

**AN ASSESSMENT OF THE ENGLISH LANGUAGE NEEDS OF TOURIST GUIDE  
STUDENTS AND THE LANGUAGE COURSE MATERIALS AT CATERING TOURISM  
TRAINING INSTITUTE (CTTI) AND LION ETHIOPIA TOURISM AND HOTEL  
COLLEGE (LETHC)**

**By**

**Elleni Petros Kuma**

**A Thesis Submitted to the School of Graduate Studies, Department of Foreign  
Languages and Literature,  
Addis Ababa University**

**In Partial Fulfillment for the Requirements of the Degree of Master of Arts in  
Teaching English as a Foreign Language (TEFL)**

**March, 2010**

**ADDIS ABABA UNIVERSITY**  
**INSTITUTE OF LANGUAGE STUDIES**  
**DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE**  
**(GRADUATE PROGRAMME)**

**An Assessment of the English Language Needs of Tourist Guide Students and  
the Language Course Materials at Catering Tourism Training Institute (CTTI)  
and Lion Ethiopia Tourism and Hotel College (LETHC)**

**By**

**Elleni Petros Kuma**

**Approved by Examining Board**

**Name**

**Signature**

---

**Advisor**

---

**Examiner**

---

**Examiner**

## **ACKNOWLEDGEMENTS**

First and for most, I would like to express my sincere gratitude to my advisor Dr. Alamerew G/Mariam for his comment and professional guidance. I am also highly indebted to my husband Ato Samuel Menbere and to my father Ato Petros Kuma for their love, support and unfailing encouragement throughout the study. I would also like to extend my special thanks to my aunt Sr. Alemenesh Kassaye for financing my study program and for her encouragement. Finally, I would like to express my gratitude to my friends Ato Temesgen Kasse and W/t Rahel Ashagre for their valuable support and encouragement.

## Table of Contents

ACKNOWLEDGEMENTS .....	III
LIST OF TABLES.....	VI
LIST OF FIGURES.....	VII
LIST OF APPENDICES .....	VII
ABSTRACT .....	VIII
CHAPTER 1-INTRODUCTION .....	1
1.1 <i>Statement of the problem</i> .....	1
1.2 <i>Objectives of the Study</i> .....	4
1.3 <i>Significance of the study</i> .....	5
1.4 <i>Delimitation of the study</i> .....	5
1.5 <i>Limitation of the study</i> .....	5
1.6 <i>Organization of the Study</i> .....	6
CHAPTER 2-LITERATURE REVIEW.....	7
2.1 <i>Definition of ESP</i> .....	7
2.2 <i>The Origins of ESP</i> .....	8
2.2.1 The Demands of a Brave New World .....	8
2.2.2 A Revolution in Linguistics.....	9
2.2.3 Focus on the Learner .....	10
2.3 <i>The Development of ESP</i> .....	10
2.3.1 Register Analysis.....	10
2.3.2 Rhetorical or Discourse Analysis.....	11
2.3.3 Target Situation Analysis .....	11
2.3.4 Skills and Strategies .....	12
2.3.5 A Learning-Centered Approach .....	12
2.4 <i>Classification of ESP</i> .....	12
2.5 <i>Needs Analysis</i> .....	15
2.5.1 The Origins of Needs Analysis .....	15
2.5.2 The Definitions of Needs .....	16
2.5.3 Definition of Needs Analysis /What is Needs Analysis/ .....	18
2.5.4 Approaches to Needs Analysis .....	19
2.5.5 The Purposes of Needs Analysis.....	21
2.6 <i>Syllabus Design and Evaluation in ESP</i> .....	22
2.6.1 Syllabus Design .....	22
2.6.2 Types of Syllabus .....	22
2.6.3 Evaluation .....	26
CHAPTER 3-METHODOLOGY .....	28

<b>3.1 Respondents .....</b>	<b>28</b>
3.1.1 Students.....	28
3.1.2 Instructors and Administrator .....	28
3.1.3 Employers, Tour Coordinators and Tourist Guides .....	29
<b>3.2 Data Collection Instruments .....</b>	<b>29</b>
3.2.1 Questionnaire .....	29
3.2.2 Interview .....	30
3.2.3 Focus Group Discussion .....	31
3.2.4 Text Content Analysis .....	31
<b>3.3 Data Analysis .....</b>	<b>32</b>
3.3.1 Quantitative Data Analysis .....	32
3.3.2 Qualitative Data Analysis .....	32
<b>CHAPTER 4-RESULT AND DISCUSSION .....</b>	<b>33</b>
<b>4.1 Quantitative Data .....</b>	<b>33</b>
4.1.1 Data from students’ and instructors’ questionnaire.....	33
<b>4.2 Qualitative data.....</b>	<b>55</b>
4.2.1 Result obtained from instructors’ interview .....	55
4.2.2 Result obtained from employer, tour coordinators and tourist guides interview.....	58
4.2.3 Result obtained from students’ focus group discussion .....	59
<b>4.3 Data from Content Analysis .....</b>	<b>62</b>
4.3.1 The Objective of the Text Books.....	62
<b>CHAPTER 5- CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>69</b>
<b>5.1 Conclusion.....</b>	<b>69</b>
<b>5.2 Recommendations .....</b>	<b>72</b>
<b>BIBLIOGRAPHY .....</b>	<b>74</b>
<b>APPENDIX .....</b>	<b>77</b>
<b>Appendix A- Students’ questionnaire.....</b>	<b>77</b>
<b>Appendix B- English language instructors’ questionnaire .....</b>	<b>81</b>
<b>Appendix C- Other subjects instructors’ questionnaire .....</b>	<b>85</b>
<b>Appendix D- English language and other instructors’ interview checklist .....</b>	<b>87</b>
<b>Appendix E- Recently graduated tourist guides interview checklist .....</b>	<b>88</b>
<b>Appendix F- Tour coordinators interview checklist .....</b>	<b>89</b>
<b>Appendix G- Students’ focus group discussion checklist.....</b>	<b>90</b>
<b>Appendix H- English for Travel and tourism.....</b>	<b>91</b>
<b>DECLARATION .....</b>	<b>94</b>

## LIST OF TABLES

TABLE 1:	STUDENTS' EGSECE/ESLCE, ENGLISH AVERAGE SCORE BY EDUCATIONAL CENTER IN THE STUDY.....	33
TABLE 2:	STUDENTS' RESPONSE TO THEIR ENGLISH LANGUAGE SKILLS LEVEL OF DIFFICULTY .....	34
TABLE 3:	STUDENTS' RESPONSE TO THEIR LEVEL OF PREFERENCE FOR IMPROVING THE FOUR ENGLISH LANGUAGE SKILLS.....	35
TABLE 4:	STUDENTS' RESPONSE FOR THE LEVEL OF EMPHASIS GIVEN TO THE FIVE LANGUAGE SKILLS IN THEIR ENGLISH LANGUAGE CLASSES.....	36
TABLE 5:	STUDENTS' RESPONSE FOR THE LEVEL OF EMPHASIS GIVEN TO THE FOUR LANGUAGE SKILLS IN THE CLASSES OF THEIR OTHER SUBJECT AREA STUDIES. ....	37
TABLE 6:	STUDENTS' RESPONSE FOR THE PRIORITY OF THE FOUR LANGUAGE SKILLS TO THEIR FUTURE OCCUPATION .....	38
TABLE 7:	CORRELATION BETWEEN STUDENTS' RESPONSE TO THEIR ENGLISH LANGUAGE SKILLS LEVEL OF DIFFICULTY, PREFERENCE FOR IMPROVEMENT, AND THEIR ENGLISH LANGUAGE NEEDS FOR LEARNING OTHER SUBJECTS AND FOR THEIR FUTURE OCCUPATION.....	40
TABLE 8:	STUDENTS' RESPONSE TO THE LEVEL OF DIFFICULTY THAT THEY FACE IN UNDERSTANDING OTHER SUBJECTS THAT WERE GIVEN IN ENGLISH LANGUAGE.....	41
TABLE 9:	STUDENTS' RESPONSE ON THE FREQUENCY OF THE DIFFERENT LISTENING ACTIVITIES IN LEARNING OTHER SUBJECTS THAT WERE GIVEN IN ENGLISH. ....	42
TABLE 10:	STUDENTS' RESPONSE ON THE FREQUENCY OF THE DIFFERENT SPEAKING ACTIVITIES USED IN LEARNING OTHER SUBJECTS THAT WERE GIVEN IN ENGLISH. ....	43
TABLE 11:	STUDENTS' RESPONSE ON THE FREQUENCY OF THE DIFFERENT READING ACTIVITIES USED IN LEARNING OTHER SUBJECTS THAT WERE GIVEN IN ENGLISH. ....	44
TABLE 12:	STUDENTS' RESPONSE ON THE FREQUENCY OF THE DIFFERENT WRITING ACTIVITIES USED IN LEARNING OTHER SUBJECTS THAT WERE GIVEN IN ENGLISH. ....	46
TABLE 13:	STUDENTS' RESPONSE ON THE FREQUENCY OF THE DIFFERENT LEARNING ACTIVITIES USED IN LEARNING ENGLISH LANGUAGE .....	47
TABLE 14:	STUDENTS' RESPONSE ON THEIR LEVEL OF SATISFACTION WITH THE RELEVANCE OF THE ENGLISH COURSE TO THEIR STUDY OF OTHER SUBJECTS AND TO FUTURE OCCUPATION.....	50
TABLE 15:	STUDENTS' RESPONSES ON THE EFFECTIVENESS OF THE ENGLISH COURSE GIVEN IN HELPING THEM LEARN OTHER SUBJECTS OF THEIR STUDY AND FOR THEIR FUTURE OCCUPATION.....	53

<b>TABLE 16:</b>	<b>MAP OF GRADE 11 TEXT BOOK .....</b>	<b>63</b>
<b>TABLE 17:</b>	<b>MAP OF GRADE 12 TEXT BOOK .....</b>	<b>65</b>

## **LIST OF FIGURES**

<b>FIGURE 2.1: ESP CLASSIFICATION BY EXPERIENCE. ....</b>	<b>13</b>
<b>FIGURE 2.2: ESP CLASSIFICATION BY PROFESSIONAL AREA .....</b>	<b>14</b>

## **LIST OF APPENDICES**

<b>APPENDIX A- STUDENTS' QUESTIONNAIRE .....</b>	<b>77</b>
<b>APPENDIX B- ENGLISH LANGUAGE INSTRUCTORS' QUESTIONNAIRE.....</b>	<b>81</b>
<b>APPENDIX C- OTHER SUBJECTS INSTRUCTORS' QUESTIONNAIRE .....</b>	<b>85</b>
<b>APPENDIX D- ENGLISH LANGUAGE AND OTHER INSTRUCTORS' INTERVIEW CHECKLIST .....</b>	<b>87</b>
<b>APPENDIX E- RECENTLY GRADUATED TOURIST GUIDES INTERVIEW CHECKLIST .....</b>	<b>88</b>
<b>APPENDIX F- TOUR COORDINATORS INTERVIEW CHECKLIST .....</b>	<b>89</b>
<b>APPENDIX G- STUDENTS' FOCUS GROUP DISCUSSION CHECKLIST .....</b>	<b>90</b>
<b>APPENDIX H- ENGLISH FOR TRAVEL AND TOURISM .....</b>	<b>91</b>

## **ABSTRACT**

*This study was conducted to identify the English language needs of tourist guide students and to evaluate the suitability of the English language teaching materials used in meeting the students needs at CTTI (Catering Tourism Training Institute) and LETHC (Lion Ethiopia Tourism and Hotel College). For this purpose, a total of 61 students out of which 29 third year students of CTTI and 31 second year students of LETHC were included in the study. Moreover, two English language instructors, four subject area instructors, one employer, two tour coordinators and three tourist guides were also source of data for the study. In order to achieve the data for the study, questionnaire, structured interview, focus group discussion and text analysis were used.*

*The findings of the study indicated that among the four macro skills of the language, listening and speaking skills were identified as significantly ( $P<0.01$ ) difficult for the students of both educational centers. The result also indicated that, the students of both educational centers significantly ( $P<0.01$ ) prefer to improve these language skills than the others.*

*Regarding the students' academic English language needs, the study revealed listening skill as the most prerequisite language skill that the students of both educational centers need in order to learn their subject area studies followed by speaking, writing and reading skills. The findings of the study also identified speaking and listening skills as the most important language skills for the students' future occupation followed by writing and reading skills. Moreover, with regard to the appropriateness of the English language teaching materials used in meeting the students English language needs, the study revealed the inadequacy of Grade 11 and 12 English language text books in addressing tourist guide students needs. According to the findings of the study, these language teaching materials were not developed based on the existing syllabus for travel and tourism and give more emphasis to those language skills that the students consider as least important.*

*Based on the findings of the study, it is recommended that English language teaching materials should be developed for tourist guide students based on the existing syllabus and by taking into account the students English language needs and difficulties.*

# CHAPTER 1-INTRODUCTION

## *1.1 Statement of the problem*

One of the important developments in English language teaching is the emergence of English for Specific Purpose (ESP). ESP focuses on identifying particular situation communicative needs of learners, and the information that is found will be then used in course design (Kennedy and Bolitho, 1984). Therefore, the primary task in English for specific purpose course design is to assess the need of the target learners.

