaningful in themselves as they are devoid of use.

4.2.2. Description and Analysis of the Third and Fourth Round Observation Sessions at Mettu University

A Brief Description of MeUT1's Third Round Lesson

The class was Pre-Engineering section 'z'. The actual class size was 46, but there were 38 students during this round observation. Students in this class sat on a fixed seat here and there in a very wide lecture hall. MeUT1's lesson focuses on 'speaking skills'. He wrote a title 'Debating' and ordered students to sit in group of five. Since the number of students in the class was 38, he has formed 7 groups in general. After that, he has oriented the class to nominate one student from each group as chairperson. Then, he informed the class as two of members in each group argue for and the other two argue against the 'motion' they liked. Meanwhile, MEUT1 posed a question which says, "By the way what do we mean by a 'motion'?" At this instance, three students raised hand, and he gave chance for a backbencher among them. He forwarded unexpected answer saying, "Motion means a movement, and there are two types of motion in physics: the kinetic and static motion." The teacher said, "Stop! Are you joking? I am not teaching you Physics. Do not fart upon us!" After an aggressive insult, the teacher himself defined what a 'motion' means and told the students the procedures they should follow when they carry out the debate. Doing this, he gave 20 minutes for the preparation and went around in order monitor the progress of the lesson. When time was up, he gave chance for volunteers to demonstrate what they have already practiced. At this point, there were only three groups who did the debate. The other five groups were told to be ready for the next period as the time allotted for the period was over. Finally, the class ended at 10:00 a.m.

Evaluation of MeUT1's Third Round Lesson

MeUT1's class seems interactive since students were made to argue 'for' and 'against' being in the group of six. As there is no either 'in-house' or 'commercial' course book meant for Communicative English skills in case of Mettu University, what the teacher done was forming the groups without exposing the students to procedures to be followed and what sorts of polite expressions to be used when opposing or adding upon others idea. Though group discussion and pair work were used, students were seen uttering a single statement or sentence without justifying their points of departure in most cases. The other problem observed was problem of framing an argumentative topic. As per instruction given by the teacher, students have tried their best. The first group argued on title, "Two-child policy should be practiced in Ethiopia" and the other two groups argued on the issue which say, "Life in town is better than life in village" and "Studying Engineering is better than Medicine" respectively. Due to lack of necessary input ahead of their engagement in the debate, two of these groups have actually done comparing and contrasting instead of debating. Moreover, there were neither appropriate study skills nor university level academic skills tasks students were required to do during the lesson.

Brief Description of MeUT1's Fourth Round Lesson

The class was pre-engineering section 'z'. The actual class size was 46, but there were 39 students in the class during this lesson. The teacher started the lesson without revising the previous day's lesson. He either forgot or knowingly ignored as five groups who were told to debate in this period. He wrote the tile of the lesson '*Grammar: relative pronoun*' on the white board. Then, he gave a through explanation on the usage of relative pronoun and the two types of relative clauses. He explained, "*Relative pronouns are used in both defining and non-defining relative clauses.*" MeUTI also asked the class to tell him the difference between defined and non-defined relative clauses. He elicited answers from few students and, then after explained the difference saying,

"Relative clause is a part of sentence which is introduced with relative pronoun. The difference between defining and non-defining clause is that in defining clause we never use comma. And, it is an essential part of a sentence. Non-defining relative clause is also introduced with relative pronoun and it is separated from the main part of a sentence with comma. If you omit the non-defining part from the sentence, it doesn't bring about a change in meaning. It only gives additional information about the subject."

He then, wrote examples of defining and non-defining relative clauses on the whiteboard. Next, he wrote five sentences on the blackboard and instructed them to complete each sentence with alternative relative pronouns given in the bracket. Doing so, he went around and checked for their answers. Finally, he ordered the students to construct four defining and four non-defining relative clauses individually as homework, and the class ended without recapping (*See Appendix 'L'*).

Evaluation of MeUT1's fourth round Lesson

MEUT1 fourth round lesson was dominated by teacher's talk and explanation on relative pronouns and types of relative clauses. The classwork students were ordered to do also did not give any room for any meaningful interaction and purposeful use of the structure defining and non-defining relative clauses in varied communicative situations. Thus, the structure 'relative clause' was taught not to maximize students' critical thinking and communicative competence rather seems to acquaint students with its form. The lesson could possibly be productive had it been contextualized and integrated with other major skills. In general, varieties of active learning techniques, relevant inputs and tasks were not employed to equip students with uses of relative clauses in the university academic literacy.

A Brief Description of MeUT2's Third Round Lesson

The class was Pre-Engineering section 'zz'. The actual class size was 48, but there were only 37 students who attended the class. In the introduction part, MeUT2 told the students as they learned the theoretical part of listening skills the previous day and introduced the daily lesson saying, "*You are going to learn the theoretical part of reading skills today.*" He displayed what reading mean via overhead projector which says, "*Reading is the process of receiving and interpreting information It is a conscious process.*" Majority students were very much busy taking notes from slide presentation and others were capturing photos of the slides. There were lots of points that the teacher presented during this lesson. He has talked about top down, bottom up and interactive approaches of reading, reading techniques (skimming and scanning), reading strategies and so forth. The slide presentation took the whole period.

Evaluation of MeUT2's Third Round Lesson

Though the topic of the lesson was 'reading skills', students were practically forced to listen to an extended presentation that MeUT2 made on theoretical aspects of reading. The teacher did not use any active learning techniques that could enable students to interact and reflect in order to achieve an intended objective of teaching reading skills. Had this presentation focused on reading strategy training, it might contribute to some extent, but what was seen during the lesson was damping theories which have little effect on improving academic reading skills of Pre-Engineering classes. These students are not from department of English who might be expected to teach or research on reading skills by using this presentation as an input. Opposed to this, had he exposed students to reading passage by devising a meaningful Pre-reading, while-reading and post-reading tasks, it is hoped that students would have learned practical reading skills required at university level.

A Brief Description of MeUT2's Fourth Round Lesson

The same class (section 'zz') was observed in the fourth round observation. The number of students who were present during this observation session was 41 out of 48. In the introductory part of the lesson, he has briefly revised what they have learned the previous day. MeUT2's lesson was devoted to speaking skills, specifically, '*Invitation to birth party*'. After greeting the students (the class) he told them the objectives of the lesson and their roles during the lesson. MeUT1 listed down expressions to be used in inviting a person to a birth day party, expression to be used when accepting or refusing the invitation one after the other. Doing so, he gave them a model conversation as follow:

Rufo: Hello, Mr.Jemal.

Jemal: Hello Mr. Rufo.

Rufo: Will you be at home the coming Saturday?

Jemal: Yes, why?

Rufo: I would like to invite you to my birth day party.

Jemal: Sorry, I think I am not around (See Appendix- "L")

Then, he asked the students to be in pair and practice inviting each other. And, ordered them to act out it in front of the class. Opposed to third observation session, almost all students took part in the activities though their conversation lasted for a minute or two.

Evaluation of MeUT2's fourth round Lesson

MeUT2 began the lesson by providing words and expression to be used in invitation, there was little opportunity to learn by their own. The teacher has made the students to act out conversation in pair by taking a turn. The notion 'invitation' is good to enhance classroom interaction had it been made open to students to act out in the way they liked. Moreover, enough preparation and practice time was not given to students, but they were forced to come out and speak without preparation. Thus, majority of students were repeating what the other pairs (former presenters) have already said. Finally, activities students were exposed during this lesson can be mapped to mechanical drilling which could encourage neither practical skills of socializing in varied contexts nor problem solving skills.

4.3. Findings from Interview

4.3.1. Findings from Interview with EAP Teachers

In discussing findings from the interview made in this study, the first step was transcribing the audio-recorded data onto blank sheets of paper. The next step was coding the responses into major and sub-themes. In this regard, Dornei (2007) suggest that in analyzing qualitative interview, data coding and categorizing themes are inevitable activities. The purpose of coding was to make categories of themes clear to readers so that ambiguities can be fixed out from the data. Seidel and Kelle, (1995) on their part explain that coding the transcriptions in qualitative interview data is significant in order to find commonalities, differences, patterns and structures in the data to be analyzed. Having done this, he discussed responses given under each theme which emanated from research questions of the study.

4.3.1.1. Communicative English Skills Syllabus Design and Material Development

To address the first objective of this study, the researcher has interviewed English language teachers and English language department heads in order they share experiences in their respective universities with regards to communicative English skills syllabus design and material development. Their reactions to these basic issues depict as there is disparity with respect to syllabus design and material development practices for the course EnLa(1011) in the universities under study.

Our university has decided three or four year ago as Communicative English skills we were offering did not address the need of our students, so we decided to use the teaching material and the syllabus that we are using now. I do not know the trend before six years, but since 2013 there is no such a thing as syllabus design and material development. We are currently teaching eight of 15 units included in the course book called, 'English for Carrier: Technology 1' (ASTUT2). (See Appendix 'H')

ASTUT1's also shared ASTUT2's view when discussing issues related to Communicative English Skills syllabus design and material development in their university. Teacher interviewees from ASTU informed the researcher as the university adopted the Washington Accord syllabus and at the same time using an imported commercial text book which was published by Oxford university press. The basis for importing the syllabus and the course book according to them was the felt dissatisfaction with Communicative English skills they were offering before 2013. However, when they were asked whether needs analysis were undertaken or not in making this decision, they both attested as formal needs analysis was not undertaken, but as the present syllabus and students' textbook were endorsed for use based on the then department head's proposal.

Teacher participants from Mettu University on their part indicated that as they did not heard about syllabus design and material development since their recruitment as a lecturer. Both MeUT1 and MeUT2 admitted as they are not using the harmonized course guide book and the recommended course textbook (College English) for the last three years. They told the researcher as they rather use internet as the major input to teach the course. In this regard, MeUT1 narrated his experience as follows:

Since my recruitment as EFL teacher at Mettu University, I have not heard anything about syllabus design and material development. Four years back, we have tried to cover one or two units of the harmonized EnLa(1011) course guidebook, but for the last three years almost all of us haven't been using college English volume-I as a course book to teach Communicative English skills. (See Appendix 'H')

From the above quote one can learn that syllabus design and material development of Communicative English skills is not in place in the universities under study. In case of ASTU University, they have both the syllabus and course book which were not reflective of Ethiopian academic, social and cultural outlooks. In the contrary, Mettu University was neither using the harmonized syllabus nor course book recommended by the module and modularization team as

opposed to the department head's claim. In connection with this, teachers' interview reveals the reality as far as result from classroom observations is concerned. Hence, Communicative English Skills teachers at Mettu University seem to offer the course haphazardly without giving due attention to syllabus and course book to be used in offering the course.

4.3.1.2. EAP Teachers Pedagogical Orientation and Skills to Offer EnLa(1011)

To address the fifth research question of the study which says, "What are skills and knowledge required to become communicative English skills language teacher?" four teachers, two from Mettu University and two from ASTU were interviewed, and they shared their opinion as can be seen from interview transcriptions annexed to this study. To tap on these issues, the researcher has asked two basic questions. The first one is about teachers' exposure on how to teach EAP courses either in pre-service or in-service programs. And, the second one is a self-reflection question on whether he/she is at a good stand to design or adapt appropriate teaching inputs that develop students' academic literacies and study skills needed at university level.

Teacher respondent ASTUT1 explained opportunities he missed in this regard saying, "... *Teaching EAP course we are talking about call for trainings of different kinds, but unfortunately I haven't taken any in-service training except methodology courses I took when I was a student at university*" (See Appendix 'H'). Opposed to ASTUT1's assertion, ASTUT2 who had only taught the course for the last four years disparaged as offering in-service training for teachers of EAP is wastage. He argued, "*Actually, no need to offer training to communicative English Skills teachers as this course is offered at UG[under graduate] level, so it is not necessary to give additional training for instructors*"(See Appendix 'H').

From the interview, it was found out that one of the two teacher participants from ASTU reacted as special in-service and pre-service training is required so as to be familiar with theory and practices of English for Academic Purpose teaching, whereas ASTUT2 argued as there is nothing special about teaching EAP courses. Teacher ASTUT2's conflicting response and his classroom teaching practice as indicated under lesson transcription in the third and fourth round observations could possibly indicate that as he was not in a position to identify what skills and knowledge are required of him to effectively offer EAP courses.

Teacher interviewees from Mettu University, on their part, replied indicating as the orientation and skills of offering EAP is not similar among English language teachers in Mettu University. They disclosed that as graduate in TEFL, Linguistics and Literature are teaching Communicative English Skills and Basic Writing Skills since the inauguration of the university. MeUT2, in this respect, explained about his exposure to EAP courses saying:

... I have already taken Communicative English skills when I was studying for my first degree, but I haven't come across a methodology course meant for teaching English for Academic purpose. What I remember is that have taken how to teach listening, reading, speaking writing and other language structures [may be to mean grammar and vocabulary], but I have no idea about English for Academic Purpose you asked me about (Meu2, TEFL graduate). (See Appendix 'H')

From the quote above, one can notice that being a graduate in TEFL some teachers have no in-service and Pre-service exposure of how EAP courses are taught except teaching the way they have learned these courses when they were a university student. If there is such a gap among TEFL graduates, teachers whose background is either General Linguistics or Literature seem to offer the course intuitively as they did not take English language teaching methodologies in general, and EAP teaching in particular.

Responses to the second question, which was posed to disclose teachers' self-evaluation of whether they are capable or not to design essential inputs that could be used as a vehicle in equipping learners with transferrable academic literacy skills and appropriate communication skills, teacher interviewees from universities under study partially admitted as they have skill-gap to do so. Moreover, they informed the researcher as the lion share for not designing or developing essential inputs goes to poor leadership and administration. To quote few:

I haven't ever designed my own teaching material when offering this course. For one thing, I have little exposure of developing teaching material. On the other hand, the department abides us to cover eight of 15 chapters included in the course book we are using, so I have no time to prepare additional inputs you asked me. The other problem is there is no any budget allocated to do this kind of intensive tasks (ASTUT1).

To tell you frankly, the exposure I have couldn't allow me to design my own teaching material. The only thing, I often do is browsing reading texts and different model conversations from internet in order my students practice them. Don't ask me about teaching listening skills! We don't have recorders, computer

lab and language laboratory. The department isn't planning well to alleviate this and other academic problems (MeUT2).

There are common denominators in the above two sample quotes. Neither ASTUT1 nor MeUT2 have designed their own teaching materials that basis itself on either an immediate or future needs of the students who were taking the course. Contrary to this similarity, in the context of ASTU, the course book they are using is considered as self-sufficient and appropriate for pre-engineering student. However, as depicted in the document analysis part this course book lacked cultural appropriateness, inclusion of critical-pragmatic EAP, a balance of focus on the four major skills and so forth. In the case of Mettu University, communicative English is being offered neither following the harmonized syllabus nor by devising a syllabus of its own as discussed in the preceding section. The problem of such an haphazardness may arise from poor orientation of the context, input and process required in offering courses of generic competences like EnLa(1011). Despite these holes, little attention was given to both pre-service and in-service training in the area of EAP syllabus design, material development and its teaching that could possible remediate practical problems of generic courses of this kind.

4.3.1.3. Does the course address students' needs?

As discussed under chapter two of this study, to design a given syllabus and develop a teaching material, undertaking needs analysis is often considered as a prerequisite. These needs could be a learning need or a target need. Whether the course to be offered has a prescribed course book or not, if it does not harmony with need of learner it is all about wasting manpower, time and other resources. To check whether provision of EnLa(1011) is addressing students' needs or not, four teacher who were offering the course in the universities under study were asked the question which says, "Do you think Communicative English Skills you are offering address students need?" , and they invariably replied saying 'No'. To quote few lines from teacher participant from ASTU:

I do not think Communicative English skills I have been offering really addresses students' needs. Majority of students in this university are higher achievers and exercises in the text book we are using are very elementary for them. The other indicator is they never give you [me] attention when you [I] teach. I am telling you what I guess. I have not made any formal assessment (ASTUT2). (See Appendix 'H')

Teacher interviewee from Mettu University also admitted as the course is not serving the purpose it should serve in the following manner:

What I can tell you from my experience is that students whom I have been teaching for the last four years were not eager to take the course. I am sure students whom I am teaching this course right now can drop the course had it not been a requirement. This does not mean that they are good at English. Whether you believe or not, some of the students couldn't tell you about their personal details. Even though I couldn't exactly tell you what the root cause for the dissatisfaction is, it doesn't address students' needs (MeUT1). (See Appendix 'H')

As can be seen from narrative made by ASTUT2 and MeUT1, it seems as Communicative English Skills is being offered without taking into account students' needs. If EAP course is designed and offered this way, it may be compared with prescribing a wrong medicine without undertaking valid diagnosis of the disease to be treated. Moreover, if the quote which reads, "Tell me what you need English for, and I will tell you the English that you need" as stated in the statement of the problem part is not met, the researcher of the current study considers as teachers are saying, "I do not know why you need English for, but I will teach you what the department prescribed you to learn." (This is an assumption of the researcher).

4.3.1.4. The Balance of Focus in Teaching Communicative English Skills

In the course description of Communicative English Skills, it is clearly stated that the four macro or major skills should be given equal attention in the teaching learning process and assessment. To scrutinize this issue, the third research question which reads "To what extent does the balance among different language skills is maintained in the actual teaching learning process of EnLa1011?" was set and the findings under this theme is discussed below.

In maintaining the balance between the four major skills (listening, speaking, reading and writing) and the other two linguistic inputs (grammar and vocabulary) there is disparity between ASTU and Mettu University. For instance, ASTUT1 and ASTUT2 claim that as they are teaching all language skills equally based on inputs available in the course book they are using. However, teacher interviewee from Mettu University shared his experience as he was teaching only speaking skills and grammar points. In this regard, MeU2 says:

.... I give much attention to speaking skills, and I almost never teach listening skills. Moreover, I often teach grammar points like relative pronoun, conditional sentences, active and passive voice and tenses. The grammar parts which I teach are taken from the harmonized curriculum. (See Appendix 'H')

Teacher respondent's argument above indicates as listening skills is the most ignored skill and speaking skills and grammar are the favored ones. According this participant, there is some sort of outlook as teaching listening skills is incomplete without having language laboratory. However, as we are in this 21 century, one can have a lot of options to teach listening skills by making use of a computer as an intervening tool. For instance, there is software called *verbose to speech* which can convert written text to speech and assist English teachers to prepare listening extracts of their own.

4.3.2. Findings from Interview with English Language Department Heads

Interview with department head was conducted after collecting data from teacher respondents in the universities under study. This was done to include comprehensive questions that might emanate from teachers' dissatisfaction or actual problems that were manifested themselves during observation sessions. As the office of the department head is often visited frequently by students and teachers, the researcher requested English language department head of universities under investigation to schedule for a convenient time for the interview. In both cases, interview was carried out after 5:00 P.m. And, findings from interview with English language department heads are organized under the following themes:

4.3.2.1. Communicative English Skills Syllabus Design and Material Development

Teacher interviewees from universities under study indicated as little attention is given to syllabus design and material development in general and EnLa(1011) in particular when reacting question posed to portrait what was, what is and what ought to be of the issue under consideration. Since practice in ASTU and Mettu University is completely different, the researcher has devised practical questions emanated from his observations and teachers complain about syllabus design and material development in each scenario.

The first question raised to English Language department heads in universities under study made them share what an EAP syllabus design and material development looks like in their respective university in the last five years:

.... *We haven't designed our own syllabus and developed our own teaching material in the last five years. You see to produce graduates in Engineering for international market; we have decided to teach English language, especially Communicative English based on international standards. To tell you our experience in old days, we were using college English volume-I and our own module long ago. However, these materials are similar with secondary and preparatory English textbook in form and content. After making discussion on importance ESP for engineering students, we decided to use standardized ESP textbook that addresses our students' needs. Therefore, we selected the textbook 'English for Career: Technology I' and the Washington Accord Syllabus (Dep .Head, ASTU). (See Appendix 'I')*

On similar issue raised above, English language department at Mettu University reacted:

I am appointed as a department head this year, so I couldn't tell you much about this in detail, but from my own experience as a teacher in this university, I know that there is no any practice of designing a syllabus and developing a teaching material at department level. One of the problems is that poor[less] attention is given for common courses, and there is no budget to carry out this kind of professional activity. Moreover, as you know our university is among third generation university, so we are using the harmonized syllabus to some extent insisted of designing our own teaching material. (See Appendix 'I')

From the quotes above, one can understand that syllabus design, material development and renewal are not in place both at ASTU and Mettu University. In the age of nanotechnology, where one can have several option to learn by himself/herself , and then adapt an input that suit the needs of his/her students', what seem matter most is lack of commitment to plan and enact both at individual teacher and department head level.

As an extension of the issue traced above, the researcher asked respondents to tell him the reason behind for not making use of the harmonized course guide book (course outline in old days) and the recommend course book by the modular team, and they replied as there was dissatisfaction to use units selected from College English volume I. However, in practical reality importing syllabus and course book from abroad without making an immediate environmental scanning in the sense of preparing graduates for international market is a mess and might results in acculturation if it is done the way ASTU did. Moreover, considering the 'Washington accord' learning attributes pinpointed in the course description of the syllabus(course outline) as one size fit for all without any modification depicts sense of dependence and a notion of 'we cannot'. On the other hand, teaching a given course without having a shared syllabus and course book as in Mettu University is almost similar with sailing a ship without fixing its compass. Thus, it seems

an high time for both universities under study to plan for EAP curriculum renewal in general, and EnLa(1011) course in particular.

4.3.2.2. EAP Teachers Pedagogical Orientation and Skills of Offering EnLa(1011)

From interview result of English language teachers about course ownership of EAP courses, the researcher came to know as graduate in literature, linguistics and TEFL are offering communicative English skills and Basic Writing Skills in universities under study. Using this as an input, before going in to details of pedagogical orientation and skills required to handle the course under discussion, the researcher asked question related to the course ownership saying, “Who is *Professionally Legible to Offer Communicative English Skills in terms of specialization?* And, what is your rationale for doing so?”

In my view, this course isn't an easy course as some may think. It needs a skill of organizing a class and coaching students to discuss and forward their ideas. In reality, graduates of Linguistics, TEFL and Literature are offering this course, but if looked from professional point of view, it had better be offered by someone who has taken CLT methodologies in the first and second degree. For the second question that you asked me, the rationale for assigning graduates with specializations I have already mentioned is that there is nothing they can do except offering this course since English Language and Literature department isn't an active as independent entity or department to be studied (English Department Head at ASTU).

In our university, graduates of TEFL, General linguistics and Literature are offering Communicative English Skills and Basic Writing skills. As I think, it isn't a big deal to teach Communicative English skills. Someone who has a first degree in English language can teach this course without difficulty. I don't think there is no one who didn't take this course at undergraduate level, so he/she can design activities on which the students share their ideas and reflect on..... (English Department Head at MeU). (See Appendix 'I')

English department heads of the two universities under investigation articulated that as anyone whose first degree is English language and Literature and his or her second degree is Linguistics/ literature/ TEFL are offering common courses without worrying about teachers' area of specialization. The major difference between in the universities under study is that teaching Communicative English is not considered as something very serious by respondent from Mettu university whereas informant from ASTU has subscription that teaching the course requires at least having an orientation on CLT methodologies in theory, and he admitted as anyone who graduated from department of English Language has been offering EnLa(1011) as there is

nothing they can do apart from offering common courses. In principle; however, to make such decision, there should be solid justification. If decisions are made based on complaint or interest of an individual in charge of leading the department, it is obvious that conflict of interest may arise, and later backfires. As to the researcher, lecturers who have taken courses related to syllabus design and material development and at the same time aware of EAP pedagogy should offer these courses to make the harvest many folds.

Other point on which respondents from both universities were made to forward their idea was on the provision of in-staff training in the area of EAP pedagogy. And, they both replied as there is no this kind of experience in their respective university. In this regard, respondent from Mettu and ASTU University have narrated trend of offering in-staff training as follow:

... The newly employed teachers often take induction training on general pedagogy for five days. On the other hand, since almost all English language teachers in our university are M.A. holders, we haven't thought about this issue. Therefore, except the five days induction training, there is no in-staff training on that we offer for teachers in our department on different teaching methods pertinent to CLT in general and English for Academic Purpose you are talking about in particular (English Department Head of MeU) (See Appendix 'I').

Majority of English language teachers in our university are so much experienced and as far as I know there was no special training given for them rather they give training for supportive staffs on how to communicate effectively in English. In the future, I think we have plan on this and learn from each other (English Department Head of ASTU) (See Appendix 'I').

From the responses above, one can recognize that if incase novice teachers are assigned to offer the course with five days pedagogical training, which is very general in its essence, as in case of Mettu university, it indicates that teachers of EAP in this university were offering the course almost through trial and error. Moreover, if training isn't offered at department level both on subject matter and innovative ways of teaching as in case of ASTU, there would be disparity in the way similar course is offered, which in turn may result in disparity of students' English language proficiency at the end of the day.

4.3.2.3. Rationalizing why for the Ignored Language skills in Practice

As discussed in the preceding section, based on information gathered from teacher interviewees, the researcher inquired English Language department head of Mettu University to check whether he knows or not as listening skills is not being given in the university. This question was not

raised to English department head of ASTU since they were offering listening skills though the course itself does not meet standard of common core EAP. To this effect, the respondent genuinely admitted saying:

By the way, theoretically, all language skills are equally important. However, because of shortage of ready made materials it is difficult to teach listening skills in our university. The main problem is that there is no language laboratory. Let alone common course, there is no facility to teach students in the department of English language and literature the listening skills. The other problem is that there is no tape recorder and recorded cassettes to teach this skill. I think this problem is not only the problem of our university. It is a national problem. Therefore, MoE should plan on this issue and intervene as much as possible (English Department Head at MeU) (See Appendix 'I').

From the above discussion, it is possible to understand as listening skill is not given in Mettu University. The reasons forwarded are related to lack of ready-made listening extracts and essential listening inputs like language laboratory and different recording machines. The department head seems to project the problem to Ministry of Education indicating as this problem is of a national concern that could not be alleviated locally. The current researcher; however, argues that whether it is a national problem or not the university has to take a measure to the curb the problem. In the era of virtual learning environment, whereby different materials can be easily accessed from internet and adapted to fill into the gap by considering different contextual variables, the problem could be mapped to not thinking out of box and planning with an essence of dynamisms we are in. Moreover, if planned effectively it is possible to establish e-learning centers where students share similar listening resources.

4.3.3. Findings from Interview with Course Book writer of EnLa (1011)

For the purpose of this study, among the writers of college English volumes-I, one who is currently staff of Addis Ababa University was interviewed to disclose the rationale for writing the teaching material (College English) by then, and its suitability to present day learners in different fields of studies. Specifically, questions related to model of syllabus design used and criteria for content selection and task design were among points focused on. The following themes have emanated from research question two which deals examining the fineness for purpose of the recommended course book for EnLa (1011).

4.3.3.1 The Rationale for writing College English volume-I

For the question that was asked to know the rationale behind preparing the teaching material entitled 'College English volume-I, the respondent replied:

The members of English department felt that we needed textbooks that suit the level of our students. We needed textbooks that have local relevance and that base itself on communicative language teaching. As you can see from the teaching material, it focuses on different language skills over teaching structure (See Appendix 'J').

From the quote above, one can understand that before college English was prepared; the course materials used to teach did not satisfy three major criteria. The first one is that though the level of difficulty was not explicitly explained by the interviewee it indicates as there were the felt mismatch between the course content and the level of students' proficiency. The second missing link was that textbooks in use before preparing college English did not have cultural relevance. This means that contents and tasks in the former texts were reflective of foreign culture. The last reason as can be seen from to the quote is that the initiation to make a shift from teaching language forms to communicative oriented one.

The researcher wants to focus on the opening statement in the quotation which reads, "The member of English department felt that we needed textbooks" This implies that it was the felt needs of the members of English department that took the lion's share over empirically analyzing necessities, wants and lack of the then learners in preparing the teaching material. Be this way or that way, this textbook as served for more than two decades as course book in most cases though modification and renewal was not made in terms of its contents, objectives, format and presentation, and it has no second edition till today.

4.3.3.2. Level of Inclusion of Critical-Pragmatic EAP

It is obvious that if contents and tasks in a given teaching material is not selected as well as designed by giving much attention to the outcome of learning, it could not serve the purpose it should serve. In this regard, the researcher acknowledges the move made to prepare College English textbooks focusing on both skill and theme based syllabus; however, he wanted to know why the writers of the book did not incorporate open-ended tasks that could enable students to apply common core academic English to learners domain specific competencies. Moreover, the researcher posed whether the writers make sense of critical-pragmatic English for

academic purpose when preparing this textbook which has been in use for long period of time in colleges and universities across Ethiopia. The interviewee reacted stating:

..... regarding the critical-pragmatic that you are mentioning, well, nobody would think of this approach at that time. Pragmatic approach is in after development of discourse analysis. And, discourse analysis is widely hot or spoken about today. Thus, nobody think of discourse analysis and pragmatic approach by then. With regards to academic requirements, we have tried to include mini survey and report writing; for instance, in the unit which is entitled 'Nutrition' (See Appendix 'J').

The respondent admitted as critical-pragmatic is a new discourse in itself in teaching English for academic purpose and as a result the material writing team in those days did not consider it even though it is very important components in today's EAP pedagogy. The researcher of this study has a subscription that teaching materials should open up windows for a 'Knowledge and skill triangle', which means 'academic literacy', 'study skills' and 'skill of socializing' through open ended tasks and activities had better be incorporated if revision and renewal of this text could be sought.

4.3.4. Findings from Interview with MoE Expert

Nine basic interview guide questions were prepared after collecting data from Universities under study to gather data from English language experts at MoE. This was done to address problems that could not be solved at university level, but raised as a complaint by university professors and front line administrators. Procedurally, a letter of cooperation written by Addis Ababa University, department English was submitted to curriculum wing of MoE, and then directed to an officer in charge of English language curriculum related matters. The officer on this post was contacted after lots of ups and down as they had , but as they had meetings on continuous basis during researcher's schedule of collecting data from this specific organ.

From nine questions prepared only four of them were addressed as the interviewee had begun reacting to the first question as he is not good conversant of English curriculum of higher education. Although data collected from the informant were not directly related to English for academic purpose syllabus design, material development and implementation, its implications are discussed thematically as follows:

4.3.4.1. University English Language Curriculum Framework

The researcher explained as he knows that ministry of education has a curriculum framework from Kindergarten up to preparatory school, and invited the informant to say anything about university English language curriculum framework. He replied:

Basically, I'm in charge of developing English language curriculum from kG up to grade 12. I am working under general education sector of MOE. We have a very well structured syllabus from kindergarten to grade 12, but I admit the fact that there is a very weak link between school curriculum and the university curriculum. (MoEI) (See Appendix 'K')

From the informant's reaction, one can learn that it seems as little attention is paid for university curriculum framework and syllabus design in general, and English language in particular. It is obvious that universities have autonomy to design curriculum and launch as need be. However, if there is no bilateral communication on goals and aims of education between universities and MoE, the education system might cripple at the end of the day. This is due to the fact that if vertical relationship between preparatory school and university English curriculum is not maintained it is difficult to prepare up to standard EAP syllabus and teaching materials that outfit university academia.

4.3.4.2 Competence and Proficiency of Students Joining Universities

An explanation was made as university professors and different scholars are complaining English language competence and proficiency of students joining universities is deteriorating from time to time and they have been facing problems of filling gaps they have by offering communicative English skills that they are taking. After this brief explanation, the participant was asked to react on this complaint and he replied:

.... we need empirical evidences for such claims. We can't say ministry of education or high school teachers or primary school teachers are responsible for deterioration and low level English language. Everybody is responsible. It isn't only English that is deteriorating in Ethiopia. It is the whole education system. The government has admitted that the quality of education provision in Ethiopia has deteriorated for the last 10 - 20 years. (See Appendix 'K')

From the quote above, it is possible to recognize as the ministry of education has no empirical evidence whether English language competence and proficiency of students joining universities is declining or not. The respondent seems to criticize those who claim as English language

proficiency has been deteriorating without contributing their own share. Though he said that they do not have evidences in this regard, he admitted as the whole education quality has been deteriorating for the last 10-20 years.

4.3.4.3. National Initiatives So Far Taken to Improve Quality of University Level English Language Education

As stated in the preceding section, the Ethiopian government itself participant has confessed as the quality of education has been deteriorating. And, if this is so, it is inevitable to launch different strategies that enable to curb the problem even if it is difficult to make a radical change. In regard, informant from MoE sated measures that were already taken as follows:

... I think to curve this problem the government has designed various strategies. One of the strategies is the program called GEQIP, General Education Quality Improvement Program. This program helps English [English Language], and we have opened many ELIC centers in universities and colleges, but ELICs aren't properly functioning (See Appendix 'K').

Even though the informant did not clearly explained whether other programs under GEQIP have achieved the purpose they were meant for or not, he boldly told the researcher as English language improvement centers which were opened in universities are not effectively functioning this moment. From this, it is possible to deduce as either the program was launched without planning effectively for its long term implementation or it was mal-designed without taking into account its administrative and academic requirements. Hence, it is very important to undertake a terse study on the implementation of the program so as to reactivate it if it works in backing up EPA or look for other program which fills in the hole as a remedial English program.

4.4. Findings from Course Guidebook and Course Book Evaluation

4.4.1. Evaluation of Course Guidebook (Syllabus) in Use

Before going to analysis of selected unit from the course books in use, it is an imperative to look in to components of course guidebook meant for communicative English skills (EnLa1011). The course guide which was prepared by module and modularization committee at national level under supervision of HISC focuses only on four units selected from College English volume-I. These units are:

1. Unit one of college English : Introductory unit
2. Unit two of College English : AIDS
3. Unit three of College English : Culture and Values and
4. Unit four of college English: Improving study Practice (*see Appendix ' M'*).

First of all, it sounds appropriate to make a simple description of the course focusing on its goals and objectives. Under course description of EnLa(1011), it is stated as this course is a course of generic competence having 48 lecture, 37 tutorial and 50 self-study hours which sum-up to give 135 hours. With regards to the course content, the four major skills(listening, speaking, reading and writing) and the two linguistic skill components(vocabulary and grammar) are given equal attention in theory though the practice is so different as far as the findings of study is concerned. The major aim of the course as stated in the course guidebook is to equip students with *study skills* and *academic English* that they can transfer into their domain specific courses though contents and tasks in the recommended course book mostly could not service these as one can see from the upcoming analysis.

Communicative English Skills (EnLa1011), in rhetoric is meant to be offered pertaining to the harmonized course guidebook; however, there is disparity in the actual practice as one can learn from experiences universities under study. In case of Mettu University; for instance, there is neither in-house course book nor commercial teaching materials adapted and used as a frame of reference in offering the course under scrutiny. In Similar fashion, the harmonized syllabus is not in use at ASTU. And, the course book in use at this university is entitled as '*Oxford English for Career: TechnolgyI*' which is published by Oxford university Press. The opening sentence in the course description is stated as, "... *Students learn what they need to know for career in Science and Technology.*" Apart from this, the learning outcomes were adopted from Washington Accord (WA) graduate attributes which include:

CLO1: Make presentations on a wide variety of technological fields and situations. (WA 10)

CLO2: Listen to dialogues, technical explanations and interviews to get information. (WA10)

CLO3: Comprehend varieties of texts related to Science and Engineering [and] compose short texts, repots, etc. (WA10)

CLO4: [Figure out]Attain the meaning of new words. (WA10)

CLO5: Compose short texts, reports etc. (WA10)

CLO6: Apply grammatical items for communications in Science and Engineering context.
(WA10)(See Appendix 'N').

Table 3: Content specification of Oxford English for Career: Technology1

It's my job	Customer care	Project / Webquest / Problem-solving	Listening	Reading	Speaking / Pairwork	Writing	Language spot	Vocabulary	Pronunciation
1 Technology and society * p.4									
		Technological innovations	Technology and work	Branches of technology	Satellite launch systems		Comparisons with adjectives and adverbs	Recording new words Word groups	Word stress
2 Studying technology * p.10									
		Branches of technology Course descriptions	The course		The timetable		Present Simple v Present Continuous		Strong and weak forms of auxiliary verbs
3 Design * p.16									
Kenneth Blake: Furniture Designer	Using non-specialist language	Designing a chair	The design process Working with design		Famous designers		Question types		
4 Technology in sport * p.22									
Pedro Fernandez: Bike Maker	Making recommendations		Exchanging information		Skateboard v snowboard		<i>used to, used for, made of, made from</i>	Describing materials	Intonation for questions
5 Appropriate technology * p.28									
	Explaining the difference between products	Stirling engine		The inventor	Explaining a diagram Benefits of appropriate technology		Time clauses	Describing motion	Numbers and quantities
6 Crime-fighting and security * p.34									
	Using informal language	Protecting a large store from shoplifters	Crime-fighting equipment		Crime-fighting devices	Short report and linking words	Describing function	<i>-proof, -resistant, -tight</i>	
7 Manufacturing * p.40									
Nasser Aziz: Manufacturing Engineer		Manufacturing processes		Modern manufacturing processes	CD manufacturing Food and drink manufacturing	Short sequence	Present Passive	Compound nouns	
8 Transport * p.46									
Jan Bronec: Mechanical Engineer	Making and acknowledging apologies	Less common forms of transport Car engines		The car of the future			Prediction: <i>will, may, might</i>	Recording new expressions	Corrective stress

writing bank » p.52									
Technology in sport Appropriate technology Crime-fighting and security		Manufacturing Transport High living: skyscrapers		Medical technology Personal entertainment Careers in technology		The future of technology Reading bank key p.66			
9 High living: skyscrapers » p.68									
Leon Peters: Steel Erector	Showing visitors round a construction site	The tallest buildings in the world		How skyscrapers are built	Foundation types		Safety signs and safety advice		Stress in long words (1)
10 Medical technology » p.74									
Phillipe Rugeri: Mechatronics Engineer	Giving clear instructions	Devices for the blind			Devices for the elderly	Short description	Relative clauses	Opposites	Linking words
11 Personal entertainment » p.80									
Bruno Schleef: Video Games Designer	Making suggestions	Best-selling computer game genres	Opinions		Video games		<i>should / shouldn't</i>	New vocabulary	
12 Information technology » p.86									
Diana Mayo: IT Support Technician	Working on a help desk	Supercomputers	Describing changes	CADCAM	Computer peripherals		Past Passive	Collocations	-ed form of verbs and words with silent letters
13 Telecommunications » p.92									
Todd McArthur: Tele- communications Technician	Explaining in simple terms	Satellite communication systems		VoIP phone systems	Mobile phones		Past Simple v Present Perfect		Past Simple v Present Perfect
14 Careers in technology » p.98									
				Job descriptions	Personality career test Job interview	CV	Job requirements		Stress in long words (2)
15 The future of technology » p.104									
	Saying goodbye		Predictions		Future developments		Phrasal verbs	Affixes	Linking in phrasal verbs
Pairwork activities » p.110		Symbols and characters » p.114			Grammar reference » p.115		Listening scripts » p.124		Glossary » p.131

(It is taken from the course book by snap shooting)

As can be seen from the content flow chart above, the book has got 15 units which cover nine parts in most cases. These are: costumer care, project/ web request/ problem solving, listening, speaking, reading, writing, language spot, vocabulary and pronunciation. Out of 15 units in the book, eight of them are expected to be covered as can be seen from the course outline (*see Appendix' N'*). These include: unit 1, 2, 3, 4, 5, 7,8,12 and 15 respectively.

Since it is difficult to analyze four units included in the harmonized curriculum, the researcher has selected two units (Unit two and three) from College volume-I and two units (Unit Two and Three) from course book that ASTU is making use of. In examining theses course books,

yardsticks adapted from Nunan(1988) and Bella and Gower (1998) were employed pertaining to four basic questions. These include:

1. Is the teaching material contextually fit?
2. Can the material stimulate interaction and reflection through information gap and transfer tasks?
3. Are language skills integrated effectively in the units of the teaching material?
4. Is the book supported efficiently by essentials like audio-materials?

4.4.2. Evaluation of Course Books in Use

4.4.2.1. Is the Teaching Material Contextually fit?

To look into whether the teaching material is contextually fit or not three major issues are focused on in this study. First and foremost, the extent to which the material address objectives of the curriculum it is meant to address is analyzed. Then, it evaluates if topics and themes in the book enhance meaningful and purposeful use of the target language for academic purpose.

In this regard; for instance, if one looks into unit two (AIDS) and unit three(Culture and values) of the college English, which are also the second and third units in harmonized course guide book, the objectives of the units were not stated focusing on study skills, socialization skills and academic literacies students have to develop upon completing the units. The course guidebook(the old days course outline) does not in itself stipulate the objectives of offering Communicative English Skills apart from stating as it focuses on developing students' academic and non-academic skills. In the literature, however, common core English for academic purpose courses have to encompass a set of language forms or skills that are found in all, or nearly all varieties and which can be transferred across contexts. Most EAP and study-skills textbooks are also expected to base themselves on this notion, and get organized around themes such as 'academic writing' and 'oral presentations', or general functions like 'expressing cause and effect' or 'presenting results', and so on(Hlyday,2006). In unit two (AIDS), three special features which include relative clause, listening for gist of talk or lecture and making a public speech are given a due attention (College English Volume I, 19) whereas using active and passive construction, debating, critical reading and identifying structure of the talk are pin-pointed as a unique feature of unit three (College English Volume I, 47). (*See Appendix 'O'*) However,

disciplinary socialization which links language, user and context is not taken in to account that much in both cases.

The second parameter which was used in analyzing contextual fitness of these units is that whether topic and theme in the unit enhances meaningful and purposeful use of the target language for academic purpose or not. Since AIDS is an illness that is affecting people and communities all over the world, it could be used as a theme, but what is most important is the way this theme is used as a vehicle in equipping students with study skills, socialization and academic literacy that could be transferred into students' domain specific learning needs. This theme seems very much meaningful and purposeful before two decades if presented as it is framed in the book. For instance, facts about AIDS, which were included in the listening and reading passage, have already changed as a result of innovations and interventions. As to the researcher, had this theme replaced by 'Epidemic or Pandemic', it gives a room for pragmatic issues and offers an alternative insights and inputs that enable students to discuss as well as reflect critically. In the same fashion, the third unit (Culture and values) is so nice, but reading passages in the unit are not reflective of Ethiopian culture. The reading passages were about Pokoto tribe and Parpara rituals in Kenya (College English volume-I, Page 64-69). The researcher of this study claims that activities in this specific unit should go beyond addressing culture of dressing, feeding, socializing, and marring each other, and had better incorporate issues related to work culture and organizational culture which promote an overwhelming ethics and production (*See Appendix 'O'*).

Similarly, when looks in to contextual fitness of unit two and three of the course book 'Oxford English for Career: Technolgy1' which is published by Oxford university Press and being in use at ASTU. Before going into the detailed analysis, the course book is not reflective of Ethiopia culture as adaption was not carried out at all. Moreover, it focuses on narrow angled ESP opposed to the common core EAP which is recommended by harmonized curriculum.

To evaluate contextual fitness of this course book three most important parameters which are used in examining selected units from College English volume-I are also used here under. In doing so, the extent to which the material address objectives of the curriculum it meant to address, meaningfulness as well as purposefulness of topics and themes in enhancing the use of the target language for academic purpose are analyzed.

In this respect; for example, unit two (Studying Technology) and unit three (Design) of the ‘Oxford English for Career: Technology1’ begins with ‘*switch on*’ activities which are brain storming questions. The objectives of the units were not stated focusing on study skills, socialization skills and academic literacies students have to develop upon completing the units except mentioning what to be covered in the unit. In unit two, listening for details, present simple verses present continuous, key terms for different branches of technology and weak and strong forms of auxiliary verbs are stated as the focus of the unit. In unit three on its part, key terms in design, speaking and writing about design requirements, how to ask yes/no and information questions, listening to and reading designers describing their work and using research skills to find out the works of famous designers are stated as the main features in the unit. The course outline does not in itself stipulate the objectives of offering Communicative English Skills in Ethiopian academic scenario except enumerating learning outcomes which are adopted from Washington Accord (WA) graduate attributes (*see Appendix ‘P’*).

The other point of departure in analyzing contextual fitness of these units is that whether topic and theme in the unit enhances meaningful and purposeful use of the target language for academic purpose or not. The theme ‘*Studying Technology*’ and ‘*Design*’ are both novel and appropriate if sketched focusing on common core and domain specific competences that equip students with study skills, socialization skills and academic literacy needed by university students in Ethiopia. These themes seem very much meaningful and purposeful had it encompassed both the wide angled and narrow angled EAP in a balanced manner.

4.4.2.2. Can The Material Stimulate Interaction and Reflection through Information Gap and Transfer Tasks?

Tasks and activities in the College English Volume-I advance form simple to complex in most cases. This means that there are varieties of tasks and activities which are believed to enhance interaction and reflection. However, tasks and activities in unit two and three of this book are mostly pedagogically sound in their nature, but need revision and renewal. In this respect, if themes are modified and few narrowed angled tasks are incorporated focusing on study skills, socializing skills and university level rigorous academic literacy skills as open ended tasks, it shall be productive enough as far as critical-pragmatic EAP theory and practice is concerned(Hlyday,2006).

Contrary to this, tasks and activities included in units two and three of course book in use by ASTU seems not up to standard as they are almost straight forward questions devised from the listening texts with little attention to their criticalness. Furthermore, there are no intensive reading texts that enable students to react and reflect. For example, activity one under language spot in unit one order students to put verb in the bracket in to simple present or continuous form. This activity could be better presented in context and sounds meaningful, but as it appears in the activity on page 12 of the book it is devoid of language use and devoted to language usage. Similarly, the first activity under listening skills in unit three directs students to fill in the missing stages of designing process by choosing words from the list. Likewise, activities under language spot in the same unit do not require students to critically think and reflect on since they are up to the standard for students who have learned English language for at least 12 years.

4.4.2.3. Are Language Skills Integrated Effectively in the Units of the Teaching Material?

As major language skills are inseparable in their very nature, it is advisable to design tasks and activities that secure integration of skills. When one looks into college English Volume-I, the four language skills are in a very nice way even though tasks and activities there to facilitate integration of English language skills are under question in terms of their novelty, criticalness and pragmatism in today's university academic endeavor.

Opposed to this, in unit two and three of the course book in use (*Oxford English for career: Technology I*) at ASTU, language skills are not integrated as they have to. For instance, unit two of the course book focuses only on listening for details ignoring reading, speaking and writing skills. Moreover, in both units under analysis (*Studying Technology and Design*), there is no intensive reading text which has pre-reading, while reading and post reading tasks that could play vital role in integrating language skills by exposing students to different interactive scenarios (*See Appendix 'P'*).

4.4.2.4. Is The Book Supported Efficiently by Essentials Like Audio-Materials?

The harmonized course book, college English volume I, has lot of listening skills tasks and activities in each unit. The problem is there no listing extract and audio material to back up the implementation of this skill. Hence, this lack most probably paves a way for poor integration of the language skills in theme based syllabus of this kind. Contrary to this fact, 'Oxford English for

Career: Technology¹ has audio-material that could facilitate the teaching learning process of listening skills had answer key for each and every listening activities in each unit was not there in the students' textbook in the form of annex. The other interesting input in this book is that it has 'webquest' apart which we cannot find in College English Volume I (*See Appendix 'P'*). This part could open up window of opportunities for students to use technology when learning English language by using different search engines available.

In general, if one sees the way competences, contents and learning activities were set for grade 11 and 12(MOE, MLC, 2009), they are more comprehensive than Communicative English skills being offered as a common course at university level these days. Therefore, it is advisable to revise and renew Communicative English Skills syllabus to effectively fill in the missing links. Thus, syllabus renewal and modification should be carried out to make it fit with possible learners' progressive needs (Clark, 1987)

4.4.3. Evaluation of the New Module Meant for Communicative English Language Skills I (FLEn 1011)

It is unfortunate that the writers of this module would have used the recommendations in this study had it was wrapped upped within four or five years. Since this study took more than five years because of circumstances beyond the researches control the writers of the new modules might have used their experiences or empirical evidences which is older than five years. Theoretically, syllabus and teaching material modification and renewal have to be made within five years even though this is impractical in our case.