As stated by Strevens (1988) in Dudley-Evans and St. John (1998), English for specific purpose is more efficient in meeting the students' needs than the General English courses (EGP). This is because of the emphasis that it gives to the learners' needs which then makes the course not only interesting for the learners but also minimizes their financial and time costs.

Therefore, the attempt of developing effective courses which are designed for the specific needs of learners should be based on needs analysis. Brindley strengthened this idea by saying, 'If instruction is to be centered on the learners and relevant to their purposes, then information about their current and desired interaction patterns and perceived difficulties is clearly helpful in establishing program goals.' (1989, 64)

The other justification given by Brindley about the importance of using needs analysis came from the fact that language functions are not finite like language structures and can not all be taught in one program. Moreover, as stated by Nunan (1998) needs analysis approaches assume that learners are different and have different purposes for wanting to learn the language. He further explained that needs analysis has also been carried out in order to identify language items that are typical of a given situation.

Thus, based on these assumptions, needs analysis has been carried out in different contexts with the purpose of gathering data about the learners and their English language needs. Internationally, many studies have been carried out in analyzing the English language needs of learners, among which we can find: An Assessment of the Communication Needs of Non-native Speakers of English in an Undergraduate Physics Lab, by Jacobson (1986);

Determining Students' Language Needs in a Tertiary Setting at Hong Kong Poly Technique University, by Chan (2001); and Afzali and Fakhazadeh (2009) conducted a needs analysis survey on tourism letter writing in Iran at Sheikhbahee University.

Even though needs analysis received wider recognition in the field of language teaching and research studies since 1970's, it has only a history of twenty years in Ethiopia. In these twenty years some attempts have been made in identifying the English language needs of students at different levels and contexts. These include: The English Language Communicative Needs of Addis Ababa University Students, by Morris (1983); The Communicative Needs of Students in Ethiopian High Schools, by Abiy (1989); Developing Criteria for a Course in English for Air Craft Technicians of Ethiopia Air Force, by Abraham (1993); An Analysis of the Needs of Evangelical Theological Colleges in Teaching English: Meserete Kristos College in Focus, by Tilahun (2003); and Determining the English Language Needs of Trainees at Technical and Vocational Colleges: The Case of Nazareth College of Technical Teachers Education, by Anteneh (2005).

Since Morris's work is one of the earliest studies on needs analysis in Ethiopia which lay the ground for other studies on the same area, it is worth mentioning. Morris analyzed the English language communicative needs of freshman students at A.A.U. In her study, she found out that listening and reading were the most important skills needed by the students followed by writing and speaking skills respectively.

The purpose of this study like the above studies is to analyze the English language needs of students, but in different context. Tourism is one of the major sources of hard currency for our country. However, this industry needs professionals who are efficient in their communicative skills. Since the medium of communication in tourism industry is foreign language especially English, and tourist guides are one of these professionals in the field of tourism who need communicative skills, it is important to design a course which focuses on the communicative needs of tourist guide students in order to make them efficient in their future occupation.

Taking this in to account, the study has selected two educational centers which train students in the field of tourist guide. These are Catering and Tourism Training Institute (CTTI) and Lion Ethiopia Tourism and Hotel College (LETHC).

CTTI is the first tourism training institute in Ethiopia and it is still the only governmental institute which train students in the field of tourist guide. It was established in 1969 E.C. At the time of its establishment, the institute was offering only two field of studies, Reception (Front Office) and House Keeping at certificate level. But currently, the numbers of studies have grown up to eight which include: Food Preparation, Supervisory Management, Food and Beverage Control, Hotel Management, Travel Operation and Tourist Guide. The institute gives these fields in regular, extension and upgrading programs. In addition to these, the institute also provides seminars and consultancy services to tourism and hotel enterprises (Seifegebriel,2008).

It was in 1978 that the institute started to train students in the field of tourist guide, first at certificate level then it was upGraded to diploma level. However, the training was not continuous. As Seifegebriel (2008) in his unpublished paper pointed out, a low job opportunity has forced the institute not to give the training in regular basis. Still now, the institute accepts new trainees only after graduating those that are already admitted.

The institute uses a quota system to accept and train students from different regions of the country particularly in regular programs. The proportion of students to be accepted from different regions is determined by the extent of tourism activity and heritage of the regions. The criteria for both regular and extension programs are based on the average Grade point set by the Ministry of Education. In addition to this, students are expected to score A or B in English especially for the field of tourism. Moreover, the institute uses entrance exams and interviews. Until the year of 2008 the institute has graduated 4770 students in all fields including regular, extension and upgrading programs among which 173 were tourist guides.

Lion Ethiopia Tourism and Hotel College, on the other hand is the first privately owned college to train students in the field of tourist guide. It was established in 2003. The college offers courses in Tourist Guiding, Tour and Travel Operation, and Tourism Management under the department of Tourism and Reception, Food and Beverage Services, Food and Beverage Control, House Keeping, Food Preparation and Hotel Management under the department of Hotel.

The trainings are in certificate and diploma levels. However, now a days, in the TVET program these certificate and diploma levels are changed into level-1, level-2, level-3, level-4

and level-5 programs. Therefore, the college is giving level-3 training in Hotel programs and level-4 and level-5 trainings in the field of tourism. That means, Tourist Guide and Tour Operation are level-4 trainings while Tour Management is level-5.

To admit students, especially in the field of tourism the college uses the criteria set by the Ministry of Education. However unlike CTTI, having a score of A or B in English is not mandatory and in order to be accepted in the field of Hotel, students are only expected to take EGSEC or ESLCE.

According to the vice dean of the college, among those students who have joined the college in the field of tourist guiding more than 60% are from other parts of the country especially, from those regions which are rich in tourist attractions. Mostly, these students were working as local tourist guides and they have joined the college to get formal education. This is also the same with most of the students who are training in CTTI.

As has been said before, tourism is one of the sources of hard currency to our country and in order to make this industry effective our country needs skilled manpower that are trained well. Therefore, the kind of training that is given to the students should be based on what the students need.

Thus, the purpose of this study is to analyze the English language needs of tourist guide students at Catering and Tourism Training Institute and Lion Ethiopia Tourism and Hotel College, and to assess whether the content of the English course that they are taking goes in line with their academic and future occupational needs.

## ***1.2 Objectives of the Study***

The general objective of the study is to assess the English language needs of tourist guide students and to analyze the content of the English language course materials used at Catering Tourism Training Institute (CTTI) and Lion Ethiopia Tourism and Hotel College (LETHC), with the following specific objectives;

- a) To assess the English language needs of the students as trainees and as tourist guides,
- b) To find out the students' difficulty in English language macro skills,

- c) To assess the appropriateness of the English language course materials in use in considering the students' academic and occupational English language needs, and

To sort out the four English language macro skills in order of importance based on the needs of the students.

### ***1.3 Significance of the study***

The purpose of the study is to assess the English language needs of tourist guide students, to identify and prioritize the macro skills of the language that are needed by the students in their order of importance and to evaluate and develop criteria for the existing English language course materials in order to make them go inline with the students' needs.

Thus, the findings of the study will give important information about the English language needs of the students to teachers and course book designers. It then could be used as a source, to prepare and develop materials which are relevant to students' academic, and professional English language needs. The educational centers could also be benefited from this study. They could give trainings to their English language instructors based on the findings of the study.

### ***1.4 Delimitation of the study***

The study is restricted by area and target groups. The study is conducted in Catering Tourism Training Institute (CTTI) and in Lion Ethiopia Tourism and Hotel College (LETHC). 61 students, 2 English language instructors and 4 other subject area instructors were the sources of the data from both educational centers. Moreover, information was also collected from 3 recently graduated tourist guides, 1 employer, and 2 Tour coordinators.

### ***1.5 Limitation of the study***

Due to shortage of time and finance this study didn't include classroom observation and testing as a method of data collection. Moreover, the study didn't include respondents from different tourist guide training institutes. Moreover, even though it was advisable to use interview when number of respondents were small, because of their time limitation it was not possible to conduct interview with all of the instructors.

## ***1.6 Organization of the Study***

The study is structured into five chapters. Chapter one contains: statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study and organization of the study. Chapter two presents a review of related literature on the origins, definitions and importance of needs analysis. Chapter three explains the sources and instruments of data collection for the study. Chapter four presents data analysis and discussion. Finally, chapter five summarizes the findings of the study and presents the conclusions and recommendations of the study.

## CHAPTER 2-LITERATURE REVIEW

Needs analysis is conducted to assess whether the existing syllabus is fulfilling the academic and future occupational language needs of learners and this chapter of the study will deal first with what other studies in the field of ELT /English Language Teaching/ say about ESP (English for Specific Purpose) in which needs analysis is most required. Then, the definitions, origins, approaches and purposes of needs analysis will be discussed. After that since the main purpose of needs analysis is to gather information about learners and their language needs which is relevant for designing syllabus, the remaining section is given to syllabus design and evaluation in ESP.

### ***2.1 Definition of ESP***

There is no direct or generally applicable definition of ESP. Therefore, different scholars defined ESP in different ways. For Hutchinson and Waters (1987) ESP is an approach to language teaching which focuses on the need of the learners to learn the language.

Munby (1978), on his part defines ESP courses as “those where the syllabus and material are determined in all essentials by the prior analysis of the communication needs of the learner, rather than by non learner-centered criteria such as the teacher’s or institution’s predetermined preference for General English or for treating English as a general education”. (P:2)

Dudley-Evans and St. John (1998) on the other hand, prefer to list out some of the characteristics of ESP.

#### **1. Absolute Characteristics**

- ESP is designed to meet the specific needs of the learners.
- ESP makes use of the underlying methodology and activities of the discipline it serves.
- ESP is centered on the language (grammar, lexis, register), skills, discourses and genres appropriate to these activities.

## 2. Variable Characteristics

- ESP may be related to or designed for specific disciplines.
- ESP may use, in specific teaching situations, a different methodology from that of general English.
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could however, be used for learners at secondary school level.
- ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners. (P:4-5)

As can be seen from the above definitions, ESP is designed based on needs analysis.

### ***2.2 The Origins of ESP***

There are three main reasons for the emergence of ESP.

#### **2.2.1 The Demands of a Brave New World**

After the Second World War, the whole notion behind learning language in general and learning English in particular changed. At that time, because of the economic power of the United States of America, English was used as an international language for transmitting development in technology and commerce.

As Hutchinson and Waters explain it, “the effect was to create a whole new mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because English was the key to the international currencies of technology and commerce.” (1987:6)

Therefore, people began to learn English for filling their own defined goals, rather than simply to know the language.

The other historical event which increased the need for learning English for Specific Purpose is the oil crises of the early 1970s. Due to the scarcity of oil in their own countries, western countries invested a lot of money and expertise in oil rich countries. This created a demand of learning English. However, because of time and money restriction, courses which go with

the exact needs of the learners were given emphasis. In other words, 'Time and money create a need for cost-effective courses with clearly defined goals.' Hutchinson and Waters (1987:6).

Generally, these two historical events paved the way for a change in English language teaching. The focus shifted from 'how to teach the language' to 'what to teach', aiming to meet the needs of the learners by giving emphasis to why the learners wanted to learn the language for.

### **2.2.2 A Revolution in Linguistics**

In parallel with the increased need for English courses which go with the needs of the learners, studies in linguistics shifted their focus from the grammatical rules of the English language to the various uses of the language in real life situations.

One of the discoveries of these studies was the difference that exists between spoken and written language that we use in different situations. And this becomes a ground concept that the English language used in various professions is also different. Therefore, it would be practicable to analyze the linguistic features of particular situations and make them the basis of English courses (Hutchinson and Waters, 1987).

Various studies have been carried out in analyzing 'the nature of particular varieties of English' in different situations. Among which we find the analysis of doctor-patient communication. However, the most dominant was the analysis of English for science and technology (EST) and for a while EST and ESP were considered the same (ibid).

Hutchinson and Waters summarized the whole idea as follows:

In short, the view gained ground that the English needed by a particular group of learners could be identified by analyzing the linguistic characteristics of their specialist area of work or study. 'Tell me what you need English for and I will tell you the English that you need' became the guiding principle of ESP. (1987:8)

### **2.2.3 Focus on the Learner**

Another factor for the emergence of ESP is the new discovery in educational psychology which focuses on the learner. It was found out that, learners vary in their 'needs' and 'interest' which could have an impact on their motivation and this in turn could affect their success in language learning. Thus, developing courses based on the needs and interest of learners is believed to increase their motivation which in turn makes learning effective (Hutchinson and Waters, 1987).

## ***2.3 The Development of ESP***

ESP is said to have went through three stages of development and now it is in the fourth stage with the fifth coming. These stages will be discussed hereunder.

### **2.3.1 Register Analysis**

Based on the assumption that the English of different areas of specializations comprises different registers, the purpose of this analysis was to find out the grammatical and vocabulary characteristics of these registers which then will be used in developing syllabuses (Hutchinson and Waters, 1987).

However, giving focus to certain forms, this analysis was criticized for not identifying new grammatical items which have not already been identified in General English. The basic principle of register analysis was 'to give priority' to certain forms which students need in their science studies and to develop syllabuses based on these forms (ibid).

Register analysis was also criticized for treating language only at the sentence level. It is argued that the problems that the students face are due to lack of knowledge about how to communicate through English language rather than due to lack of knowledge about the structure of the language. Therefore, what the students need is a course which enables them to use the language in different situations rather than a course which focuses on the form of the language (Allen and Widdowson, 1974 as cited in Hutchinson and Waters, 1987).

Moreover, register analysis was also criticized for not being a sufficient criteria for selecting language items for syllabus development, because 'the language of science could not be

different from any other kind of language' (Coffey, 1984 as quoted in Hutchinson and Waters, 1987:30).

### **2.3.2 Rhetorical or Discourse Analysis**

In discourse or rhetorical analysis, the focus shifted from the structure of sentences to how sentences are organized meaningfully into texts. Thus, research works in discourse analysis focused on "identifying the organizational patterns in texts and to specify the linguistic means by which these patterns are signaled. These patterns would then form the syllabus of the ESP course" (Hutchinson and Waters, 1987:11).

Generally, this stage of ESP development was concerned about treating language at a discourse level by giving focus to how sentences are combined to create meaning and by making this the center of syllabus design.

Even though it was not clearly defined, there was also an assumption that the rhetorical patterns used in different areas of specialty are different (ibid).

### **2.3.3 Target Situation Analysis**

Unlike register and discourse analysis, target situation analysis is more systematic in identifying language features of particular situations and relating them to the needs of the learners which then will be the core of syllabus design (Hutchinson and Waters, 1987).

According to Hutchinson and Waters (1987), in target situation analysis 'the ESP course design process should proceed by first identifying the target situation and then carrying out a rigorous analysis of the linguistic features of that situation. The identified features will form the syllabus of the ESP course. This process is usually called needs analysis (ibid). Even though, it was at this stage of development that the need of the learners was given emphasis, it was considered on narrow grounds (ibid).

The most dominant figure in target situation analysis is the work of Munby. Munby (1978) came up with a set of procedures which are referred to as the communication needs processor, which comprises a range of questions to be used for the purpose of identifying target situation (Robinson, 1991).

### **2.3.4 Skills and Strategies**

In the above three stages of development, the main focus had been on analyzing the structure of the language either at sentence level, discourse level or based on the linguistic features of particular situation. However, in skills-centered approach focus was given to the process of extracting meaning out of surface forms of the language.

According to Hutchinson and Waters (1987), the basic assumption in this stage of development is that:

‘Underlying all language use there are common reasoning and interpreting processes, which regardless of the surface forms, enable us to extract meaning from discourse. There is, therefore, no need to focus closely on the surface forms of the language. The strategies, which enable the learner to cope with the surface forms, ---. A focus on specific subject registers is unnecessary in this approach, because the underlying processes are not specific to any subject register.’ (1987:13)

### **2.3.5 A Learning-Centered Approach**

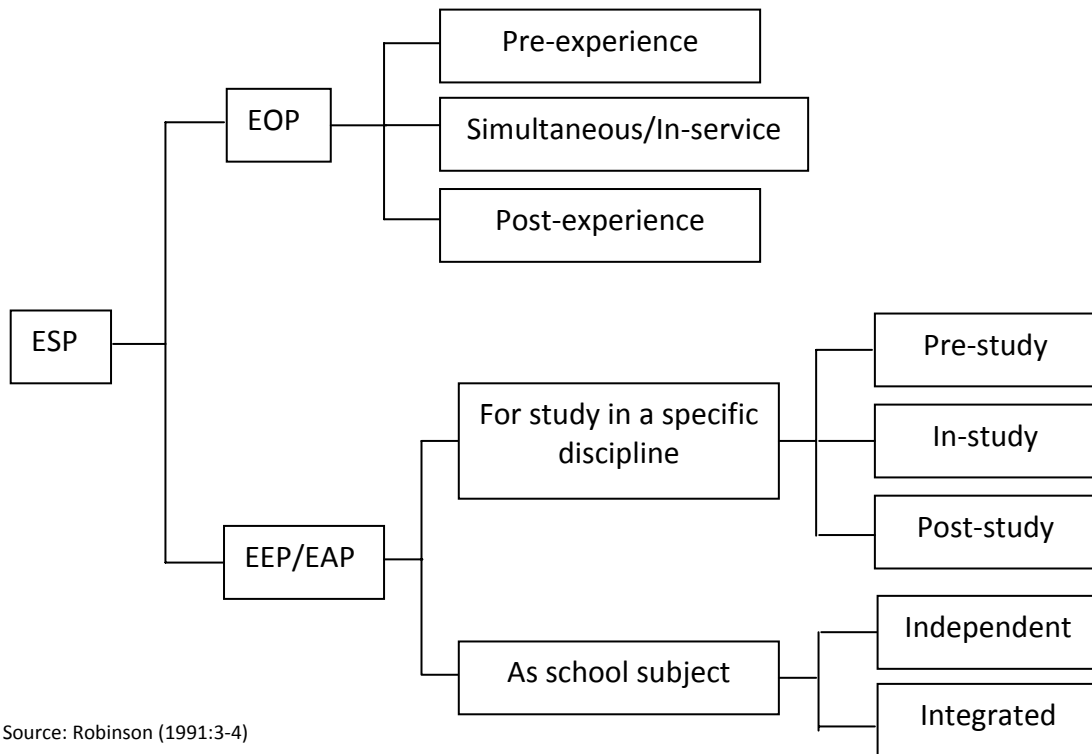
Until a learning-centered approach developed all the preceding stages of development in ESP were based on language-centered approach. The focus has been on ‘what and why people learn’ the language. However, according to Hutchinson and Waters (1987) the main focus of ESP must be on the process of language learning rather than on the use of the language.

## ***2.4 Classification of ESP***

ESP has been classified into two major distinctions: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). EOP courses are courses which are based on the need of learners to use English for work or profession related purposes; and EAP courses are courses which are ‘taught generally within educational institutions to students needing English in their studies’ (Kennedy and Bolitho, 1984:4).

Robinson (1991) has presented this classification in tree diagram as in figure 2.1

**Figure 2.1: ESP classification by experience.**

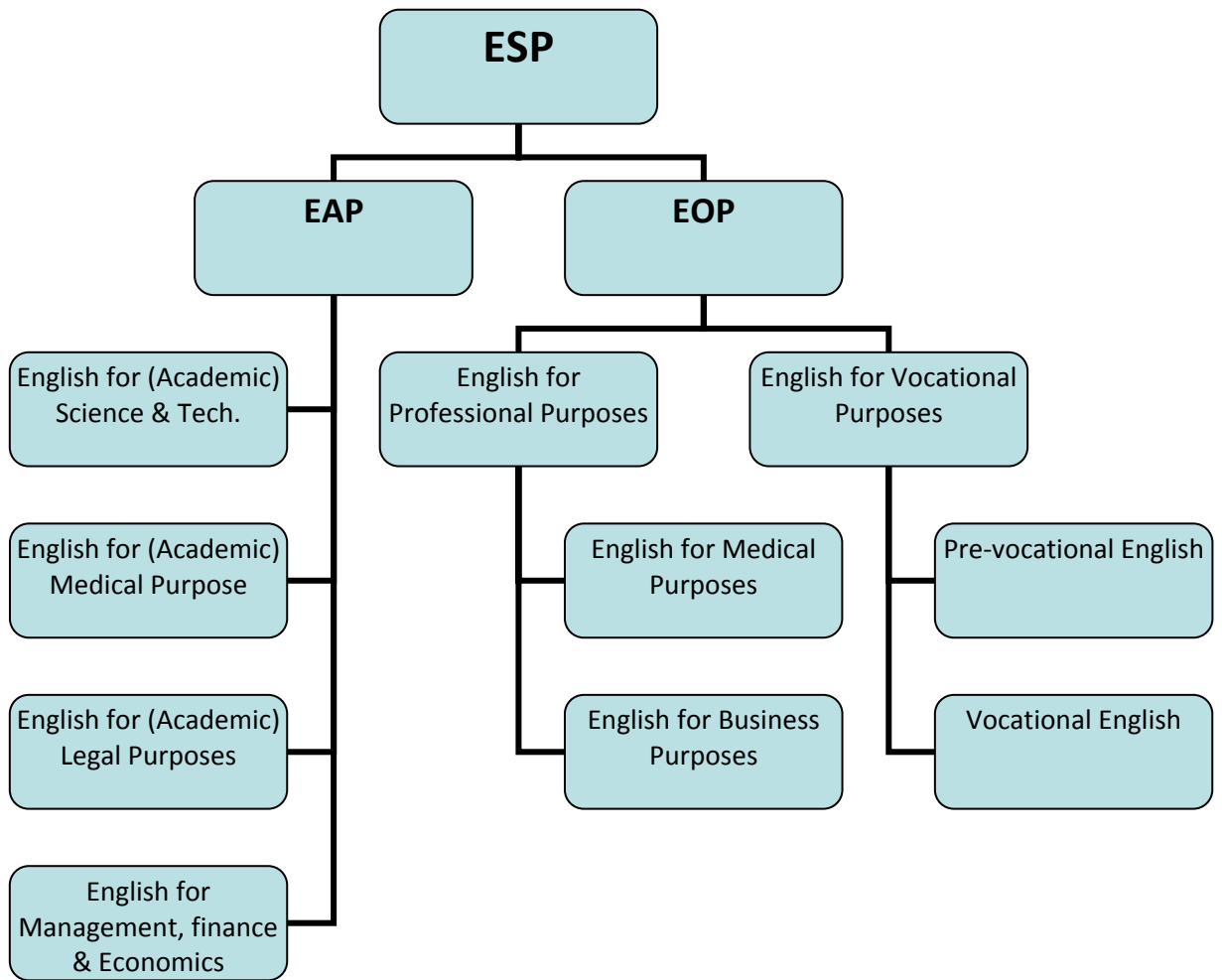


Source: Robinson (1991:3-4)

As can be seen from the diagram, in addition to classifying ESP courses into EAP and EDP, further distinction is also necessary for ‘the degree of generality or specificity of the courses’ based on the time in which the courses are going to take place (Dudley-Evans and St. Jhon, 1998:6 and Robinson, 1991:4).