Moreover, as this module is not tested practically, it is not appropriate to undertake detailed evaluation of the fitness for the purpose of the module. To begin with course nomenclature, there is inconsistency. The course module is named as *FLEn1011* and in the first line of the introductory paragraph it reads EnLa101, so it confuses whether is named as *EnLa1011* or *FLEn1011* or *EnLa101*. Though it is not an essential component of course material evaluation, course nomenclature should be reasonable and consistent. As far as the Nationally Harmonized Modular Curriculum for Undergraduate Program is concerned, Communicative English Language skills has got a course nomenclature EnLa1011, so why the course writer has used FLEn1011 and EnLa101 seems not justifiable and deviate from what is stated in the harmonized curriculum(see MoE,2013).

Moreover, if one looks into the introductory part of the module it is stated as the focus of the module is on listening and reading skills over the two productive skills. To begin with the statement in line 2 of the introductory remark, it reads, “*The module focuses on listening and reading skills and integrates these two skills with speaking and writing activities.*” In the last paragraph of the introductory part of the module it also says:

*It is believed that you will successfully complete this module, which is followed by another module in the second semester for the course Communicative English Skills II (EnLa102). **Communicative English Skills II will focus on speaking and writing skills** and will, of course, integrate these skills with listening and reading activities.*

Apart from stating the area of focus, nothing is said about why of such a move. It is a common knowledge that at lower grades it is expected to expose students to listening, speaking, reading and writing skills sequentially as this is the natural or order of learning second or foreign language (Krashen, 1982). However, this does could not be taken for granted at advanced level as EAP course provision has to tap on learning situation and target situation needs of students in the area of study skills, academic literacy and socialization skills by giving due focus to the four major language skills equivalently.

With respect to the objective of the module, the following specific objectives are stated.

Upon completing this module, you will be able to:

- *express yourself in social and academic events in English;*
- *use English with reasonable level of accuracy and fluency;*
- *listen to talks related to social and academic events given in English;*
- *read and understand academic and other texts written in English;*
- *write in English as academically and socially appropriate; and*
- *learn and develop your English on your own.*

From the lists of the objectives, it is possible to guess as there is controversy with what is stated in the introductory note of the module. Out of six objectives in the list above, four of them in one or the other way are related to productive skills except objective three and four. What is to be appreciated is that the objectives could at least indicate as the course is English for general academic purpose not English for general purpose or English for specific academic purpose.

In connection with the module content, it consists of are five units. These are:

- *Unit One : Study skills*
- *Unit Two: Health and Fitness*
- *Unit Three: Cultural Values*
- *Unit Four: Wildlife*
- *Unit Five: Population*

The first unit is entitled as a *study skills* whether the way inputs, tasks and the activities in this unit are gauged with critical-pragmatic EAP is questionable. In terms of contextual fitness, it seems to address objective it is meant to focus on since the theme of the unit is entitled as ‘Study skills’, which is among the area of focus of EAP. However, as students who join public universities in Ethiopia are heterogeneous in terms of their proficiency and academic background, it is doubtful whether it is meaningful for students who have good track record of English language at preparatory school. For instance, under *activity 1.1.2: Pre-listening* part questions which say:

1. What is a lecture? ;
2. Who gives a lecture? and
3. Have you listened to lectures before? When? Where?

These questions seem not up to standard and at the same could not help students to generate new idea as term lecture is already defined and discussed under section *1.1 Listening: What is a lecture?* Thus, posing these questions at this point is not relevant as it could not critical thinking and interaction. Moreover, activity 1.1.2 on 6 is also devoid of context and it could not mapped to any pragmatic study skills and academic literacy required at university level (see Annex ‘Q’). Furthermore, activity 1.1.3 could also be done without listening to the listening extract by students who do have a knowhow of how to study and become successful in the world of academia. The other missing link is that the listening skills part is not supported by audio material that could expose students to intelligible pronunciation and appropriate speed level of spoken discourse. If in case, preparing audio material might be considered as uneconomical, listening extracts should have been dispatched along with the main document to make teaching listening skills a reality.

4.5. Findings from Questionnaires

When undertaking the main study, the researcher came to know from the office of the registrar as the population of Pre-Engineering students at Mettu university is 302(235 male and 67 female), and it is 1206(932 male and 274 female) at ASTU respectively. As stated under 3.2.2, there were 256 students who have filled in the questionnaire though analysis of data collected from 236 respondents were made. This is due to the fact that responses of 20 of them (13 from ASTU and 7 from Mettu University) were excluded as they did not fill in the questionnaire properly. Therefore, responses from 31 teachers (17 from ASTU and 14 from Mettu University) and 236 students (145 from ASTU and 91 from Mettu University) were fed in to SPSS version 22, and then analysis was made based on intended objectives of the study.

4.5.1. Findings from Teachers' Questionnaire

4.5.1.1. Demography of Teacher Respondents

Under part-I of teachers' questionnaire, seven questions were prepared to collect data related to respondents' background (See Appendix 'A'). Thus, the demographic characteristic of teacher respondents is summarized in the table below.

Table 4: Demography of Teacher Respondents

Characteristics	Mettu University		ASTU		Total	
	Frequency	%	Frequency	%	Frequency	%
Gender						
Male	14	100	16	94	30	97
Female	-	-	1	6	1	3
<i>Qualification</i>						
BA						
MA/MED	14	100	13	76	27	87
PhD	-	-	4	24	4	13
<i>Specialization</i>						
TEFL	12	86	15	88	27	87
Linguistics	1	7	1	6	1	6.5
Literature	1	7	1	6	1	6.5
<i>Employment type</i>						
Fulltime	14	100	17	100	31	100
Part-timer	-	-	-	-	-	1
<i>Teaching Experience</i>						
0-3	-	-	-	-	-	-
4-7	-	-	-	-	-	-
8-12	8	57	3	18	11	35.5
13-20	6	13	10	59	16	51.6
>20	-	-	4	23	4	12.5
<i>Load/week</i>						
<10	1	7	-	-	1	3.2
12-18	11	78	5	29	16	51.6
19-25	2	15	10	59	12	38.7
>25	-	-	2	13	2	6.5

Out of 31 respondents who filled in and returned the questionnaire, 1 (3%) of them was female whereas 30 (97%) of them were male. With regards to respondents' qualification, 27(87%) of them were M.A. /M.Ed. whereas 4(13%) were PhD holders. When specifically seen, there is no PhD holder in Mettu University, in the department of English Language and Literature. Though there is a variation in a qualification mix between universities under study, teachers who were offering communicative English Skills in in both cases fulfill the minimum qualification standard set by ministry of education. In connection with specialization of participants, 27(87%) of them were TEFL graduate whereas linguistics and literature graduates share the same figure 2(6.5%) each.

Opposed to demographic variables discussed above, there is variation in the teaching experience of the respondents. Out of 17 teacher respondents from ASTUT, 3(18%), 10(59%) and 4(23%) of them fall in the experience category 8-12, 13-20 and above 20 year respectively. As can be seen from table 4 above, EAP teachers at Mettu University have a moderate teaching experience though the university was established in 2012. Among 14 teacher respondents, the teaching experience of 8(57%) of them fall in the category 8-12 whereas the teaching experience of 6(13%) of them fall in the range 13 to 20.

4.5.1.2. Language Skills to Be Given Priority to as Perceived by EAP Teachers

Under this theme, teacher respondents were asked to rate the four major skills (listening, reading, speaking and writing) and the two linguistic components (vocabulary and grammar) in terms of their importance on learners' success in university academic career. Respondents' reaction to this basic question is summarized in the table here under.

Table 5: Language Skills to Be Given Priority To

Language skills/ linguistic components	University	Level of Importance of the Language Skills										Mean
		5		4		3		2		1		
		F	%	F	%	F	%	F	%	F	%	
Listening skills	Mettu	3	21.43	4	28.6	6	42.85	1	7.14	-	-	3.64
	ASTU	6	35.29	7	41.18	3	17.65	1	5.88	-	-	4.06
Speaking skills	Mettu	8	57.14	5	35.71	1	7.14	-	-	-	-	4.57
	ASTU	10	58.82	6	35.29	1	5.88	-	-	-	-	4.53
Reading skills	Mettu	3	21.43	3	21.43	5	35.7	3	21.43	-	-	3.5
	ASTU	3	17.64	7	41.17	5	29.41	2	11.76	-	-	3.65
Writing skills	Mettu	6	42.86	8	57.17	-	-	-	-	-	-	4.5
	ASTU	11	64.7	5	29.41	1	5.88	-	-	-	-	4.65
Grammar	Mettu	5	35.7	8	57.13	1	7.14	-	-	-	-	4
	ASTU	7	41.17	6	35.29	1	5.88	2	11.76	3	21.4	3.88
Vocabulary	Mettu	6	42.86	6	42.86	2	14.28	-	-	-	-	4.29
	ASTU	8	47.05	5	29.41	3	17.64	-	-	-	-	4.29

Key for interpretation of the ratings in the table: 5= very important, 4=important, 3= undecided, 2=less important, 1=not important

As can be seen from table 5 above, two of the major skills_ speaking and writing were considered as a ‘very important’ skills by teacher respondents in the universities under study. Out of 14 respondents from Mettu university, 8(57.17%) rated speaking skills as the ‘very important’ and 5(35.71%) of the same rated this skill as ‘important’ skills in their students’ academic success. In the same manner, among 17 teacher respondents from ASTU, 10(58.82%) regarded speaking skills as ‘very important’ and 6(35.29%) of them on their part replied indicating as ‘important’ skill in their students’ academic endeavor. The mean value computed for this skill reads 4.57 in case Mettu University and 4.5 for ASTU, which could be rounded to 5, the value assigned to represent ‘Very important’.

With regards to importance of writing skills, 6(42.8%) and 8(57.17%) of respondents from Mettu university seem to value this skill as ‘very important’ and ‘important’ language skill respectively which they believe could make their students’ successful in their further university academic journey. In the same token, out of 17 respondents from ASTU University, 11(64.7%) and 5(29.4%) of them replied valuing writing skills as the ‘very important’ and ‘important’ language skills respectively. When one looks into the mean value for writing skills, it is 4.65 in case of

ASTU and 4.5 for Mettu University which could possibly be rounded to 5 the value that stands for the scale ‘very important’.

The two linguistic components_ vocabulary and grammar were rated as ‘important’ since their mean value for vocabulary is 4.29 in both cases, and the mean value for grammar reads 4 for Mettu University and 3.88 for ASTU. Contrary to this, the two receptive skills, listening and reading skills were rated as skills of medium importance. This can be seen from the mean score of listening and reading skills is 3.64 and 3.5 respectively in case of Mettu University, and with slight difference, the aforementioned skills has got the mean score 4.06 and 3.65 in case of ASTU respectively. In general, though few respondents rated listening reading and grammar as ‘less important’, the overall figure shows as the respondents have got positive outlook towards importance of the four major language skills and the linguistics components in their students’ promising academic attainment.

4.5.1.3. Teachers’ Perception of Their Students’ English Language level of Proficiency

Teachers' perception of their students’ level of language proficiency could influence types of teaching material they use, tasks they design and practical teaching techniques they can employ. Thus, teacher respondents were asked to rate their students’ level of English language proficiency and the result from the study is depicted in the table 6 below.

Table 6: Teachers’ Perception of Their Students’ English Language Proficiency

Level of students' ability	university where the participant teaches	N	Mean value
listening skills	Mettu	14	3.14
	ASTU	17	3.06
speaking skills	Mettu	14	2.21
	ASTU	17	2.18
Reading skills	Mettu	14	3.79
	ASTU	17	3.82
Writing skills	Mettu	14	2.79
	ASTU	17	2.71

As illustrated in the table above, students’ level of English language skills proficiency is rated by Communicative English Language teachers, and the result shows as they are relatively good at reading skills over the other macro skills. The mean value of this skill as rated by respondents from Mettu University is 3.79. Similarly, the mean value of the same skill reads 3.82 in case of ASTU. These mean values could be rounded to the value assigned for ‘good’. With regards to

students' level of listening skills proficiency, teacher respondents rated under 'satisfactory'. The mean value computed for Mettu and ASTU University indicates that the level of students' proficiency in this skill reads 3.14 and 3.06 in respectively. Students' speaking and writing skills were ranked as 'poor' since the mean value of these two skills is 2.29 in case of Mettu University and 2.24 with respect to ASTU.

With regards to, the Chi-square test for significance between teaching experiences and how the teacher respondents perceive their students English language proficiency is statically significant for reading, writing and grammar since the p-value for these language components reads 0.038, 0.041 and 0.04 respectively. This means that as teachers teaching experience increases they seem to perceive as their students are good at reading, writing and grammar. However, there seem be no perceived difference in students' listening, speaking and vocabulary level of proficiency among teacher respondents.

4.5.1.4. Communicative English Skills Teaching Practices

Under this theme, classroom practices of EAP teachers were analyzed focusing on types of inputs used, tasks and activities students are exposed to and active learning techniques frequently employed. Among basic questions teachers were asked in order to identity the most frequently used reading and listening inputs his or her students were exposed to, and types of speaking and writing skills scenarios he or she often creates for his or her students in order to equip them with common core academic literacy and socialization skills were the dominant ones. Since it is not convenient to put the items directly into table because of limited space, item number is used as shown in the table below. (To cross-check, see Appendix 'A').

4.5.1.4.1. Types of Inputs Used in Teaching Reading Skills

Knowledge and skills could not be brought home radically as behavioral change of any kind needs some sort steps to be followed. In a tertiary level EAP teaching program, the primary goal is not to teach a foreign language. It is to improve what EAP learners already know through texts meaningful to them and help them access the scientific knowledge through intensive and extensive reading. In this regard, possible inputs to be used in the context of EAP world are adopted from literature and made to be rated by teacher respondents in the study area to check whether practices align with what ought to be.

Table 7: Types of Inputs Used in Teaching Reading Skills

Item no. of the Reading Inputs	Name of the University	Frequency and Percentage										Mean value
		<i>Always(5)</i>		<i>Usually(4)</i>		<i>Sometimes(3)</i>		<i>Rarely(2)</i>		<i>No at all(1)</i>		
		F	%	F	%	F	%	F	%	F	%	
Item 1	Mettu	-	-	1	7.14	5	35.71	6	42.85	2	14.28	2.36
	ASTU	-	-	1	5.88	5	29.41	8	47.05	3	17.64	2.24
Item 2	Mettu	-	-	-	-	3	21.43	3	21.43	8	57.17	1.64
	ASTU	-	-	-	-	4	23.53	4	23.53	9	52.94	1.71
Item 3	Mettu	-	-	3	21.43	1	7.14	4	28.6	6	42.85	2.07
	ASTU	-	-	4	23.53	-	-	6	35.29	7	41.17	2.06
Item4	Mettu	2	14.28	4	28.6	3	21.43	3	21.43	2	14.28	3.07
	ASTU	2	11.76	4	23.53	5	29.41	3	17.64	3	17.64	2.94

Data in the table 7 above reveals that among expected English for Academic Purpose reading inputs students could possibly be exposed to , reading material downloaded from internet (item4) is used almost ‘always’ by 2(14.28%) of them out 14 respondents from Mettu university. And, 4(28.6%) of them rated as they use this input type ‘usually’. Among the respondents 3(21.43%) replied indicating as they often use the same input type ‘sometimes’. The same figure (3 respondents) also answered as they use reading material downloaded from internet ‘rarely’. Similarly, out of 17 teacher respondents from ASTU, 2(11.76%), 4(23.53%), 5(29.41%) and 3(17.64%) signified as they often use reading material adopted from internet ‘always’, ‘usually’, ‘sometimes’ and ‘rarely’ respectively. However, five respondents, 2 from Mettu University and 3 from ASTU confessed as they never use reading materials downloaded from internet at all as an input type when teaching reading skills. In general, from the mean values of item4 (downloaded reading materials) which reads 3.07 in case of Mettu University and 2.94 with respect to ASTU one can understand as this input type is often used ‘sometimes’ in these universities.

Though the practices of using internet source appropriately as discussed in the preceding paragraph is not promising in itself, one can learn from the mean values of item1 (extracts from books in the students’ fields of studies), item2 (articles and journals of different kinds) and item 3(newspapers and magazines) which asymptote to 2, value assigned for ‘rarely’, it seems these input types were almost not used in teaching reading skills in the universities under study.

4.5.1.4.2. Types of Inputs Used in Teaching Listening Skills

To identify the most frequently used inputs types in teaching listening skills six questions were designed, and results obtained from the respondents of study is summarized in the table below. (To cross-check item number with the questions see Appendix 'A')

Table 8: Inputs Used in Teaching Listening Skills

listening Inputs	Name of university	Frequency and Percentage										Mean value
		<i>Always(5)</i>		<i>Usually(4)</i>		<i>Sometimes(3)</i>		<i>Rarely(2)</i>		<i>No at all(1)</i>		
		F	%	F	%	F	%	F	%	F	%	
Item 1	Mettu	-	-	-	-	-	-	-	-	14	100	1
	ASTU	-	-	-	-	-	-	-	-	17	100	1
Item 2	Mettu	-	-	-	-	-	-	-	-	14	100	1
	ASTU	-	-	-	-	-	-	-	-	17	100	1
Item 3	Mettu	-	-	-	-	-	-	-	-	14	100	1.14
	ASTU	-	-	-	-	-	-	-	-	17	100	1
Item4	Mettu	-	-	-	-	-	-	6	42.85	8	57.17	1.43
	ASTU	-	-	-	-	7	41.17	7	41.17	3	17.64	2.24
Item5	Mettu	14	100	-	-	-	-	-	-	-	-	5
	ASTU	17	100	-	-	-	-	-	-	-	-	5
Item6	Mettu	-	-	-	-	8	57.17	-	14.28	-	-	3.21
	ASTU	2	11.76	5	29.41	6	35.29	4	23.53	-	-	3.29

As indicated in table 8 above, respondents reaction to item 1 (whether they use listening laboratory as an input by exposing to recorded listening texts or not), item 2 (exposing students to TV programs in English language) and item 3 (exposing students to radio programs in English language) depict as they never do these that at all. This is because 31 (100%) of them replied indicating as they did not use language laboratory, TV and radio programs as input types to teach listening skills. However, reply to and item 4 (exposing students to materials on web) slightly different when teachers practices in Mettu and ASTU is compared. The mean value for this item reads 1.43 in case of Mettu University whereas it is 2.24 in case of ASTU, which slightly above value assigned for 'rarely'. Out of six possible listening skills scenarios rated, only item 5 (teacher's talk) is the most frequently employed listening input that students are often exposed to. Item 6 (extracts from a given course book) is frequently used when teaching listening skills at ASTU, but this is totally impractical at Mettu university.

4.5.1.4.3. Scenarios Often Created in Teaching Speaking Skills

It is obvious that speaking skills is one of the productive skills through which most of the time observable performance of students is measured or evaluated. For performance to be seen, appropriate inputs should be given to students. Thus, in this study five common speaking skills tasks types were devised and teacher respondents' reaction to each item is summarized as follows:

Table 9: Scenarios Created in Teaching Speaking Skills

Speaking skills Scenarios	Name of the University	Frequency and Percentage										Mean value
		<i>Always(5)</i>		<i>Usually(4)</i>		<i>Sometimes(3)</i>		<i>Rarely(2)</i>		<i>No at all(1)</i>		
		F	%	F	%	F	%	F	%	F	%	
Item 1	Mettu	3	21.43	9	64.29	2	14.28	-	-	-	-	4.07
	ASTU	5	29.41	12	70.59	-	-	-	-	-	-	4.29
Item 2	Mettu	-	-	-	-	8	57.17	6	42.85	-	-	1.57
	ASTU	2	11.76	7	41.17	7	41.17	1	5.88	-	-	2.59
Item 3	Mettu	-	-	4	28.6	10	71.43	-	-	-	-	3.29
	ASTU	-	-	-	-	4	23.53	13	76.47	-	-	3.24
Item4	Mettu	-	-	-	-	4	28.6	6	42.85	4	28.6	2.00
	ASTU	-	-	-	-	5	29.41	8	47.05	4	23.53	2.06
Item5	Mettu	-	-	-	-	-	-	7	50	7	50	1.50
	ASTU	5	29.41	9	52.94	3	17.64	-	-	-	-	4.12
Item6	Mettu	3	21.43	8	57.17	3	21.43	-	-	-	-	4.00
	ASTU	6	35.29	10	58.82	1	5.88	-	-	-	-	4.29

As one can be seen from table 9 above, 3(21.43%), out of 14 respondents from Mettu University rated item1 (debatable issues) as the task type that they give to their students 'always', 9(64.29%) of them also indicated as they use this type of scenario 'usually' and 3(14.28%) of them on their part replied as the use it 'sometimes' in teaching speaking skill portion in EnLa(1011). Out of 17 teacher respondents from ASTU,5(29.41%) and 12(70.59%) answered showing as they use debatable issues when teaching speaking skills 'always' and 'usually' respectively. Respondents' answer to item 6(presentation on selected topics) is almost similar with that of answer given to item1 since the mean value for these two items is the same (4.29) in case of ASTU and 4 with respect to teachers' inclination of using this scenario at Mettu university. The fourth frequently used situation type in the universities under study is item3

(prompt public speech) whose mean value 3.29 in case of Mettu university and 3.24 in case ASTU.

Contrary to analysis made so far in the paragraph above, item 2(impromptu public speech) and item 4(memorized public speech) were used less frequently since the mean value of these items asymptote value assigned for 'rarely'. Moreover, the huge disparity under this theme is that there is a great difference between universities under study in making use of 'roleplaying' when one looks into the mean value computed for item 5. This item has received a mean value 4.12 in case of teachers' practices at ASTU whereas the same item has got a mean value 1.5 in case of Mettu University.

4.5.1.4.4. Scenarios Often Created in Teaching Writing Skills

Different types of inputs and tasks are inseparable components in language teaching. If there is no suitable input, it is an illusion to think of task to be accomplished. Eight possible writing scenarios types were adapted from literature and reply to each item as per teacher respondents classroom practices were computed and analyzed as follows:

Table 10: Scenarios Often Used in Teaching Writing Skills

Writing skills Scenarios	Name of the University	Frequency and Percentage										Mean value
		<i>Always(5)</i>		<i>Usually(4)</i>		<i>Sometimes(3)</i>		<i>Rarely(2)</i>		<i>No at all(1)</i>		
		F	%	F	%	F	%	F	%	F	%	
Item 1	Mettu	-	-	8	57.17	2	14.28	2	14.28	-	-	3.71
	ASTU	-	-	10	58.82	3	17.64	1	5.88	-	-	3.88
Item 2	Mettu	3	21.43	10	71.43	1	7.41	-	-	-	-	4.14
	ASTU	4	23.53	10	58.82	3	17.64	-	-	-	-	4.06
Item 3	Mettu	-	-	1	7.14	9	64.29	4	28.6	-	-	2.79
	ASTU	-	-	-	-	11	64.7	6	35.29	-	-	2.65
Item4	Mettu	-	-	-	-	10	71.43	3	21.43	1	7.14	2.64
	ASTU	-	-	1	5.88	14	82.35	1	5.88	1	5.88	2.88
Item5	Mettu	-	-	3	21.43	7	50	4	28.6	-	-	2.93
	ASTU	-	-	2	11.76	9	52.94	6	35.29	-	-	2.76
Item6	Mettu	-	-	-	-	1	7.14	4	28.6	9	64.29	1.43
	ASTU	-	-	-	-	1	5.88	4	23.53	12	5.88	1.35
Item7	Mettu	-	-	-	-	3	21.43	4	28.6	7	50	1.71
	ASTU	-	-	-	-	1	7.14	5	35.71	11	64.7	1.41
Item8	Mettu	-	-	-	-	3	21.43	8	57.17	3	21.43	2.00
	ASTU	-	-	-	-	2	11.76	11	64.7	4	23.53	1.88

As presented in the table 10 above, responses to item 1(controlled paragraph writing) and item 2(guided paragraph writing) depict as teacher respondents of this study often give much attention to teaching paragraph writing over other academic writing tasks and genres. Out of 14 respondents from Mettu university, 8(57.17%) replied signifying as they expose their students to controlled paragraph writing ‘Usually’ and 2(14.28%) of them answered as they use it ‘always’. Moreover, the mean value of the same item, 3.71 which could be rounded to value assigned for ‘usually’ reveals this reality. Among six items under this theme, item2 (guided paragraph writing) is relatively the most widely used one. 8(57.17%) out 14 respondents indicated as they expose their students to guided paragraph writing ‘usually. The other 3(17.64%) of them replied to the same item indicating as the use it ‘sometimes’. Similarly, out of 17 respondents from ASTU, 10(58.82%) replied showing as they use controlled paragraph type ‘usually’ and 3(17.64%) of them disclosed as they use it ‘always’. With regards to reply to item2 (guided paragraph writing), 4(23.53%) and 10(58.82%) of the respondents answer that they expose their students to guided paragraph writing ‘always’ and ‘usually’ respectively. This is also revealed as the mean value computed for guided paragraph writing is beyond 4, the value assigned for ‘usually’ in both cases.

Opposed to these, reply to item 3(free paragraph writing), item 4(controlled essay writing) and item 5(guided essay writing) discloses as these three types of writing scenarios were put in practice ‘rarely’. However, the other academic writing tasks like item 6(free paragraph essay writing), item 7(summary writing) and item 8(writing report) were almost not employed since the mean value of these three items falls below 2, the value assigned to ‘rarely’. From this, it is possible to infer that tasks which demand critical thinking and creativity were ignored and the easiest ones were focused on.

4.5.1.5. Purposes Teachers’ Give Priority to in Teaching Learning Process

4.5.1.5.1. Purposes of Teaching Reading skills

Reading is one of the major skills through which learners at different educational levels come to discover new ideas, philosophies, theories that make their mind and heart-on in practical reality. The purpose of teaching and learning reading is not one and the same at primary, secondary, preparatory and higher institution. As this study focuses on the EAP course that all students who are studying at public universities in Ethiopia are taking, five common core possible purposes of

teaching reading skills were included in the questionnaire and data collected from teacher participants is depicted in the table hereunder.

Table 11: Purposes of Teaching Reading skills

Purpose of Teaching Reading	Name of the University	Level of priority and Percentage										Mean value
		<i>Very high(5)</i>		<i>High(4)</i>		<i>Undecided(3)</i>		<i>Little(2)</i>		<i>No at all(1)</i>		
		F	%	F	%	F	%	F	%	F	%	
Item 1	Mettu	-	-	3	21.43	6	42.85	5	35.71	-	-	2.86
	ASTU	3	17.64	2	11.76	7	41.17	5	29.41	-	-	2.65
Item 2	Mettu	-	-	1	7.14	-	-	8	57.17	5	35.71	1.79
	ASTU	2	11.76	7	41.17	5	29.41	3	17.64	-	-	3.47
Item 3	Mettu	-	-	-	-	8	57.17	4	28.6	2	14.28	2.43
	ASTU	-	-	2	11.76	5	29.41	6	35.29	4	23.53	2.29
Item4	Mettu	4	28.6	8	57.17	-	-	2	14.28	-	-	4.00
	ASTU	6	35.29	6	35.29	2	11.76	3	17.64	-	-	3.88
Item5	Mettu	2	14.28	4	28.6	3	21.43	2	14.28	3	21.43	3.14
	ASTU	4	23.53	5	29.41	4	23.53	2	11.76	2	11.76	3.41

Item 1 through 5 in the table above were design to examine reading purposes that communicative English teachers focus on in most cases. Among reading purposes in list, item 4(To make students effective in talking examination) and item 5(To deepen students’ general knowledge) seem purposes that were given priority by participants of this study. For instance, out 14 teacher respondents from Mettu Univesity, 4(28.6%) of them replied as the give the highest priority to enabling students effective in talking examinations whereas 8(57.17%) of the same respondents indicated as they high priority to the reading purpose mentioned in the preceding line.

On the other hand, reply to item 3(To enable students write summaries from reading) shows as negligible attention is given to reading purpose that enable learners to practice writing summaries from reading since its mean value is 2.29 and 2.43 in case of ASTU and Metttu university respectively . Responses to item 1, 2 and 3 depict as teacher respondents from both universities seem to have unclear understanding whether developing students’ knowledge in their respective field they study, deepening their general knowledge and widening their word power is important or not. This is due to the fact that the mean values of these three items asymptote around the value assigned for ‘undecided’. From this, one can figure out as much attention is given to enabling students to pass reading examinations in expense of enabling them acquire critical and pragmatic reading skills.

4.5.1.5.2. Listening Purposes Teachers' Give Priority to in Teaching Learning Process

To ascertain listening purposes that communicative English teachers give much attention to, five questions were set and dispatched, and responses to each item is analyzed comparatively as indicated in the table below.

Table 12: Purposes of Teaching Listening skills

Purpose of Teaching listening	Name of the University	Frequency and Percentage										Mean value
		<i>Very high</i>		<i>High</i>		<i>Undecided</i>		<i>Little</i>		<i>No at all</i>		
		F	%	F	%	F	%	F	%	F	%	
Item1	Mettu	4	28.6	7	50	-	-	3	21.43	-	-	3.85
	ASTU	6	35.29	8	47.05	-	-	4	23.53	-	-	4.11
Item 2	Mettu	3	21.43	9	64.29	-	-	2	14.28	-	-	3.93
	ASTU	5	29.41	11	64.7	1	5.88	-	-	-	-	4.24
Item 3	Mettu	-	-	-	-	3	21.43	5	35.71	6	42.85	1.79
	ASTU	-	-	-	-	6	35.29	4	23.53	7	41.17	1.94
Item4	Mettu	-	-	-	-	4	28.6	2	1.28	8	57.17	1.71
	ASTU	-	-	-	-	3	17.64	3	17.64	11	64.7	1.53
Item5	Mettu	3	21.43	11	78.57	-	-	-	-	-	-	4.21
	ASTU	7	41.17	10	58.82	-	-	-	-	-	-	4.41

Out of 14 respondents from Mettu University who filled in the questionnaires, 4(28.6%) of them rated item 1 (To enable students understand contents of lectures) as the objective which is often given 'very high' priority and the other half 7(50%) replied signifying as they give 'high' priority to the issue under discussion. Likewise, out of 17 respondents from ASTU, 6(35.29%) and 8(47.05%) answered as they often give 'very high' and 'high' attention respectively on how students become capable of understanding contents of lectures. Respondents' reaction to item 2 (To make students understand oral instructions given by teachers) and item 5 (To enable students pass listening examination) depict as teachers in the universities under study give 'high' priority to each of these objectives since the mean value for these two items reads 3.93 and 4.21 respectively in case of Mettu university and 4.24 and 4.41 in case of ASTU. However, reply to item 3 (To help students in order they understand contents of audio-visual materials related to their department) and item 4 (To be able to understand oral presentations in seminars) shows as objectives related to enabling students to understand contents of audio-visual materials and acquainting learners with skills of capturing seminar presentation received a less concern since the mean value of this item is below 2, value assigned to substitute degree marker 'little'.

4.5.1.5.3. Speaking Purposes Teachers' Give Priority To in Teaching Learning Process

Table 13: Purposes of Teaching Speaking skills

Purpose of Teaching Speaking	Name of the University	Frequency and Percentage										Mean value
		Very high(5)		High(4)		Undecided(3)		Little(2)		No at all(1)		
		F	%	F	%	F	%	F	%	f	%	
Item1	Mettu	2	14.28	8	57.17	4	28.6	-	-	-	-	3.86
	ASTU			12	70.05	5	29.41					3.71
Item 2	Mettu	6	42.85	8	57.17	-	-	-	-	-	-	4.43
	ASTU	8	47.05	9	52.94	-	-	-	-	-	-	4.47
Item 3	Mettu	6	42.85	7	50	1	7.14	-	-	-	-	4.36
	ASTU	8	47.05	9	52.94	-	-	-	-	-	-	4.47
Item4	Mettu	-	-	-	-	4	28.6	6	42.86	4	28.6	2.00
	ASTU	-	-	-	-	3	17.64	8	47.05	6	35.29	1.82
Item5	Mettu	-	-	-	-	5	35.71	7	50	2	14.28	2.21
	ASTU	-	-	-	-	5	29.41	9	52.94	3	17.64	2.12

As can be seen from table 13 above, out of 14 respondents from Mettu university only 2(14.28%) of them replied as they give 'very high' priority to enabling students deliver oral presentation in English meritoriously. And, 8(57.17%) of them on their part answered signifying as they give 'high' priority to the issue under discussion. On the other hand, out of 17 respondents from ASTU, 12(70.05) of them indicated as they give much attention to preparing their students to be effective in oral presentations. The mean value of item1 (To enable them make oral presentations) is 3.86 for Mettu University, and 3.71 for ASTU which could be rounded to 4, the value assigned for degree marker 'high'. With regards to respondents reaction to item 2 and 3, participants from both universities have almost similar subscription on the purpose of teaching speaking skills which are meant to enable learners to ask questions in English language(for clarification, for information...) and participate in discussions (answering questions, giving opinions, agreeing, disagreeing ...). This is because the mean values of these two items fall between 4 and 4.5 in both cases. Contrary to this, item 4 (To help them practice how to present the findings of mini studies) and 5 (To enable them become influential in the professional world) received minimum mean value which ranges from 1.82 to 2.21. This suggests as teaching how students can effectively present findings of their studies and enabling them to be influential communicator in professional world were given 'little' attention.

4.5.1.5.4. Writing Purposes Teachers' Give Priority in Teaching Learning Process

Table 14: Purposes of Teaching writing Skills

Writing purposes	Name of university	Level of priority										Mean value
		<i>Very high(5)</i>		<i>High(4)</i>		<i>Undecided(3)</i>		<i>Little(2)</i>		<i>No at all(1)</i>		
		F	%	F	%	F	%	F	%	F	%	
Item1	Mettu	2	14.28	8	57.17	4	28.6	-	-	-	-	3.86
	ASTU	-	-	12	70.59	5	29.41	-	-	-	-	3.71
Item 2	Mettu	7	50	6	42.85	1	7.14	-	-	-	-	4.43
	ASTU	9	52.94	7	41.17	1	5.88	-	-	-	-	4.47
Item 3	Mettu	-	-	6	42.85	6	35.29	2	11.76	-	-	2.29
	ASTU	-	-	5	29.41	9	52.94	3	17.64	-	-	2.12
Item4	Mettu	-	-	1	7.14	5	35.71	9	64.29	-	-	2.50
	ASTU	-	-	-	-	5	29.41	12	70.59	-	-	2.29
Item5	Mettu	1	7.14	-	-	2	14.28	6	42.85	5	35.71	1.93
	ASTU	-	-	-	-	2	11.76	8	47.05	7	41.17	1.71
Item6	Mettu	5	35.71	6	42.85	3	21.43	-	-	-	-	4.14
	ASTU	7	41.17	9	52.94	1	5.88	-	-	-	-	4.35
Item7	Mettu	-	-	1	7.14	9	64.29	4	28.6	-	-	2.79
	ASTU	-	-	1	5.88	11	64.7	5	29.94	-	-	2.76

As one can see from table 14 above, out of 14 respondents from Mettu university 2(14.28%) and 8(57.17%) of them answered as they give 'very high' and 'high' attention to teaching skills of 'note-making'. However, 4(28.6%) out of the same respondents rated item 1, which focuses on the skills of 'note taking' under the scale 'undecided'. Similarly, out 17 respondents from ASTU, 12(70.58%) of them replied showing as they give 'high' priority to enabling students to make their own notes. The mean values of same item reads 3.86 in case of Mettu University and 3.71 in case of ASTU which reveals as teacher respondents' seem to give 'high' priority for note making. Responses to item 2, in which ,7(50%) and 6(42.85%) of respondents from Mettu university replied indicating as they teach writing kills with intention of assisting students to take note from lecture classes. The same holds true when one looks into responses given by

participants from ASTU. Out of 17 respondents from this university, 9(52.94%) and 7(41.17%) answered signifying as they give much attention to teaching ‘note taking’ skills. Moreover, reply to item 6 on its part shows as much attention is often given to teaching structure of formal writing. This is because 5(35.71%) and 6(42.85%) of 14 respondents from Mettu University rated indicating as they give ‘very high’ and ‘high’ priority to teaching principles of effective writing, and 7(41.17%) and 9(52.94%) of 17 participants from ASTU replied agreeing as they give ‘very high’ and ‘high’ concern respectively to teaching principles of teaching effective writing. However, from responses to item 3, 4 and 5 one can learn as less attention is given to teaching skill of report, summary and term paper writing respectively.

4.5.1.6. Challenges students face in Communicative English classes

Table 15: Challenges students face in Communicative English classes

Difficulties	University where Respondents work	Level of difficulty										Mean value
		<i>Very difficult(5)</i>		<i>Difficult(4)</i>		<i>Average(3)</i>		<i>Least difficult(2)</i>		<i>Easy(1)</i>		
		F	%	F	%	F	%	F	%	F	%	
Item1	Mettu	8	57.17	6	42.85	-	-	-	-	-	-	4.57
	ASTU	13	76.47	4	23.53	-	-	-	-	-	-	4.76
Item 2	Mettu	5	35.71	7	50	-	-	1	7.14	-	-	3.8
	ASTU	4	23.53	4	23.53	9	52.94	-	-	-	-	3.7
Item 3	Mettu	6	42.85	5	35.71	3	21.43	-	-	-	-	4.2
	ASTU	4	23.53	9	52.94	4	23.53	-	-	-	-	4
Item4	Mettu	7	50	5	35.71	2	14.28	-	-	-	-	4.3
	ASTU	5	29.41	8	47.05	4	23.53	-	-	-	-	4.05
Item5	Mettu	6	42.85	6	42.85	2	14.28	-	-	-	-	4.28
	ASTU	7	41.17	5	29.41	5	29.41	-	-	-	-	4
Item6	Mettu	7	50	7	50	-	-	-	-	-	-	4.5
	ASTU	8	47.05	2	11.76	7	41.17	-	-	-	-	4.05
Item7	Mettu	3	21.43	5	35.71	3	21.43	3	21.43	-	-	3.57
	ASTU	2	11.76	8	47.05	3	17.64	4	23.53	-	-	3.4
Item8	Mettu	5	35.71	7	50	2	14.28	-	-	-	-	4.21
	ASTU	3	17.64	10	58.82	4	23.53	-	-	-	-	3.94
Item9	Mettu	6	42.85	7	50	1	7.14	-	-	-	-	4.35
	ASTU	5	33.3	7	33.3	4	27.8	1	5.6	-	-	3.94
Item10	Mettu	1	7.14	2	14.28	5	35.71	6	42.85	-	-	2.85
	ASTU	-	-	3	16.7	7	38.9	8	44.4	-	-	2.72

It is undeniable fact that students are expected to face lot difficulties in EFL setting for several reasons. Among them, lack of platform for communication and limited exposure to suitable pedagogic as well as real world tasks are few to be mentioned. Moreover, if linguistic difficulties students have hampers communication, it is an illusion to think of outgoing academic success. In connection with this, 10 questions were prepared to identify existing gaps students have and to forward possible ways of curbing them.

Reaction to item 1 depicts how much serious for students in universities under study to understand native and native like pronunciation. Out of 14 respondents from Mettu university, 8(57.17%) and 6(42.85%) of them replied as understanding native or native like pronunciation is the ‘most difficult’ or ‘difficult’ problem their students seem to faces. Similarly, out of 17 respondents from ASTU, 13(76.47%) and 4(23.53%) them rated gaps their students have in understanding native or native like pronunciation as the ‘most difficult’ and ‘difficult’ respectively. Moreover, the value computed for this item is above 4.5 in both universities which could be rounded to value assigned for ‘most difficult’. Reaction to this question seems an educated guess which might basis itself on students overall performance in case of Mettu university since there is no any situation whereby students are exposed to native or native like pronunciation. Most likely in case of ASTU, it holds water as they are using recorded listening extracts in teaching listening skill though its relevance is under question.

Moreover, responses to item 6, 9, 4, 5, 8 and 3 show teachers’ evaluation of their students’ felt gaps in using appropriate discourse markers, organizing ideas, expressing an idea or giving an opinion suddenly, arguing on a given topic, summarizing an idea and using appropriate terms or vocabularies as the ‘difficult’ problem since the mean values for these items range between 4.36 and 3.94 which could be rounded to value assigned for ‘difficult’. It is only item 7, which deals with writing an introduction, body and conclusion effectively was rated as a problem of moderate severity since the mean value for this item reads 3.57 in case of Mettu University and 3.4 for ASTU respectively, which is less than value assigned to ‘average’.

Contrary to similarity discussed above, reply to item 7(using appropriate language structures) shows as there is huge disparity between universities under study. For instance, out of 14 respondents from Mettu University, 9(64.29%) of them replied as their students have severe difficulty in using appropriate language structures in different communicative contexts. 5(35.71%) of them

on their parts answered rating as their students' have also difficulty of making use proper language forms that the situation call for. However, in case of ASTU, only 5(29.41%) and 3(17.64%) out of 17 respondents reacted indicating as their students have very serious and serious problem of the issue under discussion. The mean value of this item is 4.64 as rated by respondents from Mettu University whereas it reads 3.5 in case of ASTU. This again shows as pre-engineering students at Mettu University had serious problem of using appropriate language structures over their counterparts at ASTU. In general, though issues the researcher dealt with under theme addresses each and every functions and genres to be dealt with, data generated from this study suggests as students have a lot of gaps to be intervened so as to make them capable in their academic and professional endeavor.

4.5.1.7. Grammar Points Students need to learn as Perceived by EAP Teachers

Table 16: Grammar Points Students need to learn as Perceived by EAP Teachers

Grammar points needed	University where Respondents work	Grammar Points needed										Mean value
		<i>Very high(5)</i>		<i>High(4)</i>		<i>To some(3) extent</i>		<i>Little(2)</i>		<i>Not all(1)</i>		
		F	%	F	%	F	%	F	%	F	%	
Item1	Mettu											
	ASTU	6	35.29	10	58.82	1	5.88	-	-	-	-	4.29
Item 2	Mettu	5	35.71	7	50	2	14.28	-	-	-	-	4.21
	ASTU	-	-	8	47.05	6	35.29	3	17.64	-	-	3.29
Item 3	Mettu	9	64.29	5	35.71	-	-	-	-	-	-	4.65
	ASTU	13	76.47	4	23.53	-	-	-	-	-	-	4.76
Item4	Mettu	-	-	6	42.85	7	50	1	7.14	-	-	3.35
	ASTU	-	-	9	52.94	6	58.82	2	11.76	-	-	3.4
Item5	Mettu	9	64.29	3	21.43	2	14.28	-	-	-	-	4.5
	ASTU	7	41.17	7	41.17	4	23.53	-	-	-	-	4.4
Item6	Mettu	-	-	7	50	6	42.85	1	7.14	-	-	3.42
	ASTU	1	5.88	8	47.05	7	41.17	1	5.88	-	-	3.52
Item7	Mettu	4	28.6	6	42.85	4	28.6	-	-	-	-	4
	ASTU	3	17.64	6	58.82	7	41.17	1	5.88	-	-	3.64
Item8	Mettu	11	78.57	3	21.43	-	-	-	-	-	-	4.78
	ASTU	15	88.23	2	11.76	-	-	-	-	-	-	4.88
Item9	Mettu	-	-	3	21.43	1	7.14	10	71.43	-	-	2.5
	ASTU	-	-	-	-	6	58.82	11	64.7	-	-	2.35
Item10	Mettu	4	28.6	5	35.71	5	35.71	-	-	-	-	3.9
	ASTU	3	17.64	8	47.05	6	35.29	-	-	-	-	3.58

To identify grammar points that students need to learn at university level, 10 grammar points were identified looking into EAP literature and grammar points that were already included in college English volume I, which is prescribed as textbook for EnLa(1011) course as of 2013's harmonized curriculum. To achieve the desired objective, response to each item was computed as indicated in the table above. Out of ten items, response to item 3 and 8 depict as 'active and passive voice' and 'tenses' are grammar points that are 'very high' needed by students in the universities under study as perceived by EAP teachers.

Reaction to item 3 shows that out of 14 respondents from Mettu University, 9(64.29%) and 5(35.72%) of them rated 'very high' and 'high' respectively the extent to which 'active and passive voice' is needed by their students. Similarly, out of 17 respondents from ASTU, 13(76.47%) of them ranked indicating as 'active and passive voice' the most need grammar point by students they were teaching.

As stated in the paragraph above, item 8 is also valued by teacher respondents as the most desired one. Out of respondents from Mettu university, 11(78.57%) and out of 17 respondents from ASTU, 15(88.2%) rated 'tense' as grammar point that is highly needed by their respective students. In addition to discussion so far made, the mean value for these two items (item 3 and 8) could be rounded to 5, value assigned for 'very high'.

Moreover, responses to majority of the items falls in the category 'high' or 'to some extent' except for item 10, whose mean value is below 2.5. Based on their mean values, item 5, 1, and 7 received 4.5, 4.29 and 4 in case of Mettu University and 4.4, 4.21 and 3.64 respectively in case of ASTU. This shows that as 'subject and verb agreement', 'reported speech' and 'relative clauses' are ranked sequentially one after the other with a slight difference in their mean values.

Furthermore, responses to two of these items fall under category 'to some extent'. If one looks in to table 16 above, the mean value for item 4(adverbial phrases and clauses) read 3.35 and 3.4 as rated by responds from Mettu University and ASTU respectively. The other item(item6) which was designed to know the extent to which pre-engineering students in the universities under investigation are required to learn a part of speech 'pronoun' has got a mean value 3.42 in case of Mettu University and 3.52 in case of ASTU, which are asymptotic to the vale assigned for 'to some extent'. From summary of the responses in the table, one can guess that as different

grammar points are needed to be included in communicative English skills (EnLa1011) course syllabus integrating with other skills.

To the question that was designed to know whether teacher respondents teach grammar when offering EnLa1011 or not, 31 of them replied indicating as they teach grammar portions. However, their reply to item that inquires how or the strategies that they often use in teaching grammar portion shows teacher's rationales in an implied manner. 11 (35.48%) of the respondents replied that as they often teach grammar points based on students' common errors in writing and speaking skills. And, 7(22.58%) of them on their part answered signifying as they teach language structure before teaching its use. 14(45.16%) of the respondents on their part reacted indicating as they never give much attention to grammar portions. This result; however, contradicts with their reply to the former question in which all of them agreed as they all teach grammar portions in the communicative English skills course material that they use as an input or textbook.

4.5.1.8. Vocabularies Students need to learn as Perceived by EAP Teachers

Table 17: Vocabularies Students need to learn as Perceived by EAP Teachers

Vocabulary type	Name of the University	Vocabulary often taught										Mean value
		<i>Always(5)</i>		<i>Usually(4)</i>		<i>Sometimes(3)</i>		<i>Rarely(2)</i>		<i>Not at all(1)</i>		
		f	%	F	%	F	%	F	%	F	%	
Item1	Mettu			7	50	5	35.71	2	14.28			3.84
	ASTU	4	23.53	12	70.59	1	5.88	-	-	-	-	4.17
Item 2	Mettu	-	-	-	-	7	50	6	42.85	1	7.14	2.43
	ASTU	1	5.88	-	-	3	17.64	13	76.47	-	-	2.35
Item 3	Mettu			2	14.28	3	21.43	5	35.17	4	28.6	2.2
	ASTU	3	17.64	6	33.3	5	27.8	3	17.64	-	-	3.53
Item4	Mettu					2	48.85	5	35.71	7	7.14	1.64
	ASTU	4	23.53	4	23.53	7	41.17	2	11.76	-	-	3.58

It is true that with limited word bank and 'non-active' vocabularies, it is impossible to think of improving students' communicative competence. For learning to occur, teachers' outlook and the way they put implement their outlook is an essential part of the teaching learning process. Hence, to examine teachers' overall practice of teaching vocabularies four questions were designed and participants' reply to each question was computed as shown in the table above. Out of 17

respondents from ASTU, 4(22.2%) and 13(72.2%) replied to item 1 indicating as they teach general vocabularies that students need in their daily life communications almost ‘always’ and ‘usually’ respectively. And, the overall mean value of this item is 4.17 which can be rounded to value attached to frequency marker ‘usually’. On the other hand, out of 14 teacher respondents from Mettu university, 7(50%) of them answered to the same question indicating as they teach general vocabularies that their students need to use in their daily communication almost ‘always’. 5(35.71%) of them on their part answered depicting as they often focus on teaching vocabularies that learners’ need in their day to day communication ‘usually’. The mean value of this item reads 3.84 which could be rounded to the value assigned to the frequency marker ‘usually’.