The other important distinction of ESP is based on discipline or professional area; as is shown in Figure 2.2.

**Figure 2.2: ESP classification by professional area**



Source: Dudley-Evans and St. John (1998:6)

In this classification, English for science and technology (EST) has been the dominant area of EAP; however, English for Medical Purposes (EMP) and English for Legal Purpose (ELP) were also given emphasis. And recently, more focus has been given to English for management, finance and economics.

With regard to EOP courses, the distinction is made into English for professional purposes and English for vocational purposes. As Dudley-Evans and St. John (1998) put it the distinction is 'between studying the language and discourse of, for example, medicine for academic purposes, which is designed for medical students, and studying for occupational (professional) purposes, which is designed and practicing doctors.' (P:7)

Distinction could also be made between common-core English for General Academic Purposes (EGAP) and English for specific Academic Purposes (ESAP), and between English for General Business Purposes (EGBP) and English for Specific Business Purposes (ESBP) (Ibid).

## **2.5 Needs Analysis**

### **2.5.1 The Origins of Needs Analysis**

The origins of needs analysis are related to social, political, economical and educational factors. In the 1960s curriculum development was considered to be the work of experts but through time, the role of 'practitioners' at the school and classroom level started to get recognition. Later, an even greater concern to involve students and other concerned people in curriculum planning came. In relation to this, Taba explains "the so called 'needs' approach to curriculum evolved during a period of sharp criticism that curriculum was ineffective because it was too remote from the needs and concerns of youth." (1962:285) Therefore, it can be said that the gradual shift in focus to the views of practitioners brought with it a need for needs analysis.

The other reason for the development of needs analysis is related to political rather than educational factors. Richards as quoted in Nunan (1988), explains "a needs analysis has developed within a political climate which demands accountability and relevance in educational programmes." (P-43) In the 1960s political organizations required educational institutions to justify their moves. In an attempt to fulfill this requirement, educational institutions started conducting a needs analysis.

With this regard, Pratt writes:

Needs assessment has been increasingly recognized as a necessary part of curriculum design since the United States Department of Health, Education and Welfare began to demand in the 1960s that schools districts undertake comprehensive studies to justify their requests for funds (1980:79).

This situation forced educational institutions to conduct needs analysis in order to justify the needs for certain courses, and hence get funds.

Needs analysis found its way into language teaching mainly through the work of The Council of Europe, The Communicative Approach to Language Teaching, and the ESP movement.

In the 1970s, there was greater mobility of people in Europe which created a need for a new language. The target population was diversified as Munby puts it the target population was "... the average adult European, living in any of the number of countries, wishing to learn any of the number of languages for any of a number of purposes." (1978:42). Group of experts by the name of The Council of Europe responded to this situation by dividing the global concept of language into units based on a needs analysis of adults in forty-four occupational categories. The Council named this the European unit/credit system which allow learners to pick units that they think would be relevant for their purposes. In this respect, the work of The Council of Europe brought with it a systematic approach to needs analysis (Rivers, 1983).

The other important movement that influenced the development of needs analysis is the Communicative Language Teaching approach. The greater concern of this approach has been the functional use of language. However, on the process of designing syllabus this approach faced difficulty in selecting functional items because unlike the finite structural items, functional items can not all be specified and worked on in one programme. Thus, needs analysis was taken as one of the criterion of selection and grading functional items (White, 1988).

In addition to the work of The Council of Europe and the emergence of Communicative Language Teaching, the movement towards English for specific purpose has also played a great role for the emergence of needs analysis. As many scholars agree, the primary task in designing a course for ESP is assessing the needs of target learners, which could also be true even in the case of general English courses (Robinson, 1991; Hutchinson and Water, 1987; Jordan, 1997).

### **2.5.2 The Definitions of Needs**

The concept of needs analysis has been difficult to understand because of the various interpretations of the term 'needs' Chambers (1980), explains that one of the main sources of confusion in the area of 'needs analysis' is the term need itself. According to him "the term 'need' is both ambiguous and imprecise" (P-26). Thus, it would be necessary first to see

the various interpretations of the term need. Hutchinson and Water (1987) classified needs into two broad categories: target needs and learning needs.

### **2.5.2.1 Target Needs**

These needs refer to “what the learner needs to do in the target situation” (Hutchinson and Water, 1987:54). They further subdivided target needs into necessities, lacks and wants.

#### ***Necessities***

These refer to what the target situation requires from the students. Hutchinson and Water (1987) defined necessities as “what the learner has to know in order to function effectively in the target situation” (1987:55). Widdowson on the other hand referred this definition of need as a goal-oriented definition (as quoted in Robinson, 1991:7). Necessities are also considered to be objective.

#### ***Lacks***

Lacks refer to the difference between what the learner already knows and what he/she is required to know in order to function in the target situation. According to Jordan (1997:26) lack is “the gap between the target proficiency and what the learner knows already”. Lacks like necessities are objective.

#### ***Wants***

Unlike the above two types of needs, wants are subjective. They refer to what the students feel they need. An important point to consider here is that what the students think they need and what other concerned bodies say the students need may not be the same. Thus, such differences should be recognized and addressed appropriately (Hutchinson and Waters, 1987).

### **2.5.2.2 Learning Needs**

Hutchinson and Waters defined learning needs as “what the learner needs to do in order to learn.” (1987:54). They suggested that “the needs, potential and constraints of the... learning situation must also be taken into account” for the successful analysis of learner needs (P: 61).

According to Widdowson, this definition of need as learning needs is a “process-oriented definition of needs and relates to transitional behavior, the means of learning” (as quoted in Robinson, 1991:7).

In addition to the classification of needs into target versus learning needs and goal-oriented versus process oriented needs, some scholars also classified needs into objective versus subjective needs.

**Objective needs** refer to the needs drawn from factual information about learners, whereas subjective needs refer to the needs felt by the students themselves. Brindley (1989) defined objective and subjective needs as follows:

Objective needs refer to needs which are derivable from different kinds of factual information about learners, their use of language in real life communication situations as well as their current language proficiency and language difficulties. Subjective needs refer to the cognitive and affective needs of the learner in the learning situation, derivable from information about affective and cognitive factors such as personality, confidence, attitudes, learners’ wants and expectations with regard to the learning of English and their individual cognitive style and learning strategies (P:70).

Brindley’s definition of objective needs and subjective needs also works to what Berwick (1989) referred as felt needs and perceived needs. Felt needs are those which learners feel they have. They are often called “expressed needs, wants or desires”. Perceived needs on the other hand are “... judgments of certified experts about the educational gaps in other people’s experience.” (Berwick, 1989:55).

### **2.5.3 Definition of Needs Analysis /What is Needs Analysis/**

As many scholars agree, needs analysis is an important first step in syllabus design. With this regard, Jordan says “needs analysis should be the starting point for devising syllabuses, courses, materials and the kind of teaching and learning that takes place” (1997:22). And according to Nunan (1988) needs analysis has been taken as a means of collecting syllabus content.

Richards and Rodgers explain “needs analysis is considered with identifying general and specific language needs that can be addressed in developing goals, objectives, and content in language program” (1986:156). Thus, needs analysis refers to the various techniques and procedures used to gather data about learners needs. Moreover, according to Pratt (1980), needs analysis is not only concerned about identifying needs but also “establishing priorities among them.” (P: 79). Pratt further explains “needs analysis involves the collection of both opinion and factual data ..... and it requires obtaining judgments from all the main constituents of the schools.” (P: 80). Thus, needs analysis gathers information about the learners, not only from the learners but also from other sources.

#### **2.5.4 Approaches to Needs Analysis**

Jordan (1997:22) identified seven approaches to needs analysis. These approaches are: target situation analysis, present situation analysis, deficiency analysis, strategy analysis, means analysis, language audit and constraints. However, the most widely mentioned are target situation analysis, present situation analysis and learning situation analysis.

##### **2.5.4.1 Target Situation Analysis**

Robinson defined TSA (Target Situation Analysis) as “a needs analysis which focuses on student’s needs at the end of a language course.” (1991:8). And according to Chambers (1980:25) “TSA goes into the target situations, collects and analyses data in order to establish the communication that really occurs-its functions, forms, and frequencies, and provides a basis for selecting the long range aims of the course. Thus, as can be seen from the above quotations, TSA refers to gathering and analyzing data about what students need to know regarding the linguistic features of the target situation which will then be used in course design. Moreover, according to Hutchinson and Waters (1987), TSA is not only concerned about the linguistic features of the target situation, but also the opinion/views of the different participants of the learning process about that particular situation.

Munby’s model of needs analysis is the best known example of target situation analysis. Munby's model attempts to identify learners’ communicative needs and their ‘target-level performance’ through communication needs processor (CNP). The outcome of the processor then will be used as a guideline for implementing them in course design (Jordan, 1997).

A frame work for target needs analysis is presented by Hutchinson and Waters (1987) with major questions of:

- Why is the language needed?
- How will the language be used?
- What will the content areas be?
- Who will the learner use the language with?
- Where will the language be used?
- When will the language be used? (P:59-60)

#### **2.5.4.2 Present Situation Analysis**

Present Situation Analysis (PSA) is a work of Richterch and Chancerel (Jordan, 1997). This approach takes into account the students' current language proficiency and their language difficulties at the beginning of the course (Robinson, 1991). In the present situation analysis information is gathered from students, teachers and employers "regarding their respective levels of ability their resources... their views on language teaching and learning" (Robinson, 1991:9).

The relationship between present situation analysis and target situation analysis is that one supplements the other. With this regard Tudor explains that present situation analysis is "a logical counter point to target situation analysis in that it involves the analysis of learners' current abilities with respect to their intended uses of the language" (1996:67). Moreover, according to Robinson (1991), needs analysis involves both present and target situation analysis.

#### **2.5.4.3 Learning Needs Analysis**

The previous two approaches to needs analysis focus on identifying the target performance and the students' current performance in relation to the target situation. However, according to Hutchinson and Waters (1987), needs analysis should also include how this target situation performance is achieved. In other words, as Hutchinson and Waters (1987:63) put it "we also need to know ... how people learn to do what they do with

language". Thus, learning needs analysis is meant to gather data on what learners need to do in order to learn.

A framework for learning needs analysis is presented by Hutchinson and Waters (1987) with major questions of:

- Why are the learners taking the course?
- How do the learners learn?
- What resources are available?
- Who are the learners?
- Where will the ESP course take place?
- When will the ESP course take place? (P:62-63)

These questions are further subdivided into more detailed questions.