In contrary to this, response to item 2 is almost similar when one sees its mean value, which is 2.43 in case of Mettu University and 2.35 with regards to ASTU. This shows that as that general vocabulary with higher frequency in the academia are less focused on when compared with vocabulary needed for day to day communication purposes.

However, Responses to item 3 and 4 show a basic difference between teachers’ in the universities under investigation. Out of 17 respondents from ASTU, 3(17.64%) and 6(33.3%) of them replied to item 1 rating as they focus on technical vocabulary in the field of engineering ‘always’ and ‘usually’ respectively. 5(27.8%) of them also reacted as they focus on learning technical vocabularies in the student’s field of study ‘sometimes’. In general, the mean value of this item which reads 3.53 and falls between ‘always’ and ‘usually’ which depicts as there is a promising practice of giving a due focus for vocabularies in the students’ fields of study. Opposed to practice in ASTU, out of 14 respondents from Mettu university, 5(37.17%) and 4(28.6%) of them replied showing as they ‘rarely’ and ‘not at all’ focus on technical vocabularies in the students’ field of study respectively.

Furthermore, out of the same responds from ASTU, 4(23.53%), 4(23.53%) and 7(41.17%) replied to item 4 indicating as they teach vocabularies that students are going use in the world of work after graduation. As to item 3, the mean value for item 4 falls between the values assigned for ‘rarely’ and ‘not at all’ which indicates as EAP teachers at Mettu University almost did not focus on vocabularies that learners shall use in the world of work. This implies that technical

vocabularies and vocabularies that students could possibly use in the world of work were not focused on by EAP teachers in Mettu University as opposed to experience in ASTU.

4.5.1.9. Active Learning Strategies Often Employed by EAP Teachers

Table 18: Active Learning Strategies Employed by EAP Teachers

Active learning strategies	University where the respondents work	Frequency of use										Mean value
		<i>Always(5)</i>		<i>Frequently(4)</i>		<i>Sometimes(3)</i>		<i>Rarely(2)</i>		<i>Not at all(1)</i>		
		F	%	F	%	F	%	F	%	F	%	
Item1	Mettu	-	-	-	-	2	14.28	9	64.29	3	21.28	1.93
	ASTU			3	17.64	6	35.29	7	41.17	2	11.76	2.5
Item 2	Mettu	-	-	2	14.28	5	35.71	7	50	-	-	2.6
	ASTU			4	23.53	7	17.64	4	23.53	2	11.76	2.76
Item 3	Mettu			3	21.28	6	42.85	4	28.6	1	7.14	2.78
	ASTU	-	-	2	11.76	10	58.82	5	29.41	-	-	2.8
Item4	Mettu	4	28.6	4	28.6	5	35.29	1	7.14			3.78
	ASTU	3	17.64	7	41.17	5	29.41	2	11.76	-	-	3.64
Item5	Mettu	10	71.43	2	14.28	2	14.28					4.57
	ASTU	12	70.59	5	29.41			-	-	-	-	4.7
Item6	Mettu	7	50	6	42.85	1	7.14					4.42
	ASTU	11	64.7	3	17.64	2	11.76					4.29
Item7	Mettu	4	28.6	5	35.71	5	35.71					3.93
	ASTU	2	11.76	10	58.82	5	29.41	-	-	-	-	3.82
Item8	Mettu					3	21.43	6	42.85	5	35.71	1.85
	ASTU	-	-	2	11.76	6	35.29	2	11.76	7	41.17	2.17
Item9	Mettu					2	14.28	7	50	5	35.71	1.78
	ASTU	-	-	-	-	4	23.5	11	64.7	2	11.76	2.11
Item10	Mettu					3	21.43	6	42.85	5	35.71	1.85
	ASTU	-	-	4	23.53	10	58.82	3	17.64	-	-	3.05

Teaching learning process is evaluated based input used, objectives crafted and achieved and the teaching learning processes passed through to arrive at end. There are several active learning techniques in today's literature. Out of these wide pool, 10 of them that could be applied in teaching English language and at the same time applicable at university level were selected and made to be rated by 31 communicative English teachers. Out of 10 items in table above, response to item 5 and 6 indicate a promising practice of using 'pair work' and 'group discussion' since the mean values of these two items fall between the mean value assigned to 'always' and 'frequently'. Out of these two items 'pair-work' is used almost always used by the respondents of the study as its mean value is above 4.5 in both cases. The third frequently used active

learning technique was ‘debating’ as its mean value reads 3.93 in case of Mettu University and 3.82 in case of ASTU which could mathematically rounded to the value assigned for ‘frequently’. And, the fourth frequently employed active learning technique was ‘role playing’ which has got a mean value 3.78 in case of Mettu University and 3.64 in case of ASTU having a slight difference.

On the other hand, responses to item 3 (‘concept mapping’) and item 2(‘problem solving’) depict as these techniques were used ‘sometimes’ by the participants of the study. The mean value for item 3 is 2.8 in case of ASTU and 2.78 with respect to Mettu University. Similarly, the mean value computed for item 2 is 2.76 and 2.6 for ASTU and Mettu University respectively. However, the mean values of item 1, 8 and 9 fall between the values assigned for ‘rarely’ and ‘not at all’ which shows that ‘project work’, ‘case study’ and ‘jigsaw learning’ were almost not used by the participants of the study when offering the course under inquiry. There is huge difference between teacher respondents’ practices of using ‘peer-teaching’ technique whose mean value is 3.05 in case of ASTU and 1.85 for Mettu University. This shows that participants from ASTU make use of ‘peer-teaching’ ‘sometimes’ and those from Mettu University did not use this technique all most at all.

4.5.1.10. Provision of Assessment for Learning

All teacher respondents from Mettu University confessed as they never equally assess language skills when they offer communicative English skills. The major reasons they forwarded include lack of inputs like language laboratory and computer lab to effectively teach and assess listening skills. The other reason they mentioned is that the class size is so large to effectively implement continuous assessment. For instance, they mentioned that the writing skills which require giving feedback on students’ errors is difficult as it ought to be in theory of assessment for learning. Furthermore, they indicated that it is very difficult to give appropriate assessments that enhances students’ communicative competence and critical thinking abilities that allies with requirements in the students’ fields of studies since there is loose collaboration between department of English and teachers in the departments Engineering and Technology.

Opposed to this, majority of respondents from ASTU claimed as they were assessing the major English language skills equally. The rationale the put forward was that the teaching material they were using by then has audio recorded part that could facilitate both teaching and assessment of

the listening skills that EAP teachers in Mettu University did not put into practice as discussed in the preceding paragraph. Furthermore, the class size in ASTU is less than 25 which seems favorable condition to implement continuous assessment__ an assessment for learning.

However, the claim made by EAP teachers at ASTU could not guarantee whether assessments they are actually giving fosters active learning, and in turn develops learners' competence of transferring what they have learned into domain specific courses.

4.5.2. Findings from Students' Questionnaire

Questionnaires were distributed to the respondents with the presence of the researcher in order to clarify if there are ambiguous or unclear questions. Since students might not easily understand types activities listed under question 5, specifically under speaking and writing skills parts, a thorough explanation was given by the researcher to clarify what each item under this sub-theme mean. Moreover, questionnaires were not dispatched to the participants immediately after classroom observation rather the researcher had returned back to the study sites for the second time after 75% the course content was covered. This was done since it is inappropriate to ask questions that are related to teachers teaching practices and materials and tasks he/she uses when only one or two units of the course under scrutiny was covered.

4.5.2.1. Demography of Student Respondents

Table 19: Demography of the Respondents

<i>Variables</i>	<i>From Mettu</i>		<i>From ASTU</i>		
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	
<i>Gender</i>	<i>Male</i>	77	84.6	120	82.75
	<i>Female</i>	14	15.4	25	17.24
<i>Respondents' Pervious residence</i>	<i>Town</i>	42	46.15	129	88.97
	<i>Countryside</i>	49	53.85	16	11.03
<i>Respondents' Entrance exam result</i>	<i><350</i>	-	-	-	-
	<i>351-400</i>	70	76.9	36	24.82
	<i>401-450</i>	21	23.07	45	31.03
	<i>451-500</i>	0	-	47	32.41
	<i>501-550</i>	0	-	13	8.97
	<i>>550</i>	-	-	4	2.76

As can be seen from table 19 above, out of 145 Pre-engineering student respondents from ASTU who filled in the questionnaire, 120(82.75%) of them are male and 25(17.24%) are female likewise out 91 respondents from Mettu university 77(84.61%) of them are male and 14(15.39%) of them are female. This variance seems to happen as a result of the huge gap in male enrollment over female enrollment in 2018 academic year to Engineering and Technology college in the universities under study since the aggregate population of male is 1197 and that of the female counter part is only 341.

Out of the same participants from ASTU, 129(88.97 %) and 16(11.03%) were brought up in town and countryside whereas 42(46.15%) and 49(53.85%) were residents of town and countryside respectively. From this one can understand that as great majority of students who have joined ASTU were from town and, on the other hand; a slightly higher proportion of students from countryside were enrolled to Mettu University under band-one, faculty of Engineering and Technology.

Furthermore, out 91 respondents from Mettu University, 70(76.9%) of them replied indicating as their entrance exam result falls between 351 and 400, and 21(23.07%) replied as their entrance exam result falls in the scale 401-450. However, out of 145 participants from ASTU, 47(32.41%) and 45(31.03%) of them answered indicating as their entrance exam result falls in the range 451-500 and 401-450 respectively. 13(8.97%) of them on their part indicated as their entrance exam result falls in the range 501-550. The rest 4(2.76%) reacted as their university entrance exam result is above 550. From this one can notice that there is no one with an entrance exam score above 450 among the participants from Mettu university whereas 74(51.03%) of participants from ASTU have scored above 450. Based on the entry behavior of these students, their lack and want may vary and it is expected of EAP teachers to carryout needs analysis periodically.

Table 20: Comparison of Students' English Language Exam Entrance Result

	University from where students participants were selected	N	Mean	Std. Deviation
Students' English language exam entrance result	Mettu	91	40.88	6.987
	ASTU	145	63.70	10.452

As can be seen from the table 20 above, the mean score of English language entrance exam of participants from Mettu University is 40.88 with standard deviation 6.97 whereas the mean score of the same subject is 63.7 with standard deviation in case of ASTU. This shows that participants' English language average entrance exam score is below expected cut point, which is 50/100 in case of Mettu University. Though validity of entrance examination is under question as far as results of several empirical studies are concerned, it indicates as there is a hole to be filled before students join universities.

4.5.2.2. Students' Perception of Importance of Different Language Skills

Table 21: Students' Perception of Importance of Different Language Skills and Two the Linguistic components

Language skills	Name of university	Level of Importance in students' Academic study										Mean value
		<i>Very important</i>		<i>Important</i>		<i>Medium</i>		<i>Less important</i>		<i>Not Important</i>		
		F	%	F	%	F	%	F	%	F	%	
Listening	Mettu	54	59.34	24	26.37	9	9.89	2	2.2	2	2.2	4.38
	ASTU	98	67.59	37	25.5	10	6.89	-	-	-	-	4.60
Speaking	Mettu	60	65.93	24	26.37	6	6.59	-	-	-	-	4.55
	ASTU	111	76.55	31	21.37	3	2.06	-	-	-	-	4.74
Reading	Mettu	51	56	19	20.87	11	12.09	7	7.69	3	3.3	4.19
	ASTU	113	77.93	18	12.4	14	9.65	-	-	-	-	4.68
Writing	Mettu	50	54.94	38	41.76	3	3.29	-	-	-	-	4.51
	ASTU	107	73.79	20	13.79	18	12.41	-	-	-	-	4.61
Grammar	Mettu	63	69.23	26	28.57	2	2.2	-	-	-	-	4.67
	ASTU	62	42.75	53	36.55	22	15.17	8	5.5	-	-	4.17
Vocabulary	Mettu	35	38.46	35	38.46	16	17.58	5	5.49	-	-	4.10
	ASTU	70	48.27	53	36.55	10	6.89	6	4.13	6	4.13	4.21

As can be seen from table 21 above, speaking skills is rated as the most essential skills among other major language skills. Out of 145 respondents from ASTU, 111(76.55%) of them ranked speaking skills as a 'very import' and 31(21. 37%) of them on their part replied as this skill is 'important' in order they become effective their academic career. Similarly, out of 91 respondents from Mettu university, 60(65.93%) of them replied as this skill is 'very important' and 24(26.32%) of them on their part answered rating as 'important'. This shows that more than 92% of the respondents seem to consider speaking skills as the most valuable skill in their further study.

Next to speaking skills, writing skills is rated by participants from both universities under study. Out of 145 respondents from ASTU, 107(73.79%) of them rated this skill as ‘very important’ and 20(13.79%) of them answered indicating as writing skills is ‘important’ skill to be focused on at university level. In general, 87.58% of the respondents replied indicating how much valuable this skill is in their academic career or study.

With regards to importance of the two receptive skills; however, there seems a difference between the universities under study. For instance, out of 145 participants of the study from ASTU, 98(67.59%) of them rated listening as a ‘very important’ and 37(25.5%) of them reacted saying it is an ‘important’ skill to be focused on in the teaching learning process. The mean value computed for this skill based on how important it is in students’ university academic career has received 4.6 in case of ASTU and 4.38 in case of Mettu University. This shows that listening skills is valued as very important by respondents from ASTU since the mean value, 4.6 could be rounded to 5 the value assigned for ‘very important’ where as respondents from Mettu university seem to value this skill as important since the aggregate mean value 4.38 could not be rounded to 5 as in the first case. Reading skill is also valued as ‘very important’ by respondents from ASTU when one looks at the mean value 4.68 which is slight better than the mean value for listening, and this is consider as ‘important’ by respondents from Mettu University which is depicted through the mean value 4.19.

From the analysis above, one can understand as the four major skills were valued as most important in relative terms by respondents from ASTU over those from Mettu University. However, when it comes to grammar, respondents from Mettu University valued it as ‘very important’ and those from ASTU considered it as ‘important’. This is due to the fact that the mean value computed for the same item reads 4.67 in case of the former which could be rounded to 5, the value assigned for ‘very important’ and 4.17, which could be rounded to 4, the value assigned for ‘important’ in the case of the later. Opposed to the difference noticed above, vocabulary, which is one the linguistic elements, has received almost similar mean values that read 4.2 and 4.1 for ASTU and Mettu University respectively.

In general, since the mean value for the four major language skills (listening, speaking, reading and writing skills) and the two other linguistic elements(grammar and vocabulary) is above 4, it

possible to guess as respondents of the study need to learn all of them with a slight focus on productive skills.

4.5.2.3. Students’ perception of their own English language Proficiency level

Table 22: Students’ Perception of Their Own English Language Proficiency Level

Language skills	Name of university	Level of English language Proficiency										Mean value
		Very good		Good		Satisfactory		Poor		Very poor		
		F	%	F	%	F	%	F	%	F	%	
Listening	Mettu	22	24.17	28	30.76	19	20.87	10	10.98	12	13.18	3.4
	ASTU	63	43.44	58	40	24	16.55	-	-	-	-	4.2
Speaking	Mettu	-	-	15	16.48	22	24.17	50	54.94	4	4.39	2.53
	ASTU	47	32.43	51	35.17	39	26.89	8	5.5	-	-	3.94
Reading	Mettu	33	36.26	39	42.85	15	16.48	4	4.39	-	-	4.11
	ASTU	87	60	48	33	10	6.89	-	-	-	-	4.53
Writing	Mettu	12	13.18	36	39.56	32	35.16	9	9.89	2	2.2	3.51
	ASTU	49	33.79	52	35.86	26	17.93	15	10.34	3	2.06	3.88

As can be seen in the table 22 above, student respondents from Mettu University consider themselves as they were relatively good at reading over the other skills. Out of 91 respondents 33(36.26%) of them rated their reading ability as ‘very good’ and 39(42.85%) of them on their part replied that they were ‘good’ at reading skills. This shows that as vast majority which accounts for more than 79% seem to have a positive outlook about their own reading ability. This needs farther study since academic reading at university is not about word recognition, but requires critical thinking and ability of filtering information or data and retrieving them for further use. Next to reading, they rated indicating as they are good at writing skills. Out 91 respondents, 12(13.18) of them replied that they were ‘very good’ at writing skills. 36(39.56%) of them also rated their academic writing ability as ‘good’. Moreover, 32(35.16%) of the same respondents indicated that their academic writing ability was ‘satisfactory’. 11 out 91 respondents; however, replied that they were ‘poor’ at this skill.

With regards to their listening skills ability, 22(24.17%) and 28(30.76%) of respondents from Mettu University seem to perceive their listening skills as ‘very good’ and ‘good’ respectively. 19(20.87) of them also rated their level of academic listening proficiency under ‘satisfactory’. In

general, the mean value for this item reads 3.4 which could be rounded to 3, a value assigned for ‘satisfactory’. Contrary to other major language skills discussed so far under this theme, majority student respondents, 50(54.94%) of them rated their level of speaking skills proficiency as ‘poor’. In short, this percentage well-matched with the mean value 2.53 calculated for speaking skills.

When comes to analysis of self-reflection of student respondents from ASTU, their English language skills level of proficiency seems by far better than their counterpart at Mettu university who were enrolled to pre-engineering in 2018. Among the four major language skills, reading skills is rated as the language skill majority of respondents are proficient at. This is because, out 145 respondents 87(60%) and 48(33%) them replied that they were ‘very good’ and ‘good’ respectively at reading skills. This figure is congruent with the mean value 4.5 which could be rounded to 5, the value assigned to ‘very good’ in this context. Furthermore, student respondents have rated their listening, speaking and writing skills level proficiency as ‘good’ since the mean value of them is 4.2, 3.94, and 3.88 respectively. Over all, students from ASTU seem to have positive self-efficacy when compared with those from Mettu University which may be attributed to their good academic background as can be seen in the demography part of the study.

4.5.2.4. Practices of Teaching Communicative English Skills

4.5.2.4.1. Types of Tasks and Materials Used in Teaching Communicative English Skills

To identify whether varieties of tasks and teaching materials were in place to effectively tap on the dynamic need of students or not, 25 items were devised focusing on the four major language skills. Among these questions, item 1-5, 6-11, 12-17 and 18-25 focus on reading, listening, speaking and writing respectively. Responses gathered from 236(91 from Mettu and 145 from ASTU) Pre-Engineering students in this regard is computed and summarized as follows:

Table 23: Types of Tasks and Materials Used in Teaching Communicative English Skills

Tasks/ materials	Name of university	Level of frequency										Mean value
		Always=5		Usually=4		Sometimes=3		Rarely=2		No at all=1		
		F	%	F	%	F	%	F	%	F	%	
Reading skills												
Item1	Mettu	-	-	-	-	46	50.54	44	48.38	1	1.09	2.49
	ASTU					79	54.48	63	43.4	3	2.06	2.52
Item2	Mettu	-	-	-	-	-	-	-	-	91	100	1
	ASTU							94	64.82	51	35.17	1.65
Item 3	Mettu	-	-	-	-	-	-	-	-	91	100	1
	ASTU									145	100	1
Item4	Mettu	-	-	-	-	66	72.52	17	18.68	7	7.69	2.62
	ASTU					88	60.68	53	36.55	4	2.75	2.57
Item5	Mettu	22	24.17	31	34.06	23	25.27	12	13.18	3	3.29	3.6
	ASTU			96	66.2	51	35.18	-	-	-	-	3.7
Listening skills												
Item6	Mettu	-	-	-	-	-	-	-	-	91	100	1
	ASTU					134	92.41	11	7.59	-	-	2.92
Item7	Mettu	-	-	-	-	-	-	-	-	91	100	1
	ASTU	-	-	-	-	-	-	-	-	145	100	1
Item8	Mettu	-	-	-	-	-	-	-	-	91	100	1
	ASTU	-	-	-	-	-	-	-	-	145	100	1
Item 9	Mettu	-	-	-	-	-	-	-	-	91	100	1
	ASTU			22	15.17	89	61.37	34	23.44	-	-	2.92
Item10	Mettu	49	53.84	41	45.05	1	1.09	-	-	-	-	4.5
	ASTU	93	64.13	52	35.86	-	-	-	-	-	-	4.6
Item11	Mettu	-	-	-	-	-	-	-	-	91	100	1
	ASTU	98		47		-		-		-		4.67
Speaking skills												
Item12	Mettu	-	-	42	46.15	35	38.46	14	15.38	-	-	3.31
	ASTU	43	29.65	84	57.93	18	12.42	-	-	-	-	4.17
Item 13	Mettu	-	-	-	-	43	29.65	49	33.79	-	-	2.49
	ASTU	-	-	-	-	77	-	55	-	13	-	2.44
Item 14	Mettu	-	-	26	28.57	65	71.43	-	-	-	-	3.29
	ASTU	27	18.62	64	44.14	34	23.44	20	13.79	-	-	3.53
Item15	Mettu	-	-	-	-	66	72.53	8	8.79	17	18.68	2.53
	ASTU	42	28.96	51	35.17	33	22.76	19	13	-	-	3.8
Item16	Mettu	5	5.49	58	63.73	28	30.76	-	-	-	-	3.8
	ASTU	31	21.37	47	32.4	55	37.93	12	8.28	-	-	3.66
Item 17	Mettu	-	-	-	-	16	17.58	66	72.52	9	9.89	2.07
	ASTU	20	13.79	99	68.26	26	17.94	-	-	-	-	3.95
Writing skills												
Item 18	Mettu	11	12.08	34	37.36	24	26.37	22	24.17	-	-	3.37
	ASTU	-	-	-	-	57	39.32	88	60.68	-	-	2.3
Item 19	Mettu	23	25.27	57	62.63	11	12.08	-	-	-	-	4.13
	ASTU	85	58.62	52	35.86	8	5.52	-	-	-	-	4.53
Item20	Mettu	-	-	11	12.08	55	60.43	25	27.47	-	-	2.84
	ASTU	23	15.86	48	3	64	44.14	10	6.89	-	-	3.58
Item21	Mettu	-	-	-	-	-	-	-	-	91	100	1
	ASTU	-	-	-	-	19	13	96	66.2	30	20.67	1.92
Item 22	Mettu	-	-	-	-	-	-	-	-	91	100	1
	ASTU	-	-	-	-	32	22.07	108	74.48	5	3.45	2.18
Item 23	Mettu	-	-	-	-	-	-	-	-	91	100	1
	ASTU	-	-	-	-	26	17.93	115	79.31	14	9.65	2.2
Item 24	Mettu	-	-	-	-	14	15.38	22	24.17	56	61.53	1.56
	ASTU	-	-	-	-	92	63.45	44	30.34	9	6.2	2.57
Item 25	Mettu	-	-	-	-	11	12.08	58	63.73	22	24.17	1.88
	ASTU	-	-	29	20	46	31.72	70	48.27	-	-	2.7

As one can see from table 23 above, out five reading input types which are believed to foster students' academic literacy and communicative competence, only response to item 5 shows as there was a habit of exposing students to reading materials taken from 'internet'(different webpages). Out of 91 respondents from Mettu university, 22(24.17%) of them replied as their communicative English skills teacher often use reading materials taken from different webpages almost 'always'. And, 31(34.06%) of them replied as their teacher provides them reading materials from the same source 'usually'. Moreover, 23(25.27%) of the respondents on their part answered indicating as their teacher often employs reading materials taken out of different webpages 'sometimes'.

Similarly, out of 145 respondents from ASTU, 96(66.2%) of them replied as their EAP teacher often provides them reading material taken from internet sources 'usually'. And, the rest 55(35.18%) indicated as their teacher use this input type 'sometimes'. The mean values computed for this item which read 3.6 and 3.7 for Mettu University and ASTU respectively show that this input type seems to be used in communicative English skills almost 'usually'.

Next to internet sources, responses to item 4 depict as Communicative English Skills teacher tends to use extracts from newspapers and magazines 'sometimes'. For instance, out of 91 respondents from Mettu University, 66(72.52%) of them replied as their EAP teacher often come up with reading extracts taken from newspapers and magazines 'sometimes' whereas 17(18.68%) of them on their part replied as their English language teacher use the same input type 'rarely'. This shows that as there was no one who rated as this input type was used neither 'always' nor 'usually'. With a slight difference, out of 145 respondents from ASTU, 88(60.68%) of them replied as extracts from newspapers and magazines are often used 'sometimes', and 53(36.55%) of them on their part reacted as this input type was employed 'rarely'.

However, responses to item1, 2 and 3 depicted as there was a negligible practice of giving students reading tasks from learners' fields of studies and articles and journals when the situation calls for. However, comparatively it seems as there was an attempt to expose students to extracts taken from books in students fields of study since the mean value of item 1 reads 2.52 in case of ASTU whereas the same item has received the mean value 1 in case of Mettu university which stands for the value assigned for 'not at all'. This trend implies that students in the universities

under study did not get a window of opportunity to practice academic reading that university education calls for.

With regards to respondents reaction to item 6- 11 as shown in the table above, it seems listening skills is relatively an ignored skill in real teaching learning process. For instance, replies to item 7 (being exposed to TV program) and item 8 (being exposed to radio program) is the same in the universities under study as the mean value for each item is 1, which is value assigned to 'not at all'. Response to question 6 and 9 also shows as students did not practice listening skills in a laboratory of any kind and exposed to listening materials available on different webpages in case of Mettu university whereas it seems as there was an attempt of using language lab and exposing learners to listening materials available on webpages in case of ASTU since the mean value of these items reads 2.92, which could be rounded to 3, the value assigned for 'sometimes'.

Out of six possible listening skills input types, item 10 (teacher's talk) seems to be used most frequently in teaching listening skills. For instance, out 91 respondents from Mettu University, 49 (53.84%) of them replied as they often get exposed to teachers' talk as a listening input almost 'always'. 41 (45%) of the same respondents also ranked their exposure to this input type rating under frequency marker 'usually'. In the same token, out of 145 respondents from ASTU, 93 (64.13%) and 52 (35.86%) of them reacted as teacher's talk is the input type that they get exposed to 'always' and 'usually' respectively.

As plethora of literature in the area of language skills indicate, listening and reading skills are the two receptive skills through which cognitive investment is made. However, in practice little attention seems to be given to listening skills even though learning is unlikely to happen without providing minimal inputs.

On the other side, it is crystal-clear that speaking and writing skills are productive skills through which observable performance of students is measured in terms of the outcome of learning. To make students productive and competent, they should be provided with tasks that go beyond simple practice-based activities or drills to the level that enhance critical thinking and pragmatic problem solving approach. Having this in mind, the researcher has prepared six questions that could help him to examine teachers' actual practices when teaching speaking skills portion in EnLa(1011).

To begin with experiences of EAP teachers in Mettu university, among six items under the theme ,the most frequently used speaking skills tasks is roleplaying (item 16)which received a relatively maximum mean value, 3.8. The second most frequently used task type to teach speaking skills was rated as ‘debating’. Out of 91 respondents, 42(46.16%) of them answered indicating as their English teacher expose them to argumentative issues that could possibly ignite communication ‘usually’. And, 35(38.46%) of the respondents reacted as they often get exposed to debatable issues during ‘sometimes’, and 14(15.38%) of them replied as they ‘rarely’ exposed to this task type. The mean value computed for item 16 which reads 3.3 shows as argumentative issues were used ‘sometimes’ by EAP teachers at Mettu university. Moreover, respondents’ reaction to item14 (prompt public speech) is almost similar with answer provided to item12 (debating) since the mean value for this item is 3.29, which could be rounded to value assigned for frequency marker ‘sometimes’.

When comes to practices of Communicative English skills teachers at ASTU, out of 145 participants of the study, 43(29.69%) them replied as they were often made to argue on debatable issues almost ‘always’. And, 84(57.93%) of the respondents on their part indicated the extent to which they get involved in speaking skills through this communicative scenario by rating under frequency marker ‘usually’. The mean value calculated for item16 (debating) which reads 4.17 also depicts as argumentative issues were used ‘usually. Next to this, presentation on topics from learners’ fields of study was rated as the task type which was frequently employed when teaching speaking skills. Concerning this, out of the participants of the study, 20(13.79%) of them replied as they were made to carry out presentation on topics from their fields of the study almost ‘always’. Moreover, a great majority of the respondents which accounts for 68.26% of the respondents answered that they often get engaged during speaking skills sessions via this task type almost ‘usually’. This figure is actually in harmony with the mean value computed for the item, 3.95 which is an asymptotic result to the value assigned for frequency ‘usually’. Provision of this task that could possibly enhance students’ oral presentation skills; however, has received little attention in case of Mettu university since the mean value of the item is 2.07, which is almost analogous to the value assigned to frequency marker ‘rarely’. Overall, contrary to practices in Mettu University, memorized speech, roleplaying and prepared speech were almost used equivalently as their mean value is 3.8, 3.66 and 3.53 respectively in case of ASTU which could be rounded to the value assigned for the frequency marker ‘usually’.

In connection with types of writing tasks often used in communicative English classes, response to item 19(guided paragraph writing) depicts as much attention was given to teaching guided paragraph writing over other academic writing skills. For instance, out of 91 respondents from Mettu university, 23(25.27%) of them answered as they often made to write guide paragraph almost 'always'. Majority of the respondents which accounts for 62.63% of the participants also indicated as their teacher often expose them to guided paragraph writing. Likewise, out 145 participants from ASTU, 85(58.62%) of them rated as guided paragraph writing is the most frequently employed task type in communicative English skills classes. next to guided paragraph writing, it is free paragraph type which seems to receive modest attention though there is huge gap between universities under study. This is because item 20(free paragraph writing) has got a mean value 3.58 in case of ASTU which could be rounded to value assigned for 'usually' whereas in case of Mettu university, the mean value for the same item reads 2.84, which could also be rounded to the value assigned for 'sometimes'. Controlled paragraph, however; was comparatively used by teachers at Mettu University than those from ASTU as the mean value computed for this item is 3.37 and 2.3 respectively. Form this one can recognize that as EAP teachers at ASTU university seem to give due attention to productive skills over those who were offering the same course at Mettu university. Moreover, the mean values for item 24 and 25 revels that report and summary writing were focused on incase of ASTU since it falls between 2.5 and 3 which could be rounded to the value assigned for 'sometimes'. In general, figures in the table above show as essay writing, report and summary writing were almost not used in Mettu University since the mean value of these items fall below 2, the value assigned to 'rarely'.

In general, tasks which received much attention in this study were not that much demanding at university level. On the other hand, tasks which are believed to develop university level academic literacy and study skills were almost ignored in universities under study though its magnitude is very high in Mettu University. For instance, students were not taught on how to tackle academic tasks in their domain specific courses and at the same time there was little room for the students to get acquainted with university level critical- pragmatic discourses. In terms of the harmonized curriculum and in international literature, EnLa(1011) falls under a 'wide angled' English for Academic purpose, but in practice what students are learning is a 'General English' course which seems a carbon-copy of secondary and preparatory school English curriculum.

4.5.2.5. Purposes Learning English Language Skills

After reading thoroughly empirical researches and books in the area of English for academic purpose, the researcher has prepared 23 purpose driven items as indicated in Appendix 'B'. To make the analysis systematic enough, these items are grouped on the bases of major English language skills they could be mapped to.

Table 24: Purposes Learning English Language Skills

Purposes	Name of University	Level of priority										Mean value
		Very high		High		Moderate		Little		No at all		
		F	%	F	%	F	%	F	%	f	%	
Reading skill												
Item1	Mettu	38	41.75	45	49.45	8	8.79	-	-	-	-	4.32
	ASTU	73	50.34	62	42.75	10	6.89	-	-	-	-	4.43
Item2	Mettu	22	24.18	38	41.75	31	34.06			-	-	3.9
	ASTU	30	20.68	60	41.37	55	37.93					3.82
Item 3	Mettu	46	50.54	45	49.45	-	-	-	-	-	-	4.5
	ASTU	97	66.89	48	33.1	-	-	-	-	-	-	4.67
Item4	Mettu	53	58.24	38	41.76	-	-	-	-	-	-	4.58
	ASTU	44	30.34	76	52.41	25	17.24					4.13
Item5	Mettu	35	38.46	38	41.75	18	19.78	-	-	-	-	4.18
	ASTU	69	46.89	64	44.4	12	8.28	-	-	-	-	4.38
Item6	Mettu	15	16.48	32	35.16	28	30.76	16	17.58	-	-	3.5
	ASTU	21	14.48	57	39.31	58	40	9	6.2			3.62
Listening skill												
Item7	Mettu	49	53.84	42	46.15	-	-	-	-	-	-	4.53
	ASTU	114	78.62	31	21.37	-	-	-	-	-	-	4.78
Item8	Mettu	15	16.48	55	60.43	21	23.07	-	-	-	-	3.93
	ASTU	73	50.34	44	30.34	28	19.31	-	-	-	-	4.17
Item 9	Mettu			23	25.27	68	74.72	-	-	-	-	4.24
	ASTU	93	64.14	40	27.58	12	8.28	-	-	-	-	4.55
Item10	Mettu	-	-	39	42.85	52	57.14			-	-	3.42
	ASTU	83	57.24	45	31.03	17	11.72	-	-	-	-	4.45
Item11	Mettu	64	70.32	27	29.67	-	-	-	-	-	-	4.7
	ASTU	50	34.48	41	28.27	54	37.24	-	-	-	-	3.97
Speaking skill												
Item12	Mettu	69	75.82	22	24.18	-	-	-	-	-	-	4.75
	ASTU	111	76.55	27	18.6	7	4.8	-	-	-	-	4.7
Item 13	Mettu	58	63.73	14	15.38	11	12.08	8	8.79	-	-	4.3
	ASTU	45	31.03	79	54.48	21	14.48	-	-	-	-	4.16
Item 14	Mettu	63	69.23	20	21.97	8	8.7	-	-	-	-	4.6
	ASTU	88	60.68	33	22.75	24	16.55	-	-	-	-	4.44
Item15	Mettu	40	43.95	23	25.27	15	16.48	13	14.28	-	-	3.98
	ASTU	89	61.37	40	27.58	16	11.03	-	-	-	-	4.5

Item16	Mettu	29	31.86	37	40.65	17	18.68	8	8.79			3.95
	ASTU	40	27.58	75	51.72	30	20.68	-	-	-	-	4.06
writing skills												
Item17	Mettu	60	65.93	19	2087	10	10.98	2	2.19	-	-	4.5
	ASTU	115	79.31	21	14.48	9	6.2	-	-	-	-	4.79
Item 18	Mettu	58	63.73	9	9.89	18	19.78	6	6.59			4.3
	ASTU	88	60.68	23	15.86	20	13.79	14	9.65	-	-	4.27
Item 19	Mettu	44	48.35	20	21.97	25	27.47	2	2.19			4.16
	ASTU	97	66.89	25	17.24	18	12.41	5	3.44	-	-	4.47
Item20	Mettu	55	60.43	22	24.17	14	15.38			-	-	4.45
	ASTU	109	75.17	30	20.68	6	4.13	-	-	-	-	4.71
Item21	Mettu	34	37.36	33	36.26	19	20.87	5	5.49			4.05
	ASTU	90	62.06	29	20	15	10.34	11	7.58	-	-	4.36
Item22	Mettu	31	32.3	44	45.8	21	21.9	-	-	-	-	4.1
	ASTU	79	54.48	24	16.55	18	12.4	24	16.55	-	-	4.08
Item23	Mettu	53	58.24	21	23.07	13	14.28	4	4.39	-	-	4.35
	ASTU	101	69.65	32	22.06	12	8.27	-	-	-	-	4.61

It is cut and dried that teaching will bring home nothing unless teachers and students have to have sound purposes to be achieved in mind. Item 1 up to 6 in the table 24 above were design to identify outgoing purposes of learning reading skills that Pre-Engineering students in universities under study give due attention to. In this respect, out of 91 respondents from Mettu university, 53(58.24%) of them replied that a very reason for learning reading skills at university level is to be effective in tackling examination (item4). The rest 38(41.76%) of them also indicated as they give 'high' priority for reading if it helps them in effectively doing reading examination. Next to item 4(To become effective in tackling reading examination), the purpose of learning reading skills that is represented by item 3(To be enable write summaries/essays as per major courses teachers' instructions from reading) has received much attention. Out of the same respondents, 46(50.45%) them indicated as they need to learn reading skills to be acquitted with skills of writing summaries or essays from reading as per the requirement in their major area. Responses to item1 (To develop knowledge in my field study), 5 (To deepen my general knowledge) and 2 (To widen my vocabulary, mainly terms related to my profession) show that as student respondents from Mettu University give priority to reading skills on the ground that if it contributes much in developing their knowledge in domain specific as well as generic academic competencies. This is revealed as the mean values for these three items are 4.32, 4.18 and3.9 respectively, which fall nearer to value assigned for degree marker 'high'. Moreover, response to item 6 also depict as students need to read an entertaining texts (most probably artistic or fictions works) as opposed to teacher respondents' reply to similar question posed under teacher's questionnaire.

Student respondents from ASTU rated six items under sub-theme, purposes of learning reading skills with slight difference with those from Mettu University. For respondents from Mettu University, it is item 4 (To become effective in tackling reading examination) which was highly valued whereas in case of ASTU, item 3 (To be able write summaries/essays as per major courses teachers' instructions from reading) seems to receive much attention. This shows that the basic target of respondents from ASTU is acquire common core academic literacy skills that could be transferred to domain specific courses over being trained to tackle effectively reading examination. Except reply to item 6 (To entertain myself via reading texts), the rest were rated as purposes that they gave due attention to since the mean values of item 1, 5, 4 and 2 read 4.43, 4.38, 4.13 and 3.82 respectively which could be rounded to the value assigned for the degree marker 'high'. From this it is possible to deduce as student respondents seem to give a balanced attention to both 'wide-angled' and 'narrow-angled' academic reading skills.

Moreover, five questions were posed to identify purposes of learning listening skills that students at university level give priority to and their reply is summarized in the following manner. Out of 91 respondents from Mettu university who filled in the questionnaire, 64(70.32%) of them replied to item 11 (To pass listening examination successfully) as the purpose which they give 'very high' attention to, and 27(29.07%) of them on their part rated that passing listening skills examination is the purpose which they gave 'high' priority to. Furthermore, respondents' reaction to item 7 reveals that as they give much attention to capturing the content of lectures over other academic listening skills since in aggregate, 91.9% of the respondents answered signifying passing listening skills examination is among the top agendas in the teaching-learning process of the skill under scrutiny. Replies to item 9 and 8 also show that being able to understand instructions given by their instructors and audio and visual materials related to their fields of study have received 'high' priority since the mean values of these items read 4.24 and 3.93 respectively as opposed to teacher respondents' replies to the same questions as discussed under 4.5.1.5.2. Listening purpose which is represented by item 10; however, received a minimum mean value when compared with the four items incorporated under this sub-theme. This illustrates as student respondents seem never bother much to understand contents of seminar presentations.

In connection with this, out of 145 respondents from ASTU, 114(78.62%) of them reacted to item 7 (To be able to understand the content of lectures) as purpose of learning listening skills that they often give 'very high' priority to. The rest 31(21.37%) of them on their part replied as they give 'high' priority to understanding content of lectures over other purposes of learning listening skills. In general, teachers' perception and practice of teaching listening skills is not compatible with students needs for acquiring academic listening skills. Next to item 7, item 9(To understand audio and visual materials related to my department) has received much attention. Out of student respondents from ASTU, 93(64.14%) of them answer indicating as they give 'very high' priority to skills of understanding audio and visual materials related to their fields of study. 40 out of the same respondents which accounts for 27.58% reacted to the same signifying as they give 'high' priority to issue under discussion. The mean value computed for this item is 4.55, which could be rounded to 5, the value assigned for 'very much'. Responses to item10 (To be able to understand oral presentations in seminars), item 8 (To understand teachers' oral instructions) and item 11(To pass listening examination successfully) also received favorable attention. This is because the mean value for these items read 4.45, 4.17 and 3.97 respectively which could be rounded to the value assigned for 'high'.

Item 12 through 16 focuses on objectives of learning speaking skills. Reply to item 14 indicates as respondents from universities under study replied that being aquatinted with skills of making oral presentation effectively has received 'very high' priority since the mean value computed for this item is 4.75 in case of Mettu university and 4.7 for ASTU, which could be rounded to 5, the value assigned for 'very high'.

On the other hand, item14(To participate in class (answering questions, giving opinions, agreeing, disagreeing ...)) is the second most valued purpose of learning speaking skills in case of Mettu university whereas it is item15 (To practice how to present the findings of the studies) in case of ASTU. The difference is not that much visible when one looks into the mean values of item 14. However, responses to item 15 indicates as student respondents from ASTU seem to attach 'very high' priority to skills of making oral presentation over their counterparts at Mettu university since the mean value of this item read 4.5 for the former and 3.98 for the later. Item 13 (To ask questions in English in class (for clarification, for information...)) and item16 (To become influential in the professional world (becoming a member of international organizations)) were rated as purposes of high priority as the mean value of these items fall nearer to 4, the value assigned for 'high'.

The last point of discussion under this subtheme is related to objectives of learning writing skills in communicative English classes (Enla1011). Out of 91 respondents from Mettu university 60 of them which accounts for 65.93% replied signifying as they give 'very high' priority to skills of note making (item17) and 19 of them on their part which accounts for 20.87% rated the same item as issue of 'high' priority. This shows that as more than 86% of the respondents seem to have a dire need of being trained on how to make note which is a transferable skill into domain specific courses. Next to item 17, writing a summary from reading (item20) is valued by respondents of the study to great extent. Out of the number of respondents 55(60.43%) of them indicated as they give 'very high' priority to being acquainted with skills of writing summary in varied academic scenarios. In addition to this figure, 22(24.17%) of them also signified as they give 'high' value to this very target of learning writing skills. In general, more than 84% of the same respondents need to develop skills of summary writing when attending the course under evaluation. The third, most valued purpose of learning writing skills is developing skills of paraphrasing other idea as depicted in the Table 24 above. In this regard, out of 91 respondents, 53(58.24%) of them subscribed indicating as they give 'very high' priority to learn skills of paraphrasing among basic academic literacy skills incorporated under this sub-theme. Moreover, 21(23.07%) of the same respondents ranked skills of paraphrasing others idea as an issue of 'high' priority, and the rest, 13(14.28%) of them seem to value this item as issue of 'moderate' importance.

In the same way, one can learn from responses to item 17, 20 and 23 by student respondents from ASTU as they need to be acquainted with skills of note making, summary writing, and paraphrasing others idea among other purpose of learning writing skills at university level since the mean values of these items read 4.79, 4.7 and 4.61 respectively which could be rounded to 5, value assigned for 'very high'. The rest, item 19(Writing reports out of min-research), 21 (Writing effective term papers), 18 (Taking notes from lectures) and 22 (Applying principles of effective writing) were rated as purposes they give 'high' importance to with mean values which read 4.47, 4.35, 4.27 and 4.1 respectively. Finally, though these objectives could be covered in the course entitled 'Basic Writing Skills' had it been there with these pragmatic constituents, students have to be acquainted with how various transferable academic genres could be integrally taught in communicative English skills classes.

4.5.2.6. Challenges Learners Face to Communicate in English Language

Table 25: Challenges Learners Face to Communicate in English Language

Difficulties	Name of university	Level of difficulty										Mean value
		Very difficult		Difficult		Average		Least difficult		Easy		
		F	%	F	%	F	%	F	%	F	%	
Item1	Mettu	61	67.03	24	26.37	6	6.59	-	-	-	-	4.6
	ASTU	88	60.68	43	29.65	14	9.65	-	-	-	-	4.5
Item 2	Mettu	52	57.14	30	32.96	9	9.89	-	-	-	-	3.87
	ASTU	26	17.93	38	26.2	54	37.24	27	18.62	-	-	3.43
Item 3	Mettu	17	18.68	41	45.05	33	36.26	-	-	-	-	3.82
	ASTU	29	20	38	26.2	65	44.8	13	8.96	-	-	3.57
Item4	Mettu	20	21.97	47	51.64	24	26.37	-	-	-	-	3.95
	ASTU	21	14.48	42	28.96	59	40.68	23	15.86	-	-	3.42
Item5	Mettu	36	39.56	33	36.26	22	24.17	-	-	-	-	4.15
	ASTU	23	15.86	45	31.03	60	41.37	17	11.72	-	-	3.51
Item6	Mettu	42	46.15	29	31.86	20	21.97	-	-	-	-	4.24
	ASTU	69	47.58	63	43.45	13	8.96	-	-	-	-	4.38
Item7	Mettu	11	12.08	30	32.96	42	46.15	8	8.79	-	-	3.48
	ASTU	22	15.17	36	24.82	43	29.65	44	30.34	-	-	3.24
Item8	Mettu	50	54.94	41	45.05	-	-	-	-	-	-	4.54
	ASTU	48	33	52	35.86	32	22.06	13	8.96	-	-	3.93
Item9	Mettu	24	26.37	36	39.56	31	34.06	-	-	-	-	3.92
	ASTU	28	30.76	55	37.93	62	42.75	-	-	-	-	3.76
Item10	Mettu	40	43.95	24	26.37	18	19.78	9	9.89	-	-	4.04
	ASTU	23	15.86	31	21.37	59	40.68	32	22.06	-	-	3.31

As English language is a foreign language in the context of Ethiopia, it is normal to see students facing difficulties when communicating in English. However, if these problems facilitate communication breakdown it is a disaster. In connection with this, 10 queries were prepared to identify existing gaps and, then recommend possible ways of overcoming these difficulties.

Reaction to item 1 indicates how much a serious problem it is to understand native and native like pronunciation. Out 91 respondents from Mettu university 61(67.03%) of them replied as understanding native or native like pronunciation is the most difficult problem in their walk of life. And, 24 of them which accounts for 26.37% reacted to the same item rating under degree marker 'difficult'. Similarly, out of 145 respondents from ASTU, 88 of them which accounts for 60.68% of the respondents answered that understanding native or native like pronunciation is among a 'very serious' challenges they face in different circumstances. 43 out of 145 respondents also indicated as this problem is of 'serious' magnitude. Moreover, the mean value

of this item which is 4.6 for Mettu University and 4.5 in case of ASTU is good indicator for severity of this problem.

Next item1 (Understanding native/ native-like pronunciation), item 8(Writing Summary from reading) was rated as a ‘very serious’ problem students had since out of 91 respondents from Mettu university, 50 of them which accounts for 54.94% reacted to this item signifying as writing summary out reading is a ‘very serious’ problem they had. The rest, 41 which accounts for 45.05 answered rating under the scale ‘serious’. Contrary to this, item 6(Using appropriate discourse markers) was the second most serious problem student respondents from ASTU had, and item8 (Writing Summary from reading) comes third since the mean value computed for the former is 4.38 , and 3.93 for the later.

Responses to item 5, 10, , 4,9, 2 and 3 depicts as pre-engineering students at Mettu university had difficulties of arguing on a given topic, using appropriate language structures, expressing an idea or giving opinion suddenly, organizing ideas appropriately, taking note from spontaneous talk/speech, using appropriate terms or vocabularies since these items have got the mean value 4.15, 4.04, 3.95, 3.92, 3.87 and 3.82 respectively which could possibly be rounded to ‘4’ the mean value given for ‘difficult’. When comes to ASTU, the mean values computed for item 9, 3 and 5 show as organizing ideas appropriately, using appropriate terms or vocabularies and arguing on a given topic are also in descending order of their level of difficulties since their mean values read 3.76, 3.57 and 3.51 one after the other which could be rounded 4, the value assigned for ‘difficult’.

Finally, a very basic difference between respondents reaction under this theme is that it only item 7(writing an introduction, body and conclusion effectively) which was rated as problem of moderate difficulty in case of Mettu University since the mean value of this item reads 3.48. On the other hand, responses to item 3, 2,4,10 and 7 signify as using appropriate terms or vocabularies, taking note from spontaneous talk/speech, expressing an idea or giving opinion suddenly, using appropriate language structures and writing an introduction, body and conclusion effectively are not that a big deal for student respondents from ASTU since the mean values of these items read 3.43, 3.42, 3.31 and 3.24 respectively which could be rounded to 3, value assigned for ‘moderate’. In general, data in the table above implies as comparatively pre-

engineering students at Mettu University have a lot of lacks when juxtaposed with their counterparts at ASTU.

4.5.2.7. Grammar Points Students Prefer to Learn

Table 26: Grammar Points Students Prefer to Learn

Grammar points needed	Name of university	Grammar Points Students Need										Mean value
		<i>Very much</i>		<i>much</i>		<i>To some extent</i>		<i>Little</i>		<i>Not at all</i>		
		F	%	F	%	F	%	F	%	F	%	
Item1	Mettu	45	49.45	36	39.56	10	10.98					4.38
	ASTU	96	66.2	37	25.5	12	8.27	-	-	-	-	4.57
Item 2	Mettu	16	17.58	36	39.56	39	42.85					3.74
	ASTU	89	61.37	41	28.27	15	10.34	-	-	-	-	4.5
Item 3	Mettu	52	57.14	33	36.26	6	6.59					4.5
	ASTU	113	77.93	32	22.06	-		-	-	-	-	4.77
Item4	Mettu	14	15.38	55	60.43	14	15.38	8	8.79			3.82
	ASTU	90	62.06	29	20	26	17.93	-	-	-	-	4.4
Item5	Mettu	49	53.84	34	37.36	8	8.79					4.45
	ASTU	100	68.96	34	23.44	11	7.58	-	-	-	-	4.61
Item6	Mettu	17	18.68	59	64.83	9	9.89	7	7.69			3.97
	ASTU	85	58.62	23	15.86	31	21.37	6	4.14	-	-	4.28
Item7	Mettu	11	12.08	34	37.36	37	40.65	9	9.89			3.51
	ASTU	43	47.25	34	23.45	41	28.27	27	18.62	-	-	3.64
Item8	Mettu	76	83.5	15	16.48							4.83
	ASTU	106	73	30	20.68	9	6.21	-	-	-	-	4.66
Item9	Mettu	7	7.69	25	27.47	33	36.26	26	28.57			3.14
	ASTU	21	14.48	23	15.86	48	33	53	36.55	-	-	3.06
Item10	Mettu	10	10.98	32	35.16	49	53.84					3.57
	ASTU	28	19.31	37	25.5	41	28.27	39	26.89	-	-	3.37

To identify English language structure students need to learn at university level, 10 grammar points were identified on the bases of EAP literature and, then incorporated into the questionnaire. Doing so, response to each item was computed as indicated in the table 26 above. Out of these items, response to item 8 depicts as ‘tense’ is a grammar point that pre-engineering students at universities under study need to learn ‘very much’ since out of 91 respondents from Mettu university, 76(83.5%) and respondents from ASTU out of 145, 106 (73%) of the them rated under scale ‘very high’ which indicates how much they are in need of learning tense. This is in harmony with the mean value computed for the item which is 4.83 for Mettu University and 4.77 in case of ASTU that could be rounded to 5, the value assigned for ‘very much’.

The Next to tense, which comes is item 3 (active and passive voice). This is because out of the same respondents from Mettu university, 52(57.14%) and 33(36.26%) of them replied to this item rating under the scale 'very much' and 'much' respectively. In the same way, out 145 respondents from ASTU, 113 of them which accounts for 77.93% as they need to learn active and passive voice 'very much'. The rest 32 respondents, which accounts for 22.07% on their part reacted indicating as they this grammar point 'much'. The mean value calculated for this item read 4.5 for Mettu university and 4.66 in case of ASTU which could be rounded to 5, the value assigned for 'very much'.

The third most likely needed grammar point was reported speech, which is represented by item1 as can be seen from table 26 above. Out of 91 respondents from Mettu University 49 of them which accounts for 53.83% reacted signifying as they need to learn reported speech, and 38 out of the same figure also replied indicating as they need to learn this grammar point 'much'. Similarly, out of 145 respondents from ASTU, 100 of them which accounts for 68.96% rated showing as they want to learn reported speech 'very much'. 34 respondents out of 145 also replied that they need to learn this grammar point 'much' to be effective in their university academic career.

Except in the above three cases, there is a moderate difference in terms of students need of learning the other grammar points incorporated in the questionnaire. For instance , respondents from ASTU rated item 5(Descriptive adjectives) and 2 (Conditional sentences) as grammar points they need to learn 'very much' since the mean values of these two items read 4.57 and 4.5 respectively whereas the mean value of the former is 4.38, and later one has got 3.74. This shows that as pre-engineering students at ASTU seem to have a dire need of learning descriptive adjectives and conditional sentences over their counterparts at Mettu University.

Furthermore, responses to item 4, 6 and 7 shows as adverbial phrases and clauses, pronouns and relative clauses are also needed 'much' by student respondents from ASTU since the mean value computed for these items read 4.4, 4.28 and 3.6 respectively, which could be rounded to 4, value assigned for degree marker 'much'. These items; however, got the mean value 3.82, 3.97 and 3.51 one after the other in case of Mettu university. This shows as there is an inverted relationship in terms of the sequence of their need of learning adverbial phrases and clauses and

pronouns since the mean value computed for grammar point pronoun is greater than the mean value of adverbial phrases and clauses in case of Mettu university.

The last category encompasses conjunctions and articles in case of ASTU whose mean value is 3.37 and 3.06 respectively. Opposed to this, respondents from Mettu University need to learn conjunction over relative pronoun which is represented by item 7 and an article which is represented by item 9. In general, it seems sound to incorporate essential grammar points into the syllabus of EnLa(1011) hand in hand with the major language skills as it is impossible to think of fluency at expense of accuracy.

CHAPTER FIVE

DISCUSSIONS OF THE MAJOR FINDINGS OF THE STUDY

As stated under 1.5 of the study, the specific objectives of the study were to (i) describe communicative English skills syllabus design and material development practices in universities under study ; (ii) evaluate fitness for purpose of communicative English Skills course book/s in use; (iii) look into students' perceived level of English language proficiency; (IV) ascertain whether what EAP teachers' give priority to in the learning-teaching process really address students' needs or not, (V) disclose teachers' pedagogical orientation and skills of handling communicative English skills and (VI) examine the extent to which assessment for learning is practical so as to upsurge students' performance.

To achieve these intended objectives, primary and secondary data sources were consulted to generate both qualitative and quantitative data as can be seen from detailed analysis made under the preceding chapter. Hence, this chapter deals with the discussion of the major findings as per the specific objectives of the study.

5.1. Communicative English Skills Syllabus Design and Material Development Practices

To examine communicative English skills (EnLa(1011)) syllabus design and material development orientations and practices, interviews were made with EAP teachers , department heads and the writers of College English volume-I, which is the recommended course book for the course EnLa(1011).

It is a common knowledge that harmonization of courses to be offered in public university in Ethiopia was made as of 2012. This harmonization was made by clustering the existing courses into modules rather than undertaking a rigorous needs analysis that could at least taps at the immediate user and implementers of the courses leave alone addressing the needs of the organs who shall hire the graduates (see MoE, 2013's Harmonized Document and Appendix- 'L').

Though there is a harmonized syllabus meant for Communicative English skills to be used in rhetoric both universities under study were not using the recommended syllabus or designed their own syllabus that fosters critical-pragmatic EAP. In this regard, EAP teachers at Mettu University seem to teach only one unit which they think essential to enhance students' speaking

skills at the expense of the other major language skills. There was no trend of crafting teaching materials for the course at department level or by individual teacher. The common practice was downloading different texts from internet and offering this course on that basis.

On the other hand, Communicative English in use at ASTU were adopted from Washington Accord (WA) graduate attribute. Moreover, the course book in use in this university is entitled as '*Oxford English for Career: Technology*' which is published by Oxford university Press. The course book nomenclature and the details in the sample units annexed to this study, it is possible to conclude as a 'narrow-angled' EAP was being implemented at ASTU. EAP teachers in this university were also using the syllabus and teaching material imported from abroad without any modification.

Opposed to practices in the universities under study, several empirical studies in the area of syllabus design and material development in general and EAP in particular mentions as needs analysis should be undertaken either to develop a new syllabus or teaching material as well as to revise the existing ones. As indicated in Clark (1987), syllabus and material development should be done periodically by taking into consideration the classical humanism's, reconstructivism's and progressivism's views into consideration. However, the finding shows as there is still the dominance of classical humanism's view in which university professors consider themselves as the guardian of the nation and use syllabus of any kind by making use their own experience as the major point of departure which is not enough in itself. This shows that as universities under studies are following a trend before arrival of ESP, in which courses in English language teaching were largely based on the teacher's intuitions about learners' needs that were carried out by identifying and prioritizing the discrete language items found in target texts (Hyland, 2006). Hence, the practices of EAP syllabus design and material development in the university under study is not well planned and enacted as majority of teacher respondents themselves did not tell the researcher the type of syllabus they are using. In general, EAP syllabus design, material development and evaluation practices which were almost among ignored activities in universities. However, this practice should be an on-going activity as noted in Johnson (1989).

5.2. Findings from Evaluation of Communicative English Skills Course Book/s in Use

One of the most magnificent arguments in EAP teaching is concerned with the selection and use of authentic versus non-authentic, general versus subject-specific and simple versus complex materials as far findings of several studies are concerned. The problem is that in the real world teachers barely save any time to research and develop appropriate and useful materials (Jordan, 1997). Therefore, it is believed that many teachers have become slaves of the published course books available. In connection with, Gatehouse (2001) notes as no one of ESP text could live up to its name. From this one can understand that undertaking evaluation of course book quality or fitness for purpose is mandatory in order it suits for intended objectives.

In examining these course books, qualitative yardsticks which are adapted from Nunan(1988) and Bella and Gower (1998) are employed focusing on four basic areas of textbook evaluation. The parameters used in the current study are:(i)Is the teaching material contextually fit?; (ii)Can the material stimulate interaction and reflection through information gap and transfer tasks?; (iii)Are language skills integrated effectively in the units of the teaching material?, and (IV) Is the book supported efficiently by essentials like audio-materials?

As depicted under chapter 4, comparative evaluation of College English volume-I, which is recommended in order to be used as a course book by module and modularization committee as of 21013 and the course book entitled ‘Oxford English for Career: Technolgy1’ whose publisher is Oxford university Press, and the course book being in use at ASTU to teach communicative English Skills.

To answer the question, is the teaching material contextually fit? Two criteria were used. The first one is related to relevance of the course book in terms of its intended objectives. And, then it examined if topics and themes in the book enhance meaningful and purposeful use of the target language for academic purpose or not.

For instance, if one looks into unit two (AIDS) and unit three (Culture and values) of the college English, which are also the second and third units in harmonized course guide book, the objectives of the units were not stated indicating as they focus on study skills, socialization skills and academic literacies students have to develop upon completing the units explicitly. What is there is there are lots communicative tasks which mainly focus on functions that are not much

advanced over tasks in preparatory school English text books. (See grade 12 textbook in use currently). In the same token, the courses book in use to teach Communicative English Skills at ASTU is not in harmony aimed of common courses sated in the harmonized curriculum. As in case of College English volume-I, the expected objectives of each unit in ‘Oxford English for career: Technologhy1’’was not stated focusing on study skills, socialization skills and academic literacies students have to develop upon completing the units apart from focusing on English for specific academic purposes without given much attention to transferable EAP literacy and skills. Furthermore, the course outline in itself does not stipulate the objectives of offering Communicative English Skills in Ethiopian academic scenario except enumerating learning outcomes which are adopted from Washington Accord (WA) graduate attributes (*see Appendix 'N'*).

The second parameter which was used in analyzing contextual fitness of units from college English Volume-I and ‘Oxford for career: Technologhy1’ is that whether topics and themes in the units enhance meaningful and purposeful use of the target language for academic purpose or not. in case of Mettu university, for instance rather than using the them in unit two ‘HIV/AIDS’ it seems good had it been ,modified to ‘pandemic disease’ which opens up a windows of opportunity to interact on this issue using novel inputs. It is true that this theme seems very much meaningful and purposeful before two decades if presented as it is framed in the book. However, as even facts about AIDS, which were included in the listening and reading passage by then (before 20 years), have already changed as a result of innovations and interventions it needs either rewriting the unit from the scratch or modifying it by incorporating critical as well as pragmatic EAP input that this virtual learning area calls for. In comparison, if amendment is made College English volume-I could serve as the course book over the one that is in use at ASTU.

When moves to evaluation of whether the teaching materials, in this case, course books under scrutiny comprises of type tasks and activities which stimulate interaction and reflection, the difference is visible. Tasks and activities in the College English Volume-I advance form simple to complex in most cases whereas in the course book in use at ASTU seem not up to standard as they are almost straight forward questions devised from listening and reading texts in the unit. Moreover, in case of exposing learners to varieties of tasks that enhances students’ critical

thinking and problem solving skills the ‘Oxford English for career: Technology1’ in most cases focuses on gap filling, which is very mechanical. The other problem that could jeopardize even interaction and reflection is that answers to those activities are annexed to the students’ text, so students may refer to answers without pondering for a fraction of second. This finding harmony with what Belcher (2006) notes about EAP material and tasks. It is mentioned in this work as EAP is often seen as a materials-driven rather than being tasks and methods-driven initiative. Thus, he argues as different types of tasks should be incorporated in the EAP teaching in order to trigger a realistic learning process. To this end, Widdowson (1998) emphasizes, “It would be counterproductive to instruct students in outdated generic conventions” (p. 10). Hence he advises EAP textbook writers and teachers to make use of engaging, relevant, and useful activities and exercises that had better been developed after considering needs and interests of different parties to benefited from the course to be offered.

The third major parameter used in evaluating EAP text books in use is related to the extent to which different language skills are effectively integrated and the finding in this regard shows as that as tasks and activities in college English volume-I is prepared in an integrated manner whereas this was not that much practical in the ‘Oxford for Career: Technology1’. For instance, in both units(unit 2 and three of the book), there is no intensive reading text part having per-reading, while reading and post reading activities which could play vital role in integrating language skills. As grammar, vocabulary and other skills could practically be taught by analyzing the reading text.

On the top of these, findings from the question that was devised to know whether EAP books in use or supposed to be in use in universities under study were supported efficiently by essentials like audio-materials or not show that the harmonized course book, college English volume-I, has lot of listening skills tasks and activities in each unit. However, there no listening extracts and audio materials which back up the implementation of this skill .Contrary to this fact, ‘Oxford English for Career: Technolgy1’ has audio-material that could facilitate the teaching learning process of listening skills had answers to listening activities were not annexed to the textbook. The other interesting input in this book is that it has web request part which one cannot find in College English Volume I. This part could also open up window of opportunities for students to use technology when learning English language.

Finally, though it is not the intention of the researcher to nip the bud, the nomenclature of the course in itself is inconsistent as these three course codes, *EnLa1011* or *FLEn1011* or *EnLa101* are there in the introductory note of the module. This kind of deviation is not allowed as far as the harmonized university curriculum framework is concerned (see MoE, 2013). Moreover, the reason why much focus is given to listening and reading skills over the productive skills is not justified in the module. Furthermore, as described in detail under 4.4.3 of this study, tasks and activities in the units did not give due attention to critical-pragmatic EAP. It is obvious that students' needs assessment remains elemental to EAP (Dudley-Evans, 1998; Dudley-Evans & St John, 1998; Jordan, 1997) and the unifying feature of any EAP course is the definition of objectives and content of each course according to learners' functional needs in the target language and how the students are expected to perform in conforming to the norms and conventions of their academic disciplines; however, nothing is said in the introductory note of the module. As this is an emerging issue, the researcher has not gone each and every unit in the module. However, how could we inform our students about integration? This could be explicitly stated in their teachers' guide or manual. What special move has been made to immediately replace College English this module without piloting it could be open for scrutiny. As has been pointed out by Chambers (1997), the materials to be used in EAP class should be chosen by the possible highest number of users. This is to enhance the feeling of decision of ownership. However, this was not carried out when replacing the older recommended *EnLa(1011)* textbook (College English) with the new module as far as researchers' knowledge is concerned.

5.3. Perceived Students' Level of Language Proficiency

Students' English language skills level of proficiency were rated by their Communicative English Language teachers and the result shows as they are relatively good at reading skills over the other macro skills in both universities under study and listening skills is rated as 'satisfactory'. Moreover, Students level of proficiency in speaking and writing skills were rated as 'poor'.

When comes to analysis of self-reflection of student respondents from ASTU, their English language skills level of proficiency seem by far better than their counterpart at Mettu university who were enrolled to pre-engineering in 2018/19. Student respondents from these universities share what teacher respondents' reaction to reading skills by indicating as they were 'very good'

at it. However, there is a huge gap in the way they perceive about their listening, speaking and writing skills. In this regard, student respondents from ASTU have rated their listening, speaking and writing skills level proficiency as ‘good’ whereas their counterparts from Mettu university reacted to the same issue signifying as they were ‘poor’ at speaking. And, they indicated as they had ‘satisfactory’ level of language proficiency in listening and writing skills. Over all, students from ASTU seem to have positive self-efficacy when compared with those from Mettu University which could be ascribed to their academic background as depicted under the demographic part of the study.

The results of various studies examining this question have suggested that teachers’ perceptions of students’ skill and knowledge levels tend to be relatively accurate (Jussim & Harber, 2005; Ready & Wright, 2011), but teachers’ accuracy is lower (and bias is higher) when they do not share their students’ background characteristics (Farkas, 2003) and when students come from more highly stigmatized groups (McKown & Weinstein, 2008). As to the researcher, labeling students subjectively based on perceived English language proficiency without having empirical evidence is not appropriate, but if such a labeling is official made its negative impact is incalculable. Not being good at English could not be aligned with being academically null, so by identifying lacks and gaps students have on continuous basis, EAP teachers have to do their level best in intervening the problem.

5.4. Purposes of Teaching Different Language Skills Vis-À-Vis What Students Actually Need to Learn

According to Richards (1992), the process of determining the needs for which a learner or a group of learners requires a language is a complex task which involves positioning the needs according to priorities. It was survey question which was employed to depict students’ profile, their perceived level of proficiency and what they give priority to learn in EAP classes.

In doing so, language skills they give priority to in general and specific purposes of learning each skill in communicative English skills were rated by both EAP teachers and student participants for two purposes. First, it is meant to examine whether students were learning what they need to learn or not in EAP classes. In addition to this, to put some sort of point of departure for those who want to design new course in the area or revise the existing one. To this effect, two of the major skills_ speaking and writing were considered as ‘very important’ skills by teacher

respondents from universities under study. Contrary to this, the two receptive skills_ listening and reading skills were rated as skills of medium importance. When compared to teacher respondents reaction to the same issue under consideration, the four major skills were almost equally valued as ‘most important’ by student respondents from ASTU over by those from Mettu University.

In this regard, plethora of literature in the area suggest that common core English for Academic purpose courses like communicative English skills to be offered at university level should have explicit purposes and these purposes should be crafted based on needs analysis and negotiation with learner. As the findings from the study show, study skills and academic literacies students at university level should have to get aquatinted with were not given due attention in the universities under study rather skills of socialization ,which are features of EGP; and expected to be taught at primary and secondary school level were highly valued. For instance, much attention was given to enabling students to pass reading examinations in expense of enabling them acquire critical and pragmatic reading skills. Moreover, purposes of listening skills like understanding contents of audio-visual materials and skills of capturing seminar presentations at ease received less concern compared to issues like preparing students to pass listening examinations, understanding oral instructions and note taking from lecture classes. However, these claims are not practical seen as far as result from classroom observation is concerned. Especially, teaching listening skills is almost an ignored skill in Mettu University let alone taking about priority to be given to purposes of teaching it.

With regards to speaking skills, much attention was not given to how students can effectively present findings of their studies and become influential communicators in professional world. Finally, teaching skills of report, summary and term paper writing were not considered as basic purposes of teaching writing skills. In contrary, note making and enabling students to be equipped with principles of effective writing were considered as crucial purposes of teaching writing skills. However, opposed to invariability among teacher participants reaction with regards to why of learning skills, students seem to give equal attention all academic literacy skills in the four major skills. Therefore, it seems that students are not learning and being trained to be effective equally in socialization, study skills and academic literacy skills in domain specific and generic competencies needed at tertiary education system. In this regard Hyland

(2006) argues in engaging with these issues EAP has matured as a field, and practitioners have to come to see themselves as not simply preparing learners to study in English language is enough, but they have to develop new kinds of literacy which will equip students to participate in new academic and cultural contexts at tertiary level.

5.5. Teachers' Pedagogical Orientation and Skills of Teaching EAP

Teachers participants were interviewed to depict their pedagogical know how on what they should focus when offering English for academic Purpose and teaching techniques that prefer to use in order to foster learners' critical thinking, interaction and pragmatic use of what they learn in EnLa(1011) classes when they learn major courses. It is common knowledge that pre-service and in-services training are so essential to become familiar with EFL pedagogy in general and ESP/EAP pedagogy in particular.

In connection with this, respondents from both universities under study were made to forward their idea to know whether they were familiar with EAP pedagogy or not, and they confessed as they did not have such exposure neither in the pre-service nor in the in-service training modality. Thus, issues related to EAP syllabus design, material development and its teaching is under question as far the finding from interview and teachers' classroom practices are concerned. This finding is incongruent with what is stated in Hayalom(1993). His research on provision of pre-service training discloses saying, "practicality of process based teacher training is [] a suspect [suspected]". And, currently majority of EAP teachers are joining the teaching camp without taking appropriate pedagogical training due to a confused notion called 'Applied English', which seem to over shadow the former 'English Education'.

Moreover, teacher respondents have no idea about 'critical-pragmatic' approach to teaching EAP courses which is a recent move in EAP pedagogy though Plethora of current EAP literature mention as Critical Pragmatic EAP attempts to reconcile the seemingly irreconcilable approaches of EAP philosophical orientation with regards to EAP teaching. On the one hand, it acknowledges that students should be exposed to dominant discourse norms, which is Pragmatic EAP. On the other hand, it gives due attention to Critical EAP, which stresses as students have choices and should be free to adopt or challenge the dominant practices when need be. Therefore, Critical Pragmatic EAP which has two objectives: to help students perform well in

their academic courses by encouraging them to question and shape the education they are being offered (Benesch, 2001, p. xvii) seem new issue for the participants of the study and not put into practice.

To this end, Robinson (1980:75) findings which mentions as people teaching ESP/EAP programs have received no special training harmonies with the findings the current study. And, the study recommends how important it is for an ESP/EAP teacher to take a pre-service as well as in-service training in order to properly perform and feel confident while teaching EAP courses. Furthermore, Robinson, (1991) citing Strevens, (1980) suggests that as becoming an effective teacher of ESP requires additional trainings, extra efforts, and fresh commitment, compared with being a teacher of general English.

When moves to teachers' classroom practices, issues of designing or selecting appropriate tasks seem equally important as of employing appropriate teaching techniques which are integral component of EAP teaching process. In this regard, the result from classroom observation as broadly discussed under chapter4 shows that most EAP teachers at Mettu University focus on teaching speaking skills and grammar points without bothering much about the other language skills. Their justification is that there is no 'module' or course book to teaching reading skills which requires reading inputs and tasks. Listening skills is almost an ignored in the teaching learning process which is attributed to lack of language lab and other necessary inputs. And, writing skills has also received little attention as there is the course 'Basic writing skills' which fully focuses on this skill. This shows that as integrated approach to teaching different skills is not practiced in this university. The other insight drown from classroom observation is that EAP teachers have no experience of Adapting tasks and inputs that they download from internet when teaching even grammar and speaking skills.

On the other hand, EAP teachers at ASTU seem a servant of commercial textbook, 'Oxford English for Career: Technology1'. During the observation sessions, teachers were seen going through each and every activity in the selected units. Tasks and activities in the book were taught without making any an adaption. Though most of those tasks and activities in the course book seem not up to standard if seen in light of EPA literacy, there is listening section in each unit which is accompanied with audio material. To this end, results from classroom observation

disproved EAP teachers' claims of using different input types that could acquaint their students with academic literacies and study skills needed at university level.

The other issue with regards to teachers' classroom practices is related to selection and use of varied active learning techniques that could be flexibly used in EAP classes, which call for integration and reflection. In the questionnaire, 10 active learning techniques which are often recommended to be used in EAP classes were selected out of the large menu and rated by teacher respondents indicating how often they use them as analyzed under 4.5.1.8 of the preceding chapter. Among those active learning techniques, 'pair-work', and 'group discussion', 'debating' and 'role playing' were used relatively in a frequent manner though there is a slight difference among them. However, other active learning techniques those could possibly enhance students' critical thinking skills like 'problem-solving', 'project work', 'jigsaw learning and 'case study' were almost not used by the participants of the study when they offer the course under investigation. These claims seem sound since the results from classroom observations also depict similar trend.

In this regard, considerable numbers of researches have offered deep insights into the fact that no single task of type and teaching methodology can be sufficient to address diverse and peculiar needs of EAP learners (Hutchinson, 1998; Widdowson, 1983; Stern, 1992), so EAP practitioners have to pick and choose from a host of appropriate tasks if they could not design by their own and select a viable teaching techniques to run an effective EAP courses. However, discussion of the major findings pertinent to these issues as discussed in the preceding paragraphs shows as EAP teachers classroom practices in the universities under study were devoid of what is recommended in the literature. Result from classroom observation showed that much of classroom practice is totally abided by the fidelity perspective of classroom implementation. The practice seems to implement contents and learning experiences which are designed and planned by somebody else.

5.6. Implementation of Assessment for Learning in Boosting Students' Interest

All teacher respondents from Mettu University confessed as they never equally assess language skills when they offer communicative English skills. The major reasons they forwarded include lack of inputs like language laboratory and computer lab to effectively teach and assess listening skills. The other reason they mentioned is that as the class size is so large to effectively

implement continuous assessment; for instance, they stated that writing skill which requires giving feedback on students' errors is difficult to be taught and assessed as it ought to be in theory.

Opposed to this, majority of respondents from ASTU claimed as they were assessing the major English language skills equally. The rationale the put forward was that the teaching material they were using by then has audio recorded part that could facilitate both teaching and assessment of the listening skills that EAP teachers in Mettu University did not do as discussed in the preceding paragraph. Furthermore, the class size in ASTU is less than 25 which seems favorable condition to implement continuous assessment, which is an assessment for learning. In this regard Hyland (2006) argues that assessment has both a teaching and testing function. And, as a formative process, assessment is closely linked with teaching and with issues of teacher response, or feedback, allowing the teacher to advise students, monitor learning and fine-tune instruction. Thus, if the assessment process is ill in the universities under study as discussed in the preceding chapter, the negative impact of the wash-back effect might be jeopardizing the overall learning-teaching process of the EAP course under investigation.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATION

6.1. Introduction

This chapter strives to summarize, conclude and suggest possible solutions for the problems identified through the study. Analysis of data gathered via observation, interview, questionnaire and document analyses were made separately, and then discussions of the major findings were made in line with specific objectives of the study. And, in this chapter, a brief summary and conclusions pertinent to the major findings shall be made. Finally, based on the conclusions, possible recommendations and implications are forwarded.

It is worth to consider at this juncture that the study has apparently strived to examine EAP syllabus design, material development and its implementation focusing on communicative English Skills. To do so, this study was carried out at Mettu University and ASTU, whereby the former was under Ministry of education and the later was under Science and Technology when the study was embarked on in 2016/7 till 2018. However, currently, these universities are under Ministry of Science and Higher Education (MoSHE).

6.2. Summary

Here under, the researcher attempts to summarize the findings of the study based discussion made in the preceding chapter. Consequently, he came up with the following summary.

- Interview with English department head and EAP teachers in the universities under study shows as Communicative English skill (EnLa1011) has been offered without designing an appropriate syllabus and at the same time developing teaching material that addresses the dire need of students.
- EAP courses like Communicative English skills need course book in the context where virtual and e-learning is not fully possible. The study shows neither College English volume-I nor in-house course book of any kind is use in Mettu University whereas ASTU has been using a syllabus whose learning attributes are copied directly from Washington Accord. And, the Course book ‘Oxford English for Career: Technology 1’ which is not reflective of Ethiopian culture and at the same time meant for ‘narrow angled’ EAP (English for specific Academic purpose) is in use in this university. In general, Syllabus

and material adoption is the customary practices observed instead of adapting them to suit to the country's context.

- Teacher and student respondents' reaction to the extent to which they value the four major English language skills (listening, speaking, reading and writing) depicted as teachers seem to consider teaching productive skills is focused on over the receptive skills whereas students' perceived need and reflection is different. The learners seem to attach equivalent value to each language skills so as to be effective in their university academic endeavor.
- The purpose of teaching EGP and EAP is not distinctly internalized by teachers who were offering Communicative English Skills in universities under studies. The finding of the study in this regard show as there was a blurred understanding of what socialization, study and academic literacy skills to be focused on in teaching each major language skill.
- EAP teachers in university under study indicated as they have little exposure to issues of EAP syllabus design, material development and its implementation both in the pre-service and in-services trainings. Moreover, result from interview and their classroom practice shows as EAP teachers seem to consider communicative English skills is meant to boost majorly interactive skills without giving due emphasis for university level common core academic literacies and study skills. Furthermore, teachers have almost no idea about critical-pragmatic EAP, which is a current issue in EAP pedagogy. The classroom observation revealed that as most teachers often focus on grammar lessons and speaking skills in case of Mettu university whereas teachers seem servant of the course book, 'Oxford English for Career: Technology1' in case of ASTU.
- The class size at Mettu University is above 50 in most cases whereas class size did not exceed 25 in case of ASTU. This shows how much difficult it is to put into practice interactive active learning techniques and assessment for learning at Mettu University.

6.3. Conclusion

1. Communicative English language skills is a course which has been offered in the universities under study since their establishment. However, little attempt was made to redesign the course or adapt the existing recommended syllabus in order to suit learners' needs. This shows that EAP teachers seem to teach what they like to teach, not what students need to learn.
2. Both universities under study were not using College English volume-I, which is recommended in the harmonized curriculum to be used as a course book for Communicative English skills. On the other hand, rather than revising or adapting this teaching material, EAP teachers at ASTU were using 'Oxford for Career: Technology1', which is designed with a basic level of ESAP. The experience in Mettu University where neither commercial textbook nor in-house teaching material is available, the course under investigation was being offered in common sense. And, the currently dispatched module which has five units is not pilot tested and it has many holes if seen from a critical-pragmatic perspective.
3. As teachers rated signifying teaching productive skills is more important than receptive skills, academic literacy and study skills related to listening and reading skills students need to develop in the university academic sphere were not given due attention. This implies that as EAP teachers in the university under investigation were not effectively implementing an integrated approach to CLT teaching and at the same time even not properly focusing on the productive language skills since Academic writing is inseparable from Academic reading in most cases.
4. Since EAP teacher respondents seem to have a unclear understanding of what makes EGP different from EAP courses and what basic generic competencies to be focused on, the course is not serving the purpose it should serve rather it seems as if it has been offered only to fulfill the requirement.
5. Majority EAP teachers in the universities under study were offering the course with a very limited exposure to issues related to EAP syllabus design and material development. The finding of the study; in this regard, also revealed as they did not get neither pre-service nor in-service training on EAP pedagogy. Hence, they were offering without taking into account current issues which reconcile conflicting views in EAP teaching.

6. Class size is one of contextual factor that impedes implementation of active learning techniques and continuous assessment. This problem is so visible in case of Mettu University where majority of class size is above 50. Thus, teachers might incline to assessment of learning over assessment for learning.

6.4. Recommendations

Every concerned body is supposed to take share and exert their unreserved contribution to reconcile the prevailing inconveniences related to EAP course provision in general and Communicative English skills in particular. It is not an issue left for English language teachers in order to close the gap or make it narrow. The issue should be a concern for major area teachers, the department heads, the university administration and HESC. Accordingly, the following recommendations are forwarded to curb down the problems identified.

1. English language department heads should plan for periodic evaluation of effectiveness EAP courses in order to initiate syllabus and textbook renewal or modification.
2. EAP teachers should be offered training on the recent EAP pedagogy both in a pre-service and in-service modality.
3. This is an era of technology; hence, instead of waiting for advanced language laboratory, it seems sound to establish computer lab where listening skills inputs could be shared and accessible to students as need be.
4. The EAP teachers, at the inception of each academic year, ought to be inquisitive enough about their students' background knowledge, want, exposure, and objectives of learning EnLa(1011) to pronounce a good commencement. They then adapt the textbook and implement various tasks/techniques of teaching EAP courses.
5. It is worthwhile if a communicative English skill is offered by teachers who have at least taken at least one or two courses in the area of 'syllabus design and material development' and 'CLT Pedagogy'. This is due to the fact that Communicative English Skills is a course which requires at least adapting tasks and activities that fosters nitration and at the same time acquaints students with academic literacies and study skills needed at tertiary education level.
6. The current assessment practice in universities under study seems to fail to measure the actual performance of each student and needs a closer attention. Hence, assessment to be made has enhance deep learning, understanding of the subject matter and ability of

translating the subject matter into a real work situation rather than shallow learning which is targeted to pass examination.

7. It is appropriate to design EAP syllabus and course book that incorporate both feature of ESAP and EGAP as to address the diverse target and learning needs of the students.

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ANNEXES

APPENDIX 'A' (QUESTIONNAIRE FOR EAP TEACHERS)

Addis Ababa University
College of Humanities, Language Studies and Journalism and Communication
Department of Foreign Languages and Literature

Dear Respondent,

This questionnaire is a part of PhD dissertation. It mainly focuses on teaching English for Academic Purpose in Ethiopian public universities. The finding of this study is used only for research purpose and it gives due attention to practical problems related Communicative English skills syllabus design and instruction.

Thus, you are kindly requested to complete this questionnaire with the maximum objectivity as your response is kept anonymous and confidential. You are **not** expected to write your name on the questionnaire. Thank you in advance for your cooperation!

Part I: Background Information

Direction: The following questions are devised to collect information related to your personal details. Please, read each item carefully and tick (✓) in the appropriate box given adjacent to each alternative.

1. Name of your university _____
College/ Faculty/Institute _____
2. Sex : A) male B) female
3. Qualification: A) B.A B) BED C) MA D) PhD
4. Area of Specialization :A) TEFL B) Linguistics C) Literature
D) Journalism E) other
5. Employment Type: A) Full time B) par timer
6. Teaching experience : A) 0-3 years B) 4-7 years C) 8-12 years
D) 13-20 years E) above 20 years
7. Load per a week: A) below 10 B) 12-18 C) 19-25 D) Above 25

Part II. General Information about your students’ of English language skills

Question 1- Rate the following English language skills in terms of their importance to your students’ academic study. Please, read each item carefully and tick (✓) in the appropriate box given adjacent to each alternative.

Key: 5= very important, 4= important, 3=medium, 2= less important, 1= not important

No.	Skill category	Language skills	5	4	3	2	1
1	Major skills	Listening					
2		Speaking					
3		Reading					
4		Writing					
5	Linguistic components	Grammar					
6		Vocabulary					

Table1: Level of Importance of English language skills

Question 2- What is/are your justification(s) for the responses you indicate in the table-1 above?

Question 3- To what extent most of your students are good at the following English language skills? Please, rate in terms of their language proficiency using the following scale.

Key: 5= Excellent 4 = Very good 3 = Average 2 = Poor 1= Very poor

No.	Skill category	Language skills	5	4	3	2	1
1	Major skills	Listening					
2		Speaking					
3		Reading					
4		Writing					

Table2: Perceived Level of students’ English Language Skills

Question 4: What is/are your justification(s) for the responses you indicated in the table-2 above?

Question 5: To which inputs or scenarios do you often expose your students in most cases?

Key: 5= always 4= usually 3= sometimes 2= rarely 1=not at all

Language skills	No	Type of inputs or scenarios you expose your students to	5	4	3	2	1
		<i>Reading Inputs</i>					
Reading Skills	1	Extracts from books in their fields of study					
	2	Articles and journals of different kind					
	3	Newspapers and magazines					
	4	On- line materials					
Listening skills		<i>Listening inputs</i>					
	1	Recorded materials to be listened in the Language lab of the university					
	2	TV programs in English language					
	3	Radio programs in English language					
	4	Listening Materials on the web pages					
	5	Your talk					
Speaking skills		<i>speaking skills scenario</i>					
	1	Debates					
	2	Impromptu public speech					
	3	Prompt public speech					
	4	Memorized speech(e.g. story telling)					
	6	Presentation on topics selected from students' field of study.					
Writing skills		<i>writing skills scenario</i>					
	1	Controlled paragraph writing					
	2	Guided paragraph writing					
	3	Free paragraph writing					
	4	Controlled essay writing					
	5	Guided essay writing					
	6	Free essay writing					
	7	Summary writing from reading					
8	Writing reports of different types						

If there is other, please, specify.....

Table3: Different Academic inputs or situations

Question 6- For which purpose (s) do you attach the highest value when you offer communicative English skills?

Key: 5= Very high 4 = high 3 = to some extent 2 = little 1= not at al

Language skills	No	Purposes	5	4	3	2	1
		<i>Purpose of reading</i>					
Reading Skills	1	To develop knowledge in their field study.					
	2	To widen students' vocabulary, mainly terms related to their profession.					
	3	To enable them write summaries/essays as per major courses teachers' instructions from reading.					
	4	To make them effective in tackling examination.					
	5	To deepen their general knowledge.					
	6	To entertain them via reading texts.					
Listening skills		<i>Purpose of listening</i>					
	1	To enable them understand the content of lectures					
	2	To make them understand teachers' oral instructions.					
	3	To help students in order they understand audio and visual materials related to their department.					
	4	To be able to understand oral presentations in seminars.					
Speaking skills		<i>Purpose of Speaking</i>					
	1	To enable them make oral presentations (with or without having notes) in different situations.					
	2	To enable them ask questions in English in class (for clarification, for information...).					
	3	To enable them participate in class (answering questions, giving opinions, agreeing, disagreeing ...)					
	4	To help them practice how to present the findings of the studies					
	5	To enable them become influential in the professional world(becoming a member of international organizations)					
Writing skills		<i>Purpose of Writing</i>					
	1	Note making skills from different books that will be included into essay or paragraph.					
	2	Taking notes from lectures.					
	3	Writing reports on min-research.					
	4	Summary writing from reading.					
	5	Writing effective term papers.					
	6	Applying principles of effective writing (introduction, topic sentence, conclusion. cohesion ...)					
	7	Paraphrasing others idea (putting an idea in one's own words)					

Table 4: Purposes of learning different English language skills

If there is other, please, specify.....

Question 7- Which one of the following do your students find most difficult in communicative English classes?

Key: 5= most difficult 4= difficult 3=average 2= least difficult 1=easy

No.	Challenges	5	4	3	2	1
1	Understanding native/ native-like pronunciation					
2	Taking note from spontaneous talk/speech					
3	Using appropriate terms or vocabularies					
4	Expressing an idea or giving opinion suddenly					
5	Arguing on a given topic					
6	Using appropriate discourse markers					
7	Writing an introduction, body and conclusion effectively					
8	Writing Summary from reading					
9	Organizing ideas appropriately					
10	Using appropriate language structures					

If there is other, please specify.....

Table 5: level of Difficult of Communicative Activities

Question 8-- Do you teach grammar portions in communicative English skills course?

- A). Yes B). No

Question 9- If your answer is ‘yes’ to item 8 above, how do teach?

- A). Based on common mistakes that students make.
 B). Systematically (integrating with other skills).
 C). I teach the structure before going in to the detail of its use.
 D).As my focus is on students’ fluency, I never give much attention to grammar.

Question 10- Which grammar points do think your students need to learn most at this level?

Key:5= Very high 4 = high 3 = to some extent 2 = little 1= not at all

No.	Language structure needed most	5	4	3	2	1
1	Reported speech					
2	Conditional sentences					
3	Active and passive voice					
4	Adverbial phrases and clauses					
5	Subject and verb agreement					
6	Pronouns(1 st ,2 nd and 3 rd persons)					
7	Relative clauses					
8	Tenses					
9	Articles					
10	Conjunctions					

If there are others, (please, specify)

Table 6: Preferred Grammar Points

Question 11- what is your reason(s) for the responses you have given in the table under question 10 above?

Question12-For which types of vocabularies do you often give priority in the teaching- learning Process? *Key: 5 = always 4 = usually 3 = sometimes 2= rarely 1= not at all*

No.	Types of vocabularies you often teach	5	4	3	2	1
1	General vocabulary needed in the daily life.					
2	General vocabulary with higher frequency in their academic area.					
3	A very Technical vocabulary in their field of study.					
4	Specific vocabularies that are used in the world of work.					

Others (please, specify).....

Table 7: Preferred Vocabulary Type

Question 13-How often you make use of different active learning strategies listed below in teaching communicative English classes? Please, indicate the extent to which you use them in

Your classroom and rate using a tick"✓" mark according to the following scales.

Key: 5=always 4=frequently 3=sometime 2=rarely 1=not at all

No	How often do you use the following active learning strategies?	5	4	3	2	1
1	Project work					
2	Problem solving method					
3	Concept mapping					
4	Role-playing					
5	Pair work					
6	Group work					
7	Debating					
8	Case study					
9	Jigsaw learning					
10	Peer-teaching					

Table 7: Active Learning strategies practiced

Question 14- Are there some strategies you often use which are not included in the above list? If so, please, list them and explain the reason why you prefer to use them. (Go on writing)

Question 15- Do you assess all language skills equally?

A). Yes B). No

Question 16-If your answer is 'no' to item 16 above, why?

Question 17- what are the major strengths and weaknesses of Communicative English skills (EnLa1011) course that you have been offering in backing up your students' success in their academic and professional life?

Strengths if any

Weaknesses if any

Question18-What do you think will be done in order to make this course as effective as possible?

APPENDIX 'B' (QUESTIONNAIRE FOR PRE-ENGINEERING STUDENTS)

ADDIS ABABA UNIVERSITY

**College of Humanities, Language Studies and Journalism and
Communication**

Department of Foreign Languages and Literature

Dear Student,

This questionnaire is a part of PhD dissertation. It mainly focuses on teaching English for Academic Purpose in Ethiopian public universities. Your answers will help the researcher to examine the extent to which your needs were addressed in teaching learning process of the course entitled 'Communicative English Skills' (EnLa1011). The finding of this study is used only for research purpose, and it basically looks into whether Communicative English skills (EnLa1011) you are taking is effective or not in preparing you for better academic journey. On top of this, it helps the researcher to suggest an alternative strategy of improving the current teaching and learning practices in order the coming generation not face problems you are facing now if there is any.

Thus, you are kindly requested to complete this questionnaire with the maximum objectivity since your response is anonymous (unidentified). Please, **do not write** your name on this questionnaire. Thank you in advance for your cooperation!

Part I: Background Information

Direction: The following questions are devised to gather information related to your personal details. Please, read each item carefully and tick (✓) in the appropriate box that is given adjacent to each alternative. And, for item 1 and 6 below write your answer on the space provided.

1. Name of your university _____
2. Sex: A) Male B) Female
3. Your previous Residence: A) Town B) Countryside
4. In which school type did you attend your preparatory school education?
A) Government school B) Boarding school
C) Private school D) If Other, please state it. _____
5. In which category does your university entrance exam result fall?
A. Below 350 B. 350-400 C. 401-450 D. 451-500
E. 501-550 F. above 550
6. How much was your English language entrance exam result? _____

Part II. General Information about your English language Skills

Question 1- Rate the following English language skills in terms of their importance in your academic study. Please, read each item carefully and tick (✓) in the appropriate box given adjacent to each alternative.

Key: 5= very important, 4= important, 3=Undecided, 2= less important, 1= not important

No.	Skill category	Language skills	5	4	3	2	1
1	Major skills	Listening					
2		Speaking					
3		Reading					
4		Writing					
5	Linguistic components	Grammar					
6		Vocabulary					

Table1: Level of Importance of English language skills

Question 2- What is/are your justification(s) for the responses you indicate in the table-1 above?

Question 3- To what extents are you good at the following English language skills? Please, rate the following questions in terms of your English language proficiency.

Key: 5= Excellent 4 = Very good 3 = Average 2 = Poor 1= Very poor

No.	Language skills	5	4	3	2	1
1	Listening					
2	Speaking					
3	Reading					
4	Writing					

Table2: Level of students' English Language Skills Proficiency

Question 4- What is/are your justification(s) for the responses you indicated in the table-2 above.

Question 5- To which inputs or situation do your English language teacher (EnLa1011) often exposes you in most cases?

Key: 5= always 4= usually 3= sometimes 2= rarely 1=not at all

Language skills	No	Type of materials you exposed to	5	4	3	2	1
		<i>Reading Inputs</i>					
Reading Skills	1	Books in my fields of study					
	2	Articles and journals of different kind					
	3	Newspapers and magazines					
	4	On- line materials					
Listening skills		<i>Listening inputs</i>					
	5	Language lab in the university					
	6	TV programs					
	7	Radio programs					
	8	Materials on the web					
	9	English teacher's talk					
	10	Listening extract from a given course book					
Speaking skills		<i>speaking Situations you are often exposed to</i>					
	11	Debating					
	12	Impromptu public speech					
	13	Prompt public speech					
	14	Memorized speech(e.g. story telling)					
	15	Role playing					
	16	Presentation skills on topics selected from students' field of study					
Writing skills		<i>Writing Situations you are often exposed to</i>					
	17	Controlled paragraph writing					
	18	Guided paragraph writing					
	19	Free paragraph writing					
	20	Controlled essay writing					
	21	Guided essay writing					
	22	Free essay writing					
	23	Summary writing from reading					
	24	Writing reports of different types					

If there is other, please, specify.....

Table3: Different Academic scenarios or inputs students are exposed to

Question 6- For which purpose (s) do you attach the highest value when you attend communicative English skills?

Key: 5= Very high 4 = high 3 = to some extent 2 = little 1= not at all

Language skills	No	Purposes	5	4	3	2	1
		<i>Purpose of reading</i>					
Reading Skills	1	To develop knowledge in their field study.					
	2	To widen students' vocabulary, mainly terms related to their profession.					
	3	To enable them write summaries/essays as per major courses teachers' instructions from reading.					
	4	To make them effective in tackling examination.					
	5	To deepen their general knowledge.					
Listening skills		<i>Purpose of listening</i>					
	6	To enable them understand the content of lectures					
	7	To make them understand teachers' oral instructions.					
	8	To help students in order they understand contents of audio-visual materials related to their department.					
	9	To be able to understand oral presentations in seminars.					
	10	To enable them pass listening examinations successfully					
Speaking skills		<i>Purpose of Speaking</i>					
	11	To enable them make oral presentations (with or without having notes) in English language classes.					
	12	To enable them ask questions in English in class (for clarification, for information...).					
	13	To enable them participate in class (answering questions, giving opinions, agreeing, disagreeing ...)					
	14	To help them practice how to present the findings of mini studies.					
	15	To enable them become influential in the professional world(becoming a member of international organizations)					
Writing skills		<i>Purpose of Writing</i>					
	16	Note making skills from different books that will be included into essay or paragraph.					
	17	Taking notes from lectures.					
	18	Writing reports on min-research.					
	19	Summary writing from reading.					
	20	Writing effective term papers.					
	21	Applying principles of effective writing (introduction, topic sentence, and conclusion. cohesion ...)					
	22	Paraphrasing others' idea (putting an idea in one's own words)					

If there is other, please, specify.....

Table4: Purposes of learning different English language skills

Question 7- Which one of the following activities do you find most difficult in communicative English classes?