### **2.5.5 The Purposes of Needs Analysis**

Needs analysis serves various purposes, among which, the most widely mentioned is supplying content to a given course. Richards (2001:52) has identified the following additional purposes of needs analysis.

- It provides data as to what language is required in the target situation, and thus, helps in specifying and sequencing contents.
- It provides parameter for collecting data from various groups of people, hence, enlarging the input in to content, design and implementation of a language program.
- It identifies language needs and directs the development of goals, objectives, and contents.
- It helps in grouping students by supplying information about who is at what level, who needs extra training, who shares the same need with the others etc.
- It identifies the gap between the learners' current performance and the required target performance.
- It helps to identify the difficulties students are facing
- Provides data for evaluating an existing program (as to how far it addresses the needs of the target learners).

Since needs analysis serves the purposes listed above and many more, it is considered to be an important component in syllabus design.

## ***2.6 Syllabus Design and Evaluation in ESP***

### **2.6.1 Syllabus Design**

According to Tarone and Yule (1989:31), needs analysis focuses on “collecting and evaluating information” about the language needs of the target learners. They further explained that, since the whole of language can’t be taught in one program, some selection has to be made based on needs analysis of the target group. Now, the question is, what will happen to the information that is collected through needs analysis? With this regard Munby (1978), Nunan (1998) and others explain that the information that is collected about learners and their communicative needs will be used in syllabus design. This is especially what makes ESP courses different from EGP (English for General Purpose) courses that is the realization of learners need (Hutchinson and Waters, 1987).

Robinson defined syllabus as “a plan of work to be taught in a particular course” (1991:33). And according to Nunan (1988:5) syllabus design is “.... Concerned essentially with the selection and grading of content”. Thus, what is found out about learners and their needs through needs analysis will be ‘selected’ and ‘Graded’ for designing a course.

### **2.6.2 Types of Syllabus**

Robinson (1991) has identified three types of syllabuses in relation to ESP.

#### **2.6.2.1 Content-Based Syllabuses**

The term content refers to product oriented syllabuses (White as cited in Robinson, 1991). Content or Product oriented syllabuses are syllabuses which focus on the end or intended goal of language teaching. In other words, as Nunan (1988:27) puts it “product syllabuses are those in which the focus is on the knowledge and skills which learners should gain as a result of instruction”. Thus, the focus is on the result or end product of language instruction.

There are various types of content based syllabuses. These are briefly discussed as follows:

### ***Language Form Syllabus***

The focus of language form syllabus is the structure of the language. The criteria for the selection and grading of these grammatical items are based on frequency, simplicity, learnability and teachability (White, 1988:91).

Robinson (1991) states that, even though this syllabus is designed without considering students' language needs, it has still great importance in ESP. There are important textbooks of ESP which find Herbert's "The structure of Technical English" and Ewer and Latorre's "A Course in Basic Scientific English" (Robinson, 1991:36).

### ***Notional-Functional Syllabus***

Notional-Functional Syllabus is another example of content-based syllabuses. Nunan (1988:35) defined functions "as the communicative purposes for which we use language" and notions as "the conceptual meanings (objects, entities, states of affairs, logical relationships, and so on) expressed through language". Thus, Notional-Functional Syllabus is based on language use rather than language form.

In this type of syllabus, as Finocchiaro and Brumfit (1983:40) pointed out "The selection will depend on such factors as the functions and notions the learners need, the linguistic knowledge they already have, the complexity of the grammatical structure they are about to learn, and the length of the stretch of speech necessary to express their communicative purpose".

With regard to ESP courses, Robinson (1991) states that Notional-Functional Syllabus is emerged within ESP and unlike language form syllabus, it is part of ESP courses and it is still used in EAP.

### ***Situationally Organized Syllabus***

The other type of syllabus which is included under content based syllabuses is Situationally Organized Syllabus. In this type of syllabus language is taught based on classroom or real life contexts. And these contexts include the place where the action is taking place, the people who are involved and important objects used (White, 1988).

There is no defined criterion for selecting and grading situation. Therefore, White (1988) suggested that one of the possibilities of grading situation could be based on sequencing the grammatical items used in that situation.

According to Robinson (1991:36), "Situationally Organized Syllabus can be found in English for business purposes, in some English for technology courses and in the 'English for Social orientation' components of EAP courses". She further explained that in these types of ESP courses, situations could be sequenced based on criteria related to the context.

### ***Topic-Based Syllabus***

In Topic based syllabus language is taught through content. That means, the content is used as a 'vehicle' for teaching the language. In this type of syllabus, selection of topics is based on "interest, need, utility and relevance" of content. However, there is no clear criterion for grading topics (White, 1988:66).

Since topic based syllabus is based on content, it is possible to use students' subject area as content and this makes the syllabus motivating and more important for ESP courses (Robinson, 1991).

### **2.6.2.2 Skill-Based Syllabuses**

The second type of syllabus that is listed by Robinson (1991) is Skill-based Syllabus. Skill-based Syllabuses developed with in ESP based on two fundamental principles. The first one is that, students need "certain skills and strategies" in order to communicate. Therefore, focus should be given to these skills that the students need. In other words, as Hutchinson and Waters, put it "A Skill-centered approach aims to get away from the surface performance" (1987:69). The other reason for the development of Skill-based Syllabuses is related to shortage of time and lack of students' experience.

With this regard, Holmes (1982) explains:

'In ESP the main problem is usually one of time available and student experience. First, the aims may be defined in terms of what is desirable, -i.e. to be able to read in the literature of the students' specialism, but there may be no where near enough time to reach this aim during the period of the course.

Secondly, the students may be in their first year of studies with little experience of the literature of their specialism..... Accordingly both these factors.... may be constraints which say right from the start, "The aims can not be achieved during the course" (as quoted in Hutchinson and Waters, 1987:69).

Thus, it would be important to focus on a particular skill that the students need and make the students aware of their own capacity and motivate them to learn by themselves (ibid).

As Robinson (1991:37) writes, an example of Skill-based Syllabus "would be a course in writing business letters, or oral skills for business people, or in academic reading. The actual content of the course, however, might be language forms or functions as in content-based syllabus".

### **2.6.2.3 Method-Based Syllabuses**

The last type of syllabus that was discussed by Robinson (1991) was Method or process based Syllabus. Robinson has classified this syllabus into method, process or learning process syllabus and task or procedure based syllabus (1991:38).

#### ***Process-based syllabus***

Process-based syllabus focuses on the process of language learning. As Robinson (1991) points out, in this type of syllabus, the teaching learning process is carried out through negotiation between the students and the teacher. One of the examples of courses which are based on this type of negotiated syllabus is EPE (English for Professional employment) which was intended for professional immigrants of Australia (Ibid).

With regard to ESP courses, the learning process depends on "Students' Specialist disciplines" which in turn could make the teaching learning process negotiable or non negotiable between the participants. In relation to this, Crocker as quoted in Robinson (1991:38) explains, "technical students learning about safety procedures [Who] cannot, in any real sense question the validity of information they are given concerning performance standards and safety regulations. Their test is to learn and apply. On the other hand, students learning seminar skills are required to adopt a critical stance towards the information provided .... In the first instance, therefore, the relationship between

information and user is non-negotiable, whilst in the second it is totally negotiable. This feature of negotiability can be treated independently of subject matter". Thus, all these considerations make this syllabus seem a methodology than a syllabus and according to Robinson (1991), the main characteristics of Method-based Syllabus is the difficulty to draw a line between syllabus and methodology.

### ***Task-based syllabus***

The procedural or task-based syllabus focuses on performing a task consciously using the language. That means, unless the language is necessary for performing the task, language is not given emphasis. Moreover, the set of tasks that are included in this type of syllabus are sequenced based on their "cognitive difficulty" (Robinson, 1991:39).

Since the main objective of ESP students is to use the language for performing different activities, task based syllabuses are important for ESP courses. "The most detailed development of a task-based approach for ESP took place with-in the king Abdulaziz University (KAU) project in Saudi Arabia" (Robinson, 1991:40).

### **2.6.3 Evaluation**

Evaluation refers to gathering information about the effectiveness of a course and acting up on the result. In other words, as Nunan (1990) puts it "The data resulting from evaluation assists us in deciding whether a course needs to be modified or altered in any way so that objectives may be achieved more effectively" (P:118).

Evaluation can be conducted, while the course is taking place, in some time intervals as in formative evaluation or it can be conducted after the end of the course as in summative evaluation (Dudley Evan and St John, 1998).

As Dudley Evan and St John (1998) point out, formative evaluation is more important for ESP courses than summative evaluation. Based on ongoing evaluation of a course it would be possible to check and adjust a course in order to make it fit with the students needs. On the other hand, since summative evaluation is conducted at the end of a course it will be useful for durable courses by providing information to be used in the future (Ibid).

There are different methods of collecting data for evaluation. Quantitative data can be collected using tests and objective questionnaires. And qualitative data can be collected through discussions and interviews (Dudley Evan and St John, 1998:128).

After conducting evaluation the findings will be compared. According to Dudley Evan and St John (1998:128), “the criteria for comparative purposes depend on which aspect of work is being evaluated and why, and are likely to relate to the course aims and objectives”. They further explained that without certain defined objective, it is not possible to assess the effectiveness of a course.

A good evaluation, as Dudley Evan and St John (1998) state focuses not only on the weakness of a course but also on its strength and tries to answer why a course is successful in some aspects and weak in others.

In order to answer a question, what could be evaluated? Nunan (1990:119) has suggested that we can evaluate initial planning procedures, program goals and objectives, the selection and grading of content, materials and learning activities, future performance and the assessment processes itself as well as learner achievement.

## **CHAPTER 3-METHODOLOGY**

In order to address the objective of the study both quantitative and qualitative methods of data collection were used.

Before developing instrument for the actual study, background information was collected from the two educational centers about their teaching learning process. The information obtained was then used to develop a questionnaire for the study. After that, piloting was conducted in order to assess the suitability of the questionnaire for the study. Then based on the information obtained some modifications were made on the questionnaires.

### ***3.1 Respondents***

The respondents for the study were students and instructors of the two educational centers. Moreover, employers, tour coordinators and recently graduated tourist guides who are actually involved in the job were also participated.

#### **3.1.1 Students**

Catering and Tourism Training Institute will only admit new students after graduating those that are already accepted. Therefore there were only third year tourist guide students in the institute during the study, and this has forced the researcher to include all these 29 students. This study has also included second year tourist guide students of Lion Ethiopia Tourism and Hotel College (Arat Killo Campus). Since the number of these students was manageable the study has included all the students which were 32 in number. Therefore the total number of students that were included in this study was 61.

#### **3.1.2 Instructors and Administrator**

Two English language and four other subject area instructors were included in the study. In each of the educational centers there was only one English language instructor who was teaching the students.

The selection of other subject area instructors and administrators was based on availability and number of subjects that the instructor (administrator) was giving. Most of the instructors were assigned to handle two to seven subjects. Therefore, two other subject area instructors were included from each of the educational centers. Moreover, the vice

administrator of Lion Ethiopia Tourism and Hotel College was also included in the study to gather information about the college.

### **3.1.3 Employers, Tour Coordinators and Tourist Guides**

Target situation English language needs of tourist guide students and the difficulties that they face could easily be identified by those who are actually involved in the job. For this reason, this study has included one employer, two tour coordinators and three tourist guides among which two of them were recent graduates. These respondents were from Hess Travel and Denkinesh Ethiopia Tour. These private companies were selected based on accessibility and experience. Hess Travel has been in this business for about 13 years and Denkinesh Ethiopia Tour has 8 years experience in tour operation.

## **3.2 Data Collection Instruments**

Different scholars have suggested a number of methods of data collection for needs analysis. However, according to Flowerdew and Peacock (2001), the methods that are listed by Robinson (1991) are the frequently used in current works. Among these methods, this study has used questionnaires, structured interviews and focus group discussion as a method of data collection.