Key: 5= most difficult 4= difficult 3=moderate 2= least difficult 1=easy

No.	Challenges	5	4	3	2	1
1	Understanding native/ native-like pronunciation					
2	Taking note from spontaneous talk/speech					
3	Using appropriate terms or vocabularies					
4	Expressing an idea or giving opinion suddenly					
5	Arguing on a given topic					
6	Using appropriate discourse markers					
7	Writing an introduction, body and conclusion effectively					
8	Writing Summary from reading					
9	Organizing ideas appropriately					
10	Using appropriate language structures					

If there is other, please specify.....

Table 5: level of Difficult of Communicative Activities

Question 8- Is learning grammar important in order to become effective in your academic study?

- a. Yes
- b. No

Question 9- If your answer is 'yes' for item '8' above, what is its importance?

Question 10- To extent do you need to learn the following grammar points at this level?

Key: 5= Very much 4 = much 3 = to some extent 2 = little 1= not at all

No.	Language structure needed most	5	4	3	2	1
1	Reported speech					
2	Conditional sentences					
3	Active and passive voice					
4	Adverbial phrases and clauses					
5	Subject and verb agreement					
6	Pronouns(1 st , 2 nd and 3 rd persons)					
7	Relative clauses					
8	Tenses					
9	Articles					
10	Conjunctions					

If there are others, (please, specify)

Table 6: Preferred Grammar Points

Question 11- what is your reason(s) for the responses you have given in the table under question 10 above?

Question 12-What kind of vocabulary do you want to learn most?

- a. Vocabulary needed in my daily life
- b. Vocabulary with higher/specific frequency in my field of study.

Question 13- Please; add any other needs that you have with regards to learning vocabularies?

- a. _____
- b. _____ c. _____

Question 14-For which types of vocabularies do you often give priority in the teaching- learning Process?

Key: 5 = always 4 = usually 3 = sometimes 2= rarely 1= not at all

No.	Types of vocabularies you often teach	5	4	3	2	1
1	General vocabulary needed in the daily life.					
2	General vocabulary with higher frequency in my academic area.					
3	A very Technical vocabulary in my field of study.					
4	Specific vocabularies that are used in the world of work.					

Table 7: Preferred Vocabulary Type

Question 15- Does your teacher assess all language skills equally?

- A). Yes
- B). No

Question 16-If your answer is 'no' to item 16 above, why?

Question 17- what are the major strengths and weaknesses of Communicative English skills (EnLa1011) course that you have been offering in backing up your students' success in their academic and professional life?

Strengths if any

Weaknesses if any

Question18-What do you think will be done in order to make this course as effective as possible?

APPENDIX 'C'

Interview Guide for EAP Teachers

Dear participant,

The researcher of this study aims at investigating EAP course design, development and implementation trends in university you are working in. First of all, thank you very much for your willingness to take part in this study without hesitation. I want you to fill free and respond to the following questions genuinely.

1. For how many years have you taught communicative English skills? And, would you tell me your area of specialization?
2. Do think teaching communicative English skills require special training? Why/why not?
3. What is the basic purpose of offering Communicative English Skills? Follow up question: Is this course meant for academic or for general purpose? What is your justification?
4. Do you think a communicative English skill that you are offering helps students to be effective in their academic and professional career?
5. Do you use commercial texts or in-house teaching materials? Why?
6. For which language skills do you give much attention when you offer communicative English skills? Why?
7. For what sorts of study skills and university level academic literacies do often give much attention in the teaching learning process?
8. What do you recommend in order provision of communicative English language skills become fruitful?

Appendix “D”

Interview Guide for English language Department Head

Dear respondent,

Thank you very much for being the participant of this study in advance! This research is an academic in its very nature, and you want to feel free and give me genuine responses to few questions that I am going to pose.

1. Teachers with which specialization are offering Communicative English Skills in this university?
2. Is there any mode of in-service training that backup provision of communicative English skills in this university?
3. Would you tell me Communicative English Language Skills syllabus and material development practices?
4. Have you ever made collaboration with other departments to whom this course is offered?
5. Do you think that all skills are equally taught and assessed in this university?
6. What do you recommend in order communicative English skills course fit for the purpose it is meant for?

Appendix “E”

Interview Guide for EAP course book writers

Dear author of college English volume -I,

It is really a great pleasure to talk to you in person or face to face about college English text book which is a course book of communicative English skills across public universities in Ethiopia. I hope we will have a nice discussion.

1. Would you tell me your role in developing college English volume1?
2. What was the reason behind for preparing this teaching material?
3. There are lots tasks in college English volume I, but I couldn't find tasks which foster academic skills like paraphrasing skills, referencing skills, skills of summarizing, academic presentation skills etc. would you tell me the reason why these skills are not included in this material?
4. Only few English language structures were included in College English volume I, for instance, time expressions, relative clauses, conditional sentences and active and passive voice. What the rational for selecting these language structures?
5. I think college English was written before two decades. Have you ever made any attempts to modify its content and the way it could be delivered?
6. What do you recommend in order the course communicative skills fits for the purpose it meant for?

Appendix 'F'

Interview Guide for Experts in MOE curriculum wing

Dear participant,

The researcher of this study has aimed at investigating EAP course design, development and implementation trends in university you are working in. Therefore, I believe you will have a hot discussion on the following issues. First of all, thank you very much for willingness to take part in this study without hesitation. Please, fill free and respond to the following questions genuinely.

1. For how long have you worked on this post?
2. English language teaching syllabuses of public universities in Ethiopia were harmonized as of 2012/13. What was the basic initiative of doing so?
3. What do you think are the major objectives of including English as a common course in all departments across universities in Ethiopia?
4. Who is responsible for initiating common core curriculum development, evaluation and revision in modular approach? Why?
5. Should English language offered for engineering students in universities under Science and Technology and those under MOE should be the same or different? Why/why not?
6. The course book for communicative skills across universities in Ethiopia is college English volume1. Why new books were not designed or why revision was not undertaken?

Appendix 'G'

Framework for Classroom observation

1. Does the teacher introduce the objectives of lesson?
2. Does the teacher use varieties of active learning techniques?
3. Do tasks and activities used by the teacher incorporate study skills and academic literacy skills required at university level?
4. Are skills were taught in an integrated manner?
5. Does the teacher use contextualized inputs?
6. Does the teacher recap the lesson?
7. Does the teacher checked for the progress of the lesson?

Appendix 'H'

Transcription of interview with EAP Teachers

Transcription of interview with ASTUT1

R: Thank you very much for being participant of this study! This research is an academic in its very nature and you have to feel free and give me genuine responses to few questions that I am going to pose. First of all, for how many years have you offered Communicative English Skills?

ASTUT1: For about 8 years at university level. In addition to this, I have taught English at secondary and preparatory level for about 5 years. Totally, I have 13 years teaching experience.

R: Great! Would tell me your field of specialization?

ASTUT1: My first degree is BED (Bachelor of Education) in English language and I have got my master degree in TEFL (Teaching English as a Foreign Language).

R: Do think teaching course meant for English for academic purpose courses like communicative English skills requires a special training? If so, have you taken any?

ASTUT1: Sure! Teaching EAP course we are talking about call for trainings of different kinds, but unfortunately I haven't taken any in-service training except methodology courses I took when I was a student at university

R: You have already told me as you have taught English at secondary and preparatory school before becoming a lecturer at university. Would your share your experience if there is a difference in the syllabus type and provision modality of communicative English skills at university and secondary and preparatory school level?

ASTUT1: Yes, there're is. English textbooks of secondary and preparatory school are designed on the basis of theme based syllabus and it is so general. The textbook we are using here is designed to address needs of Technology related disciplines. It is of course imported from abroad to meet an international standard. If you look in to preparatory school

English textbooks, you can see six sections which encompass for major skills (Listening, reading, speaking and writing) two micro skills (vocabulary and grammar), but the ‘Oxford English for Career’ we are using has mostly nine parts which include the four major skills, vocabulary, language spot, pronunciation, web request . In general, I have not seen a radical difference.

R: Based on the contents and format of the course EnLa(1011) you are offering, would you tell me whether this course is mapped to English for Occupational Purpose or English for Academic purpose or English for General Purpose? Or to any other?

ASTUT1: I haven’t thought of these differences, but as I think it is more of English for occupational purpose. This is because if you see the title of the book we are using it says, “English for Career” and there is also apart which says, “It is my job”, so it is really more of English for Occupational purpose.

R: Okay! When did your university start using the course book ‘English for Career: Technology 1’? And, what initiated the university to do so?

ASTUT1: we started using this book before five years. What initiated us to use this book was that the former modules didn’t address students’ needs.

R: Would you share me experiences in this university with regards to communicative English skills syllabus design and material development?

ASTUT1: Our University has decided three or four year ago as Communicative English skills we were offering did not address the need of our students, so we decided to use the teaching material and the syllabus that we are using now. I do not know the trend before six years, but since 2013 there is no such a thing as syllabus design and material development. We currently teaching eight of 15 units included in the course book called, ‘English for Carrier: Technology 1’.

R: Do think that the current textbook addresses students’ needs?

ASTUT1: To some extent yes, but I don’t think it is that much effective. The main problem is that some the activities in the course book are very elementary for our students. The other

problem is that there is no part that deals with situations in Ethiopia. Most of the contents are align to our students.

R: It is really a very nice insight! Would you tell me your experience, I mean, have you ever taken part in communicative English teaching material preparation?

ASUT1: I have not ever designed my own teaching material when offering this course. For one thing, I have little exposure of developing teaching material. On the other hand, the department abides us to cover eight of 15 chapters included in the course book we are using, so I have no time to prepare additional inputs you asked me. The other problem is there is no any budget allocated to do this kind of intensive tasks.

R: It is really a good insight! Let me move to other question. In teaching learning process, would you give equal attention to all language skills?

ASTUT1: Yes of course, I teach each skills equally as the student text we are using facilitates this.

R: If so, it is so nice. I have seen during classroom observations as you mostly stick to inputs in the course book ‘Oxford English for Career: Technology1’. Do think tasks and activities included in the book qualify to effectively equip students with university level English for Academic Purpose literacy and study skills.

ASTUT1: Tasks and activities under each skill are not that much challenging, so why shall I jump over the activities? The other point is inputs under each skills focus on technology related competencies. Therefore, I think they are all very essential.

R: Now, let me take you further to issues related to collaboration between Department of English language and departments to whom Communicative English Skills is offered. Would you say few things about it?

ASTUT1: There is no collaboration. Teachers of other departments consider this course as a course meant for requirement. There is no such experience in this university as far as I know. In the future, we have to work on it.

R: Finally, what do you recommend in order communicative English skills course fit for the purpose it is meant for?

ASTUT1: First, comprehensive needs analysis should be conducted and the teaching material should be revised. The other important issue is intensive training should be offered on syllabus design, material development and evaluation to tailor common courses we are offering to students' needs.

R: Thank very much for devoting your valuable time!

Transcription of interview with ASTUT2

R: Thank you very much for being participant of this study in advance! This research is an academic in its nature, and you have to feel free and give genuine responses to few questions that I am going to pose. First of all, for how many years have you offered Communicative English Skills?

ASTUT2: I taught this course for the last four years. Before becoming a lecturer, I have taught English language for five years at secondary school.

R: Alright! Would tell me your field of specialization?

ASTUT2: At UG, I studied Applied English and my area of specialization at PG is TEFL. I have taken literature, linguistics and teaching skills almost equally at UG level.

R: Okay! Have you ever taken pedagogical courses at either undergraduate or post graduate study?

ASTUT2: At UG level actually not. I remember I have taken this course at PG. To be honest, the time allotted to this course was insufficient by then. We sat for exam without being exposed to practical skills we have to be exposed to.

R: If this so, it is a mess. Ehh.. Now, let me take you to very specific issues. Do think teaching course meant for English for academic purpose courses like communicative English skills requires a special training? If so, have you taken any?

ASTUT2: What do you mean? Compared to other courses in the department of English, Communicative English Skills is the easiest one. In addition to this, as we have a standardized textbook designed for this course it is not a big deal. Actually, no need to offer training to communicative English Skills teachers as this course is offered at UG[under graduate] level, so it is not necessary to give additional training for instructors.

R: I'm sorry for the interruption. I have already seen the textbook that this university is making use of as a course book which is 'Oxford English for Career: Technology 1'. For me there are lots of missing links. If you look at the title of the book itself it reads English for career, not English for Academic purpose, so how do you say the textbook you are using a standardized one and self-sufficient?

ASTUT2: I understand you. What you mentioned is challenging, but it is none the business of an individual instructor in this university. I was told to the course book by the department head some years back and I am discharging my responsibility accordingly. I have considered whether the contents in the books are prepared to develop English for career or English for Academic. For me, the very important thing is that can activities in each unit make students to communicate in English or not.

R: Good! You have told me as you taught English language at Secondary school before joining this university as a lecturer. Is there a big difference in the format and contents of the course books and in the way English language is offered?

ASTUT2: In terms of contents, English textbooks in use at secondary schools in Ethiopia focus on varied needs of students. The composition of secondary school student is heterogeneous. Some need to learn technology oriented contents and others may need art related contents and etc. Therefore, contents of secondary school text books seem to focus on cross-cutting issues. On the other hand, students at university level, as I think have a focused need. It is due to this fact our university decided to use contents related to technology in teaching English language. However, there is no difference in the teaching learning process. In both cases it is advisable to use student centered approach though the actual practice differ from teacher to teacher.

R: Thank you very much! When did this university start using the course book ‘English for Career: Technology 1’? And, what initiated it to do so?

ASTUT2: I could not tell you exactly when the university started using this book as a major input. As I think, it was before four or five years. I didn’t know what initiated the university to use this book.

R: Would you share me your experiences with regards to communicative English skills syllabus design and material development?

ASTUT2: I haven’t even taken any practical course on syllabus design and material development in both UG and PG, so I haven’t engaged in any form in syllabus design and material development. In addition to this, as we have the course book which we commonly use in the department, I haven’t thought of this issue.

R: Do think that the current textbook addresses students’ needs?

ASTUT2: I do not think Communicative English skills I have been offering really addresses students’ needs. Majority of students in this university are higher achievers and exercises in the text book we are using are very elementary for them. The other indicator is they never give you [me] attention when you [I] teach. I am telling you what I guess. I have not made any formal assessment.

R: Bravo! Let me move to other question. In teaching learning process, would you give equal attention to all language skills?

ASTUT2: Sure! If you look to the textbook we are using you can see different sections. For instance, there is speaking, listening, reading and writing sections in each unit, so I am teaching each skill based on activities included under each section.

R: well! I have seen during classroom observations as you mostly stick to inputs in the course book ‘Oxford English for Career: Technology1’. Do think tasks and activities included in the book qualify to effectively equip students with university level English for Academic Purpose literacy and study skills?

ASTUT2: I am not quite sure. I think this kind of issues needs a tangible evidence or empirical study. What I can tell you without hesitation is that it equips students with English needed at work place [EOP].

R: would tell me the extent to which departments to whom Communicative English Skills is offered collaborate with Department of English language to make the teaching learning process fruitful?

ASTUT2: It I true that there is a very loose collaboration and coordination between these two parties. Other departments consider this course as a course for requirement, not as a very essential one.

R: Finally, what do you recommend in order communicative English skills course fit for the purpose it is meant for?

ASTUT2: one of the basic things is it good idea if syllabus design and material development is given as course both in UG and PG. I am forced to say this because I myself didn't clearly identify some of the concepts you raised in the interview.

R: Many thanks for your valuable time!

Transcription of interview with MeUT1

R: Welcome to this interview session! As you know I am on PhD study leave and this semester I have observed your class while you were teaching Communicative English skills. As I told you before embarking on classroom observation, this research is an academic in its very nature and I will assure you that responses you shall give me is kept confidential. Please, feel free and give me genuine responses to few questions that I am going to raise. To begin with, for how many years have you offered Communicative English Skills?

MeUT1: Actually I have taught English for the last 14 years at different level. I have taught at secondary and preparatory before joining Mettu University. To tell you explicitly, I have taught for 10 years at Secondary and preparatory schools in Oromia regional state and for the last four years I am working as a lecturer in this university.

R: If I am not mistaken, your field specialization is TEFL?

MeUT1: You right! I have studied my second degree through summer in-service program and graduated in TEFL five years ago. My B.A. degree is English language and literature.

R: Do think teaching English for academic purpose courses like communicative English skills requires a special training?

MeUT1: I think so. However, in our case graduates in TEFL, Linguistics and literature are offering the two common courses [Communicative English Skills and Basic Writing Skills]. Teaching communicative English is not simple as some might think. I have already taken different methodology courses on how to teach different language skills, but I haven't taken any special training on how to teach English for Academic Purpose.

R: You have already told me as you have taught English at secondary school before becoming a lecturer at Mettu university. Would you share your experience if there is a difference in teaching communicative English skills at university and English language as a subject at secondary and preparatory school level?

MeUT1: I don't think there is that much difference. Whether you teach primary school or higher institution, you have to use active learning techniques that go [suit] with students' age and ability. You know English language curriculum of Ethiopia prescribes us to use communicative language teaching methodology at all level.

R: Good! Based on the purpose offering English language, English language course can be categorized in to English for General purpose, English for Academic Purpose, English for Occupational purpose, English for Professional purpose and soon. Hence, would you tell me to which one of these categories does Communicative English is mapped to?

MeUT1: I am sorry! I am not in a position to tell you which category it is mapped to, but I assume it is more of English for General Purpose. The basic thing is developing students' communicative competence, not knowing under which one it falls.

R: Okay! I want to know whether this university is using the harmonized syllabus recommended for teaching EnLa(1011) or does it have its own syllabus and course book? Would mind sharing the experience in this university?

MeUT1: I don't mind. We are not using similar syllabus and input among teachers in the university let alone sticking to the harmonized syllabus you are talking about.

R: If you are not using the harmonized syllabus and the recommended course book, did the university design teaching module or textbook of its own?

MeUT1: Since my recruitment as EFL teacher at Mettu University, I have not heard anything about syllabus design and material development. Four years back, we have tried to cover one or two units of the harmonized EnLa(1011) course guidebook, but for the last three years almost all of us haven't been using college English volume-I as a course book to teach Communicative English skills.

R: If you aren't using the recommended syllabus and teaching material, what is your point of reference in offering the course?

MeUT1: To be honest, there is no commonly agreed upon content and teaching material. To tell you my own experience, I use different topics that I believe enhance communication and interaction among students. What we commonly focus on is that the language structures to be taught. In this case, we are currently teaching tenses, relative clauses, active and passive voice and conditional sentences which are there in college English.

R: Alright! If there is no module or teaching material meant for teaching the other major skills like listening, reading, speaking and writing, how are you handling them?

MeUT1: I am almost not teaching listening skills and I rarely teach reading skills. As you know, teaching listening skills isn't an easy task. It requires preparing a comprehensive listening extract. This is again not a simple matter as it calls for changing the extract to audio. In addition to this fact, I have little experience of developing appropriate teaching material.

R: Well! What about grammar and vocabulary?

MeUT1: I usually focus on speaking skills and grammar. This because what almost our students lack is speaking skills over the other skills. At the same time, grammar is also essential. It is expected of university students to be accurate as much as possible. A communication breakdown occurs as a result of hesitation, which is a result of fore fear of committing grammatical errors. The same holds true for vocabulary. I usually never teach vocabulary as an independent entity, but I advise students to use various strategies in order they develop their word bank.

R: Okay! Do you think that Communicative English Skills you are offering address students' needs?

MeUT1: What I can tell you from my experience is that students whom I have been teaching for the last four years weren't eager to take the course. I am sure students whom I am teaching this course right now can drop the course had it not been a requirement. This doesn't mean that they are good at English. Whether you believe or not, some of the students couldn't tell you about their own personal details at this level. Even though I couldn't exactly tell you the root cause for the dissatisfaction, it doesn't address students' needs.

R: Now, would you say anything about level of collaboration between Department of English language and departments to whom Communicative English Skills is offered?

MeUT1: Teachers in the Faculty of Engineering and Technology themselves never consider the common courses that we give to their students as important as the major courses. Due to this reason, the department heads in this faculty don't send even a request for English teachers on time.

R: Finally, what do you recommend in order communicative English skills course you are offering should serve what it is meant for?

MeUT1: Lots of things should be done! Among these, Communicative English skills had better be taught by TEFL graduates or others who have taken pedagogical courses in the area of CLT. In addition this, in-staff trainings in the area of innovative teachings should be organized to help novice teachers share experiences from the experienced ones. The other

important thing is the department should develop or adopt course book that could be used by all teachers in the department as a point of reference. Thirdly, the department has to enforce the university in order either language or computer lab be established to facilitate the teaching learning process of listening skills.

R: Thank very much for your valuable time!

Transcription of interview with MeUT2

R: Welcome to this interview session! As you know, I am currently a PhD student at Addis Ababa University. And, this semester I have observed you four or five times while you were teaching EnLa(1011). As I told you before beginning the classroom observations, I am carrying out this study as requirement for my PhD degree. Hence, feel free and give me genuine responses to few questions that I am going to raise. Don't forget that responses and information you are going to give are all kept confidential. To begin with, for how many years have you offered Communicative English Skills?

MeUT2: I have totally seven years teaching experience. Out of this, I have worked as university lecturer for four years in Mettu University.

R: If I am not mistaken, your field of specialization is TEFL?

MeUT2: Yes of course! I have studied my first degree in one of second generation universities majoring English language and literature. And, then after I joined ASTU University through summer in-service program and studied my second degree specializing in TEFL.

R: Do think teaching course meant for English for academic purpose courses like communicative English skills requires a special training?

MeUT2: In our case, everybody who has taken communicative English as common course in his or her undergraduate is giving EnLa(1011). This shows that as offering this course either doesn't require special training or it is being mishandled by the department. Why don't I share you my own experience leaving a side about others in the department? I have already taken Communicative English skills when I was studying for my first degree, but I haven't come across a methodology course meant for teaching English for Academic

purpose. What I remember is that have taken how to teach listening, reading, speaking writing and other language structures [may be to mean grammar and vocabulary], but I have no idea about English for Academic Purpose you asked me about.

R : You have already told me as you have taught English at secondary school before joining Mettu university. Would you share your experience if there is a difference in teaching communicative English skills at university and English as a subject at secondary school level?

MeUT2: As to me, there is a great difference between teaching at preparatory school and university. At preparatory school you do have a lesson plan and student text that direct the teaching learning process, but here though teachers have freedom of teaching whatever they think is important for their students' success, majority of teachers abuse this freedom and rarely go to class. On the other hand, preparatory school students force you to focus on the areas those appear on entrance examination frequently instead of learning the four major language skills.

R: Great! Would you tell me whether Communicative English skills falls under English for Occupational Purpose or English for Academic purpose or English for General Purpose?

MeUT2: I afraid I couldn't tell in plain the difference among English for Occupational purpose, English for General Purpose and English for Academic Purpose. I guess it is either English for General Purpose or English for Academic purpose.

R: okay! Please, Let you tell me the syllabus and course book that you are using to teach EnLa(1011)?

MeUT1: Few years ago we were using the harmonized course guidebook as a syllabus and College English Volume-I as the course book though there were differences among us whom comes to covering what is sated in the course guidebook. Currently; however, I personally never adhere myself to the harmonized syllabus rather I often take one unit that I consider convenient to teaching productive skills and design different activities that can enable to express themselves and argue in English language.

R: If you are not using the harmonized syllabus and the recommended course book, did the university design teaching module or textbook of its own?

MeUT2: Oh! Did you understand what I have told you? There is no one who monitors what is really going on pertaining to provision common courses. We are not using the same module and textbook, but what we commonly share is grammar points to be focused on.

R: If you are not using the recommended syllabus and teaching material, what is your point of reference in offering the course? Have you designed a coherent teaching material of your own?

MeUT2: To tell you frankly, the exposure I have couldn't allow me to design my own teaching material. The only thing, I often do is browsing reading texts and different model conversations from internet in order my students practice them. Don't ask me about teaching listening skills! We don't have recorders, computer lab and language laboratory. The department isn't planning well to alleviate this and other academic problems.

R: Alright! If there is no module or teaching material meant for teaching the other major skills like listening, reading, speaking and writing, how are you handling them?

MeUT2: *I give much attention to speaking skills, and I almost never teach listening skills. Moreover, I often teach grammar points like relative pronoun, conditional sentences, active and passive voice and tenses. The grammar parts which I teach are taken from the harmonized curriculum.*

R: Okay! Do you think that Communicative English Skills you are offering address students' needs?

MeUT2: I really don't think so. How on earth students' needs is address where students learn as in old system being fifty in one room. This shows how much class size is large. In addition to this, there are no sufficient minimal inputs that facilitate an effective implementation of communicative language teaching methods.

R: Finally, what do you recommend in order communicative English skills course you are offering should serve what serve?

MeUT2: As I think much is expected from the department head and teachers who offer Communicative English skills. First and foremost, the department head has to plan on how essential inputs like computer and language laboratories are established in the manner that allows e-learning and blended learning as much as possible. Moreover, the department has to produce its own course book for communicative English skills or adapts commercial teaching materials that suit our situation. The other basic thing is orientation should be given to major area teachers in other department and their respective student to change their mindset with respect of common course in general and Communicative English skills in particular.

R: Many thanks for willingly sharing your experiences!

Appendix 'I'

Transcription of interview with English language Department Heads

Transcription of interview with ASTU's English language Department Head

R Thank you very much in advance for giving me your precious time! This research is an academic in its nature, and you have to feel free and give me genuine responses to questions that I am going to raise one after the other. First of all, would you tell me for how long you have worked on this post?

ASTU Dep: For the last two years.

R: Good! The term of office is as I think three years?

ASTU Dep: Right! I'm left with one solid year.

R: Fine! I would like to know teachers with which specialization are offering Communicative English Skills in this university. Would you say few things about it?

ASTU Dep: In my view, this course isn't an easy course as some may think. It needs a skill of organizing a class and coaching students to discuss and forward their ideas. In reality, graduates of Linguistics, TEFL and Literature are offering this course, but if looked from professional point of view, it had better be offered by someone who has taken CLT methodologies in the first and second degree. For the second question that you asked me, the rationale for assigning graduates with specializations I have already mentioned is that there is nothing they can do except offering this course since English Language and Literature department isn't an active as independent entity or department to be studied

R: Thank you very much. It is obvious that the best teacher is experience. And, one can gain an experience through training and experience sharing. Thus, is there any mode of in-service training that backup provision of communicative English skills in this university?

ASTU Dep: Majority of English language teachers in our university are so much experienced and as far as I know there was no special training given for them rather they give training

for supportive staffs on how to communicate effectively in English. In the future, I think we have to plan on this and learn from each other.

R: Other question that I want you to react on is related to language input. I have seen during class observation as English language teachers are not using the course book and syllabus recommended by harmonized curriculum. Why did you reject the recommend course book and syllabus?

ASTU Dep: We haven't designed our own syllabus and developed our own teaching material in the last five years. You see to produce graduates in Engineering for international market; we have decided to teach English language, especially Communicative English based on international standards. To tell you our experience in old days, we were using college English volume-I and our own module long ago. However, these materials are similar with secondary and preparatory English textbook in form and content. After making discussion on importance ESP for engineering students, we decided to use standardized ESP textbook that addresses our students' needs. Therefore, we selected the textbook 'English for Career: Technolgy1' and the Washington Accord Syllabus.

R: Great! Do think this course book really address students' needs?

ASTU Dep: This a very difficult question. Look! As I haven't carried out a research on this area, I couldn't give you an objective response. However, based on my informal observation it couldn't fully address our students' need. Teachers often complain as their students are not attentive and interactive enough as it is expected of them. Thank you for coming to this university! You reminded me to plan for needs analysis.

R: Okay. Now, let me take you to issues related to collaboration among Department of English language and departments to whom this course is offered to. For instance, do departments to whom Enla(1011) is offered avail essential inputs like computer laboratory and overhead projector that enable students to practice listening skills?

ASTU Dep: I think we do have a nice harmony with departments to whom we give Communicative English skills. This doesn't mean that we have a formal discussion sessions with them, so what we can do is that we communicate with each of them through formal letter. In terms of availing necessary inputs like computer laboratory and overhead projector we don't have any problem. The problem we have isn't lack of inputs rather lack of commitment.

R: Finally, what do you recommend in order communicative English skills course fit for the purpose it is meant for?

ASTU Dep: as I think we can do lots of things in order Communicative English skills teaching become a productive course. One among them is revisiting the course ownership as teaching this kind of practical course requires teachers' acquaintance with 101 active learning techniques and CLT pedagogy. Moreover, we have to prepare different supplementary teaching materials that could facilitate interactive learning.

R: Once again, thank you very much for giving me your valuable time.

Transcription of interview with MeU's English language Department Head

R: Thank you very much for being participant of this study in advance! This research is an academic in its nature, and you have to feel free and give me genuine responses to few questions that I am going to pose. First of all, would you tell me for how long you have worked on this post?

MeU Dep: Only for one year.

R: Good! I think the term of office is three years?

MeU Dep: Right you are! I have two sold year if the working conditions allow me to stay on the post.

R: Wonderful! I would like to know teachers with which specialization is offering common courses in general and Communicative English Skills in particular in this university. Would you say few words on this issue?

MeU Dep: In our university, graduates of TEFL, General linguistics and Literature are offering Communicative English Skills and Basic Writing skills. As I think, it isn't a big deal to teach Communicative English skills. Someone who has a first degree in English language can teach this course without difficulty. I don't think there is no one who didn't take this course at undergraduate level, so he/she can design activities on which the students share their ideas and reflect on.

R: Alright! Do think English language teachers in this university have similar orientation on CLT and English for Academic purpose pedagogy and teaching methods?

MeU Dep: I'm not sure whether they have taken these courses when they were university students. I really afraid if teachers of which specialization are the most suitable to teach EnLa(1011) is your question. If that is your question, TEFL graduates are the preferred ones as they have taken lots of methodology courses at least graduate study level. However, the trend is everybody whose first degree is English language and literature be his or her background is applied or education, he/she is considered as legible to offer this course.

R: Thank you very much. It is obvious that the best teacher is experience. And, one can gain an experience through training and experience sharing, so is there any mode of in-service training that support provision of communicative English skills in Mettu University?

MeU Dep: The newly employed teachers often take induction training on general pedagogy for five days. On the other hand, since almost all English language teachers in our university are M.A. holders, we haven't thought about this issue. Therefore, except the five days induction training, there is no in-staff training on that we offer for teachers in our department on different teaching methods pertinent to CLT in general and English for Academic Purpose you are talking about in particular.

R: Good! Other the next question that I want you to respond to is about language inputs. Please, tell me what a Communicative English skills syllabus design and material practices looks like in your department.

MeU Dep: I am appointed as a department head this year, so I couldn't tell you much about this in detail, but from my own experience as a teacher in this university, I know that there is no any practice of designing a syllabus and developing a teaching material at department level. One of the problems is that poor[less] attention is given for common courses, and there is no budget to carry out this kind of professional activity. Moreover, as you know our university is among third generation university, so we are using the harmonized syllabus to some extent instead of designing our own teaching material.

R: Nice! If this is so, do you think this course addresses students' needs? Did the department undertake implementation appraisal of this course?

MeU Dep: Frankly speaking, we didn't undertake a formal curriculum implementation appraisal because of countless reasons. Among them, no one has oriented and initiated us to do this task as far as I know. In addition to this, since we do have scarce resources, it is an illusion to think of program evaluation. Finally, knowing the diverse needs of students in different department is very difficult had there is even an adequate financial and human resource to carryout needs analysis.

R: Okay. Now, let me further take you to issues of collaboration among Department of English language and departments to whom this course is offered. For instance, in availing computer laboratory that enables students to practice listening skills in particular and e-learning in general. Have you ever made a meaningful collaboration with other departments to whom this course is offered to?

MeU Dep: Here we don't have formal collaboration. They request us for common course teachers and we send them teachers based on their request. And, when problems are [created], we communicate with each other. For example, when teachers miss classes and during exam invigilation, they inform us immediately, and we take some sorts of measures. Because of this poor collaboration, other departments schedule communicative English skills (EnLa1011) at inconvenient time; for instance, from 11-12:30a.m and in the afternoon the last period in most cases. Majority of the departments to whom this course is offered consider it as a requirement course, not as a course that helps students in their department in their academic career.

R: Alright! All most all of my teacher interviewees in this university told me that as they are not teaching listening skills, but they only read extracts to assess their students listening skills? What do you think is the major cause for this problem to happen?

MeU Dep: By the way, theoretically, all language skills are equally important. However, because of shortage of ready made materials it is difficult to teach listening skills in our university. The main problem is that there is no language laboratory. Let alone common course, there is no facility to teach students in the department of English language and

literature the listening skills. The other problem is that there is no tape recorder and recorded cassettes to teach this skill. I think this problem is not only the problem of our university. It is a national problem. Therefore, MoE should plan on this issue and intervene as much as possible

R: Finally, what do you recommend in order communicative English skills course fit for the purpose it is meant for?

MeU Dep: First of all, materials have to be prepared and they should be communicative enough by themselves. My other recommendation is teachers should give equal attention to the all language skills. From my teaching experience, when I teach grammar my students' face become bright, and if the content is on other major language skills, they become silent, so students should be well oriented on the importance of all language skills. In addition to this, the learning teaching process of communicative English skills should be supported by technologies.

R: Many thanks for your professional reactions and genuine replies. Stay blessed!

Appendix 'J'

Transcription of interview with College English volume-I writer

Dear author of college English volume 1 /2, it is really a great pleasure to talk to you in person or face to face about college English text book which is a course book of communicative English skills across public universities in Ethiopia. I hope we will have a nice discussion. In this transcription 'R' stands for researcher and 'P' stands for interviewee (College English volume-I writer)

R: Would you tell me your role and other team members' role in developing college English volume1?

P: I was a member of the material writing team and the repayment chair person was the organizer. We had also advisory committee consisting of Simon Pardoe and Marshall Lee from Lancaster University. They supervised the preparation of the material during three stages which was started in 1993 and finalized in 1996.

R: Thank you very much! What was the reason behind writing this material?

P: The members of English department felt that we needed textbook that suit the level of our students. We needed textbooks that have local relevance and that base itself on communicative language teaching. AS you can see from the teaching material, it focuses on different language skills over teaching structure.

R: Was syllabus model was used in writing this book?

P: If you look to all units in the book, you can understand as theme and skill based syllabus was used.

R: Great! There are a lot of tasks in each unit of College English Volume-I, but as far as my knowledge is concerned there is no such a critical open ended questions that enable students' performs real academic tasks in their domain specific courses. Thus, do you think that critical-pragmatic approach to English for academic purpose was taken into consideration?

P: No. regarding the critical-pragmatic that you are mentioning, well, nobody would think of this approach at that time. Pragmatic approach is in after development of discourse analysis. And, discourse analysis is widely hot or spoken about today. Thus, nobody think of discourse analysis and pragmatic approach by then.

- R:** Thank you very much for your genuine response. The next question that I want to pose is that when preparing a teaching material, teacher's guide and other supporting materials should be prepared, but from my own experience as English language teacher for several years, I haven't seen the teacher's guide for College English volume-I and listening skills manuscripts. Would you say anything on this?
- P:** you are telling me you have taught the course without having the teacher's guide. The teacher's guide was prepared. I remember it was properly organized and edited. We had two copies, one for volume-I and one copy for volume-II. I. In this teacher's guide, you have..... you also have listening passages of each unit incorporated in the teacher's guide.
- R:** Good. This teaching material has been in use since 1996. Have you made any attempt to revise this teaching material?
- P:** well, I think other people should be involved in doing this because it is not the same team who has to revise the material. There several instructors who have been teaching this material, and they may have new ideas, so they can revise it.
- R:** I once again I would like to say thank you for giving me you golden time without any hesitation. Stay blessed!

Appendix 'k'

Interview Transcript with English language curriculum expert at MOE

R: Dear participant, this study is a PhD dissertation which is aimed at examining English for Academic purpose syllabus design, material development and its implementation in public universities in Ethiopia. Information that you shall give me is kept confidential, and in transcribing as well as discussing the result from this interview I will use pseud-name or code. To begin with, I know as ministry of education has a curriculum framework from K.G up to preparatory school, would say anything about university English language curriculum?

MoEI: Basically, I'm in charge of developing English language curriculum from k.G up to grade 12. I am working under general education sector of MoE. We have a very well structured syllabus from kindergarten to grade 12, but I admit the fact that there is a very weak link between school curriculum and the university curriculum. And, in Ethiopia, I think there is a body which is in charge of this. This body is HEISC.

R: Alright! Whom do you think is responsible for setting the goals of English language education being offered and to be offered at university level? What is the trend?

MoEI: unfortunately, I'm not a good conversant of higher education curriculum, but I'm well versed with general education, especially in English language curriculum development. For general education, ministry of education is fully responsible for setting goals and objectives for setting goals and objectives not only for English but also for other subjects. When I say ministry of education is responsible, I don't mean ministry of education is the sole responsible body, but in collaboration with regional educational bureaus. We prepare the framework and we invite them and set goals and objectives in consortium. When it comes to higher education, I think universities have autonomy, especially in their academic affairs and ministry of education maudlin their academic affairs.

R: Great! University professors and different scholars are complaining as competence and proficiency of students joining universities and graduate from university as well is deteriorating these days. What is your reaction to this complain?

MoEI: To say like this, we need an empirical evidence for such claims. We can't say ministry of education or high school teachers or primary school teachers are responsible for deteriorating and low level of English. Everybody is responsible. It is not only English that is deteriorating in Ethiopia. It is the whole education system. The government has admitted that the quality of education provision in Ethiopia has deteriorated for the last 10 - 20 years. And, I think to solve this problem the government has designed various strategies. One of the strategies is the program called GEQIP, General Education Quality Improvement Program. This program helps English, and we have opened many ELIC centers in universities and colleges, but ELIC is not properly functioning.

R: Thank you very much! Would you say anything about preparatory education English curriculum and syllabus?

MoEI: I think if you look at our textbooks, we have very good and attractive textbooks prepared by native speakers in England, in America ehh.. , in collaboration with Ethiopian writers and editors and I think we have now better textbooks. The problem is whether you have best textbook in the world or the best curriculum, it doesn't take you anywhere unless you invest a huge amount of money on teachers, so quality English language education requires quality teachers who can translate or implement the curriculum we can't go anywhere. Our education system is not attracting highly intelligent students to join teaching profession.

R: Many thanks for your time; we will meet some other time if I need additional information.

MoEI: My door is always open for you.

Appendix 'L'

Sample Transcription of Classroom Observation

Transcription of ASTUT1's third Round observation

Date: 11/10/2018

Number of students: 18

Time: 2:00-5:00 p.m.

Focus of the Lesson: Listening skills

Class observed: pre-Engineering section 'Y'

The researcher arrived five minutes before the time scheduled for the class, and he sat at the back bench in order to capture every classroom episodes. The first thing that captured the researcher's attention was the physical condition of the class. It is very different from his experience, which is to mean it has a pulpit and at the same time not wide.

Exactly at 2:05, the teacher entered the class and greeted the students, but very few replied. Then, he ordered one of the front benchers to clean the whiteboard. While the student was cleaning the board, he began the lesson as follows:

ASTUT1: Why do we learn listening skill[s]? Anyone?

S1: ehh, to develop our knowledge.

ASTUT1: Good. What kind of knowledge?

S1: Knowledge of Science, art and a like.

ASTUT1: Okay! Is there any one can clarify this?

S2: As to me, we need to learn listening [skills] to develop the skill of comprehension.

ASTUT1: That great! Any other more?

S3: To be effective when we communicate in English.

ASTUT1: All of you are right. Listening skills is a very important skill! If you are not good listener, you couldn't be good at speaking. These two skills are inseparable in their nature. Today you are going to listen to interview. First of all, takeout your textbook on page 11. Listen the interview carefully, and do exercise on page 11 and 12. The interview is about Alen's timetable. Look at Alen's timetable below. Before listening answer the following questions(saying this he went on writing questions on the whiteboard).

1. What time do classes start each day?
2. Which room is Maths in?
3. Who teaches Calculus?
4. What do students do on Tuesday and Thursday?

ASTUT1: Let us begin from the first question, what time do classes start each day?

S2: 2:00 a.m.

ASTUT1: Are you joking? I am not asking you about your classes. Please, look at the timetable on page 11. Anyone?

S4: at 3:00 a.m.

ASTUT1: sure! Which room is Maths in?

S5: 4.5

ASTUT1: Who teaches Calculus?

S1: B. Davis.

ASTUT1: You are right! Davs. What do students do on Tuesday and Thursday?

S6: They are free.

ASTUT1: No, they are not free. They have self-study scheduled. Do we have this thing here?

SS: No!

ASTUT1: It is time to listen to the first part of the interview and answer questions under activity 2 on page 11. (He played the listening extract from his laptop connecting it to an amplifier. The audio lasted for four minutes. He gave them to finish the work within 7 minutes. Then, he went around and checked their answer.)

ASTUT1: Well done! Now, you are going to listen to the second part of the interview. You are required to fill the gaps in the timetable on page 11. There are 8 gaps to be filled. (He played the listening extract from his laptop again connecting it to an amplifier. He gave them to finish the work within 8 minutes.) Stop writing and let us complete it together. What is Alen's schedule on Monday morning from 9:00-11?

SS: Theory of structure.

ASTUT1: Correct! What about in the afternoon from 13:15-14:15?

S7: The same course. Theory of structure.

ASTUT1: what course does Alen learn on Wednesday 11:15-12:15?

S4: Communication.

ASTUT1: Exactly! What about in the afternoon from 13:15-14:15?

SS: Communication.

ASTUT1: what course does Alen learn on Friday at 9-0011 a.m?

S8: Fluid mechanics.

ASTUT1: very nice! What about in the afternoon?

S9: Project.

ASTU1: Yes, he has the 'project' on Friday afternoon. We will continue from here next period.(He left the class at 9:30 a.m.)

Transcription of ASTUT1's Fourth Round observation

Date: 18/10/2018

Number of students: the actual Size: 24; 21 of them were present

Time: 2:00-5:00 p.m.

Focus of the Lesson: Simple present vs. present continuous tense

Class observed: pre-Engineering section 'Y'

The teacher started the lesson without revising what they have learned the other day. He wrote a title, '*Present simple v present continuous*' on the whiteboard. Then, he asked, "What is the difference between simple present and present continuous tenses?"

S1: Simple present tense is a 'V1' form whereas present continuous tense is the -'ing' form.

ASTUT1: It is a nice attempt! Who can explain it more?

S2: Simple present is used in expressing habitual action, but present continuous is used in telling [stating] what is happening now.

ASTUT1: I know you have learned about [] tense for more than 12 years, here at university level, it is important to revise it to some extent. Simple present tense and present continuous tense have different uses in different contexts. Let us look at their uses briefly.

	Simple present	Present continuous
1	It is used to express habitual action	It is used to express an action which is progressing.
2	It is used when you talk about general truth	It is used in describing an action which is taking place at a given moment.
3	It is also used in expressing predetermined future action	It is used in expressing planned action by using 'going to'.

Look at the following examples:

- A. She often misses classes.
- B. My brother is studying Software Engineering.
- C. Opposite charges attract each other.
- D. You are learning present continuous tense.
- E. He leaves to South Africa the coming month.
- F. We are going to do lots of activities next week.

Sentence 'A', 'C' and 'E' are examples of simple present. And, sentence 'B', 'D' and 'F' are present continuous tense. Is sentence 'A' an example of habitual or general truth or predetermined future action?

S3: It is habitual action.

ASTUT1: Is she correct?

SS: yes.

ASTU1: What is your justification?

S3: There is an adverb of frequency *often* in the sentence which shows habit (emphasis is made by me).

ASTU1: Excellent! What about sentence 'C' and 'E'?

S4: Sentence 'C' is general truth and sentence 'E' is future action.

ASTU1: Bravo! Let you discuss in pair on sentence 'B', 'D' and 'F' (He gave them five minutes for discussion and went around checking the progress of the lesson) Time is up! Please, open your textbook on page 12 and discuss on question 1-8. Why do you think the present continuous is used for sentences 1-4 and simple present for sentences 5-8? You are given four minutes (This question was read from the course book).

S2: Because in sentences 1-4, there is –ing for and in sentences 5-8, there is v1 form.

ASTU1: It is good try! Is there anyone who can explain it more?

S5: In my view, the first four sentences talk about what is happening at this moment and sentences from 5-8 deals with habitual and general truth.

ASTU1: It is really a nice explanation, but sentences 1-4 never tell us as something is happening now rather they show us as those actions are on progress or incomplete. Now, it is time to construct simple present and resent contentious sentences of your own. You are required to write three habitual, three general truth and three predetermined future action sentences. You are given

10 minutes. (After 10 minutes, he ordered them to stop and went around to check whether sentences they have written were correct or not.). To begin with, who shall give us example of sentence that express habitual action?

S6: I drink two cups of coffee every morning.

ASTU1: other?

S2: she smokes cigarette.

ASTU1: Good! One more?

S7: we usually study when final exam approaches.

ASTU1: Great! This is not a good habit. You have to improve it if this is a real habit of students in this class. Is there any volunteer who shall read to the class sentences his or her sentences which is general truth?

S1: Politic is a dirty game.

ASTU1: It good attempt, but do you agree? As I think, this is an opinion, not general truth. Who can give us other example?

S8: Hydrogen and oxygen molecule gives water.

ASTU1: That is okay! One more example?

S9: The gravitational force of earth is 9.8m/s^2 .

ASTU1: Excellent! We are left with third type, which talks about predetermined action. (he pointed at a student who did not participate to read the sentence she wrote.)

S10: I will graduate after five years.

ASTU1: Good try, but this is not simple present tense. It is simple future.

S11: we have a test by tomorrow at 3:00 p.m.

ASTU1: Very good! Let us stop our discussion here. Please, do activity 1, on page 12 at home. Finally, do not forget using the following formula when you want to construct sentences using simple present and present contentious tense. *Singular subject +verb+ -s /-es +/- object and plural subject +infinitive form of the verb+/- object* for simple present tense whereas *Subject + is/am/are + -ing +/- object* to produce a lot of present continuous tenses.(emphasis is made by me).

Transcription of ASTUT2's Third Round observation

Date: 8/10/2018

Number of students: actual class Size: 22; Who were present: 20

Time: 2:00-5:00 p.m.

Focus of the Lesson: *Pronunciation: Strong and weak forms of Auxiliary verbs*

Class observed: pre-Engineering section 'YY'

The same class (section 'yy') was observed in the fourth round observation. In the introductory part of the lesson, he asked few revision questions and he ordered the students to take out their exercise book. . He went around and checked whether they have done their homework or not.

ASTU2: what is the correct form the verb in the bracket that completes the first sentence?

S1: teaching

ASTU2: Good try, but you are not correct. Who can try?

S2: Davis teaches Maths.

ASTU2: You are right! Anyone who can change verb 'start' into correct form to complete the second sentence?

S3: Classes starts at nine o'clock.

ASTU2: I don't think you are right. Is there anyone who can correct? It is 'start', not 'starts'. As you know if the subject of the sentence is plural the verb form to be used in simple present tense is the root form of the verb. Clear?

SS: Yes.

ASTU2: Question 3?

S5: taking

ASTU2: Yes, Alec is taking an HND course. Who can tell answer of the next question?

S6: studying.

ASTU2: Yes, of course. He is studying at Telford college this year. Who can answer question 5?

S7: On Tuesday, he studies in library.

ASTU2: What is the correct form the verb in the bracket that completes sentence 6?

S2: He wants to be a civil Engineer.

ASTU2: who can complete sentence 7 with correct for the verb in the bracket?

S8: is working

ASTU2: Anyone who can answer question 8?

S4: A lot of people don't like the proposal.

ASTU2: Question 9?

S9: They think it will increase the amount of traffic near their homes.

ASTU2: Great! The last question?

S10: The old bridge is carrying ten times the traffic it was designed to carry.

ASTU2: Alright! Let us move to activity 2 and do completion questions 1-14 and share your answer in pair. You are given 15 minutes to finish this activity.(The teacher went around and checked whether the students were told to do.) Please, do activity 4 as homework, and now it is time to move to the new topic '**Pronunciation: Strong and weak forms of Auxiliary verbs**'.