### **3.2.1 Questionnaire**

This study used questionnaire to elicit information from students and instructors. In the process of designing a questionnaire idea was taken from Dudley-Evans and St. John (1998), Chan (2001) and Birhan (2007).

#### **3.2.1.1 Students' Questionnaire**

Students' questionnaire was administered in the presence of the researcher with the aim of giving explanation about the objective of the study and the content of the items of the questionnaire. Out of 32 students 29 students were able to fill and return the questionnaires from Lion Ethiopia Tourism and Hotel College. This is because 3 of the students were absent. Similarly, 25 out of 29 students were able to participate in the data collection process of the study from Catering and Tourism Training Institute. Therefore, out of the total 61 students 54 (88.5%) were able to fill the questionnaire.

The items of students' questionnaire were mainly focused on the students' English language needs and difficulties, the extent of emphasis given to each language skills in learning English and other subjects, and the relevance of the English course in addressing students' English language needs.

### **3.2.1.2 Instructors' Questionnaire**

In addition to students' questionnaire, questionnaires were also designed and distributed to 2 English language instructors and 4 other subject area instructors.

The questionnaires were composed of items which were more or less similar to the students' questionnaire. The questionnaires were designed to elicit information about the perception of teachers about their students' English language ability and the relevance and extent of emphasis given to each and every macro skills of the language in the teaching learning process.

Moreover, since one of the objectives of the study is to assess whether the English course that has been given is meeting students' English language needs, the questionnaire designed for English language instructors also included items which were related to the English course content and its relevance in addressing students needs.

### **3.2.2 Interview**

This study used structured interviews for two purposes: to cross check the responses obtained through questionnaires from instructors, and to get more information about tourist guide students' future occupational English language needs.

With regard to the first situation, 2 instructors were selected based on availability: 1 from the two English language instructors and the other respondent was other subject area instructor who was giving 7 courses at that time. The English language instructor was from Catering and Tourism Training Institute, while the other subject area instructor was from Lion Ethiopia Tourism and Hotel College.

The content of the questions asked were basically the same as those of the questionnaires, as the purpose of the interview was to cross check the responses given to the questionnaires.

A similar interview was also conducted with the Vice Dean of Lion Ethiopia Tourism and Hotel College. The aim of the interview was to elicit information about the English language ability and difficulty of the students and what the College thinks the English language needs of the students are and what efforts have been made by the College to fulfill those needs. Moreover, the general history of the college and the teaching learning process were also raised.

Coming to the second situation, interview was conducted to find more information about the students' future occupational English language needs. That means, the activities that they perform using English language, the difficulties that they face in performing their duties using the language and most importantly the language skills that they need most to pursue their carrier. Thus putting these questions in mind, interview was conducted with 1 employer, 2 tour coordinators and 3 tourist guides.

### **3.2.3 Focus Group Discussion**

Since this study didn't use interview with students, focus group discussion was conducted in order to triangulate the responses obtained through students' questionnaire. However, due to lack of time and students' willingness 9 students from Catering and Tourism Training Institute were only able to participate in the group discussion.

The questions of the group discussion were mainly focused on the relevance of the English course that they are taking in addressing their English language needs. There were also questions which were similar with the questionnaire.

### **3.2.4 Text Content Analysis**

In addition to the information that was gathered through questionnaires, interviews and focus group discussion about the appropriateness of the English course materials in meeting students academic and occupational English language needs, the content of the English language teaching materials was also analyzed.

According to the Ministry of Education policy, the English language course that is given at preparatory level should also be given in all TVET (Technical Vocational Education Training) programmes. Therefore, the kind of English course that is given to tourist guide students is

also based on Grade 11 and 12 English text books. In the study content analysis of these text books was conducted generally in light of meeting the students' needs .

The analysis of these text books was mainly based on Cunningsworth's (1995) checklist for evaluating ESP materials, ( taken from Habtamu's (2008) unpublished paper). Moreover ideas were also taken from MC. Donough and Shaw (1995) and Cunningsworth (1984) ELT material evaluation books.

### ***3.3 Data Analysis***

In the study both quantitative and qualitative data were collected using the instruments that have discussed in the above section. Hence, these two types of data were analyzed using the appropriate analysis procedures as follows:

#### **3.3.1 Quantitative Data Analysis**

The quantitative data generated from this study was analyzed using descriptive statistics, Analysis of Variance (ANOVA) and when necessary correlation coefficient and cross-tabulation were also implemented using SPSS 12.0 statistical analysis package (SPSS, 2003).

#### **3.3.2 Qualitative Data Analysis**

In addition to quantitative data analysis, this study has used qualitative descriptions to analyze the data that was gathered through the open-ended question type of the questionnaires, the interviews, focus group discussion and English language text books analysis.

## CHAPTER 4-RESULT AND DISCUSSION

### 4.1 Quantitative Data

The quantitative data of the study were generated from students' and instructors' questionnaire. However, since the number of instructors who were able to fill and return the questionnaires are six, the data obtained from instructors' questionnaire were not analyzed statistically.

#### 4.1.1 Data from students' and instructors' questionnaire

##### 4.1.1.1 Background of the students

As it was suggested by Yalden (1987) general information about the background of the students should be collected during conducting needs analysis. According to him this includes students' biography, educational level, language learning experience and their target language ability. Hereunder Table 1 indicates the average English EGSECE/ESLCE score of the students between the two educational centers which were significantly ( $P < 0.01$ ) different. Accordingly, the majority or 52.0% ( $n=13$ ) of CTTI students have an average score of A, while the rest 48.0% ( $n=12$ ) of the students have an average score of B. With regard to the students of LETHC, the majority or 48.3% ( $n=14$ ) of the students have an average score of B, while 24.1% ( $n=7$ ) of the students have an average score of A. Unlike CTTI, LETHC admit students who have an average score of C and these students counts 27.6% ( $n=8$ ) of the total number of the students in the college who were included in the study. This fact may result significant ( $P < 0.01$ ) difference between the two educational centers students average English EGSECE/ESLCE score.

**Table 1: Students' EGSECE/ESLCE, English average score by educational center in the study.**

EGSECE/ ESLCE English score	Both Educational Centers					
	CTTI		LETHC		Total	
	N	%	N	%	N	%
<b>A</b>	13	52.00%	7	24.14%	20	0.37037
<b>B</b>	12	48.00%	14	48.28%	26	48.15%
<b>C</b>	0	0.00%	8	27.59%	8	14.81%
<b>TOTAL</b>	<b>25</b>	<b>46.30%</b>	<b>29</b>	<b>53.70%</b>	<b>54</b>	<b>100.00%</b>
<b>P-value</b>	<b>0.008**</b>					

EGSECE= , ESLCE= Ethiopian School Leaving Certificate Examination, N= Number of observation, CTTI= Catering Tourism and Training Institute, LETHC= Lion Ethiopia Tourism and Hotel College

\*\*= Significant difference at 0.01 level

#### 4.1.1.2 Students' English Language Needs and Difficulties

##### 4.1.1.2.1 Students' response to their English language difficulties and preference for improvement

As shown in Table 2 below, the difficulty that CTTI students have with regard to, speaking, listening, writing and reading skills is presented with the mean values of 3.44, 3.28, 2.24 and 1.84 respectively. Similarly, the mean values that were presented from LETHC students' response, about the difficulty level of the above skills were 3.10, 2.62, 2.38 and 2.00 respectively. Moreover, the ANOVA test shows significant ( $P < 0.01$ ) difference among the difficulty level that the students face in their ability of the four skills. According to this result, the majority of the students in both educational centers have difficulty especially in speaking skill, followed by listening, writing and reading skills.

**Table 2: Students' response to their English language skills level of difficulty**

SKILLS	CTTI			LETHC			Both Educational Centers		
	Mean	SD	95% CI for Mean	Mean	SD	95% CI for Mean	Mean	SD	95% CI for Mean
<b>LISTNING</b>	3.28	0.84	2.93-3.63	2.62	1.08	2.21-3.03	2.93	1.03	2.65-3.21
<b>SPEAKING</b>	3.44	0.77	3.12-3.76	3.1	1.11	2.68-3.53	3.26	0.97	2.99-3.53
<b>READING</b>	1.84	0.9	1.47-2.21	2	1.1	1.58-2.42	1.93	1.01	1.65-2.20
<b>WRITING</b>	2.24	1.23	1.73-2.75	2.38	1.21	1.92-2.84	2.31	1.21	1.98-2.65
<b>Total</b>	<b>2.7</b>	<b>1.16</b>	<b>2.47-2.93</b>	<b>2.53</b>	<b>1.18</b>	<b>2.31-2.74</b>	<b>2.61</b>	<b>1.17</b>	<b>2.45-2.76</b>
<b>P-value</b>	<b>0.000**</b>			<b>0.003**</b>			<b>0.000**</b>		
<b>DF</b>	<b>3,96</b>			<b>3,112</b>			<b>3,212</b>		

CTTI= Catering Tourism and Training Institute, LETHC= Lion Ethiopia Tourism and Hotel College, SD=Standard Deviation, N= Number of observation, CI= Confidence Interval, DF= Degrees of freedom

\*\*= Significant difference at 0.01 level

According to the result obtained from instructors' response, the overall English language ability of CTTI students was considered good by one of their subject area instructor while the other instructor considered them poor in English. In case of LETHC, the students were considered good in English by one of their subject area instructor and the other instructor thought the students have not that much good English language ability.

Specifically, with regard to the four macro skills of the language, CTTI instructors thought their students have very good ability in listening and reading skills while they put the students speaking and writing skills as good. However, according to one of their instructor, the students were poor in speaking and writing skills or (productive skills). Similarly, the

three LETHC instructors thought their students have very good reading skill while they put the students listening, speaking and writing skills as good. However, according to one of their instructor, the students were poor in speaking skill.

Thus, based on the result obtained from the students' and instructors' response it was possible to conclude that, the students from both educational centers were very good in reading skill while they have difficulty specially in speaking skill.

#### 4.1.1.2.2 Students' response to their level of English language skills preference for improvement

**Table 3: Students' response to their level of preference for improving the four English language skills**

SKILLS	CTTI			LETHC			Both Educational Centers		
	Mean	SD	95% CI for Mean	Mean	SD	95% CI for Mean	Mean	SD	95% CI for Mean
LIS.	3.28	0.84	2.93-3.63	2.62	1.08	2.21-3.03	2.93	1.03	2.65-3.21
SPK.	3.40	0.76	3.08-3.72	3.07	1.13	2.64-3.50	3.22	0.98	2.95-3.49
RED.	1.84	0.9	1.47-2.21	2.00	1.10	1.58-2.42	1.93	1.01	1.65-2.20
WRT.	2.24	1.23	1.73-2.75	2.38	1.21	1.92-2.84	2.31	1.21	1.98-2.65
<b>Total</b>	<b>2.69</b>	<b>1.15</b>	<b>2.46-2.92</b>	<b>2.52</b>	<b>1.18</b>	<b>2.30-2.73</b>	<b>2.60</b>	<b>1.17</b>	<b>2.44-2.75</b>
<b>P-value</b>	<b>0.000**</b>			<b>0.003**</b>			<b>0.000**</b>		
<b>DF</b>	<b>3,96</b>			<b>3,112</b>			<b>3,212</b>		

CTTI= Catering Tourism and Training Institute, LETHC= Lion Ethiopia Tourism and Hotel College, SD=Standard Deviation, N= Number of observation, CI= Confidence Interval, DF= Degrees of freedom, LIS=Listening, SPK=Speaking, RED=Reading, WRT=Writing

\*\*= Significant difference at 0.01 level

As the result in Table 3 indicates, CTTI students' preference for improving the four language skills was presented with mean values of 3.40, 3.28, 2.24 and 1.84 for speaking, listening, writing and reading skills respectively. Regarding LETHC students' preference for improving these skills, the mean values were 3.07, 2.62, 2.38 and 2.00, respectively. Moreover, the ANOVA test shows significant ( $P < 0.01$ ) difference among the students preference for improving the four skills in both educational centers. According to the result obtained, most of the students in both educational centers wanted to improve first speaking skill followed by listening, writing and reading skills with the overall mean value of 3.22, 2.93, 2.31 and 1.93, respectively. The overall mean value of improvement preference for the four skills was also significantly ( $P < 0.01$ ) different. Based on this result, it seems that the students gave priority for the improvement of the skills that were more difficult for them.

#### 4.1.1.2.3 Students' response about the emphasis given to the five English language skills

**Table 4:** Students' response for the level of emphasis given to the five language skills in their English language classes.

SKILLS	CTTI			LETHC			Both Educational Centers		
	Mean	SD	95% CI for Mean	Mean	SD	95% CI for Mean	Mean	SD	95% CI for Mean
LIS.	2.24	0.78	1.92-2.56	1.62	0.73	1.34-1.90	1.91	0.81	1.69-2.13
SPK.	2.36	0.76	2.05-2.67	1.69	0.85	1.37-2.01	2.00	0.87	1.76-2.24
RED.	1.76	0.78	1.44-2.08	1.86	0.79	1.56-2.16	1.81	0.78	1.60-2.03
WRT.	1.96	0.79	1.63-2.29	1.97	0.73	1.69-2.24	1.96	0.75	1.76-2.17
GRM.	2.20	0.87	1.84-2.56	1.76	0.79	1.46-2.06	1.96	0.85	1.73-2.19
<b>Total</b>	<b>2.10</b>	<b>0.81</b>	<b>1.96-2.25</b>	<b>1.78</b>	<b>0.78</b>	<b>1.65-1.91</b>	<b>1.93</b>	<b>0.81</b>	<b>1.83-2.03</b>
<b>P-value</b>	<b>0.063</b>			<b>0.466</b>			<b>0.789</b>		
<b>DF</b>	<b>4,120</b>			<b>4,140</b>			<b>4,265</b>		

CTTI= Catering Tourism and Training Institute, LETHC= Lion Ethiopia Tourism and Hotel College, SD=Standard Deviation, N= Number of observation, CI= Confidence Interval, DF= Degrees of freedom, LIS=Listening, SPK=Speaking, RED=Reading, WRT=Writing, GRM=Grammar

As indicated in Table 4, the skills focused in English language classes of CTTI were presented with mean values of 2.36, 2.24, 2.20, 1.96 and 1.76 for speaking, listening, grammar, writing and reading skills respectively. In case of LETHC, the mean values of the emphasized skills were 1.97, 1.86, 1.76, 1.69 and 1.62, respectively for writing, reading, grammar, speaking, and listening skills. According to the result obtained, there was no significant difference ( $P>0.05$ ) among the skills focused in the English language classes of the two educational centers. However, according to the mean values speaking was the most emphasized skill followed by listening, grammar, writing and reading skills in the English language classes of CTTI, while the skills focused in English language classes of LETHC were writing, reading, grammar, speaking and listening skills respectively according to the level of emphasis given to these skills. In CTTI English language classes speaking was the most emphasized skill followed by listening skill. However in LETHC, writing was the most emphasized skill followed by reading.

Comparing the result presented in Table 4 with the result in Table 2 and 3, in CTTI English language classes, more emphasis was given to those skills that the students have difficulty with and to those skills that they want to improve on priority bases. However, in LETHC, it seems that students' difficulty and preference for improvement was not taken into consideration. Because, even if the students have difficulty in speaking and listening skills, the skills focused in their English language classes were writing and reading skills. The reason

behind this might be, as Sesnan (1997) explains it, since reading and writing skills are easy to test in examinations, educational centers give more emphasis to these skills.

**Table 5: Students' response for the level of emphasis given to the four language skills in the classes of their other subject area studies.**

SKILLS	CTTI			LETHC			Both Educational Centers		
	Mean	SD	95% CI for Mean	Mean	SD	95% CI for Mean	Mean	SD	95% CI for Mean
LIS.	2.72	0.54	2.50-2.94	2.62	0.56	2.41-2.83	2.67	0.55	2.52-2.82
SPK.	2.60	0.65	2.33-2.87	2.52	0.69	2.26-2.78	2.56	0.66	2.37-2.74
RED.	2.36	0.76	2.05-2.67	2.24	0.74	1.96-2.52	2.30	0.74	2.09-2.50
WRT.	2.32	0.80	1.99-2.65	2.45	0.74	2.17-2.73	2.39	0.76	2.18-2.60
<b>Total</b>	<b>2.50</b>	<b>0.70</b>	<b>2.36-2.64</b>	<b>2.46</b>	<b>0.69</b>	<b>2.33-2.58</b>	<b>2.48</b>	<b>0.70</b>	<b>2.38-2.57</b>
<b>P-value</b>	<b>0.133</b>			<b>0.197</b>			<b>0.025*</b>		
<b>DF</b>	<b>3,96</b>			<b>3,112</b>			<b>3,212</b>		

CTTI= Catering Tourism and Training Institute, LETHC= Lion Ethiopia Tourism and Hotel College, SD=Standard Deviation, N= Number of observation, CI= Confidence Interval, DF= Degrees of freedom, LIS=Listening, SPK=Speaking, RED=Reading, WRT=Writing  
 \*= Significant difference at 0.05 level

As the result in Table 5 shows, the language skills that were needed by CTTI students to learn other subjects of their area of studies were presented with mean values of 2.72, 2.60, 2.36 and 2.32 for listening, speaking, reading and writing skills, respectively. Regarding LETHC students' other subject area classes, the extent of their need for these language skills was presented with mean values of 2.62, 2.52, 2.24 and 2.45, respectively. However, as the ANOVA test indicates, there was no significant ( $P>0.05$ ) difference among the skills in relation to their importance for learning other subjects of the students area of study in both educational centers.

According to this result, listening was the most influential prerequisite skill that enables the students to learn other subjects followed by speaking, writing and reading skills in both educational centers.

In relation to this, the result obtained from CTTI instructors' response also indicates that, even though all the four language skills were important, listening and speaking were the most important skills for the students to learn their subject area studies. Similarly, LETHC instructors also suggested that listening and speaking skills were very important for the students to learn other subjects in English.

#### 4.1.1.2.4 Students' response about English language skills needed for their future occupation

**Table 6: Students' response for the priority of the four language skills to their future occupation**

SKILLS	CTTI			LETHC			Both Educational Centers		
	Mean	SD	95% CI for Mean	Mean	SD	95% CI for Mean	Mean	SD	95% CI for Mean
LIS.	3.56	0.51	3.35-3.77	3.45	0.63	3.21-3.69	3.50	0.57	3.34-3.66
SPK.	3.64	0.49	3.44-3.84	3.28	1.03	2.88-3.67	3.44	0.84	3.22-3.67
RED.	1.88	1.09	1.43-2.33	2.38	1.12	1.96-2.80	2.15	1.12	1.84-2.45
WRT.	1.96	0.93	1.57-2.35	2.45	1.15	2.01-2.89	2.22	1.08	1.93-2.52
<b>Total</b>	<b>2.76</b>	<b>1.16</b>	<b>2.53-2.99</b>	<b>2.89</b>	<b>1.10</b>	<b>2.69-3.09</b>	<b>2.83</b>	<b>1.13</b>	<b>2.68-2.98</b>
<b>P-value</b>	<b>0.000**</b>			<b>0.000**</b>			<b>0.000**</b>		
<b>DF</b>	<b>3,96</b>			<b>3,112</b>			<b>3,212</b>		

CTTI= Catering Tourism and Training Institute, LETHC= Lion Ethiopia Tourism and Hotel College, SD=Standard Deviation, N= Number of observation, CI= Confidence Interval, DF= Degrees of freedom, LIS=Listening, SPK=Speaking, RED=Reading, WRT=Writing  
 \*\*\*= Significant difference at 0.01 level

As indicated in Table 6, the ANOVA test in each educational centers shows significant difference ( $P < 0.01$ ) between the skills that the students need for their future occupation. The prioritized skills that were needed for the students' future occupational English language needs of CTTI students were presented with mean values of 3.56, 3.64, 1.88 and 1.96 respectively for listening, speaking, reading and writing skills. Similarly, LETHC students' future occupational English language needs were presented with mean values of 3.45, 3.28, 2.38 and 2.45 for listening, speaking, reading and writing skills respectively.

According to this result, CTTI students consider speaking skill as the most important language skill that they need in order to be successful in their future occupation followed by listening, writing and reading skills. On the other hand, LETHC students consider listening skill as the most important language skill for their future occupation followed by speaking, writing and reading skills.

Even though CTTI and LETHC students respectively gave priority for speaking and listening skills, the students of both educational centers gave less priority for writing and reading skills.

Listening and speaking skills are inseparable. In order to communicate effectively, the students need to be good listeners in addition to having the ability to speak and express

themselves. Therefore, giving priority to speaking or listening skill might not be that much significant.

The result obtained from English language instructors response also agreed with the students' response. According to CTTI English language instructor, speaking skill was the most important English language skill that tourist guide students need in order to be successful in their future occupation, followed by listening, writing and reading skills. Moreover, according to LETHC English language instructor, the students need first listening and speaking skills followed by reading and writing skills.

#### ***4.1.1.2.5 Students' response in relation to their English language skills difficulty, improvement preference, and their English language needs for learning other subjects and for their future occupation***

As the correlation result in Table 7 indicates, the students response for their English language skills difficulty and their preference for improving the skills correlates ( $r=99\%$ ) significantly ( $P<0.01$ ). This was to mean that, the skills that the students wanted to improve were the skills that they have difficulty with.

Similarly, the students response for their English language skills difficulty significantly ( $P<0.01$ ) correlates ( $r=34.0\%$ ) with their future occupational English language needs. As indicated in Table 2, the students have difficulty on speaking and listening skills and as it was shown in Table 6, the students consider these skills to be the most important skills for their future occupation.

However, there was no significant correlation ( $r=12.3\%$ ) between the students response for their English language skills difficulty and the skills that they need to learn other subjects of their study area.

**Table 7: Correlation between students' response to their English language skills level of difficulty, preference for improvement, and their English language needs for learning other subjects and for their future occupation..**

		SKILLS IMPROVEMENT PREFERENCE	SKILLS NEEDED TO LEARN OTHER SUBJECT	SKILLS PRIORITY FOR FUTURE LANGUAGE NEEDS
<b>SKILLS DIFFICULTY</b>	r- Correlation Coefficient	0.997	0.123	0.340
	P-value	0.000**	0.071	0.000**
	N	216	216	216
<b>SKILLS IMPROVEMENT PREFERENCE</b>	r- Correlation Coefficient		0.117	0.332
	P-value		0.086	0.000**
	N		216	216
<b>SKILLS NEEDED TO LEARN OTHER SUBJECT</b>	r- Correlation Coefficient			0.140
	P-value			0.039*
	N			216

N= Number of observation

\*\* Correlation is significant at the 0.01 level

\* Correlation is significant at the 0.05 level

In case of skills preference for improvement, the students' response significantly ( $P < 0.01$ ) correlates ( $r = 33.2\%$ ) with their future occupational English language needs. That means, the skills that the students wanted to improve were those skills that they think might be important for their future occupation. As shown earlier in Table 3, the students want to improve speaking and listening skills and as indicated in Table 6, these were the skills that the students consider to be important for their future occupation.

However, there was no significant correlation ( $r = 11.7\%$ ) between the students response of their English language skills preference for improvement and their response about the skills that they need to learn other subjects of their study area.