First of all, Who can tell me examples of auxiliary verbs?

S6: Can, could, will, would eeh

ASTU2: very Good! Other?

S11: Am, is, are and like.

ASTU2: Anymore?

S1: Was and were

ASTU2: Very nice! You have mention most of auxiliary verbs in English language. In addition to what you mentioned, there are verbs like has, have, had, do, does, did, must, ought to, dare, etc. Auxiliary verbs include all helping verbs. Let me ask you one basic question. What do we mean by strong and weak forms of auxiliary verbs?....

Transcription of ASTUT2's Fourth Round observation

Date: 15/10/2018

Number of students: actual class Size: 22; Who were present: 20

Time: 2:00-5:00 p.m.

Focus of the Lesson: ***language spot: Yes/No and Information Questions***

Class observed: pre-Engineering section 'YY'

In the introductory part of the lesson, the teacher did not ask any revision question or did the revision himself, but he directly ordered the students to take out their exercise book and went around checking whether they have done their homework or not(this description is mine).

ASTUT2: Where is your homework?

S: I haven't heard as we were given a home, teacher. ባለፈው ሳምንት አልነበርኩም። አሞኝ ነበር። I am sorry!

ASTUT2: I don't have time to hear this. I know you are careless. Please, leave the class. If there is anyone who didn't do the homework, leave the class right now. (Three students left the class including the first one. He went around and checked whether they have done the homework or not.) Today we are going to learn yes/no and information questions. Look at that bulb, does it work?

SS: Yes, it does.

ASTUT2: Look at that cable. Does it work?

S1: I don't know.

ASTUT2: Does it work?

S1: No, it doesn't

ASTUT2: Please, open your textbook on page 17 and read them carefully. After that, ask each other yes-no questions based on the examples. (This moment almost all students were taking turns except few students. He gave the seven minutes to do this). Time is over. Stop taking. 'Yes- no' questions begin with auxiliary verbs like are, is do, can, will, have etc. and followed by subject. In other word, auxiliary verb +subject = yes-no question. On the other hand, information questions starts with wh-words like who, whom, which, what, how, why, how much, how many, how long etc and followed by subject and object respectively. Now, let go to page 18 and activity1 as a classwork. (He gave them 15'). Let us do these questions together. I think it is not a difficult task. Who can give us answer for the first question?

S2: Is it safe?

ASTU2: You are right! The statement for is, "It is safe." When you change this into yes-no question, it becomes, "Is it safe?" what is its possible answer?

S3: Yes, it is or no, it isn't.

ASTU2: who can give us answer for question 2?

S4: Did it work well?

ASTU2: Is that?

SS: No, no.

ASTU2: Then, what is the correct answer?

S5: Does it work well?

ASTU2: Yes, it is like that. Question number 3?

S2: Can you mold some plastics easily?

ASTU2: Right! What is the possible answer for this question?

S6: Yes, I can mold or No, I can't.

ASTU2: Question4?

S7: was she made models?

ASTU2: I afraid, you are right. Other?

S4: Did she made models?

ASTU2: It is a nice attempt. The answer is 'did she make models?'. It is very simple. If there is no auxiliary verb in the statement form, you have to you the verb to do family : do or does or did. If the tense of the statement is simple present, you can either use 'do or does' based on the nature of the subject and for past tense you have one option that is 'did'. Let us move to question 5.

S8: Has he designed a lot of products?

ASTU2: Question 6?

S9: Do you design sport equipment?

ASTU2: Good. Who can do question7?

S10: Are the material available?

ASTU2: The next question?

S11: Does he built a prototype?

ASTU2: well, who can correct it?

S7: Did he build a prototype?

ASTU2: correct! Question 9?

S13: Have they drawn lots of sketches?

ASTU2: Bravo! The last question?

S2: Does she think nylon is the best choice?

ASTU2: That is right! I think we have taken too much time. Let us stop here.

Transcription of MeUT1's third Round observation

Date: 7/11/2018(Wednesday)

Number of students who were present: 38

Time: 8:00-11:00 a.m.

Focus of the Lesson: speaking skills

Class observed: Pre-Engineering section 'Z'

Arriving five minutes before the time scheduled for the class, the researcher sat at the back bench of the hall (section 'Z') to capture every event that takes place in classroom via field note since it is impossible to record every dynamics through audio recorder. The class can accommodate more than 80 students. Desks in the classroom were all fixed and could not allow round or circle discussions.

Exactly at 2:00, the teacher entered the class. There were only 38 students out of 46. He cleaned the black board and wrote the topic of the daily lesson 'speaking skills: Debating'. The teacher began the daily lesson without asking any revision question or without revising what they have learnt in the previous lesson.

MeUT1: Be in group of five. Two of you are going to 'argue for' and two of 'against'. And, one of you shall act as a chair person. By the way what do we mean by a 'motion'?

S1: Motion means a movement, and there are two types of motion in physics: the kinetic and static motion.

MeUT1: Stop! Are you joking? I am not teaching you Physics. Do not fart upon us! Motion means issue that one can argue on to convince his or her proponent. The other term that you should know in the procedure of debating is 'proposer' and 'seconder'. Proposers are the first speakers from each group and seconders are those who speak next to proposer. As you are university students, you have to develop the skills of arguing logically to show how much you are good at giving justifications both in academic and professional world. I think you had this experience when you were at secondary and preparatory school. Who can tell me some points that you should consider when you debate?

S2: using strong words.

MeUT1: (He laughed.) what do you mean by strong words?

S2: words that convince others.

MeUT1: It is not bad, but you would rather use diplomatic words. Is it only this?

S3: we have to take a turn.

MeUT1: Bravo! Anything you can add?

S4: we have to use the time we are given.

MeUT1: Good, you have to use time allotted wisely. Is there anything left?

S5: winners should be voted at the end.

MeUT1: Alright! As you mentioned before, debating on an argumentative topic develops your critical thinking and communicative abilities. There are also expressions that you could use when you argue 'for' or argue 'against'. These include :(He started listing expression on the blackboard)

Expressions to be used by supporter of the motion

- ✓ I strongly agree with the view that.....
- ✓ I personally believe that
- ✓ I have a firm stand
- ✓ It is widely accepted and known that
- ✓ I support the motion that
- ✓ My first reason for supporting.....

Expressions to be used by opponents of the motion

- ✓ I strongly oppose
- ✓ I am actually against that view.....
- ✓ I don't think that.....
- ✓ Others may think differently, but as to me
- ✓ My first reason for opposing this motion is that

S3: Are we going to debate on the topic we liked?

MeUT1: Yes, you can. You are given 15 minutes to practice. Then, you shall argue coming out to the front of the class. You can start!

S4: Does it have a mark? If so, let us present it next week.

MeUT1: No, you shouldn't attach everything to mark and grade. You have to do this to develop your communicative skills.

SS: (practicing)

MeUT1: Time is up. Any volunteer to come out and present? Please, try. Anyone?

G1: (Presented on the topic 'Abortion should not be legal in Ethiopia'.)

MeUT1: It is a good attempt, but you have to use diplomatic expressions and solid evidences to convince your proponents. The second group, please.

G2: (They came out after agitation, but they did not do what is expected of them. The title they debated on was 'Corrupted officials should be sentenced to death'. They did not argued very well the seconders from 'for' and 'against' groups have repeated what has already said by proposers)

Ss: (Murdered).

ASTUT1: Is there any problem?

Ss: Let's practice it at home and present next week.

MeUT1: Oh! The time is over. Please, get prepared for the next time.

Transcription of MeUT1's Fourth Round observation

Date: 12/11/2018 (Monday) Number of students who were present: 39

Time: 3:00-4:00 p.m. Focus of the Lesson: *Grammar: relative Clauses*

Class observed: pre-Engineering section 'Z'

Similar section (section 'Z') was observed in this round. The actual class size was 46, but there were 39 students in the class during this lesson. The teacher started the lesson without revising the previous day's lesson. He either forgot or knowingly ignored as five groups who were told to the debate in this period.

MeUT1: Relative pronouns are used in defining and non-defining relative clauses. These pronouns include who, whom, that, which and whose. Who can tell me when we use pronoun 'who'?

S1: we use it when the subject of the sentence is person.

MeUT1: Very good! When the subject to be defined and talked about is person, we use the relative pronoun 'who'. What about 'whom'?

S2: It is for person.

MeUT1: Good, who can explain to the class when are supposed to use 'whom'?

S3: It is used when the subject of the sentence is person.

MeUT1: Look! There is a difference between 'who' and 'whom'. The relative pronoun 'whom' is used when you want to define or give an extra information about the object of the sentence. What about pronoun 'that'?

S1: 'That' is used when the subject of the sentence is either person or thing.

MeUT1: It is really a nice attempt! Relative pronoun 'that' is used to define the subject of the sentence as you have already mentioned, but it is not used in non-defining relative clauses that we are going to discuss later. Relative pronoun which is used if you either want to define or give additional information about the subject or the object of the sentence. The difference between 'that' and which is that 'that' is used with person or thing whereas 'which' is used when you want to talk about thing. Relative pronoun 'Whose' is a unique one among those we have mentioned so far. It is the relative pronoun which marks possession. Now, let's move to relative clauses. There are two types of relative clauses. These are: Defining and non-defining relative clauses. Who can tell us the difference between these clauses?

S4: Defining relative clauses are clauses used to give definition of the subject or the object, and non-defining clauses don't give definition of the subject or the object.

MeUT1: It is not bad! Is there anyone who can explain it more?

S5: Defining relative clauses is used when we want to give more [] additional information and non-defining relative clause is used to give [elaborate] main idea.

MeUT1: It is rather the opposite. The difference between defining and non-defining clause is that in defining clause we never use comma. And, it is an essential part of a sentence. Non-defining

relative clause is also introduced with relative pronoun and it is separated from the main part of a sentence with comma. If you omit the non-defining part from the sentence, it doesn't bring about a change in meaning. It only gives additional information about the subject.

Examples of defining relative clauses

1. The boy who/that scored 4:00 is my cousin.
2. The book which/that she gave you is so expensive.
3. The woman whom told you about is the board member of this university.
4. The girl whose father is the lecturer of this university is so outstanding.

Examples of non-defining relative clauses

1. Akililu Lemma, who got a medicine for Bilarizia, is a well-known scientist from Ethiopia.
2. 'Fikir Iske Mekabir', which was written several decades ago, is still read widely.
3. Biruk, whom the charity organization supports, is a visionary boy I have ever seen.
4. Baihlu Girma, whose birth place is Supe, is among renowned fiction writers.

Class Activity

- I. Choose an appropriate relative pronoun or pronouns that complete/s each sentence below.
1. The man _____ (who, that, whom) is suspected of the assassin was arrested by yesterday.
 2. EnLa (1011), _____ (which/that/whose) is a common course, is offered in all universities in Ethiopia.
 3. Abebe Bikila, _____ (who/whom/that) was a famous athlete, won several gold medals in Marathon.
 4. Top English book for grade 12, _____ (which/that) I bought for my sister is not up to my expectation.
 5. The old lady _____ (whose/whom/who/that) daughter has got a scholarship to Harvard university was passed away suddenly two days before.(He gave them seven minutes and when time was up, he went around and checked their answers. Finally, he elicited answer of each question). What is appropriate answer for question1?

S2: who

MeUT1: Correct! What about ‘that’ and ‘whom’

S6: ‘that’ is also a right answer.

MeUT1: Excellent! Both ‘that’ and ‘who’ can be used if it is the subject of the sentence which will be defined. Which alternative best completes the second question?

S5: ‘which’ and ‘that’.

MeUT1: Is that?

S1: No, it is only ‘which, not ‘that’.

MeUT1 : why

S1: As you told us before, ‘that’ is used only in defining relative clause.

MeUT1: Great! You are right! Question3?

S7: who

MeUT1: Yes! What about answer for question 4?

S4: which

MeUT1: Good, the last question?

S8: whose

MeUT1: Sure! It is whose. This sentence talks about possession. Let me give homework. Please, construct four defining and four non-defining relative clauses of your own for the coming class. Don’t forget! (The class ended without recapping).

Transcription of MeUT2’s Third Round observation

Date: 5/11/2018

Number of students who were present: 37

Time: 9:00-10:00 a.m.

Focus of the Lesson: Reading skills

Class observed: Pre-Engineering section ‘ZZ’

The class was pre-engineering section ‘zz’. The actual class size was 48, but there were only 37 students who were present in the class during this round observation. The teacher began the daily lesson without doing a meaningful revision of the previous lesson. He displayed the daily lesson by using overhead projector.

Meu2: You have learned about listening skills last period. And, you are going to learn the theoretical part of reading skills today. What is reading mean? (He displayed answer to question he posed without giving chance for students). Reading is the process receiving and interpreting information It is a conscious process. Do you know the top down and bottom up approaches to reading?

S1: Top down approach is, as I think, reading from the first paragraph of the passage down to the last paragraph, and bottom up is the opposite.

MeU2: (laughed and invited other students). It is not like that. Who can try?

S2: Top down approach to reading takes place when the teacher orders what students should do during reading lessons, but I don't what bottom up approach means.

MeU2: Okay! As you can see from the slide, the difference between top down and bottom approach to reading is that in top down approach the reader uses his or her general knowledge about the subject and to comprehend the message of the reading text. The reader can guess what is there in the text as topic or theme by reading the title. On the other hand, bottom up approach is used when the content of the reading text is totally new to the reader. For instance, students in the faculty o engineering may know little about biotechnology, and unless reading the whole text he or she couldn't make a guess. Interactive approach, as I think, is preferable since it comprises both top down and bottom up approaches. Now, who can share us techniques of reading?

S3: Reading silently.

MeU2: Nice attempt, but silent and loud reading are the way one approaches the text. It is a silent reading which is often used at university level. Is there anyone who can try?

S4: Scanning.

MeU2: Yes! Scanning and skimming are rapid reading techniques. They are used in comprehending the message of the reading text. Skimming is used to capture the main ideas in the text rapidly. Scanning, on the other hand, is employed to capture specific ideas from the given reading passage. Who can tell us few things about reading strategies?

S1: Reading strategy is similar with reading technique.

MeU2: I don't think so. Who can try?

S5: Predicting.

MeU2: Very good! Predicting is one of the strategies often used to guess what shall come next. Prediction is done based on information you have. Questioning is the other strategy. If the reader

questions him or herself line by line while reading he/she understands the text in a meaningful way. The other strategy is visualizing the text. This creates the mental image of the text. Making inference is one of the most commonly used strategies which are used in reading beyond line. In addition to this, reference can also be used in understanding the text. Inference is what is implied in the text and reference is about understanding what the pronoun in the text refers to. Reading strategy could be changed based on the nature of the text. To understand a narrative text; for example, retelling and identifying setting, point of view and theme are the basic ones. Strategies in reading expository texts include recognizing cause and effect, comparing and contrasting and problem and solution can be used.

Transcription of MeUT2's Fourth Round observation

Date: 9/3/2018

Number of students who were present: 41

Time: 9:00-10:00 a.m.

Focus of the Lesson: Invitation to birth party

Class observed: Pre-Engineering section 'ZZ'

The same class (section 'zz') was observed in the fourth round observation. The number of students who were present during this observation session was 41 out of 48.

MeU2: who can tell me what we have learned by last time?

S1: reading skills

MeU2: You are right! You have learned about top and bottom approaches to reading, reading techniques and strategies. Do you have any question on these issues?

SS: No.

MeU2: Today, you are going to learn a very interesting topic. It is a speaking skill entitled 'Invitation to birthday party' (Wrote the title on the blackboard). The objective of this lesson is to enable you use appropriate expressions when inviting someone in different situations. You also learn how to accept or reject an invitation in a very polite manner.

Expression to make, accept or refuse invitation formally

Making an invitation

Would you like to...?

I would very happy if...?

We would be delighted if you...?

Would you care to..?

We would be pleased if you could...?

Would you care to...?

Accepting invitation

That's very kind of you

We'd like very much to....

What a delightful idea

With the greatest pleasure

Thank you very much for inviting me

It's delightful to....

Refusing invitation

I'm very sorry, I don't

Think I can.

I'd like to, but

I'm afraid I've

Already promised....

Thank you for asking me, but

Unfortunately, I can't.... (Doing so, he gave them a model conversation as follow :)

Rufo: Hello, Mr.Jemal.

Jemal: Hello Mr. Rufo.

Rufo: Will you be at home the coming Saturday?

Jemal: Yes, why?

Rufo: I would like to invite you to my birth day party.

Jemal: Sorry I think I am not around.

MeU2: practice this conversation by taking a turn. Then, develop your own conversation by using polite expressions listed above. You are given seven minutes. (the students acted out their conversation being in pair.)

Appendix 'M'

The Harmonized Course Guidebook of EnLa(1011)

Course title /code	Communicative English Skills (EnLa1011)				
Instructor's Name	-----				
Instructor's Contact Information	Office Phone Email Office hour				
Course ECTS	5 ECTS (135hrs)				
Mode of delivery	Classroom contact/Lecture, group work, interactive tutorial sessions (group and pair work/discussions and individual work (independent learning).				
Student Work Load	Lecture	Tutorial	Lab/Practical	Home study Individual work	Total
	48 hrs	37 hrs	0	50hrs	135 hrs
Course objectives	<p>Upon completing the course, students will be able to:</p> <ul style="list-style-type: none"> ✓ Express their ideas in various communicative contexts (in group/ pair discussion, in public speaking settings) ✓ Present oral reports ✓ Write short reports ✓ Read various materials and make their own notes ✓ Identify the structure of oral and written discourses ✓ Attend their academic work at ease and with clarity 				
Course Description	<p>This course is intended to develop and improve students' language competence. This course is aimed at developing trainees' communicative abilities in English which will help students to develop their communicative skills and overall language competence in English. Generally, this course will cover the specific language aspects described below. Developing basic functions of English language skills: reading (scanning, skimming, reading for details, summarizing, understanding the structure of a text); listening (listening for the gist, listening for details, recognizing discourse markers, noticing the structure of a lecture, understanding speaker intentions, recognizing signposting, attending and following skills); writing (summarizing a text, synthesizing choppy sentences, writing argumentative texts, writing research report, writing a project report); speaking (introducing oneself and others, interviewing, discussions, stating and supporting propositions, stating one's opinions, organizing and taking part in a debate, making a persuasive speech, questioning); vocabulary (working out meanings from context, synonyms, antonyms, collocations, definitions); grammar (relative clauses, modals, voice, conditionals, tense, reported speech).</p>				
Pre-requisite	None				
Course Status	Common course				

Weeks	Study Hours	Main Topic/Sub topic/s/ Chapter	Reading material /assignments	Student Activities
1st	Lecture Hours= 2hrs Home Study= 2hrs Discussion = 4hrs	1.Introductory Unit 1.1. Listening and Speaking: Finding out about other people 1.2. Vocabulary: Learning to learn vocabulary 1.3. Grammar: Learning to use grammar for facilitating meaning	<i>College English VL.I PP 4-10</i> <i>English Communicative Grammar pp 34-48</i>	- Introduce themselves to their partners -find out information about others
2nd	LH= 2hrs DH= 2hrs PH= 2hrs HS=2hrs	1.4. Reading: What is involved in understanding text? 1.5. Speaking: Introducing oneself and others 1.6. Writing: A short Personal description or story	- College English VL.I - Communicative English Skills II-unpublished - Writer's Choice	-Participate in group discussions introduce themselves write a personal description
3rd & 4 th	LH= 4hrs HS=6hrs DH= 6hrs	2.AIDS 2.1. Listening and Speaking: 2.1.1. Understanding markers of addition and relating 2.1.2. Listening for gist 2.1.3. Responding to the speaker's purpose 2.1.4. Writing a brief summary of a talk 2.2. Vocabulary 2.2.1. Using component parts of a word as clues to meaning 2.2.2. Using topic relationships in order to learn words 2.2.3. Being aware of how words collocate with each other 2.2.4. Working out word meanings from context 2.3. Grammar 2.3.1. Using relative clauses 2.3.2. Expressing warning and advice	College English-Teacher's Guide College Reading + McCarthy Advanced Grammar in Use + Grammar for English Language Teachers 350-79 College English VL.I College English VL.I	Listen to texts and identify markers of addition and relating, identify the gist of the talk, write summary of the talk -guess the meaning of words depending on clues, topic relationship and collocation -

5 th & 6 th	LH=4hrs DH=4hrs PH=4hrs HS= 4hrs	<p>2.4 Reading 2.4.1. Identifying the intended audience of a text and other critical reading skills 2.4.2. Relating a diagram to a text</p> <p>2.5 Speaking 2.4.3. Brain storming 2.4.4. Public speaking</p> <p>2.6 Writing: Writing a short summary of a talk</p>	<p>College English VL.I +</p> <p>Public Speaking for College and Career</p> <p>College English VL.I</p>	<p>-read passages and work on comprehension questions</p> <p>-practice and present public speeches</p> <p>write summary of a talk</p>
7 th & 8 th	SH=6hrs LH=4hrs DH=6hrs	<p>3.Culture and Values 3.1. Listening and Speaking 3.1.1. Identifying the structure of a talk 3.1.2. Completing a note framework</p> <p>3.2. Vocabulary 3.2.1. Using topic relationships to learn new words 3.2.2. Words of Greek and Latin origin 3.2.3. Using a vocabulary network to learn words</p> <p>3.3. Grammar 3.3.1.Using active and passive constructions for descriptive writing 3.3.2. using time clauses for descriptive writing</p>	<p>College English-Teacher’s Guide</p> <p>College English VL.I</p> <p>Grammar for English Language Teachers p.287</p>	<p>Listen to texts and identify structure of the talk</p> <p>Guess meaning of words based on their origin and topic relationship</p> <p>Practice using active and passive constructions</p>
9 th and 10 th	SH= 4 DH= 5 LH= 4 PH=3	<p>3.4. Reading 3.4.1. Critical reading 3.4.2. Reading for main ideas 3.4.3. Reading for detail</p> <p>3.5. Speaking 3.5.1. Understanding reference 3.5.2. Brainstorming 3.5.3. Organizing and taking part in a debate</p> <p>3.6. Writing 3.6.1. Writing a brief summary of key ideas from a text 3.6.2. Writing a descriptive essay about a marriage ceremony</p>	<p>College English VL.I</p> <p>Public Speaking for College and Career</p> <p>Writer’s Choice + Essentials of Writing</p>	<p>-read passage and identify main idea and specific details</p> <p>-participate in debating organized in the classroom</p> <p>-write summary and descriptive paragraph</p>

11 th and 12 th	LH=5hrs HS=5hrs DH= 6hrs	4.Improving Study Practices 4.1. Listening and speaking 4.1.1. Thinking about what you do when you listen to a lecture and take notes 4.1.2. Understanding listing and sequencing markers 4.1.3. Listening for a main sections of a talk 4.2. Vocabulary 4.2.1. Using a dictionary 4.2.2. Working out word meanings from context 4.3. Grammar 4.3.1. Using Conditional I,II and III	College English-Teacher’s Guide College Reading + Objective English Grammar for English Language Teachers p231 + College English	-listen to lectures and take notes - identify main sections of a lecture -work out meaning of words from context -Practice using conditional clauses
13 th & 14 th	LH=5hrs HS=5hrs DH= 6hrs	4.4. Reading 4.4.1. Skimming for gist 4.4.2. Critical reading and evaluating 4.4.3. Using reference/textual markers 4.5. Speaking 4.5.1. Brainstorming and discussing on what makes a good learner 4.6 Writing 4.6.1. Summarizing a talk 4.6.2. Summarizing an academic article 4.6.3. Writing an essay on learning English	College English VL.I College English VL. I Writers’ Choice	-read passage and identify references and textual markers -practice writing summary and essays
15 th	Tutorial= 7hrs	----	----	---
16 th	Final Exam			

Appendix 'N'
ASTU's Course Guidebook for EnLa(1011)



Adama Science and Technology University
 School of Humanities and Social Sciences
 Unit of Language

Course Name	Communicative English Skills
Course Code	ENG 1011
Course Information	Program: Regular Academic year: 2018/19, Semester I
Course Instructors	
Credit hours	3 cr.hrs
Prerequisite	None
Course Coordinator	English Course Team
Course Description	Communicative English Skills is a course where students learn what they need to know for a career in Science and Engineering. The course gives students the language, information, and skills they need to study Engineering. It also provides students the language appropriate for studying Engineering and real work situations as it comprises unique sections such as: 'it's my job' wherein real people talk about their work in Science and Engineering, 'listening' whereby students are exposed to situations related to science and engineering dialogues, technical explanations, and interviews, 'reading' whereby students meet a variety of science and engineering based texts, and the 'writing section' which is designed to let students compose short reports on different activities.
Course Objectives	At the end of the course, the students will be able to communicate effectively on complex engineering activities with engineering community.
Course Learning Outcomes	<i>The following are course learning outcomes which are given by mapping with Washington Accord (WA) graduate attributes</i> CLO 1. Make presentations on a wide variety of technological fields and situations.(WA 10) CLO 2. Listen to dialogues, technical explanations and interviews to get information. (WA 10) CLO 3. Comprehend varieties of texts related to science and engineering compose short texts, reports, etc. (WA 10) CLO 4. Attain the meaning of new words. (WA 10) CLO 5. Compose short texts, reports, etc. (WA 10) CLO 6. Apply grammatical items for communications in science and engineering context. (WA 10)

Detailed Course Activity Plan

Time	Unit	Listening	Reading	Speaking	Writing	Language spot	Vocabulary	Pronunciation	Web quest
Week 1& 2	Unit One: Technology and society	Students listen to people talking about the effects of new technologies in their work	Read different headlines from recent news stories for comprehension	Students talk about satellite launch system in pair or small groups		Students will compare two things with adjective and adverb in different activities	Students practice different ways of recording new words	Students practice how to pronounce different technical words	Students use the web to find out information about old technological innovations
Week 3& 4	Unit Two: Studying Technology	Students listen to an interview on course time table	Students read about course description	Students exchange information their time table		Students carry out different activities to differentiate simple present and present continuous tense		Students practice strong and weak forms of auxiliary verbs	
Week 5&6	Unit 3: Design	Students listen to designer talking about design process	Students read about a furniture design	Students use non specialist language Students talk about different designers		Students practice making different types of questions			
Week 7&8	Unit 4: Appropriate technology		Students will read about the clock work radio	Students talk about appropriate technology		Students use time words to sequence how a certain technology operates	Students match motion works with their appropriate symbols		
Week 9&10	Unit 5: Manufactu	Students listen to	Students read about modern	Students talk different	Students rearrange	Students use	Students		Students

	ring	bread making process	manufacturing process	manufacturing process	sentences on manufacturing plastic product	present passive to describe manufacturing process	explain technical compound words		search manufacturing process on different items
Week 11&12	Unit 6: Transport	Students listen to a mechanical engineer talking about a transport system	Students read about car of the future	Students talk about forms of transport Students make and acknowledge apologies	Students write short emails with appropriate expressions	Students use modal verbs	Students match expressions with their functions	Students stress points of disagreement to give corrections	
Week 13&14	Unit 7: information technology	Students listen a description on changes	Students read about computer use in the car industry	Students talk about how computer use with areas of application		Students use past passive to talk about past events	Students match words which are often use together	Students pronounce various of- ed forms	
Week 15	Unit 8: The future of technology	Students listen a radio debate between two futurologists		Students talk about the future technology Students use some informal expressions to say good bye		Students use phrasal verbs to complete sentences	Students use affixes as a clue to understand the meaning of technical words	Students listen linking phrasal verbs	

Mode of delivery/instruction	<ul style="list-style-type: none"> ▪ Gaped Lecture ▪ Individual works ▪ Pair works ▪ Small and large group discussions ▪ Presentations ▪ Debate ▪ Question and answer
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Assessment	Continuous Assessment
	<input type="checkbox"/> Oral presentation..... 10% ✓ <input type="checkbox"/> Tests (listening, reading, grammar, vocabulary)..... 30% <input type="checkbox"/> Project assignment 10% ✓ <input type="checkbox"/> Class work and home taken assignment 10% Final exam 40%
Course Expectation	<p>Preparedness: Communicative English skills basically aimed at enabling students to be able to communicate effectively on complex engineering activities with engineering community.</p> <p>Participation: This course requires active participation of learners in class discussions, individual work activities, pair works activities, small and large group discussions, presentations and question and answer.</p>
Policy	This course is mainly based on class lectures. Regular, well-prepared, and thoughtful class participation is mandatory for the success of this course. Therefore, students are advised to attend classes regularly and actively engaged in class discussions. Missing classes may make the course very illusive to the absentee. Also, students are expected to submit their assignments on time.
References	<p>Anne Eisenberg. (1982). <i>Effective Technical Communication</i>. Mc Graw-Hill: United States of America.</p> <p>Cystal, D. (1997). <i>English as a Global Language</i>: Cambridge University Press: Cambridge.</p> <p>Eric H. Glendenning, <i>Oxford English For Careers: Technology 1</i>: OUP</p> <p>Gideon (2015). <i>English Language And Grammar</i>: Koros Press Limited: United Kingdom.</p> <p>Julia.W (1993). <i>Everyday Consumer English</i>: College of Lake County: Pitts Burgh.</p>

Appendix 'O'

A sample from College English Volume-I (Recommended Course book for EnLa(1011) in Harmonized curriculum

Unit 2 AIDS

Theme

This unit is about AIDS, which is an illness that is affecting people and communities all over the world. We discuss common beliefs about the illness, look at information available about it, and work out what advice can be given to people to avoid it.

Academic Skills and Practices

Grammar Relative clauses and the priority of information in a sentence. The grammar of giving warnings and advice	Vocabulary Using components of a word as clues to its meaning. Using topic relationships as a way of learning new words. Being aware of how words collocate. Working out words from context.
Listening and Note-taking Understanding markers of addition and relating. Listening for gist. Responding to the speaker's purpose. Writing a brief summary of a talk.	Speaking Public speaking: Preparing for and making a short talk.
Reading Identifying the audience(s) of a text, and other aspects of critical reading. Understanding the development of ideas in a text. Relating a diagram to a text.	Writing Producing a fact sheet. Writing a transcript for a radio broadcast. Writing short descriptions of people and situations.

Special features

Relative clauses.
Listening for the gist of a talk or lecture.
Making a public speech.

Final writing task

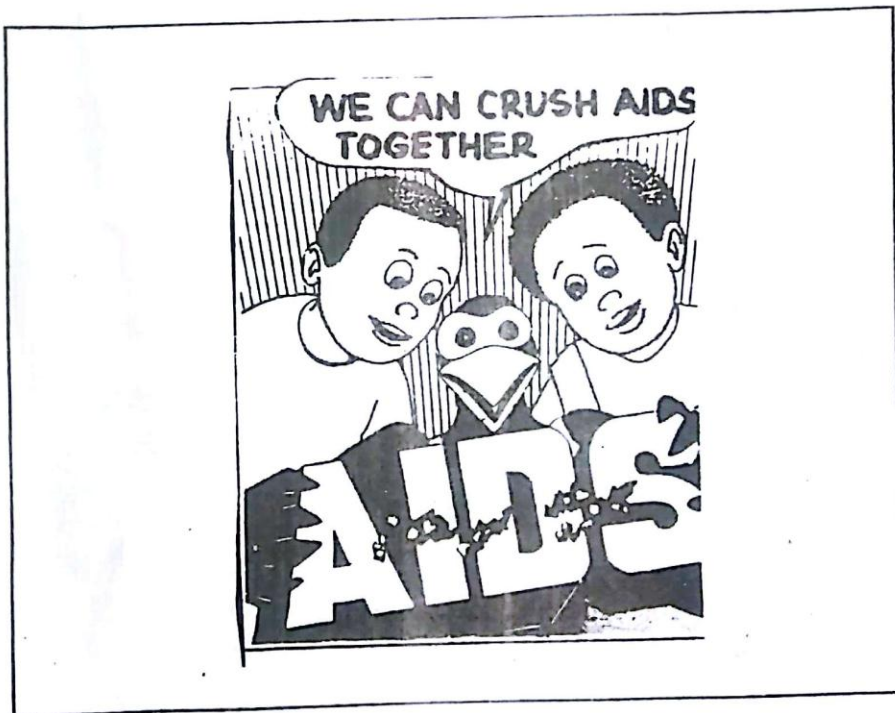
"Write an advice sheet to warn students of the dangers of AIDS, and how to avoid it."
Or "Write a transcript for a 10 minute radio broadcast in which an interviewer discusses AIDS with 3 or 4 experts."

Particular relevance to your future studies

Gaining confidence in discussing issues in English, developing thinking about them, and speaking publicly.



Even babies die of AIDS. Don't let AIDS destroy our future!



AIDS

Part 1 Brainstorming

Task 1 Contributing your own beliefs and knowledge about AIDS

Answer these questions by yourself. Write your answers in your exercise book. Then discuss your answers with your group.

1. What does AIDS stand for? What does HIV stand for?
2. Can AIDS be transmitted in any of the following ways? List any other ways in which you think AIDS can be caught.
 - a. By kissing an infected person
 - b. Being breastfed by an infected person
 - c. By shaking hands with an infected person
 - d. By making love to your partner
 - e. By helping an infected person who has cut himself
 - f. By using a dirty toilet.
3. How serious a threat is AIDS in Ethiopia? Show if you agree or disagree with the following statements.
 - a. It is a more serious health threat in Ethiopia than cholera, tuberculosis, diarrhoea or malaria.
 - b. I know people who could catch AIDS if they do not change their behaviour.
 - c. You only catch AIDS if you are promiscuous (i.e. if you have many sexual partners).
 - d. AIDS could destroy the economy of the country.
 - e. AIDS is not a serious threat. There is too much propaganda about it.
 - f. People can only catch AIDS from prostitutes or drug addicts.
 - g. I already know all I want, or need to know about AIDS.

Now discuss your answers with your instructor.

Later in the unit you should look back over these answers and decide whether you have changed your opinions about AIDS.

Part 2 Listening and note-taking

Listening to lectures: Understanding when a lecturer adds new information to what has gone before

Task 2 Listening for markers of addition and relating

Speakers often have a number of related ideas or facts to present. They often make a clear connection between them by using a marker phrase to tell listeners that they are adding new information to what has gone before. Here are some marker phrases that speakers often use to show listeners that they are going to **add new information** and to **relate ideas together**.

Markers for adding and relating	
In addition	A further point is that
Moreover	Similarly
What is more	Again

1. Can you think of any others to add to this list? Copy the list, together with the markers you have added, into your exercise book.

2. You are going to listen to 3 short spoken texts. As you listen, notice how the speaker **relates new information to what has gone before and adds further information**. Write down the markers of relating and adding you hear used.

Next you are going to listen to a longer text. As you listen, pay attention to the markers of addition and markers for relating points together. This will help you to understand the way the text is organised.

Task 3 Listening for the gist

You are going to listen to a radio broadcast about AIDS in a nearby country. When we listen to a talk on the radio, we usually only expect to be able to recall the general idea or the main ideas, perhaps because we may want to discuss the ideas with a friend afterwards. When we listen for the main ideas, the main theme of a talk or the overall structure of a speaker's ideas, we say we are listening for the gist. You are going to listen for the main ideas or gist of the radio broadcast now.

1. The following four points describe the four sections of the talk. As you listen, **put the sections in the same order as they occur in the talk, by numbering them 1 - 4.**

- a. describes the scope and size of the AIDS problem in Uganda.
- b. describes the situation of a particular AIDS sufferer
- c. explains that Uganda is an example, and that similar situations can be found in other countries in Africa.
- d. explains the history of how AIDS has spread in Uganda.

2. Now that you have listened to the radio broadcast, which of the following statements do you feel best describes the overall aim of the speaker?

The main aim of the speaker is to:

- a. describe the suffering of Jane Namiru, who is suffering from AIDS and lives in a village called Kyotera in Uganda.
- b. describe the seriousness of AIDS in Africa and illustrate this with the story of one sufferer and the situation in one country.
- c. describe how people catch AIDS and show how important it is not to catch AIDS.
- d. explain the role of prostitute and lorry drivers in spreading AIDS in Africa.

Task 4 Writing a guided summary

Now complete the following guided summary of the talk in your exercise book using the sentences in 1. and 2. above.

The talk first.....
It then.....
Next it.....
And finally it.....
The main aim of the speaker was to

Task 5 Responding to the speaker's purpose

1. How do you think the story of Jane relates to the second half of the talk?
2. What purpose does her story have and what effect does it have on you as a listener?

Prepare your own answers. Then discuss your views in your group or pair. One or two students can report their answers back to the rest of the class.

Part 3 Grammar Relative Clauses

Task 6 Grammar awareness

Study the following examples of relative clauses taken from the radio broadcast.

Kampala, **which is the capital of Uganda**, has a serious AIDS problem.
Any town **which is on a major road or water transport route** is likely to have an AIDS problem.
A person **who is infected with AIDS** is not likely to live long.
Jane Namiru, **who is infected with AIDS**, is not likely to live long.

Use the examples above to answer the following questions.

1. What two pieces of information are given about the first noun in each sentence? (The first noun is the one before the relative clause in bold.)
2. Does the information in each relative clause help to define or give **essential** information about the noun, or does it simply give **extra** information about it?
3. In which sentences can you take out the relative clause and still make sense?
4. Defining clauses give essential information in order to identify what / who you are talking about. Non-defining clauses give extra information, not essential for identifying what you are talking about. Another way of describing this is to say that writers use relative clauses to show the **priority** given to different pieces of information in a sentence. In each of the following sentences, which information has the writer made the **essential focus or priority** of the sentence?

Jane Namiru, **who is infected with AIDS**, is not likely to live long.
Jane Namiru, **who is not likely to live long**, is infected with AIDS
Any person **who is infected with AIDS** is not likely to live long.

5. What rule for use can you make up about how commas are used in a relative clause to indicate the priority of information in a sentence?

Grammar Summary

Non-defining relative clauses

1. You have noticed that we use commas when we are giving two separate pieces of information about one noun. Relative clauses that are separated off by commas are called **non-defining**, because they do not restrict or define the subject. We can separate the main clause from the relative clause and the grammar of the sentence would still be correct. e.g.

Oral poetry, which exists in most countries, has a very strong tradition in Ethiopia.
Oral poetry has a very strong tradition in Ethiopia.
It exists in most countries.

Furthermore, priority or main focus, is given to the information in the main clause, not the relative clause.

2. In non-defining clauses we use **who or whom for people and which for things**.

Esther Majani, who was infected with AIDS, died in 1984.
(relative pronoun as subject)

AIDS, which is a killer disease, is the object of a major education programme in Ethiopia.
(relative pronoun as subject)

Ephrem Negere, who / whom everyone liked, died in a car crash recently.
(relative pronoun as object)

Jane Namiru, to whom the reporter spoke, was suffering from AIDS.
(relative pronoun as object of preposition)

Defining relative clauses

1. A defining or restrictive clause contains important information about a person, thing etc. which is inseparable from the subject. i.e. you cannot take out the information in the relative clause and still make sense. This means that priority is given to the information in the relative clause as well as the information in the main clause. No comma is used when relative clause helps us define or restrict the noun.

2. In a defining clause we use **who or whom for people and which for things**, while **that** can be used for **people or things**. **Who, which and that** may be the subject, the object or the object after a preposition.

The person who/that was sick was Jane Namiru.
(relative pronoun as subject)

The virus which/that leads to AIDS is known as HIV.
(relative pronoun as subject)

*The person who/whom/that/(---) the reporter met was Jane Namiru.
(relative pronoun as object)

The person to whom the reporter spoke was Jane Namiru.
(relative pronoun as object of preposition)

*Note we can omit **who, whom, which** or **that** when they are the objects in a relative clause.

Task 7 Using the grammar

Work individually. Write your answers to the following activities in your exercise book. Then check your answers in class with your instructor

1. Listen to the following 8 sentences taken from the talk and write down each one to show its meaning clearly, either by using commas or by not using commas. Then, where possible, rewrite each sentence as 2 separate sentences.

2. Can you see the mistakes in the sentences below? Correct them.

X 1. Malaria, which it is a serious health problem, is common in lowland areas. X

X 2. AIDS has spread across Uganda, which is a deadly disease. X

X 3. Babies who contract AIDS, they are likely to die. X

X 4. Jane Namiru, whom the reporter spoke to her, was dying of AIDS. X

3. You have listened to a talk on AIDS in Uganda. Now compare the problem of AIDS in Uganda with any other serious health threat in Ethiopia eg. diarrhoea, malaria, tuberculosis. Your answers should follow the same pattern as the example sentences shown below.

- a. Uganda, which has a serious problem with AIDS, is making major efforts to deal with the problem.
Ethiopia, which.....
- b. In Uganda AIDS, which is a deadly serious illness, was first discovered around Lake Victoria.
In Ethiopia.....,which.....
- c. Kitola is the village in which AIDS started.
The Rift Valleyin whichflourishes.
- d. Prostitutes and lorry drivers are the main groups of people who are held to be mainly responsible for spreading AIDS in Uganda.
.....who.....

4. Copy into your exercise book the following notes about the young mother suffering from AIDS. Then listen again to the first part of the talk and complete the notes. Imagine that you are a doctor making medical notes.

Name:	Age:	Village:	Near:
Condition of dwelling:			
Number of children:			
Symptoms: 1..... 2..... 3.....			
Diagnosis.....			

Now using the notes you have just made, complete this paragraph about Jane by putting in the missing information.

Jane Namiru, who was years old when I went to visit her, was lying on the floor of her parent's house, which was The house is in a village called, which is in near Lake Victoria. She has a, whom she has been breastfeeding. She is suffering from the disease....., which has the following symptoms,

5. Using the same model, write another paragraph about Genet using the medical notes below.

Name: Genet	Aged: 25	Condition: confined to bed in her house:
House: new, clean, but very small.		
Village: Wendo, Sidamo near Awassa.	Children: 3, aged 2,4,7	
Diagnosis: Tuberculosis	Symptoms: loss of weight, bad cough, spitting blood.	

6. Match the clauses on the left with the clauses on the right to make a complete paragraph describing Jane. Use your notes to add any information required in the blanks. Write the complete text in your exercise book.

Jane Namiru is a young girl only ... years old	, who may himself become a victim of AIDS as she has been breastfeeding him.
She lives in a small village called.....	who is suffering from AIDS.
She has a small child	, which are typical of AIDS, include loss of weight, loss, and
The house in which she is lying	, which is in eastern Uganda.
She has not long to live as her symptoms	is little more than a hovel.
She is just an example of thousands of girl	who are victims of this terrible disease

7. Using the previous exercise as a model, write a similar description of Tesfaye. Here are his medical records. Write the complete text in your exercise book.

Tesfaye..... 35 malaria.
 Debre Zeit,near Addis Ababa.
one child,also has malaria. The house large,
 but it is old and damp. However, Tesfaye and his child are likely to get better with
 medicine as the symptoms, fever, vomiting and delirium, treatable,
 Tesfaye and his child are typical of thousands of people this
 disease, spread by mosquitoes.

Part 4 Reading

Task 8 Critical reading

Read this text and study the map diagram on the next page. As you read it, try to decide answers to the following questions:

1. Who was the text written for? How do you know?
 2. What is the aim of the writer?
 3. What is the position / attitude of the writer towards the topic? Is it easy to tell?
- Discuss your answers with your instructor.

SAFETY FIRST

by David Birkett

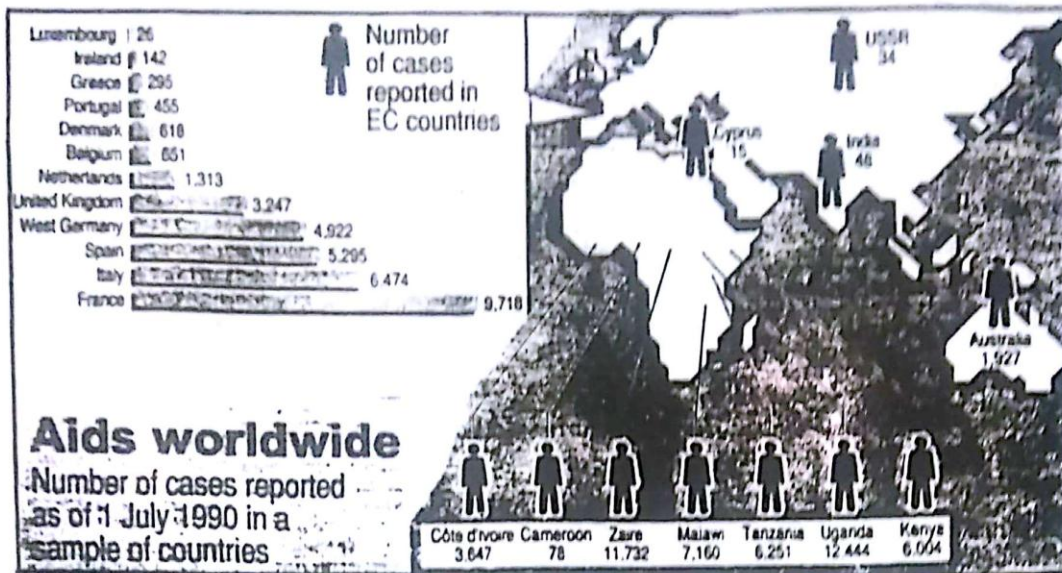
(From "The Young Telegraph" 10th November 1989)

Acquired immuno-deficiency syndrome or AIDS is spreading at an alarming rate. Many young men and women are at risk of an infection which can lead to disease and death. This Saturday, World AIDS Day, a series of events will help alert people to the risks.

The World Health Organisation (WHO) knows of more than 250,000 cases of AIDS worldwide. But the WHO believes that more than one million people may already have the disease. Ten times that number may be infected with human immuno-deficiency virus (HIV) - the virus that can cause AIDS by breaking down the body's immune system.

HIV usually stays in the body for years before any signs of the illness appear. Only half the people known to be infected with the virus in 1981 have so far developed AIDS. This means that most infected people are living normal healthy lives at the moment.

Hopes are rising that a vaccine will be found to prevent HIV infection, or at least to prevent AIDS developing in people who are already infected. Last week doctors in London began testing what could possibly become a vaccine to prevent AIDS developing in people with HIV.



Task 9 Reading for detail

Read the text again and decide which of the following statements are true and which are false according to the text. Correct the false statements and write the corrected statements in your exercise book.

1. The article discusses the spread of AIDS in Africa.
2. HIV is a virus and AIDS is the disease that results from it.
3. Anyone who has the virus rapidly becomes infected with AIDS.
4. A vaccine for curing AIDS has been found.
5. The diagram shows that countries in Europe have more AIDS cases than countries in Africa.
6. The diagram shows the AIDS cases reported from every continent in the world.

Task 10 Critical reading

Read the text below. As you read it try to answer the following questions

1. Who is this text written for? For the same readers as the previous text?
2. What is the writer's aim? (e.g. to describe, to inform, to criticise, to persuade, to summarise what we know, to advise?)
3. Is the aim of the article different from the aim of the first article? (Look at the author's name. Look at the dates of the two articles. Look at the titles.)
4. Does the writer adopt a position towards his topic in this article? (Is he supporting a certain attitude towards AIDS? Is he presenting the issues in an emotional way or in a detached way? Identify words and expressions from the text to support your arguments.)

STRAIGHT TRUTH ABOUT AIDS

by David Birkett

(From "The Young Telegraph" 10th November 1989)

In 1981, a group of doctors in the United States noticed a number of unusual infections, including forms of skin cancer and pneumonia, affecting homosexual men who lived in big American cities. What puzzled the doctors was that these illnesses do not normally affect healthy young people. They tend to appear where the body's system of fighting infection, its "immune system", has been damaged in some way.

Then between 1983 and 1984 two doctors separately discovered a virus which they concluded was responsible for reducing the homosexuals' resistance to disease. The virus is now called HIV, and the combination of illnesses that it causes is called AIDS. This stands for Acquired Immune Deficiency Syndrome.

At first, most people discovered with AIDS were homosexual men. People who only had sex with people of the opposite sex assumed that they were not in danger. This is not the case. Anybody can contract HIV from "Unsafe sex" if they are not careful. "Unsafe sex" is high-risk sexual activity in which there are no precautions against contact with the sexual fluids of a partner, for example, sexual intercourse without using condom. The virus can be found in high concentrations in the sexual fluids of both women and men. It only takes unsafe sex with one infected person to acquire the infection.

In Africa, almost half the people infected with HIV, about two million people, are women. In Britain, most people known to have HIV are male, but the number of infected women is rapidly rising. Between one in four and one in eight children whose mothers have HIV during pregnancy will themselves become infected with the virus. The virus can pass from pregnant women who carry it to their unborn babies through the bloodstream. The World Health Organisation estimates that 700,000 babies have been infected in this way. This is the main route by which the virus is transmitted to children in Africa.

Task 12 Relating a diagram to a text

Below are five more paragraphs, each describing a further symptom of AIDS. Match each symptom to the part of the human body it affects e.g. 1b, 2a, 3c, 4d, 5e

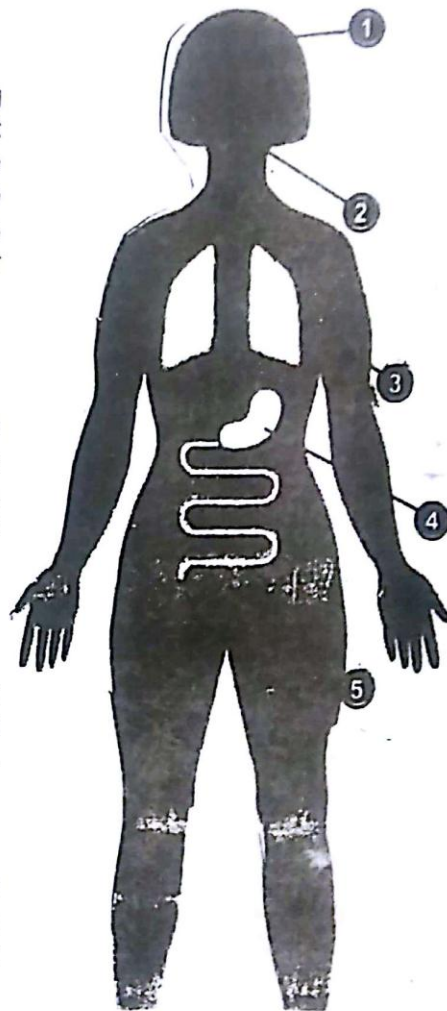
a. They often have trouble digesting their food. Many have diarrhoea, which does not go away. They can suddenly lose large amounts of weight.

b. Lymph glands protect healthy people by forming antibodies and white blood cells which help fight infection. In people with HIV who are otherwise healthy, the glands can swell. Many doctors do not believe this to be unhealthy. Lymph glands are found in the groin as well as in various other places in the body.

c. People who are infected with HIV may develop various brain diseases including cancer. The virus can also cause dementia and memory loss, similar to that found in old people. It can also stop children's brains from growing.

d. It is common for people with AIDS to catch pneumonia, a lung disease. It causes breathing problems, together with a fever and a dry cough.

e. People who have AIDS may develop a nasty fungal infection called thrush which sticks on their tongue and in the mouth and can make it hard to eat.



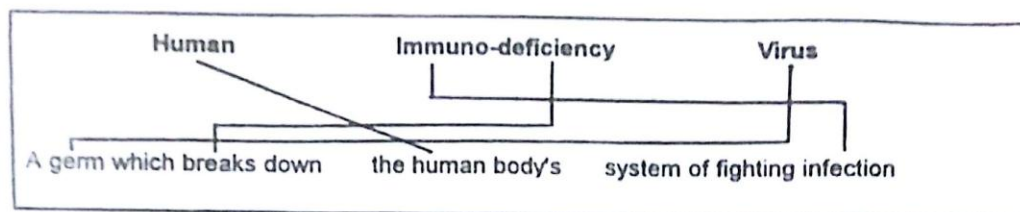
Discuss your answers with your partner.

Part 5 Vocabulary

Task 13 Using components of a word as clues to the meaning

You can often work out the meaning of a word by breaking it down into its component parts. The following task will help you learn how to make use of the components of a word as clues to its meaning. They will also help you to learn about some key words concerned with HIV and AIDS. Add any new words to your vocabulary notebook.

1. Study the meanings of the parts of the term **HIV**.



2. Study the meanings of parts of the term **AIDS** given below. Connect up the meanings to the parts of the term AIDS in the same way.

Acquired	Immuno-	Deficiency	Syndrome
A medical condition showing many different signs of disease	which is caught	and which reduces or stops	the body's ability to protect itself from disease

3. AIDS is a sexually transmitted disease. It is spread by both **homosexuals** and **heterosexuals**.

homo = the same hetero = different
--

So people who have sex with members of the opposite sex are known as sexual.
 People who have sex with members of the same sex are called sexual.

Something that is homogeneous consists of many parts that are all

something which is consists of many different kinds of parts.

4. If **sero** means blood and **-ology** means the study or science of something, then **serology** means the study of blood types.

1. An **epidemic** is a sudden large increase in the prevalence (or widespread existence) of a virus, such as HIV, or disease, such as AIDS. So **epidemiology** means.....

2. A person who is said to be **HIV-1 seropositive** would be a person whose.....

3. So **seronegative** would mean

4. A high HIV **seroprevalence** rate in a community would mean

Compare all your answers with a partner.

Remember to add any new words and meanings to your vocabulary notebooks.

Task 14 Using topic relationships in order to learn words

It is often helpful to learn words in groups according to their **meaning relationships**. One kind of meaning relationship is words connected with a particular topic. The following words are **connected with the topic health**. More specifically they are signs, or examples, or types of illness. We call them **symptoms**. AIDS victims suffer from various symptoms, or signs of illness. The symptoms of AIDS include:

weight loss	headaches	fever	skin cancer	cold sores
pneumonia	thrush	swollen glands	exhaustion	

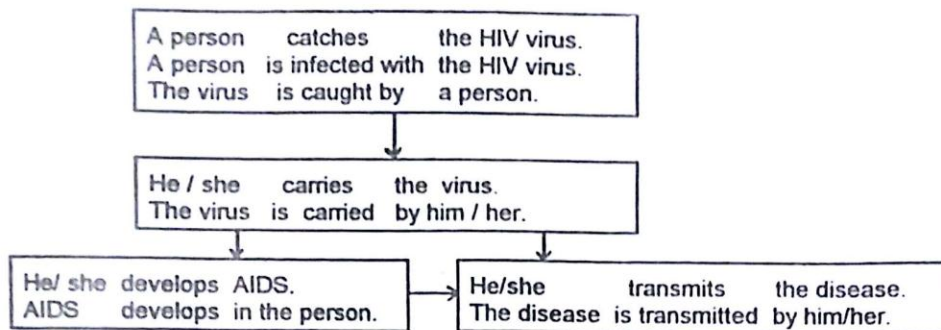
Now make a list of the **symptoms** of (a) malaria and (b) hepatitis.

Compare your answers with a partner.

Task 15 Being aware of how words collocate with each other

Another way to develop your vocabulary is to learn words that collocate or go together with other words. This is an extremely important part of improving your ability to use English. Many students know the meanings of lots of individual words, but they make mistakes when they use them in sentences because they put words together that cannot go together.

1. Study the ways in which vocabulary items collocate in the following AIDS transmission-cycle. There are usually several ways of saying the same thing, although the meaning focus may be slightly different.



Now write out the AIDS cycle in your exercise book, but substitute the following verb structures in the sentences above to explain the stages of infection by AIDS :

spreads	can pass on	is acquired by	is passed on
acquires	contracts	disseminates	can be passed on by

Compare your answers with a partner.

2. Refer to the sentences above and correct the mistake in each of the following sentences. The mistake is caused by putting words together that do not collocate with each other.

X A person is caught by AIDS. X X A person is caught with cholera. X

Compare your answers with your partner.

Task 16 Practice in working out word meanings from context

During your studies this semester, there will be many occasions when you will encounter words you do not understand and you may find this worrying at first. However during your College English courses you will learn a number of ways of working out word meanings by yourself from contextual clues and we hope that gradually you will become confident and proficient in doing this.

To start this process, here are two extracts, the Abstract (or summary), and part of the Discussion of findings from a scientific journal article. Read the extracts and try to work out the meanings of the following words. They are also shown in bold in the text. Write your answers in your notebook. Be prepared to give reasons for your answers.

demonstrated
disorders
hypothesis
dissemination
lifestyle
function
clients
attributed to
consistent with
mobile
supplementing
exit
perpetuates

Here are some types of clues for you to use in working out the words from the context:

1. One type of clue to look for in the context is the use of a **synonym** or an **antonym** - a word of roughly the same or opposite meaning. **Synonyms** or partial synonyms are often separated from the word you do not know by a word or phrase such as **or**. **Antonyms** are often contrasted with each other in the text in some way. You can use this approach to help you work out words such as **function** and **exit** in the text below.
2. The words that **collocate** with an unknown word can often give us clues to the meaning, especially where these words are **repeated** in collocation with slightly different, but related, words in other places in the text. You can use this approach to work out words such as **disorder**, **demonstrated** and many others.
3. The broader context will contain other **related words** which may give you clues to the meaning of the unknown word.
4. And of course whenever you read a text, you must use your knowledge of the topic and your more general world knowledge.

PREVALENCE OF HIV-1 IN EAST AFRICAN LORRY DRIVERS

by J Wilson Carswell, G Lloyd and J Howells,
(adapted from an article in AIDS, 1989.)

Abstract

Sixty eight lorry drivers and their assistants were examined for evidence of infection with HIV-1 because of their association and regular contact with prostitutes. Out of a total of 68 drivers, 24 (35.2%) were found to be HIV-1 positive. The evidence that was collected about these drivers demonstrated a wide travel history involving seven different countries served by the port of Mombasa. Histories of other sexually transmitted disorders were significantly higher in HIV-1 seropositive individuals. The data presented here further support the hypothesis that a major route of heterosexual transmission of HIV in Africa is dissemination through a group such as lorry drivers and their assistants, whose behaviour puts them at risk of acquiring sexually transmitted diseases.

Discussion

The HIV-1 serology identified two groups of individuals sharing the same lifestyle with high risk of being infected with HIV-1. Both groups travel widely throughout east Africa and were sexually very active, as indicated by extensive sexually transmitted disease (STD) histories, and prostitute contact. Condoms were reportedly little used, although most of those in the study knew of their function or purpose - to prevent the transfer of sexual fluids. High rates of HIV-1 seroprevalence have been found in prostitutes in Kenya, Uganda and Rwanda, and this study has identified an equally high level in a group of their clients, which puts African long-distance lorry drivers in a high-risk category.

The high seroprevalence rate can be attributed to high sexual activity with people who are themselves in groups of proven high seroprevalence of HIV, i.e. prostitutes. The data is consistent with the evidence of transmission through heterosexual contact and provides an epidemiological understanding of how one mobile group of individuals may have contributed to the rapid spread of HIV infection across many national boundaries via the trading routes and into local communities. The transmission of HIV to the local community can obviously occur through the groups such as barmaids, supplementing their income through prostitution. Subsequent transmission to the married partner may occur, with the possibility of the virus ultimately being transmitted to the unborn child.

The data presented supports the view expressed by Piot et al. (1987) that, although prostitutes may have high levels of infection, it is the contact with travellers from other parts of Africa, initially confined to trading routes, that acts as the means of entry to and exit from African countries for the AIDS virus. This additional factor perpetuates the heterosexual route of infection from high-risk groups into the community.

Part 6 Grammar

Warning and giving advice

Task 17 Grammar awareness

1. Study the following ways of warning and giving advice.

You **should** always follow instructions for taking medicines.

You **ought to** help your parents if they are ill.

You **must** always finish a course of medicine rather than stopping when you feel well.

Never take medicine that has been prescribed for someone else!

Perhaps you **could** be more careful about your diet.

2. With a partner, rank the above ways of giving advice: from **tentative advice** to **strong warning**. Discuss the reasons for your choices.

Task 18 Using the grammar

In the article you read entitled **Straight truth about AIDS**, the writer shows concern that people need more education about the dangers of AIDS. Below are some educational advertisements designed to warn people of the dangers of AIDS and advise them to change their sexual habits. First select an appropriate title for each advertisement from the titles given below. Then complete each part of the advertisement using information from the article **Straight truth about AIDS** above, together with the most appropriate ways of warning and advising. Write your answers in your exercise book.

THE THREE MAIN ROUTES TO AIDS
SAFER SEX UNSAFE SEX

CONTAMINATED NEEDLES
MOTHER TO BABY

1 _____

Unsafe sex is sexual activity which

Remember! It only needs

So never

2 _____

Women

Women who can

Most children in Africa who

So women.....

3 _____

Avoid

You

..... can give you AIDS!

You use a

Reduce the risk of

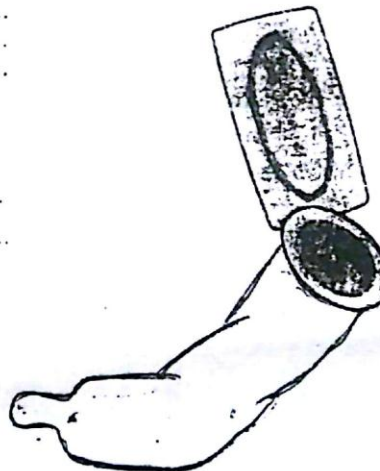
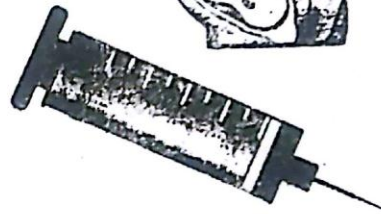
.....

.....

But remember!

Condoms are notso

You



Another way of organising the notes would be :

Main point of talk:
Problem Solution Advantage
Problem Solution Advantage
Final comment

The framework above should be filled in with key words, not sentences. The most interesting or strongest argument or solution should be kept for the last point.

4. The speaker should rehearse his/her talk orally with the help of the rest of the group and be ready when called upon to speak in front of the class.
5. Each group's representative presents his or her talk for a maximum of 5 minutes. A group speaker may not read from a prepared script. He or she may only refer to very brief notes. During the talk, those who are listening should take notes, including questions they would like to ask at the end of the talk.
6. After every student has spoken, the rest of the class can ask the speakers questions and make comments.
7. You will need your notes on the talks for the writing task at the end of this unit.

Some advice for speakers

1. Organise your points very carefully and limit yourself to what is relevant to your topic. Remember you have only 5 minutes! Rehearse beforehand.
2. When you are speaking, do not try to read directly from your notes. Refer to them only when you have to. Try to maintain eye contact with your audience as much as possible.
3. Aim to maintain the audience's interest in your talk throughout. Vary your voice throughout (high pitch, low pitch, loud or soft volume etc.). Be as confident as you can. Smile!

Part 7 Speaking

Task 19 Public speaking

The following 8 groups are concerned with different aspects of AIDS education

- Students and teachers in schools
- Community elders
- Religious leaders (Christian and Moslem)
- Journalists
- Social workers
- Family planning organisations
- Doctors, nurses and other medical staff concerned with AIDS care and prevention
- NGOs (e.g. CARE or OXFAM) working with rural communities

Imagine that you are going to represent one of these groups of people. Work with your group and prepare a short talk for one of your members to give in which you will say what you can do:

- to raise awareness of the dangers of AIDS
- to change the way some people behave sexually
- to help change attitudes and behaviour of people towards AIDS sufferers.

Procedure

1. The class will work in 8 groups. Each group is assigned, to represent one of the above sectors of society. The group then selects one student as their speaker. He/she will, in the next lesson, speak about **what the group can do to raise awareness and change attitudes and behaviour concerning AIDS and AIDS sufferers.**
2. As an assignment, all students prepare their own notes on this topic. Every student must prepare arguments and evidence carefully.
3. In class, the group share their ideas. The speaker makes notes that he/she will use in the talk. The notes could be organised in various ways. One way might be:

Main point of talk:
Problem
Solution 1 Advantage
Solution 2 Advantage
Final comment

MEDICINES

We use medicines to help our bodies fight diseases. Medicines are good for our health, but medicines can also be dangerous.

Medicines can be dangerous if not used properly. Here are some important rules for using medicines.

1. Never take medicine from someone you do not know. Most medicines should be given to you by a doctor or a health worker.
2. Do not use medicines unless you know what the medicines are for, and how to use them.
3. Follow instructions for using medicines.
4. Never take more medicine than you are instructed to take. Too much of any medicine is harmful.
5. Keep medicine out of reach of children.
6. If a medicine makes you sick and causes problems, **STOP USING IT** Ask your health worker for advice.



Part 8 Writing

Task 20

1. Writing an advice sheet

Look at the fact sheet on the next page that describes the reasons for using medicines. Using information from this unit and any information you already have, plan an advice sheet about AIDS. Imagine this advice sheet is going to be used in high schools, universities and colleges to warn students of the dangers of AIDS and offer advice on how to avoid it.

2. Writing the transcript of a talk

The government wants to persuade students to take the risk of AIDS in Ethiopia seriously. Write the transcript of a 10 minute radio broadcast in which the interviewer discusses AIDS with 3 or 4 experts. They could discuss AIDS and then advise people on how to avoid any behaviour that could lead to them catching it. Your experts should provide factual information, supported by evidence as well as advice on how to reduce the risk of catching AIDS. You may use ideas, grammar and vocabulary from any part of this unit or from your own knowledge. Write the transcript like the script of a play. e.g.

Interviewer: Good evening, viewers. This evening I am pleased to welcome Dr. Berhanu Hailu from the Ministry of Health, Dr. Hailu Molero from Addis Ababa University Faculty of Medicine and Dr. Kidist Hailu from the AIDS Prevention Council. Our topic tonight is AIDS. What is it? How can it be caught? What wrong beliefs are there about it? How should people behave in order not to catch it? Let me start with Dr. Berhanu.

Dr. Berhanu: Good evening. Well, first of all,

Planning and organising your writing

For the fact sheet

1. Discuss ideas and points with your friends. Write as many ideas as you can. Don't worry about putting them in order yet.
2. Group together those ideas that are related. What introductory ideas will you use. In what order will the pieces of advice and warnings come?
3. Prepare a first draft. Give it to a friend to read. Discuss where it could be improved.
4. Rewrite your fact sheet. You could illustrate it with colour pencils or colour pens. Give it in to your instructor to read!

For the transcript

1. Discuss ideas. Write notes. Refer back to the notes you made on Task 18. Write as many ideas as you can. Don't worry about putting them in order yet.
2. Group together those ideas that will be said by each speaker, both information about AIDS, warnings about its dangers and advice on how to behave properly.
3. Prepare a first draft using the format above. Remember your interview must be realistic e.g. the interviewer leads the discussion and invites the speakers to take turns. Each speaker will link what he/she says to what was said before.
4. Give your interview to a friend to read aloud. Discuss where it could be improved. Does it sound sensible, logical and clear? Can you improve the grammar or choice of vocabulary? Is it properly laid out?
5. Rewrite your interview. Hand it in to your instructor!

Unit 3 Culture and values

Theme

The theme of culture and values is a central concern in every society; it is part of the way in which we define who we are, and our relationships with others. In Ethiopia and elsewhere people are naturally proud of their varied cultural traditions, and cultural heritage. In this unit we read about the cultural and religious traditions of other countries, and attempt to describe some of the traditions in Ethiopia. We discuss whether or not cultural change is inevitable, and the ways in which this may be desirable and undesirable.

Academic Skills and Practices

Grammar Using active and passive constructions for descriptive writing. Degrees of frequency. Using time clauses in descriptive writing.	Vocabulary Using topic relationships to learn words. Learning meaning from words of Latin and Greek origin. Showing word associations in a diagram. Working out word meanings from context.
Listening and Note-taking Identifying the structure of a lecture. Note-taking using a framework.	Speaking Organising and taking part in a debate.
Reading Critical reading. Reading for main ideas. Reading for detail. Working out meaning from context. Understanding reference.	Writing Summarising key ideas from a text. Writing a guided descriptive essay.

Special features

Using active and passive constructions.
Debating. Critical reading. Identifying the structure of talk.

Final writing task

Write an essay entitled: "Describe a marriage ceremony you are familiar with"

Particular relevance to your future studies

Several of the tasks in this unit aim to make you more aware of how we make grammatical choices in order to express different meanings. The essay writing task gives you an opportunity to write an extended essay, with a clear development of points.

Part 1 Brainstorming

Task 1 What is culture?

1. Work individually. Look at the pictures on pages 48 and 50 and then answer the following questions. Then discuss your answers with your group.
 - a. What is culture?
 - b. What do you understand by cultural values and cultural practices?
 - c. Write down some cultural features of certain cultural groups you are familiar with. Compare your answers with your group.
2. As a group, report your opinions and views to your class.

Task 2 Do you know?

1. Work individually.

One aspect of culture is the assigning of roles to members of a family. Are there specific roles given to members of the family in any community you are familiar with? What are they?

Roles
Men
Women
Girls
Boys

Now work together. Compare your ideas with your group members.

2. Work individually.
 - a. In many cultures people prefer male children. Why do you think this is so?
 - b. What effect does this have on the children?
 - c. How is male dominance reflected in your experience in Ethiopia? (You could consider education, social relations, economic activities etc.)
 - d. How have cultural norms determined what Ethiopian women can and cannot do?

Now compare your answers with members of your group.

Arsi Oromo women wear their hair in many different styles. The one shown is one of the less common.



Young girl of Wollo near Dessie wears silver-earrings and necklace, a circular silver cross. Tattoo on the cheeks and forehead are additional signs of beauty.



A Majangir girl from western Ethiopia whose hair is kept in place with a lavish application of red clay. Bracelets are usually of brass, the lip ornament of ivory or horn.



The varied cultures of Ethiopia



CULTURE AND VALUES

Part 2 Listening and note-taking

Task 3 Vocabulary: Using topic relationships to learn words

1. The following words and phrases are going to be used in the talk you are going to listen to shortly about **Kinship and Marriage**. Work individually to group them under the topics given below. Some words may fit into more than one category. Ask the meanings of words you do not know. Be ready to discuss your answers.

patrilineal	exogamous	bride	divorce
line of descent	polygamous	half-sister	close kin
distant kin	kinship	spouse	inheritance
respectable family	monogamous	household	select a mate
potential father	socially acceptable	genealogy	go-between
despised class	marriage arrangement	family ties	

Concerned with	Words
Kinship	
Marriage	

As a class, discuss answers with your instructor.

2. As an assignment, write any new words and meanings in your vocabulary notebook. Add other new words from this unit to your vocabulary notebook as you encounter them. Set aside time for learning them.

Listening: Identifying the structure of a talk

Lecturers have to present information to listeners in a way that is understandable. One way they can do this is by using expressions that show they are **moving from one section of a talk to another**. At the end of a section or a whole talk, they often give a **brief summary** of what they have said before. There are two main advantages in being able to recognise when a lecturer is doing one of these things. Firstly, it gives you a clue that what the speaker is about to say may be very important to the his/her argument, so you know that you should listen with extra concentration. Secondly, it tells you that you may need to take notes. Of course, you may already understand the point the lecturer is about to make, or it may not be important to you in terms of your own purpose for listening, in which case you would listen but not take notes.

Task 4 Markers for structuring and summarising a talk

Here are some markers lecturers use for moving from one section of a talk to another:

Now the next important aspect...	Now, I'd like to talk about...
Let me give you some examples of this...	Having looked at
Let's move on to talk about	Next

Here are some markers speakers use for indicating that they are about to summarise what they have said.

So we have seen that....	In conclusion
We've seen that	In short

Can you add any other markers to these lists?

Work individually. Write these markers in your exercise books.

Task 5- Note-taking from listening

1. Listen to the first part of the talk. It tells about some aspects of the traditional kinship system of the Gurage. It is based on a book by William Shack, called "The Gurage: A people of the ensete culture", published in 1963. The speaker structures and summarises the main points s/he makes using some of the markers we discussed above. Use these markers to help you follow what the speaker says about the key aspects of kinship.

First copy the following framework into your exercise book, leaving plenty of space for writing your answer in each box. Then as you listen complete the note framework in your exercise book.

Organisation of Gurage Society =	
Key aspects of kinship	Example of importance of this aspect of kinship
1. Family = basic unit of Gurage household	
2. Customs related to	
3.	a. Man = seen as potential father b. c.

2. Now compare your notes with a partner's. Improve your own notes.

3. Listen to the second part of the talk. It tells you about the **Marriage Customs of the Gurage**. As you listen, try to identify how the speaker structures the talk and how the main points are summarised. Copy the framework below into your notebook, again leaving plenty of space for your answer. Then, as you listen, write down the main beliefs and customs and include one aspect of unacceptable behaviour related to each belief or custom. Leave a blank space if no unacceptable behaviour is mentioned.

Main beliefs and customs concerning marriage	Unacceptable behaviour
1.	
2.	
3.	
4.	
5.	

4. Now compare your notes with a partner and improve them.
5. Do you think this reflects typical Gurage culture?
6. What changes in customs, beliefs and cultural practices do you think might have taken place in Gurage society over the past 35 years?
7. Do you think that changes in customs, traditions, beliefs and practices are always for the good?

As a class, discuss your answers to 5, 6 and 7 with your instructor.

Part 3 Vocabulary

In the talk, the words **patrilineal**, **exogamous**, **genealogy**, and **line of descent** were used. One way of learning the meanings of words like these is by studying their origin. For instance, the first word has a Latin origin while the second has a Greek origin.

The exercises below give you practice in learning words of Latin and Greek origin used in English. **They are intended for you to do as an assignment.** If you do not know the words, use a dictionary to help you. Write your answers in your vocabulary notebook.

Task 6 Words of Greek and Latin origin

1. Many English words are derived from Latin. If you know the Latin origin of the word or part of the word, it can help you to work out the meaning. e.g.

Fraternity means brotherhood. (**Frater** means brother)

Paternal means fatherly. (**Pater** means father)

The words in Column A are derived from Latin - words related to **mother**. Match the words with their meanings in Column B.

Column A

1. maternal
2. matrilineal
3. matriarch
4. matricide
5. maternity

Column B

- a. mother is the head of the family
- b. organizational system in which the ruler is the mother
- c. related on the mother's side
- d. motherhood
- e. murder of one's mother

Now using this pattern write down other English words and their meanings that come from the Latin words **frater** and **pater**.

2. In Column A are some words of Latin origin. Match these words with words from Column B to make meaningful combinations. In Unit 2 we called these collocations.

Column A

1. maternal
2. paternal
3. matrilineal
4. marital
5. maternity
6. fraternal
7. patriarchal
8. matrimonial

Column B

- a. ceremony
- b. care
- c. affection
- d. clan
- e. system
- f. organization
- g. ward
- h. love
- i. status
- j. vows

3. Other English words are derived partly from Greek. For example, **exo-** means **not related to, is outside of, does not belong to**. Match the following words to their appropriate meanings.

1. exodus not belonging to the same family/ line of descent
2. exogamous drive out or get rid of evil spirits.
3. exorcise going out in great numbers.

4. **Mono** in Greek means one, **poly** means many. Find a word referring to:

1. a belief in one God
2. cultivation of one crop. (What is the opposite?)
3. a man having many wives.
4. a man having one wife
5. a woman having many husbands
6. belief in many Gods
7. a word having several syllables
8. a school teaching various arts or trades
9. a person speaking several languages

5. Words ending in **-cide** refer to killing. These are derived from **Latin**. For example: **patricide** means **killing of one's own father**. Can you work out words for the following?

1. Killing of one's own brother or sister
2. Killing of a whole group of people
3. Murder, or killing of any human being

Part 4 Grammar and writing

Active and passive constructions in descriptive writing

The following tasks will help you to revise active and passive constructions, as well as the use of adverbial expressions to indicate frequency or lack of frequency. When you were in high school, your teachers probably placed most emphasis on studying the rules and changing active constructions to passive constructions or vice versa. In this section, the focus will be on grammar in use and you will therefore practise how we use active and passive constructions in writing descriptions.

Task 7 Using active and passive constructions

1. Individual work. The following examples and questions are based on the listening passages you have just heard. Study them and then write answers to the questions in your notebooks.

Present simple active

What does kinship determine?

Ans: Kinship typically determines all aspects of behaviour.

1. Who does a wife take care of?

Ans: A wife _____

2. What does a marriage encourage a Gurage father to do?

Ans: Marriage _____

3. Why don't women hold permanent membership in the Gurage kinship system?

Ans: They _____ because _____

4. Who controls the production of food for the family?

Ans: _____

5. What does a man often do if his wife does not bear him children?

Ans: He _____

Present simple passive

What is a married man seen as?

Ans: He is normally seen as a potential father.

1. Whose name are children given after two months?

Ans: They _____

2. In the Gurage, who are marriages traditionally arranged by?

Ans: They _____

3. Whose footsteps is a boy expected to follow in?

Ans: He _____

4. What is marriage strongly influenced by?

Ans: It _____ cultural norms.

5. In Gurage genealogy, which line is emphasised?

Ans: The _____

2. Remember that the present simple tense third person singular form must end with **-s**, while the plural form does not require **-s**. A common mistake is for students to write sentences like these. Can you correct them?

- X 1. After two months; the mother come out of confinement. X
- X 2. A husband control the production of food supply. X
- X 3. Every man try to find a mate. X
- X 4. Men divorces their wives very easily. X
- X 5. Something is considered wrong with women who never marries. X



A Gurage bride astride her husband's mule being led by the *mas*. The dress and umbrella are the main items of bridewealth.

Passive verb construction	Agent	Reason for choosing passive
are surrounded by	by massive walls	when we have an inanimate cause (e.g. massive walls) we often use the passive
are made	by builders	it is not important or not known who built them.
(are) held	by each other	there is an inanimate cause.

For the active verbs identify the subjects and work out from the text the reason for the author using the active. Three examples are given for you.

Subject	Active verb construction	Reason for choosing the active.
compounds	create	focuses on compound, not villages,
blocks	can survive	focuses on the blocks, not what they are surviving,
the household	has retired	time narrative Cannot be put in the passive because the people did the action to themselves.

3. Now complete the following sentences to summarise the main distinctions between using the active and using the passive.

We use the active when we want to focus on the _____ of the action.

We use the passive when:

- we don't know _____ did the action or
- it is not _____ who did the action or
- it is not _____ who did the action or
- we don't want to say _____ did the action or
- there is an _____ cause or agent.

Task 8 Analysing how choosing active or passive affects meaning in a text

1. Read the following short extract from a text about traditional Konso villages in southern Ethiopia.

Then copy out in two columns, one for active verbs, one for passive verbs, the verb constructions underlined in the text.

TRADITIONAL DEFENCE AMONG THE KONSO

by Bekalu Molla,

(Ethiopian Herald October 15 1995)

Konso villages have the following characteristics.

First of all the compounds create an overwhelming impression of mystery for the stranger in that they are surrounded by massive walls which are about 7-8 feet thick. The walls are made of carved basalt rocks held together without any mortar or cement. The blocks are well-fitted and cannot be easily dislodged so that they can survive for an extremely long period of time.

Secondly, the entrance is protected and the doors of the compounds are built with security in mind so that the inhabitants can easily see and watch out for their foes approaching from the plains. At night a wooden pole is placed across the entrance to signify that the household has retired for the night and that guests are unwelcome. Anyone who dares to remove the pole is presumed to be a thief.

Thirdly, the village sites are easily defended and people can only reach them along narrow and winding paths. The compound walls curve gradually perhaps because this shape makes them more stable and strong. The various paths within a village interconnect and only the villagers know the intricate ways in which the network of paths relate to each other.

2. Look at your two lists of verb constructions and at the text and decide why the author selected the active or the passive. If you need help in deciding what the author's reason might have been, refer to the **Grammar Summary** on page 61 of this unit.

For the passive verbs, work out from the text who or what the **agent** is and suggest a **reason** for the author using the passive. Three examples are given below.

Grammar summary

1. Active Simple Present

Form: Remember to add **-s** to third person singular

Uses:

We use this tense to express **general truths**. The statements in Task 7 can all be taken as examples of **general statements describing the Gurage social system**.

Other uses of the Simple Present Active include **describing habits, feelings, giving instructions, describing programmed activities, and narrating**. e.g.

- a. He **doesn't usually take** sugar in his coffee. (Expresses habitual actions)
- b. She **generally likes** children. (Expresses feelings)
- c. **Hand in** your assignments tomorrow. (Expresses instructions)
- d. The train to Dire Dawa **leaves** at 8:30 a.m. (Gives a timetable future)
- e. The film star **falls down, he picks up his gun, aims and shoots**. (Narrating)

2. Passive Simple present

Form: am/is/are + past participle form of verb

Uses:

We use the passive form when we **do not know, or it is not known or it is not important to know** who or what did the action; or when we **don't want to say** who did the action, or when there is an **inanimate cause or agent**.

If we want to say who did or what caused the action, we use **by**. e.g.

Children are given names **by** their parents.

3. Indicating the degree of frequency of events

The Present Simple, Active and Passive, are also used with a range of modifiers in order to **indicate the degree of frequency** of certain events. Some examples of modifiers that are used in this way are:

always, generally, mainly, normally, often, traditionally, usually, frequently, sometimes, seldom, occasionally, rarely, never. e.g.

Children are **normally** given names by their parents.

Marriages are **traditionally** arranged by parents.

4. We often need these active and passive verb forms in **academic descriptive writing**.

Time Clauses for descriptive writing

Task 9 Using time clauses

1. The following examples and questions are based on the listening passages you heard before. Study the examples and then write answers to the questions **in full** in your exercise book.

When are Gurage children usually recognized as boys and girls?

Ans: They are recognised as boys and girls only **after they have been named**.

When are Gurage children named?

Ans: They are named **when the mother comes out of confinement**.

1 When does the naming ceremony take place?

Ans: It _____

2 When is a child's death believed to be a particularly bad sign?

Ans: It _____ if _____ when _____

3 When are women taken out of the kinship system?

Ans: They _____

4 At what stage does a Gurage father thoroughly check the background of a girl his son is interested in marrying?

Ans: He _____ before _____

5. When is a father encouraged to include his son in his inheritance?

Ans: He _____

2. Remember that time clauses should not contain future verb forms.. A common mistake is for students to write sentences like these. Can you correct them?

X 1. After the marriage feast will be over, the couple will start their lives together. X

X 2. As soon as a boy will have decided who he wants to marry, he informs his parents. X

X 3. Before a son will be married, no father includes him in the family inheritance. X

X 4. Before a marriage will take place, shimagilles will negotiate between the families. X

X 5. Boys and girls are only recognised after they will have been named. X

Part 5 Reading

Task 11 Critical reading

Work individually. You are going to read part of an article about the Pokot people of Kenya. First read the following questions. Then read the article quickly and answer the questions.

1. What type of publication do you think this article is taken from?
 - a. a Kenyan current affairs journal
 - b. an international academic journal for geographers
 - c. a popular geographical and cultural magazine

What evidence for your answer is there in the text?

2. What kind of reader do you think the article is meant to be read by? What is the evidence in the text for your conclusion?
3. Look at the title, the first paragraph and paragraph 5. Which words does the writer use to express his **attitude towards** (i.e. his reaction to) what is happening to the Pokot culture?

Report your answers to your group.

THE THREATENED WAYS OF KENYA'S POKOT TRIBE: PART 1

by Elizabeth L. Meyerhoff

(Taken from *National Geographic*, Volume 161, January 1982)

- 1 **CROUCHED IN THE CORNER** of Siwareng's smoky hut, I could sense the importance of what was going on. Everyone was absorbed in the ceremony of *Parpara*. Among the Pokot people of Kenya, this ritual is performed before the birth of a first child. Only the older Pokot men and women are allowed to be present. *Parpara* ritually cleanses and purifies the parents-to-be and their extended families; it attempts to exorcise all evil from the unborn child and ensure a healthy baby.
- 2 Lokor, a tribal elder, knew the complex history of Siwareng's family. While the others handed around a wooden mortar, Lokor sang out phrases, each one reciting a fragment from the past of Siwareng or his wife. The people chanted in slow, melodic refrain, voices and rocking bodies joined to will away all badness. Each man, as he passed the bowl, swirled the water and red earth in it with his fingers, blessing the "words" stirred into the bowl. "We came to eat the black goat," Lokor intoned sombrely. He was referring to the slaughter of a goat, a ritual performed years before to pardon a member of Siwareng's clan

Task 10 Using time clauses

1. Now write a paragraph about **Marriage among the Ari**, from Southern Ethiopia, using the jumbled notes given below and choosing the most appropriate tense to complete each sentence.

When Ari boys and girls (be) old enough to marry, _____

As soon as a boy (find) a girl he is interested in marrying, _____

After agreement (reach) between the partners, _____

The marriage feast (hold) _____

The custom (be) that _____

After the wedding (complete), _____

1. the girl's parents may ask her to return home, if they are not happy with her choice
2. he makes sure that she is of good character and equal social status.
3. soon after the partners have agreed to marry.
4. the boy informs his parents that he intends to marry the girl he has chosen
5. they are free to choose their own partners.
6. the girl's parents are only informed a day after the wedding ceremony.

2. Write a similar paragraph **describing the sequence of events in preparing for a cultural event (not a marriage ceremony) you are familiar with.** Remember to use time clauses very carefully.

Grammar summary

1. These activities have shown you another feature of academic descriptive writing. **Events are often indicated in a time sequence.** In order to do this a writer often makes use of **Time Clauses**, with time clause verbs in either:

present simple active or passive
present perfect active or passive

2. Remember not to use **will** in time clauses.



Part 5 Reading

Task 11 Critical reading

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1. What type of publication do you think this article is taken from?
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who had accidentally killed another Pokot. The fire burned lower, but the participants continued singing until dawn.

- 3 Next day, what a different mood prevailed for the climax of *Parpara*! Relatives and neighbours formed a chain of singing dancers, each man holding the waist of the woman in front of him. Old women welcomed the celebrants, blessing them by smearing milk on their foreheads. Villagers streamed into Siwareng's hut to dance around the expectant couple. Siwareng's wife carefully held between her legs the mortar with the magic mixture. At a signal from Lokor, the bowl was tipped over and its contents spilled, carrying away all wrong actions with the stirred-in words and symbolizing easy birth.
- 4 To the Pokot, carrying out communal blessing can bring healing: witchcraft and sorcery can cause illness. After death, and for many generations, a person's spirit still wields power. A moral bond continues to link the living and the dead. Since an ancestor, if angered, can harm a live descendant, elders through their blessings try to appease departed spirits.
- 5 The Pokot are an exceedingly proud people, colourful in personality, appearance and social practice. They constitute a subgroup of the Kalenjin, a Nilo-Hamitic linguistic family. Among the least acculturated tribes of East Africa, the Pokot have traditionally remained aloof from pressures of modernization and development. But new roads through their lands and social progressive change are threatening their fragile and cherished culture.

Task 12 Reading for main ideas

Answer the following questions individually. Write your answers in your exercise book.

1. How important is the *Parpara* ceremony for the Pokot people, according to the writer? How do you know?
2. Does the writer think that change is good for the Pokot people or not? Does she assume that it is inevitable? Do you agree with the writer?
3. How successful do you think the Pokot tribe will be in preserving their cherished culture?

Report your answers to the class.

Task 13 Reading for detail

Write answers to the following questions in your exercise book. Then discuss your answers in groups.

1. True or false?

Decide which statements are correct and which are false, according to what the writer says in the article. Provide evidence for your answers from the text.

1. The *Parpara* is a communal blessing which does not have many different stages, but which lasts a long time.
2. Throughout the *Parpara* ceremony, the mood is sombre and respectful.

2. Reading for inference

1. Why was everyone *absorbed* in the ceremony (paragraph 1)?
2. Why are Siwareng and his wife important to the ceremony?
3. Why are communal blessings given by elders considered important (para 4)?
4. In paragraph 4, what is the *moral bond* that links the living and the dead?

3. Reading for reference

1. What does *others* refer to in "*the others handed around a wooden mortar*" in paragraph 2?
2. In paragraph 3, what two phrases are used to refer to Siwareng and his wife?
3. What is the *magic mixture* in the mortar mentioned in para. 3?
4. In paragraph 3, what does *its* in *its contents spilled* refer to?

4. Vocabulary focus

Find words or phrases in the above article close in meaning to the following. Use clues in the context to help you make your choices.

- | | |
|---|------------------------------|
| feel (paragraph 1) | stir (paragraph 2) |
| carried out (paragraph 2) | high point (paragraph 3) |
| existed (paragraph 3) | flocked or swarmed (para. 3) |
| pacify (paragraph 4) | endanger (paragraph 5) |
| affected by western ideas (paragraph 5) | form (para. 5) |

any words you do not know in your vocabulary notebook.

Task 14 Summarising key ideas

Now scan the second part of the article on the Pokot and write in your exercise book what the writer says about the importance of the following aspects of Pokot culture.

- a. Marriage and kinship ties
- b. Co-operative teams
- c. *Kokwo*
- d. Living by old traditional rules
- e. Stock allocated to women at marriage
- f. Initiation for boys and girls

THE THREATENED WAYS OF KENYA'S POKOT TRIBE: PART 2

6. Two-thirds of the Pokot are farmers who live in the Cherangani Hills, where rainfall is sufficient, though seasonal; the rest are pastoralists of the dry plains on the Rift Valley floor. The two groups share essentially the same social and ritual practices, each making up the other's lacks by trading grain for milk and other animal products. A complex system of marriage and kin ties allows each Pokot family to cultivate fields scattered throughout the area. To guard against crop failure, each family plants different crops at different altitudes. Men and women share work in the fields, and during busy periods the households of a neighbourhood often form cooperative teams working each other's farms in rotation.
7. Pokot men it seems, can always find time to meet with their friends at *Kokwo*. *Kokwo* is a kind of open court for the settling of disputes. Women, for their part, meet at the *ghat*, the communal grinding stone under a big acacia tree. The women attend such serious meetings, sitting separate from the men. Though usually silent at *Kokwo*, they exert a powerful influence at such formal assemblies through gossip and persuasion at home.
8. The Pokot live by rules evolved over generations to make their ways of life secure. They do not condone an individual's resorting to witchcraft or sorcery: Ritual and mystical power - access to the spirits - rests with the community of elders. Prophets, however, are respected. A community may bring gifts to a renowned seer to learn when the rain will come, how to ensure a good crop, or how successful a cattle raid will be.
9. As among the farmers, pastoralist women are allocated enough stock at marriage to take care of their needs. This stock is passed on to their sons, who may eventually use it as part of the bride wealth paid to the wife's family when a man marries. On a typical day women and older girls rise just before dawn to milk their cows and camels. Each woman feeds her own children, usually just milk, but occasionally some grain porridge as well. Coming of age for Pokot boys and girls entails acceptance of long-established rituals. Both sexes eagerly anticipate these rites of passage to adulthood. The timing differs

for male and female initiation, but the sequence and content are basically the same. A two-or three-month procedure, it starts with circumcision for the young men and women. A long period of seclusion follows, leading up to a public celebration, where the participants are presented as new adults.

10. Immediately after initiation, the way is open to a Pokot woman to marry and bear children. Most men, on the other hand, cannot marry for several years after initiation, for it takes time to accumulate sufficient livestock to pay bride wealth. During the quick circumcision operation, publicly performed by an experienced older woman, the girl must not flinch. Having withstood this ordeal, she becomes the pride of her family and neighbourhood. As the initiate walks home, the women sing songs celebrating the honour she has done her family. In their initiation rite, on the one hand, women express an acceptance of the social ideal of obedience to husbands and fathers while on the other they also assert their strength and solidarity as a group, with individual power to use their sexuality as they see fit.
11. The Pokot culture has survived for centuries almost without change. However, nowadays, Western influence is rapidly growing stronger. As a result, the continuation of their cultural practices may be a fading dream. The Pokot are under pressure to assume a more active participatory role in modern Kenya. To assume that life among the Pokot could, or even should, remain unchanged is unrealistic.

Task 15 Reference and information packaging

Refer back to the text. Find in the text the words given in italics below. What ideas in the text do they refer back or forward to? Write your answers in your exercise book.

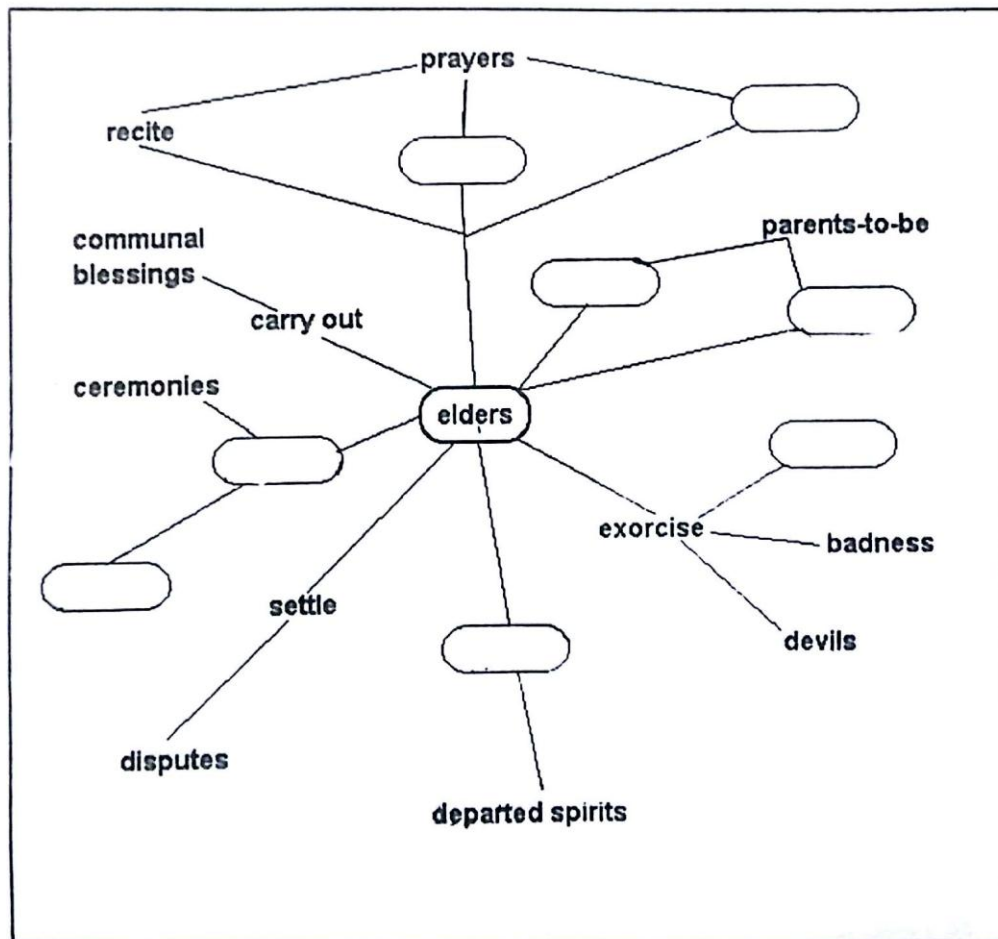
1. The *two groups* share ... (paragraph 6)
2. The women attend *such serious meetings* ... (paragraph 7)
3. Both sexes eagerly anticipate *these rites of passage* ... (paragraph 9)
4. *The sequence and content* are basically the same. (paragraph 9)
5. *It starts with circumcision*... (paragraph 9)
6. *The honour* the girl has done her family. (paragraph 10)

Part-6 Vocabulary

Task 16 Completing a vocabulary network

1. In an earlier task, you practised grouping words into categories according to whether they related to **Kinship** or **Marriage**. Another task required you to identify word meanings by using their origins in Latin or Greek. A further way in which you can learn words is by writing them in the form of a **network** that relates their meanings to other words you already know. Copy into your vocabulary and complete the following network using words from the two texts on the Pokot.

THE ROLES OF POKOT ELDERS



2. Now copy this table into your vocabulary notebook and complete it with words from the network in such a way as to show their essential meanings:

.....	= ways of singing or praying
.....	

.....	= ways of doing or fulfilling
.....	

.....	= ways of making clean
.....	

.....	= ways of solving or resolving
.....	

3. Fill the blanks in the following passage with suitable words from the network you have just completed in 1. above. Write your answer in your exercise book or vocabulary notebook.

Bekalu is a well-known elder at Dilla. Like many other elders who preceded him, he _____ many social and religious functions. He serves as the medium through whom the spirits of dead persons communicate with the living. He _____ many ceremonies, which the people believe enable them to lead a prosperous life. The people of Dilla hate sorcery or witchcraft which to them are simply forms of _____ and Bekalu presides over many cleansing _____ meant to remove _____ from the society. On several occasions, Bekalu has asked the spirits of the ancestors to give the villagers rain. Bekalu then _____ prayers while the people outside the shrine _____ religious songs accompanied by drums. Access to the spirits enables Bekalu to _____ the angered spirits of ancestors who could bring about disaster in the village. Furthermore, Bekalu is also called upon to _____ a variety of marriage, land and other disputes.

In this unit

- listening for detail
- Present Simple v Present Continuous
- key terms for different branches of technology
- strong and weak forms of auxiliary verbs

2 In which of the core units will these topics be covered?

- 1 the properties of concrete
- 2 computer application software
- 3 forces on a structure
- 4 calculus
- 5 report writing

3 Work in pairs. Ask and answer the questions.

- 1 What choice do students have if they successfully complete the course?
- 2 Is this course similar to engineering courses in your country?
- 3 Would you like to follow this course?

Listening

The course

1 Look at Alec's timetable below. Some of the information is missing. Before you listen, answer the questions about the timetable.

- 1 What time do classes start each day?
- 2 Which room is Maths in?
- 3 Who teaches Calculus?
- 4 What do students do on Tuesdays and Thursdays?

2 Listen to part 1 of the interview. Answer the questions.

- 1 Which stage of the course is Alec at?
- 2 How many women are taking the course?
- 3 What age was he when he left school?
- 4 Which subject did he enjoy most at school?
- 5 What job did he do when he left school?

3 Listen to part 2 of the interview. Fill gaps 1–8 in the timetable.

4 Here are the interviewer's questions from part 3 of the interview. Predict how Alec answers them. Then listen to part 3 and check your answers.

- 1 What do you hope to do at the end of your course?
- 2 What kind of degree will you take?
- 3 How long will it take?
- 4 When you start work as a civil engineer, what do you want to build – houses, or big structures like bridges and roads?

5 Write your own timetable in English, including the following information:

- course title
- lesson times
- subjects
- names of teachers
- self-study time and free periods



Civil engineering, Semester 2

	09.00–11.00	11.15–12.15	13.15–14.15	14.30–16.30
Mon	_____ ¹ 3.1 H.Lomax	Maths 4.5 B.Davis	_____ ² G2 Wei Ming	Civil engineering Materials Labs 4.4 D.Cowan
Tue	SELF-STUDY			
Wed	Calculus 4.2 B.Davis	_____ ³ 4.5 J.Bell	_____ ⁴ 4.5 J.Bell	FREE
Thur	SELF-STUDY			
Fri	_____ ⁵ G4 C.Doyle	_____ ⁶ G4 D.Cowan	_____ ⁷ G4 D.Cowan	_____ ⁸ G4 D.Cowan

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Tue	SELF-STUDY			
Wed	Calculus	_____ ³	_____ ⁴	FREE
	4.2	4.5	4.5	
	B.Davis	J.Bell	J.Bell	
Thur	SELF-STUDY			
Fri	_____ ⁵	_____ ⁶	_____ ⁷	_____ ⁸
	G4	G4	G4	G4
	C.Doyle	D.Cowan	D.Cowan	D.Cowan

8% of engineering students on university courses in the USA in 2004 were female



nology

Language spot

Present Simple v Present Continuous

● Study these examples from the interview. Why is the Present Continuous used for sentences 1–4 and Present Simple for sentences 5–8?

- 1 *You're doing an HND in Civil Engineering.*
- 2 *What's the company working on?*
- 3 *They're turning an old office building into a night club...*
- 4 *I'm doing a project on a new bridge...*

- 5 *I have classes three days a week...*
- 6 *I really enjoy it.*
- 7 *I like the maths and physics side of it...*
- 8 *I want to go on to do the degree.*

● We use the Present Continuous for things that are happening now and for a limited period around now:
I'm studying Civil Engineering.

● We use the Present Simple for things which are always true:
Copper conducts electricity.

for repeated actions, habits, and events:
We finish early on Wednesdays.

with verbs that describe thinking and feeling:
I like calculus.

Go to **Grammar reference** p.115

Put the verb in the sentences in the correct tense, Present Simple or Present Continuous.

- 1 Ms Davis _____ (teach) Maths.
- 2 Classes _____ (start) at nine o'clock.
- 3 Alec _____ (take) an HND course.
- 4 He _____ (study) at Telford College this year.

9 They _____ (think) it will increase the amount of traffic near their homes.

10 The old bridge _____ (carry) ten times the traffic it was designed to carry.

2 Answer these questions about yourself with complete sentences. Use the timetable you wrote in **5** on p.11 to help.

- 1 What are you studying?
- 2 Where are you studying?
- 3 How long is your course?
- 4 Is it part-time or full-time?
- 5 What qualification do you get when you complete the course?
- 6 What are the main subjects?
- 7 Which subject do you find most difficult?
- 8 Why do you find it difficult?
- 9 Which subject do you enjoy most?
- 10 How many classes do you have each week?
- 11 When do your classes start each day?
- 12 When do they finish?
- 13 Do you have any self-study time?
- 14 What do you hope to do when you finish your course?

3 Ask the same questions to your partner.

4 Using your answers to **2**, complete the gaps in this description.

I'm studying _____¹ at _____². It's a _____³ _____⁴. When I complete the course, I will get a _____⁵.
The main subjects are _____⁶. The subject I find

18% of engineering students on university courses in the USA in 2004 were female



nology

● Language spot

Present Simple v Present Continuous

● Study these examples from the interview. Why is the Present Continuous used for sentences 1–4 and Present Simple for sentences 5–8?

- 1 *You're doing an HND in Civil Engineering.*
- 2 *What's the company working on?*
- 3 *They're turning an old office building into a night club ...*
- 4 *I'm doing a project on a new bridge ...*

- 5 *I have classes three days a week ...*
- 6 *I really enjoy it.*
- 7 *I like the maths and physics side of it ...*
- 8 *I want to go on to do the degree.*

● We use the Present Continuous for things that are happening now and for a limited period around now:
I'm studying Civil Engineering.

● We use the Present Simple for things which are always true:
Copper conducts electricity.

for repeated actions, habits, and events:
We finish early on Wednesdays.

with verbs that describe thinking and feeling:
I like calculus.

» Go to **Grammar reference** p.115

1 Put the verb in the sentences in the correct tense, Present Simple or Present Continuous.

- 1 Ms Davis _____ (teach) Maths.
- 2 Classes _____ (start) at nine o'clock.
- 3 Alec _____ (take) an HND course.
- 4 He _____ (study) at Telford College this year.
- 5 On Tuesdays, he _____ (study) in the library.
- 6 He _____ (want) to be a Civil Engineer.
- 7 He _____ (work) on a project about a new bridge.
- 8 A lot of local people _____ (not / like) the proposal.

9 They _____ (think) it will increase the amount of traffic near their homes.

10 The old bridge _____ (carry) ten times the traffic it was designed to carry.

2 Answer these questions about yourself with complete sentences. Use the timetable you wrote in **5** on p.11 to help.

- 1 What are you studying?
- 2 Where are you studying?
- 3 How long is your course?
- 4 Is it part-time or full-time?
- 5 What qualification do you get when you complete the course?
- 6 What are the main subjects?
- 7 Which subject do you find most difficult?
- 8 Why do you find it difficult?
- 9 Which subject do you enjoy most?
- 10 How many classes do you have each week?
- 11 When do your classes start each day?
- 12 When do they finish?
- 13 Do you have any self-study time?
- 14 What do you hope to do when you finish your course?

3 Ask the same questions to your partner.

4 Using your answers to **2**, complete the gaps in this description.

I'm studying _____¹ at _____². It's a _____³ _____⁴. When I complete the course, I will get a _____⁵.

The main subjects are _____⁶. The subject I find most difficult is _____⁷. I find it difficult because _____⁸. The subject I enjoy most is _____⁹.

I have _____¹⁰ classes each week. Classes start each day at _____¹¹ and finish at _____¹². I _____¹³. When I finish my course, I hope to _____¹⁴.

Pronunciation

Strong and weak forms of auxiliary verbs

Auxiliary verbs have strong and weak forms.

- 1 Listen to the examples.

Does Alec like Maths? *Yes, he **does**.*

Is he in his first year? *Yes, he **is**.*

We use the strong form when the auxiliary verb is stressed, as in the short answers in the examples. The weak form is used when the auxiliary is not stressed. This is usually in *Yes / No* questions.

- 2 Answer the questions about Alec.

- 1 Is he studying to be an engineer? *Yes, he is.*
- 2 Are there any women in his class? _____
- 3 Does his course take two years? _____
- 4 Can he start a degree after six months? _____
- 5 Has he got acceptance from two universities? _____
- 6 Does he have to pass all the modules? _____
- 7 Will it take him four years to complete the BEng? _____
- 8 Has he got any lab work on his course? _____

- 3 Now listen to the questions and answers. Underline the strong forms.

- 4 Work in pairs. Ask and answer questions 1–8 about yourself. Give extra information if possible.

EXAMPLE

A *Are you studying to be an engineer?*

B *Yes, I am. I'd like to be a civil engineer.*

- 1 Do you like your course?
- 2 Are there any women in your class?
- 3 Have you got any lab work on your course?
- 4 Is there any project work on your course?
- 5 Does your course take two years?
- 6 Do you have to pass all the modules?
- 7 Can you start a degree after your course?
- 8 Will you look for a job after your course?

Pairwork

Work in pairs, A and B. Each of you has part of a timetable for a student taking a diploma in computing support. Exchange information with your partner by asking and answering questions. Complete the table.

Student A Go to p.110.

Student B



	09.00–11.00	11.15–13.00	14.00–15.30	15.30–16.30
Mon	SELF-STUDY			
Tues	Tutorial _____	Hardware installation & maintenance R110	Client operating systems R102	_____
Wed	Computer operating systems R105	Structured programming _____	_____	_____
Thur	IT applications R107	_____	Computer architecture A104	Free
Fri	_____ R105	Communication skills _____	Free	Free

Problem-solving

1 Pictures A–H represent different branches of technology. Match each picture to sentences 1–8.

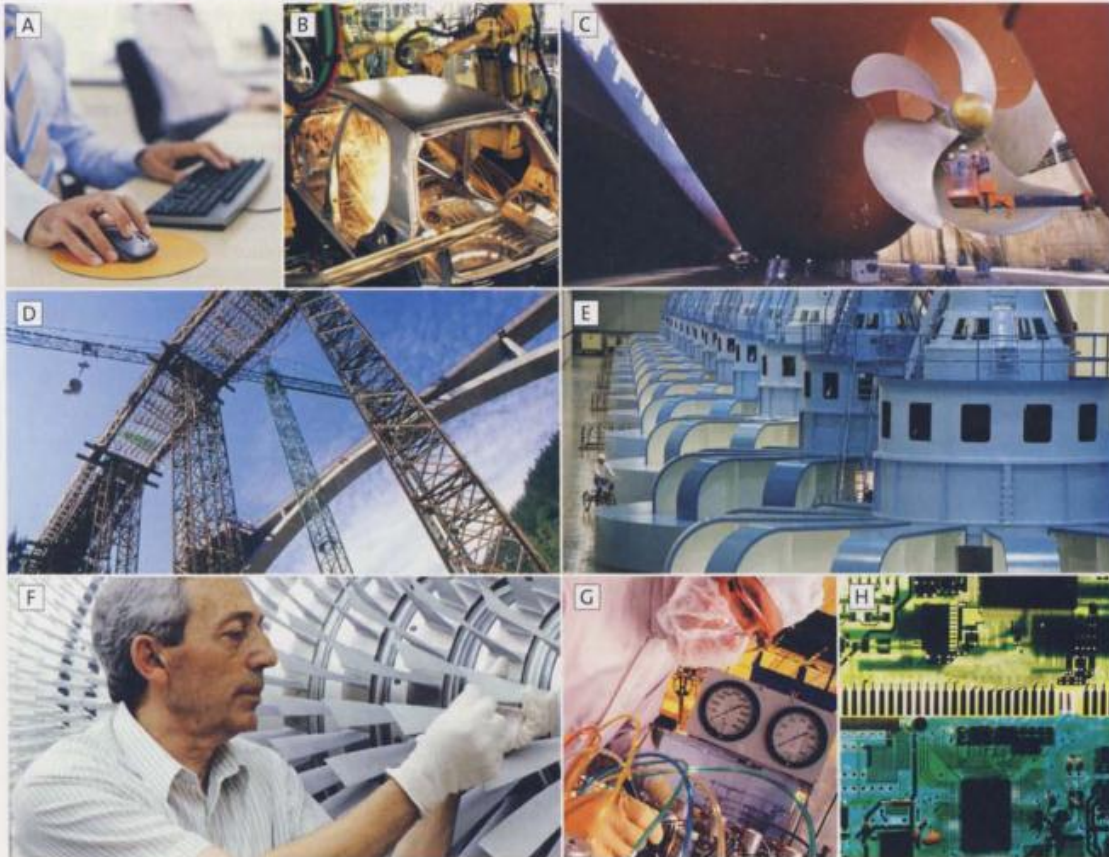
- 1 Electrical engineering is about generating and supplying power.
- 2 Electronic engineering is about designing and making machines that use electric power.
- 3 Civil engineering is about designing, building, and looking after structures.
- 4 Marine engineering is applying engineering to take advantage of the sea.
- 5 Manufacturing engineering is about making useful things from raw materials.

6 Mechanical engineering is about designing and making all the parts of machines that move. That could mean rocket science or bike design – and everything in between.

7 Chemical engineering is about using the processes which change materials in a chemical or physical way. The science behind these processes helps to find out the best way to make the right products.

8 Information technology is about using computers for collecting, storing, and sending information.

2 Work in groups of three or four. Make a list of as many other branches of technology as you can. Try to explain them in English.



Webquest

- 1 Study the course description and complete the table.

Hornby College of Technology

Foundation Degree 1563: Computing – Web technology

What are the entry requirements?

An A-level qualification, but we will consider other qualifications including any work experience you have. Prior knowledge of computing can be helpful.

How long does the course last?

Three years.

What can I do with this qualification?

Further study:

You can go on to take an Honours degree in Computer studies at a university. This needs just one more year of full-time study.

Career:

This degree gives you the chance to work in commerce, industry, entertainment, and the public sector. There are job opportunities in traditional areas of computing as well as web development, making digital images for animation, and computer games.

College or University

Course

Entry qualifications

Length

Career prospects

- 2 Work in groups. Search one of these sites each for a course you find interesting. Note the information in a table similar to that in 1.

- www.hereford-tech.ac.uk
- www.dudleycol.ac.uk
- www.uts.edu.au
- www.ttu.edu
- www.unitec.ac.nz

- 3 Share your information and try to agree on the best course. Then explain your choice to the other groups.

Checklist

Assess your progress in this unit.

Tick (✓) the statements which are true.

- I know key terms for different branches of technology
- I understand the difference: Present Simple v Present Continuous
- I understand the difference: strong and weak forms of auxiliary verbs
- My reading and listening are good enough to understand most of each text in this unit

Key words

Adverb

overseas

Nouns

architecture
career
construction
course
lab
manufacturing
qualification
research
semester
structure
subject
technician
traffic

Verb

present

Note here anything about how English is used in technology that is **new** to you.

3 Design

Switch on

Look at products A–F in pairs. Answer the questions for each product.

- 1 What is it?
- 2 Who uses it?
- 3 What do you think makes the design good or bad?



In this unit

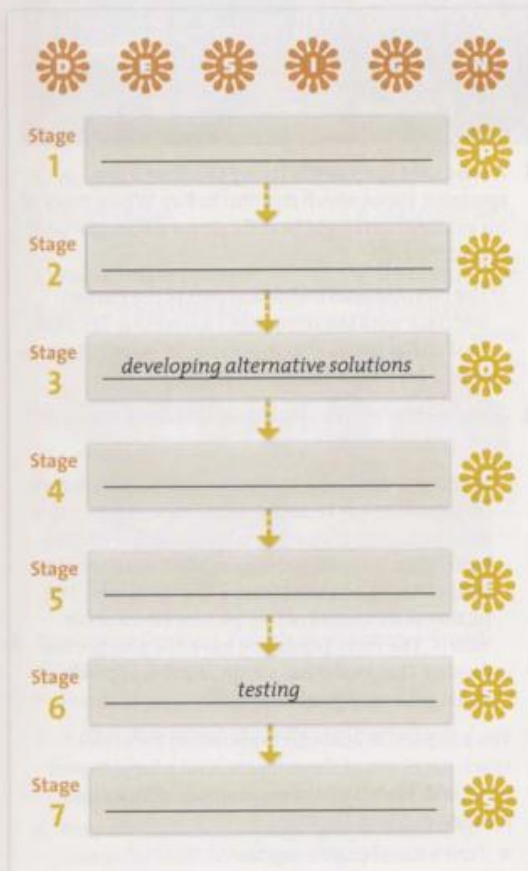
- key terms in design
- speaking and writing about design requirements
- how to ask *Yes / No* and Information questions
- listening to and reading about designers describing their work
- using your search skills to find out about the work of famous designers

Listening

The design process

- 1 Listen to a designer talking about the design process. Complete the missing stages by choosing from the list.

- choosing a solution
- evaluating
- investigating
- realization
- the design brief



- 2 Match the questions to each stage in the design process. There is more than one question for some stages.

EXAMPLE

Question **Stage**
Is it safe? 6 *testing*

- What are the most suitable materials?
- Does it work?
- What exactly is required?
- How well does it match the brief?
- How will the product look?
- Is this the best design?
- How many ways are there to solve this problem?
- How can we make a prototype?
- Can it be improved?

Language spot

Question types

- *Yes / No* and information questions
 When we want the answer *Yes* or *No*, we ask questions like these:

Does it work?

Is it safe?

- For specific information, we ask questions like these:

How will the product look?

What materials are available?

- *Yes / No* questions start with an **auxiliary verb** (*can, do, has, is, will, etc.*) which is followed by the **subject**:

Did you test it?

- Information questions start with a **Wh- question word** (*what, where, when, which, who, why, or with how, how much, how many, how long, etc.*). Note the auxiliary verb and the word order when the question word is the object:

What does he design?

» Go to **Grammar reference** p.116

3 Design

1 Make the statements into Yes / No questions.

- 1 It's safe.
- 2 It works well.
- 3 You can mould some plastics easily.
- 4 She made a model.
- 5 He has designed a lot of products.
- 6 You design sports equipment.
- 7 The materials are available.
- 8 He built a prototype.
- 9 They've drawn a lot of sketches.
- 10 She thinks nylon is the best choice.

2 Ask information questions to get the answers.

- 1 Where _____?
She works in London.
- 2 When _____?
She moved there in 2006.
- 3 What _____?
She designs mobile phones.
- 4 Who _____?
I work with a team.
- 5 Which material _____?
We use plastic.
- 6 Why _____?
Because it's easy to mould.
- 7 How _____?
This model weighs 120 grammes.
- 8 How _____?
It costs €400.
- 9 How _____?
It has more than twenty functions.
- 10 Where _____?
You can buy it anywhere.

Customer care

Using non-specialist language



1 A computer specialist is trying to advise a non-specialist about which monitor to buy. Which parts of his explanation might be difficult for a non-specialist to understand?

“The monitor is an important part of the human interface with the computer. I advise this TFT XGA 19-inch flat panel. This model has 1024 by 768 pixels so you get a high-resolution display.”

2 Compare this version. Has the specialist missed out anything important?

“When you work on a computer, the monitor is very important. It has to be the right size and give you a clear picture so it's comfortable to work with. The screen size is measured diagonally from one corner to another. You need at least a 19-inch screen. The picture is composed of tiny picture elements or 'pixels'. The more pixels you have, the sharper the display. This model has a high number of pixels so you'll get a very good display.”

3 Work in pairs. Prepare an explanation for a non-specialist of one of these topics or on a topic in your own field. Then try your explanation with a new partner.

- how a diesel engine works
- how a semiconductor works
- how GPS works
- how a nuclear power station works

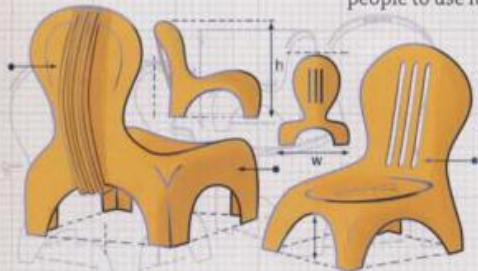
You see things and you say 'Why?'. But a designer dreams things that never were and says 'Why not?'.
George Bernard Shaw adapted by Dick Powell

It's my job

- 1 Study the requirements in the design brief for Kenneth Blake, a Furniture Designer. Then match each requirement to the correct reason.

Product: garden chair

Requirement	Reason
1 lightweight	a stores easily in winter
2 strong	b spends most of the time outside
3 stackable	c supports heavy adults
4 available in a range of colours	d keeps manufacturing costs low
5 durable	e easy to lift
6 comfortable	f competes with rivals
7 easy to mass-produce	g looks attractive
8 sells for less than €20	h encourages people to use it



- 2 Read about Kenneth. Complete sentences 1–6 with words from the text.
- 1 Plastic is very hard-wearing – it's _____.
 - 2 A company which competes with yours is a _____.
 - 3 A _____ helps to make a structure stronger.
 - 4 Kenneth _____ his designs first and then makes finished drawings.
 - 5 You can make hundreds of plastic chairs from one _____.
 - 6 A _____ is a model which is ready for testing.

Kenneth Blake: Furniture Designer

I decided to use plastic because it's durable. You can make it in a lot of colours and it's easy to mass-produce plastic items.

I went to the local garden centre to examine the chairs other companies made, the rival products, and to find out their cost – about €20. I bought three different models. I wanted a chair without arms so I cut the arms off one. This made the back too weak so I added vertical supports to make the back stronger.

I sketched my designs on paper, and from these I produced technical drawings with all the dimensions. I made a full-scale model to make sure the chair looked good and was comfortable. Then I transferred my drawings to a 3-D computer modelling program, and sent a copy by file transfer to the moulding company.

They made a mould and sent me a prototype chair. I added more supports to the back and the chair was ready to produce.



- 3 Write questions to ask Kenneth about his design. The answers should be in the text above.
- EXAMPLES
- Why did you go to the garden centre?*
How much do garden chairs cost?
Did you make a model?
- 4 Now practise your questions in pairs. Take turns to ask and answer.



Gadget box

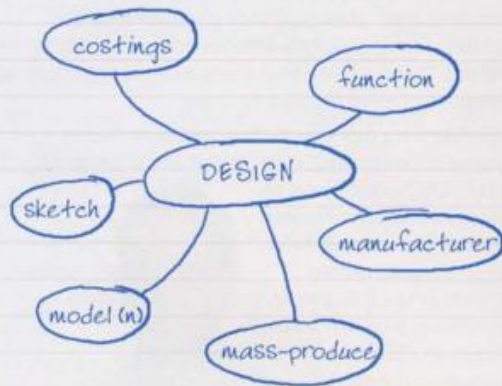
This wall-mounted CD player was designed by Japanese designer Naoto Fukasawa just for fun in 1999. Now it is one of the top selling products at Muji.

Why do you think this design is so successful?

Listening

Working with design

- 1 You are going to hear three people talking about their work with design. Before you listen, find out how each of the words in the diagram below relates to design. Use the Glossary on p.131 to help.



- 2 Now listen and note the answers to the questions.

A Karl

- 1 What does he design?
- 2 What two things does he think about when he's designing?
- 3 What does he start with?

B Martin

- 4 What does he design?
- 5 What two things does he have to balance?
- 6 What does he start with?

C Hilary

- 7 What does she do?
- 8 What two groups does she work with?
- 9 What does she have to work out?

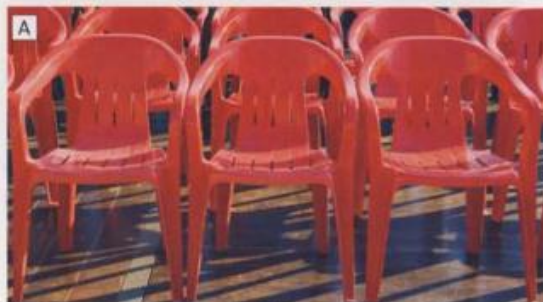
- 3 Work in pairs. Write down as much as you can of what Karl says. Help each other to make a complete and accurate version. Then compare with the Listening script on p.125.

Problem-solving

- 1 Work in small groups. Look at the designs for chairs which are used in a room intended both for lectures and for indoor sports. List the advantages and disadvantages of each model.

Useful language

It's too heavy. *It looks comfortable.*
It's not strong enough. *You can stack it. It's stackable.*



- 2 In your groups, design a chair for use in classrooms in your school or college. Sketch your solution and present it to the class. Decide which chair is the most suitable.

Checklist

Assess your progress in this unit.
Tick (✓) the statements which are true.

- I know key terms for the main stages in the design process
- I can ask *Yes / No* and Information questions accurately
- I can explain using non-specialist language
- My reading and listening are good enough to understand most of each text in this unit

Pairwork

- 1 Work in pairs, A and B. Each of you has information about one designer. Complete the table below for your designer and exchange information with your partner by asking and answering questions.

Student A Go to p.110.

	Student A's designer	Student B's designer
Name		
Dates		
Nationality		
Famous for designing		

Student B

Ferdinand Porsche (1875–1951), Austrian car designer who contributed to the design of the first Volkswagen and the Auto Union racing cars.

- 2 In your pairs, find out the same information about these designers.



These sites may help you:

- www.tinyurl.com/qat7n
- www.wikipedia.org

Key words

Adjectives

rival
vertical

Nouns

brief
costings
function
manufacturer
model
mould
product
prototype
support

Verbs

evaluate
investigate
mass-produce
sketch

Note here anything about how English is used in technology that is new to you.

Listening scripts

Unit 1

Listening – Technology and work

1

I can get patients' lab results – blood and biochemistry – through the Health Service intranet. No delays, no need to wait for paper copies. It's much faster.

2

My students can use the Internet to practise their German. They exchange emails with German students – half the time in English, half in German. It's more realistic. And I can use the Web to get up-to-date material in German. I have a satellite receiver at home so I can watch German TV and record programmes for use in class.

3

People pay with plastic. Now it's more cards than cash. It's safer because there's less money in the shop but I have to pay the card companies each time. And I don't get my money if someone uses a stolen card.

4

It's not good. My sales are much worse. Instead of buying CDs, people download individual tracks from the Internet.

Pronunciation – Word stress

1 machine	7 technician
2 machinery	8 technology
3 mechanics	9 electron
4 mechanic	10 electronics
5 mechanical	11 electrical
6 technical	12 electrician

Unit 2

Listening – The course – part 1

I=Interviewer, A=Alec

I You're doing an HND in Civil engineering. How long does that last?

A It's a two-year course.

I And what stage are you at now?

A I'm in the second semester of the first year.

I How many students are in the group?

A There are eight, all men.

I Why did you decide to do this course?

A I left school at seventeen and started off as an Architectural Technician and...

I What did that involve, being an Architectural Technician?

A Doing all the technical drawings for the architects, things like that. We used a program called Autocad.

I And what took you into that line of business?

A Well, I was interested in architecture. My best subject at school, the one I enjoyed most, was Graphic communication. I decided to try to get a career using that. So, I went into an architect's office and was there for four years before I decided to start my HND.

The course – part 2

I Tell me about your timetable.

A I have classes three days a week – Monday, Wednesday, and Friday, and Self-study on the other days.

I Which subject appeals to you most?

A Erm, the Theory of structures. I really enjoy it. That's twice on a Monday – Monday morning first thing and on Monday afternoon.

I What do you like about it?

A I like the maths and physics side of it, how the structure actually works.

I Is any of the work in the lab?

A We've got Materials this semester. We're in the lab every week – testing concrete and that sort of thing. On Fridays, there's Project work from 11.15 for most of the day. I've been at a structural engineering company learning how a civil engineering project is run.

I What's the company working on?

A They're turning an old office building into a nightclub, restaurant, and five-star hotel. It's interesting to get on site and to speak to the engineers.

I What's Complex communications on Wednesday?

A Before and after lunch? It's about language. You have to pick something to do with engineering and write a report about it. Then present it to the other students.

I What have you chosen?

A I'm doing a project on a new bridge over the Forth, right here in Scotland. There's

a lot of public opposition.

I Do we need a new bridge?

A Yes, the research I've done shows the present bridge is carrying ten times the amount of traffic it was designed for.

I What's Fluid mechanics on Friday morning?

A Er, it's how fluids behave, water pressure on pipes, and that sort of thing. It's one of the hardest subjects.

I Do you find you have a lot of work to do outside the course?

A Yes, it's not particularly hard but it's constant.

I And how is it assessed?

A It's modular, continuous assessment. You have to pass all the modules.

The course – part 3

I What do you hope to do at the end of your course?

A Well, I want to go on to do the degree.

I What kind of degree will you take?

A I'd like to do Structural engineering, a BEng. I've got acceptance from two universities. I can start once I've finished one year of my HND.

I How long will it take?

A It's four years for a BEng.

I When you start work as a Civil Engineer, what do you want to build – houses or big structures like bridges and roads?

A I'm more interested in the big structures like bridges.

I You may have to go overseas for that.

A That's one reason why I chose this career. That you can travel. There's a lot of opportunities to go overseas.

Pronunciation – Strong and weak forms of auxiliary verbs

1

Does Alec like Maths? Yes, he *does*.

Is he in his first year? Yes, he *is*.

3

1 Is he studying to be an engineer? Yes, he *is*.

2 Are there any women in his class? No, there *aren't*.

3 Does his course take two years? Yes, it *does*.

4 Can he start a degree after six months? No, he *can't*.

Annex ‘Q’

Sample Unit Taken from Communicative English Module (Module dispatched to Public universities in 2019)

UNIT 1: Study Skills

Unit introduction

The purpose of this unit is to familiarize you with the skills and academic practices that you need to develop as university students. The unit revolves around two important aspects of academic study, namely, taking notes while listening to lectures and reading for academic study. The various activities in the unit thus are geared towards helping you to take effective notes during lectures and to practice reading for different purposes.

Objectives

By the end of this unit, you will be able to:

- find out what is involved in a lecture;
- take lecture notes by listening to a talk;
- give advice using appropriate language;
- identify the various purposes for reading;
- read and make notes;
- use the present perfect tense appropriately and correctly;
- write a paragraph reflecting on your reading experience;
- expand your vocabulary knowledge; and
- reflect on your learning and self-assess your progress.

1.1 Listening: What is a lecture?

While studying at university, you will be exposed to a lot of information in relation to your field of study. This information will reach you mainly through reading and listening to lectures. However, it will not be possible for you to remember all the information that you have read or heard later when you want to use it for different purposes, for example, to answer questions during examinations. This means that you need to take notes when reading and listening to lectures. Thus, taking notes is an important skill that you need to develop in order to be

successful in your university studies. In this unit, you will listen to a talk on how to take lecture notes and practice the skill of taking notes.

Activity 1.1.1: A short survey

1. As mentioned earlier, note taking is one important study skill you need to develop, but it is not the only type of study skill you need to be successful as a student. There are other study skills such as time management and organizing information. Read the list of studying habits or skills of highly effective students in the table below, and put a tick mark against the habits that you have already developed.
2. If there are any habits you haven't already developed, decide whether you want to develop them or not and explain the reasons to your neighbor. Put a tick mark under the 'Yes' or 'No' columns in the table to show your decisions.

No.	Habits	Already developed	Want to develop in future	
			Yes	No
1.	They do not attempt to cram all their study into one session.			
2.	They plan when they are going to study.			
3.	They study at the same time.			
4.	They have study time that has a specific goal.			
5.	They never procrastinate their planned study session.			
6.	They start with the most difficult subject first.			
7.	They always review notes before starting an assignment.			
8.	They make sure they are not distracted while they are studying.			
9.	They use study groups effectively.			
10.	They review their notes, schoolwork and other class materials over the weekend.			

Activity 1.1.2: Pre-listening

Before you listen to the talk, look at the following questions and discuss your answers in groups of three or four. One student will report the results of your discussion to the whole class.

1. What is a lecture?
2. Who gives a lecture?
3. Have you listened to lectures before? When? Where?
4. If you have, what did you do during the lecture apart from listening?
5. What do the following words mean? (Your teacher will help you if you do not know their meanings.)

Transient distractions verbatim cues discriminating

Activity 1.1.3: While-listening

1. Now listen to the talk once and, as you listen, match the things that you have to do in column A with the purposes for doing them in column B.

A (What you do)	B (Purpose for doing)
1. If possible, read on the subject before attending the lecture. _____	a. to get an indication of the structure of the lecture and to be able to organize your notes
2. Sit near the front of the room as much as possible. _____	b. to refresh your memory and make your notes more complete with points that you did not have time to write down during the lecture
3. Listen carefully to the introduction to the lecture. _____	c. to focus on what is important and most relevant
4. Look and listen for cues from the lecturer. _____	d. to understand the subject and make it easier for you to take notes
5. As soon as possible, review your notes after the lecture. _____	e. to concentrate and make it easier for you to see and hear

Check your answers with those of another student.

2. Listen to the talk again, take notes and answer the questions below individually. Then, discuss your answers in groups of three.

When taking notes, remember the following points:

- Do not try to write down everything that the lecturer says. Focus only on the main points and important details
- Do not try to take notes in complete sentences. Use words and phrases.
- As much as possible, use abbreviations (shortened forms of words) and symbols instead of writing words in full.

Look at the questions for one minute before you listen.

1. What areas does the speaker say the talk will focus on?
2. What is the difference between the spoken language and reading?
3. In what ways may lecturers be different?
4. Why should you make a note of the topic, the lecturer and the date during note taking?
5. What are some of the ways in which lecturers can assist you in taking notes?
6. What will happen if you try to write down everything?

Activity 1.1.4: Post-listening

1. Write a paragraph of about 100 words explaining some of the problems you face when you listen to a lecture. Before you start writing the paragraph, plan the content of your paragraph in an outline form, write your paragraph based on your plan, and revise and edit it before you read it to a neighbor or to the whole class. You can also give your paragraph to a classmate who can give you feedback on the language of your paragraph.

1.2 Grammar focus: Modals and infinitives for giving advice

Look at the following sentences taken from the listening talk, and in pairs, tell each other the purpose of the sentences.

- a. Try to prepare yourself in advance.
- b. Sit near the front of the room.
- c. You should be able to work out the important themes of the lecture.
- d. You should not try to write down every word that the lecturer says.

Note that each of the sentences advises you on how best you can take lecture notes. They do this with the use of infinitives (**Try**, **Sit**) and **should** (**should not**). Two other ways of giving advice include the use of **ought to** and **had better**.

Example: You ought to work very hard.

You had better work very hard.

Note: **Should** and **ought to** express similar meaning. **Had better** is sometimes used when we want to make the advice stronger to indicate that the advice we give is really important.

Activity 1.2.1: Sentence completion

Complete the following sentences by choosing the correct word or phrase from the alternatives given.

1. I need a quiet place to study. Where _____ (I should/ ought to I/ should I) go?
2. The airline allows only two pieces of luggage. You _____ (had better not/ better not/had not better) pack too much or you will have to take some of it out at the airport.
3. A: I think that the grade my teacher gave me on my test is wrong.
B: Really? You _____ (ought talk/should to talk/ought to talk) to her after class today.
4. It is raining and I don't want to get my dress wet. I (had better not bring/had better to bring/had better bring) an umbrella.
5. A: I'm very hot.
B: You _____ (should take off/ought take off/better had) your coat.
6. I did not understand much in the last lecture. I _____ (ought read/had better read/had read better) more on the topic.

Activity 1.2.2: Completing short dialogues

In pairs, take turns and give advice to each other using the cues given below. Use the three ways of giving advice you practiced above. The first one has been done for you as an example.

1. Aman: I want to speak English more fluently.

Muna: You should practice speaking every day.

2. Aman: I'm adding weight recently.

Muna: _____.

3. Aman: My parents send me money but I'm always broke.

Muna: _____.

4. Aman: I'm not feeling well.

Muna: _____.

5. Aman: I can't study in the dorm. The other students talk too much.

Muna: _____.

6. Aman: I want to join a good department next year.

Muna: _____.

7. Aman: I find it difficult to get up early in the morning.

Muna: _____.

8. Aman: I spend a lot of time watching television every day.

Muna: _____.

9. Aman: I'm feeling bored this afternoon.

Muna: _____.

10. Aman: I keep losing my mobile phones. I lost two mobile phones last month alone.

Muna: _____.

1.3 Reading: Reading for study

Activity 1.3.1: Preparing for reading

Look at the first three questions below and answer them individually. Then discuss your answers in groups of three. Report your answers to the class.

1. What is reading?
2. Is reading an article in a newspaper the same as reading a book in your field of study? Explain.
3. Do you think reading for your study at university will be different from reading at high school? How is it the same or different?
4. Find out the meanings of the following words with the help of your teacher.

invaluable

scan

skim

assimilate

repertoire

Activity 1.3.2: Reading for understanding

1. Read the following text and answer the questions below it.

Reading for Study

Reading is a fundamental aspect of academic work. It is likely to be the major way to gather information about the discipline you are studying and it is a very valuable skill to enhance and develop at university or college. One of the routes to develop the ability to think about and describe the world in terms of a particular approach is through reading. Reading will provide an understanding of the academic discipline being studied. Ultimately it will be one of the keys that unlock the door to a career as a business manager, psychologist, engineer, chemist, teacher, scientist and so on. As well as guiding you through your course, it will be an invaluable learning tool in the world of employment. Reading opens up the possibility of gaining access to and an understanding of the thinking of all the people who have developed models and theories or written about a particular discipline.

One of the principal objectives of reading for study is to gather ideas and information and to assimilate them into your own view of the world, and then to be able to express that view through the assessment program or in seminars. Only by doing this can you understand a subject. During your time at university or college you will need to approach your reading very intelligently and diligently by putting considerable effort into it.

As a student it is important to recognize that reading may be the most demanding work you do at university or college and that a huge volume of reading will be required to pass a course. Almost certainly reading strategies need to be developed in order to get through the amount of reading to be done. For some people it may be a matter of changing perceptions about reading. For example, on entering a library some students will think ‘Oh no, look at all these books to read!, while others will think ‘Oh wow, look at all these books to read – where shall I start? Let me get going!’.

Over the years authors have identified, described and analyzed the issues relevant to a particular area of study, such as business, philosophy, botany, education and psychology. Within each discipline theorists examine a subject from a number of viewpoints, identifying key themes and issues and embodying certain assumptions. One of the particular advantages of reading is that in many instances it is possible, through books, to read the original works of an author. The written word is still the main way of accessing academic debate in all fields of study. Through reading, it is possible to discover the fundamentals and essential aspects of a subject, its basic assumptions, the facts upon which it is built and how these are examined and approached.

Purposes for reading

A student will read for many different reasons, and it is important to remember that the way reading is approached should change depending on the purpose. Glancing through a newspaper to pick out the main news items is quicker than and different from reading for study, and both involve a variety of skills. A newspaper often gives only a cursory coverage of a topic, ignoring the details. A textbook may require detailed study to extract the essential knowledge it contains.

When reading, for example, it is possible to:

- a) read an instruction book with the intention of immediately applying the information in order to play a new stereo, use a cooker, repair a car;
- b) read an enjoyable, exciting novel for escapism, as quickly as possible, with no need to worry about remembering any of the story afterwards;
- c) skim through the pages of a magazine for the latest developments; or
- d) scan the pages of a newspaper to absorb the main headlines that day, disregarding the advertisements altogether.

There are, of course, different ways of tackling reading, which will vary according to both the reading material and the particular task and focus. Reading is, after all, one of the basic tools of

work for students. It is crucial that reading skills are developed so that you are able to get the most out of reading and importantly to make the best use of it. There are many techniques that can be used to gain a detailed understanding from a textbook or article, to identify the main themes or issues, or to get a general overview.

The reading skills that you have already developed can be put to good use in academic study. New students may neglect to use abilities which are at their disposal in the repertoire of skills developed in their everyday lives, but that are often taken for granted and overlooked. Reading is a skill which is often taken for granted. It is easy to believe that it no longer requires any thought or effort. However, the fact is that reading is concerned with understanding the meaning that the author is trying to communicate; not just a matter of recognizing words on a page. When studying, it is important to think about why you are reading and to realize your need for a variety of approaches. It can be only too easy to read without thinking about it, because a reading list has been provided by the instructor or you think that reading is a necessary requirement of your course.

Most people tend to feel that the way to read a book, an article or information on a personal computer is to start at the beginning and read through to the end. At first this tends to be the approach that many students adopt with books, opening the textbook and starting to read from chapter one until he or she loses interest, finds it too difficult, falls asleep, or in some cases finishes the book with relief. This method is unlikely to be the approach which brings the most benefit when studying at university.

(Slightly adapted from Payne and Whittaker, 2000)

2. Answer the following questions using the information in the text above. Write your answers in your notebook, then check them with another student.
 - a. Why may reading be the most demanding work at university or college?
 - b. In what way is the written word common to every field of study?
 - c. What are some of the ways in which we read?
 - d. How do our ways of reading vary?
 - e. How do students who say ‘Oh no...’ differ from those who say ‘Oh wow...’ regarding their perceptions of reading?
 - f. What do the writers mean by “Reading is a skill which is often taken for granted”?

3. Say whether the following statements are ‘True’ or ‘False’. Support your answers with evidence from the text.

- a. Students had developed reading skills when they come to university.
- b. Our reading purpose changes according to our approach to reading.
- c. Reading is the only way of gathering information about one’s field of study.
- d. Reading an instruction book in order to apply the information immediately and reading an enjoyable novel for escapism both employ the same reading skill.
- e. The writers believe that reading requires thought and effort.
- f. At university, it is very useful for students to start at the beginning and read through to the end of a book.

4. What do the words in **bold type** refer to in the text?

1. ...**it** will be an invaluable learning tool... (paragraph 1)
2. Only by doing **this**... (paragraph 2)
3. ...and how **these** are examined... (paragraph 4)
4. ...and **both** involve a variety of skills (paragraph 5)
5. ...in **their** everyday lives... (paragraph 7)

5. Guess the meanings of the following words and phrases as used in the reading text. First, work individually, and in groups of three, tell each other what helped you to arrive at those meanings.

- | | |
|-----------------------------------|------------------------------------|
| a. keys (paragraph 1) | f. extract (paragraph 5) |
| b. access (paragraph 1) | g. vary (paragraph 6) |
| c. perceptions (paragraph 3) | h. themes (paragraph 6) |
| d. interpreted (paragraph 4) | i. at their disposal (paragraph 7) |
| e. glancing through (paragraph 5) | j. recognizing (paragraph 8) |

6. Take appropriate notes from the reading text and complete the following guided summary.

Reading seems to be the main_____ . It is a very useful skill_____. It is through reading that academic disciplines _____ . One major objective of reading at university or college is _____. This means that students need to _____ in order to be successful in their university studies. It is also important to note that the approach to reading varies according to

_____, and there are different ways of tackling reading based on _____. Thus, to make the best use of their reading, students need to _____ in addition to using the abilities that they already possess when they come to university.

Activity 1.2.3: Post-reading

Work individually. Think of your own reading experience and write a paragraph of 150 – 200 words. Use the following questions to guide you.

1. What books or texts did you read when you were in high school?
2. How did you read them? Did you read them all in similar ways? Did you use different ways of reading? If different, what were the ways?
3. Do you think your reading in the past was effective? Why or why not?
4. Do you think you will need to change the way you read for your university study? Explain.

1.4 Grammar focus: Present perfect tense

The following two examples are taken from the reading text above. Examine the sentences and say what kinds of action they express.

- a. Over the years authors **have identified** the issues relevant to a particular area of study.
- b. The reading skills that you **have already developed** can be put to good use in academic study.

You must have noticed in the examples that the verbs in bold type are in the **present perfect tense**. You also note that the verbs express actions that happened at an unspecified time before the present.

Look at some more examples of the uses of the present perfect tense:

- I have lost my keys. I can't open the door.
(finished action that has an influence on the present)
- Classes have already started. (action that is going on)
- Ujulu has cooked dinner. (action that stopped recently)
- I have never been to Moyale. (action that has taken place once, never or several times before the moment of speaking.)

Activity 1.4.1: Discussion

In groups of three, tell each other what we have done so far in this unit.

Example: We **have listened** to a talk on note taking in lectures.

(Each group member should be able to say at least two things that you have done. Then, one of you will record the sentences and report to the class.)

The present perfect tense action can be understood more easily in contrast with an action expressed in the simple past. Look at the following examples of the use of the two tenses:

- A: I **have read** this novel before.
B: Have you? When **did** you **read** it?
A: About two years ago.
- A: They **have constructed** a new road in this area.
B: When **did** they **finish** the construction?
A: Last year.

Activity 1.4.2: Completing sentences

Complete the gaps using either the **present perfect** or **past simple** form of the verbs in the brackets. When you have finished, compare your answers with those of another student.

1. Yesterday we _____ (play) football after class.
2. The boys _____ (clean) the car. It looks new again.
3. We _____ (just, read) the book. Now we can watch the film.
4. I first _____ (meet) my best friend three years ago.
5. None of my family members _____ (ever, visit) another country before.

6. She _____ (buy) her car when she was working in a business company.
7. Things _____ (change) a great deal at our company. When we first _____ (start) working here three years ago, the company _____ (have, only) six employees. Since then, we _____ (expand) to include more than 2000 full-time workers.
8. In the last hundred years, traveling _____ (become) much easier and more comfortable. In the 19th century, it _____ (take) two or three months to cross North America by covered wagon. The trip _____ (be) very rough and often dangerous. The situation _____ (change) a great deal over the last century. Now you can fly from New York to Los Angeles in a matter of hours.

Note:

1. The present perfect tense is formed using 'have' or 'has' plus the past participle of the verb.
 - ✓ We **have** all **submitted** our assignments to the instructor.
 - ✓ She **has** not **written** the letter yet.
2. The action expressed in the present perfect tense does not include a definite past time because the interest is in the action, not in when the action took place.
 - ✓ I have read this book ~~last year~~.

If indicating the time is important, use the simple past tense.

 - ✓ I read this book last year.
3. The present perfect tense is often used with the following words or phrases:

already	never	till now
ever	not yet	up to now
just	so far	

1.5 Reflections

Reflect on your learning experience in this unit by writing short answers to the following questions.

1. Did you find the topic of this unit interesting? Why?
2. Which of the activities in this unit were:
 - a) easy? Why?
 - c) of medium difficulty? Why?
 - b) difficult? Why?
 - d) enjoyable? Why?

1.6 Self-assessment

Assess your learning progress in this unit by putting a tick mark (✓) in the appropriate box in the table below.

No.	Can you...	Yes	No
1.	listen to and comprehend short texts of reasonable difficulty?		
2.	read with comprehension short texts of manageable difficulty?		
3.	make relevant notes while listening or reading?		
4.	use the present perfect tense to express various actions?		
5.	discuss in English to do different activities?		
6.	guess the meanings of unfamiliar words using various contextual clues?		
7.	identify what words such as pronouns refer to in longer texts?		

Tell your partner your plan to make improvements in areas where you have weaknesses (if any).

1.7 Summary

This unit has engaged you in a range of listening and reading activities. Specifically, the unit has given you opportunities to practice listening and reading activities and some of the activities integrated speaking or writing skills. You have also had a chance to learn the meanings of some words and the various uses of the present perfect tense. It is thus believed that the unit has helped you to build on the skills and knowledge you learned at high school. The next unit will also expose you to various activities aimed to enable you to further consolidate your English language skills and knowledge. Are you ready to proceed to Unit 2?

DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university.

Name: Bedilu Teka

Signature: _____ Date _____

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