Even though the students response for the skills that they need to learn other subjects didn't correlate with their response given to their English language skills difficulty and skill preference for improvement, there was slightly significant ( $P < 0.05$ ) correlation ( $r = 14.0\%$ ) between the skills that they need to learn other subjects and the students' future occupational English language needs. According to the result obtained earlier, listening and speaking were the skills that the students of both educational centers consider important for learning other subjects followed by writing and reading skills. Similarly, LETHC students consider listening skill as the most important language skill for their future occupation, while

CTTI students consider speaking skill as the most important. However, according to the response of the students from both educational centers, writing and reading skills come following these skills.

#### **4.1.1.2.6 Students' response to the level of difficulty that they face in understanding other subjects that were given in English language**

**Table 8: Students' response to the level of difficulty that they face in understanding other subjects that were given in English language**

LEVEL OF DIFFICULTY	CTTI		LETHC		TOTAL BY SEX		Both Educational Centers			
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	CTTI	LETHC	Total	
DIFF	N	3	1	0	2	3	3	4	2	6
	%	75.0	25.0	0.0	100.0	50.0	50.0	16.00	6.90	11.11
L-DIFF	N	11	0	10	8	21	8	11	18	29
	%	100.0	0.0	55.6	44.4	72.4	27.6	44.00	62.07	53.70
NO-DIFF	N	8	2	8	1	16	3	10	9	19
	%	80.0	20.0	88.9	11.1	84.2	15.8	40.00	31.03	35.19
Total	N	22	3	18	11	40	14	25	29	54
	%	88.0	12.0	62.1	37.9	74.1	25.9	46.30	53.70	100.00
P-value	0.253		0.042*		0.238		0.346			

DIFF= Difficult, L-DIFF= Less difficult, NO-DIFF= No Difficult, N= Number of observation, CTTI= Catering Tourism and Training Institute, LETHC= Lion Ethiopia Tourism and Hotel College

\*= Significant difference at 0.05 level

As the result in Table 8 shows, out of the total 25 students of CTTI, 44% (n=11) of the students face less difficulty, while 40% (n=10) of the students face no difficulty in understanding courses that are given in English language. However, only 16% (n=4) of the students have difficulty in understanding courses that were given in English.

On the other hand, out of the total 29 students of LETHC, the majority or 62% (n=18) of the students face less difficulty, while 31.03% (n=9) of the students have no difficulty in understanding courses that were given in English. In this college, those students who have difficulty in understanding courses given in English counts 6.9% (n=2) of the total population (Table 8). According to this result it is possible to conclude that, the majority (84% of CTTI and 93.03% of LETHC) of the students can understand courses that are given in English.

#### 4.1.1.2.7 Students' response to the frequency of the different language skills and learning activities used in learning other subjects in English

**Table 9: Students' response on the frequency of the different listening activities in learning other subjects that were given in English.**

LISTENING ACTIVITIES	Mean	SD	95% CI for Mean	DF	P-value	B/n edu. centers		
						DF	P-value	
CTTI	Listening to take notes	2.56	0.58	2.32-2.80	5,144	0.168	1,322	0.000**
	Listening to teachers' instruction	2.68	0.63	2.42-2.94				
	Listening to teachers' explanation	2.68	0.63	2.42-2.94				
	Listening to class discussions	2.48	0.59	2.24-2.72				
	Listening to class presentation	2.56	0.51	2.35-2.77				
	Listening to audio/visual materials	2.28	0.61	2.03-2.53				
<b>Total</b>	<b>2.54</b>	<b>0.6</b>	<b>2.44-2.64</b>					
LETHC	Listening to take notes	2.41	0.78	2.12-2.71	5,168	0.134	1,322	0.000**
	Listening to teachers' instruction	2.31	0.66	2.06-2.56				
	Listening to teachers' explanation	2.38	0.78	2.08-2.67				
	Listening to class discussions	2.24	0.64	2.00-2.48				
	Listening to class presentation	2.07	0.8	1.77-2.37				
	Listening to audio/visual materials	1.97	0.73	1.69-2.24				
<b>Total</b>	<b>2.23</b>	<b>0.74</b>	<b>2.12-2.34</b>					
Both Educational centers	Listening to take notes	2.48	0.69	2.29-2.67	5,318	0.019*	1,322	0.000**
	Listening to teachers' instruction	2.48	0.67	2.30-2.66				
	Listening to teachers' explanation	2.52	0.72	2.32-2.72				
	Listening to class discussions	2.35	0.62	2.18-2.52				
	Listening to class presentation	2.3	0.72	2.10-2.49				
	Listening to audio/visual materials	2.11	0.69	1.92-2.30				
<b>Total</b>	<b>2.37</b>	<b>0.69</b>	<b>2.30-2.45</b>					

CTTI= Catering Tourism and Training Institute, LETHC= Lion Ethiopia Tourism and Hotel College, SD=Standard Deviation, N= Number of observation, CI= Confidence Interval, DF= Degrees of freedom

\*\*= Significant difference at 0.01 level

\*= Significant difference at 0.05 level

As indicated in Table 9, there was a significant ( $P < 0.01$ ) difference between the two educational centers listening activities that the students engaged in learning other subjects in English. The listening activities that CTTI students engaged in learning other subjects in English were presented with mean values of 2.68 for listening to teachers' instruction and explanation, 2.56 for listening to take note and to class discussion, 2.48 for listening to class discussion and 2.28 for listening to audio visuals. In case of LETHC, the listening activities that the students engaged were presented with mean values of 2.41, 2.38, 2.31, 2.24, 2.07 and 1.97, respectively for listening to take note, listening to teachers' explanation, listening to teachers' instruction, listening to class discussion, listening to class presentation and for listening to audio visuals.

According to the result obtained, among those listening activities that were identified, CTTI students mostly engaged in listening to teachers' instruction and explanation followed by listening to take note and presentation. On the other hand, the most frequently used listening activity that was identified by LETHC students was listening to take note followed by listening to teachers explanation and listening to teachers instruction.

Moreover, even though there was significant difference ( $P < 0.01$ ) on the frequency of activities between the two educational centers, there was no significant difference ( $P > 0.05$ ) among the frequency of the listening activities with in each of the educational centers.

Comparing this result with the result obtained from the instructors' response, both of the other subject area instructors from CTTI agreed that, the most frequently used listening activities were listening to teacher's instruction and explanation, which goes with the students' response. In case of LETHC, both instructors put listening to teachers' explanation and class presentation to be the most frequent listening activities. The instructors couldn't agree on how frequent listening to take note should be, one of the instructor considered it as the most frequent listening activity while the other did not. This difference might be because of the teaching method that the instructors use.

**Table 10: Students' response on the frequency of the different speaking activities used in learning other subjects that were given in English.**

	SPEAKING ACTIVITIES	Mean	SD	95% CI for Mean	DF	P-value	B/n edu. centers	
							DF	P-value
CTTI	Asking questions	2.56	0.58	2.32-2.80	3,96	0.523	1,214	0.000**
	Answering questions	2.6	0.58	2.36-2.84				
	Presenting papers and project works	2.76	0.44	2.58-2.94				
	Participating in class or group discussions	2.56	0.58	2.32-2.80				
	<b>Total</b>	<b>2.62</b>	<b>0.55</b>	<b>2.51-2.73</b>				
LETHC	Asking questions	2.17	0.66	1.92-2.42	3,112	0.724	1,214	0.000**
	Answering questions	2.34	0.61	2.11-2.58				
	Presenting papers and project works	2.31	0.66	2.06-2.56				
	Participating in class or group discussions	2.31	0.54	2.10-2.52				
	<b>Total</b>	<b>2.28</b>	<b>0.62</b>	<b>2.17-2.40</b>				
Both edu. centers	Asking questions	2.35	0.65	2.17-2.53	3,212	0.545	1,214	0.000**
	Answering questions	2.46	0.61	2.30-2.63				
	Presenting papers and project works	2.52	0.61	2.35-2.68				
	Participating in class or group discussions	2.43	0.57	2.27-2.58				
	<b>Total</b>	<b>2.44</b>	<b>0.61</b>	<b>2.36-2.52</b>				

CTTI= Catering Tourism and Training Institute, LETHC= Lion Ethiopia Tourism and Hotel College, SD=Standard Deviation, N= Number of observation, CI= Confidence Interval, DF= Degrees of freedom

\*\*= Significant difference at 0.01 level

As the result in Table 10 shows, the frequency of speaking activities that CTTI students engaged in learning other subjects in English was presented with mean values of 2.76 and 2.60 respectively for presenting paper and project works, and for answering questions and 2.56 for asking question and for participating in class discussions. Similarly, the frequency of speaking activities that LETHC students engaged was presented with mean values of 2.34 for answering questions, 2.31 for presenting paper and project works and for participating in class discussion, and 2.17 for asking questions. However, the frequency of speaking activities in each educational centers was not significantly ( $P>0.05$ ) different. Moreover, as the overall mean value for the frequency of the speaking activities among the two educational centers indicates, there was significant ( $P<0.01$ ) difference between the two educational centers.

Accordingly, the most frequent speaking activity in CTTI was presenting paper and project works followed by answering questions. However, in LETHC answering questions and presenting paper and project works were respectively the most frequent speaking activities that the college students were engaged.

However, according to the result obtained from CTTI instructors' response, presenting paper and project works was not the most frequent speaking activity in the classroom. According to one of the instructors, asking and answering questions and participating in class or group discussions were the most frequent speaking activities in the classroom. On the other hand, LETHC instructors agreed with their students' response, as a result, asking and answering questions were the most frequent speaking activities in their classrooms.

**Table 11: Students' response on the frequency of the different reading activities used in learning other subjects that were given in English.**

	READING ACTIVITIES	Mean	SD	95% CI for Mean	DF	P-value	B/n edu. centers	
							DF	P-value
CTTI	Reading lecture notes	2.56	0.71	2.27-2.85	2,72	0.660	1,160	0.008**
	Reading textbooks or reference books	2.52	0.71	2.23-2.81				
	Reading handouts	2.68	0.48	2.48-2.88				
	<b>Total</b>	<b>2.59</b>	<b>0.64</b>	<b>2.44-2.73</b>				
LETHC	Reading lecture notes	2.17	0.76	1.88-2.46	2,84	0.338	1,160	0.008**
	Reading textbooks or reference books	2.28	0.7	2.01-2.54				
	Reading handouts	2.45	0.69	2.19-2.71				
	<b>Total</b>	<b>2.3</b>	<b>0.72</b>	<b>2.15-2.45</b>				
Both edu. centers	Reading lecture notes	2.35	0.76	2.15-2.56	2,159	0.270	1,160	0.008**
	Reading textbooks or reference books	2.39	0.71	2.19-2.58				
	Reading handouts	2.56	0.6	2.39-2.72				
	<b>Total</b>	<b>2.43</b>	<b>0.69</b>	<b>2.32-2.54</b>				

CTTI= Catering Tourism and Training Institute, LETHC= Lion Ethiopia Tourism and Hotel College, SD=Standard Deviation, N= Number of observation, CI= Confidence Interval, DF= Degrees of freedom, \*\*= Significant difference at 0.01 level

As indicated in Table 11, the frequency of reading activities that CTTI students engaged in learning other subjects in English were presented with mean values of 2.68, 2.56 and 2.52 for reading handout, lecture note and text and reference books, respectively. In case of LETHC, the mean values for the frequency of reading activities that the students engaged were 2.45, 2.28 and 2.17 respectively, for reading hand out, reading text and reference books, and reading lecture note. Even though there was no significant ( $P>0.05$ ) difference on the frequency of the reading activities that the students engaged with in each educational centers, reading hand out was the most frequently used reading activity that CTTI and LETHC students engaged. However, the overall mean frequency of the reading activities between the two educational centers were significantly ( $P<0.01$ ) different.

Comparing this result with what the instructors' of both educational centers suggested as to how the students reading activity should be, among the two other subject area instructors from each of the educational centers, one of the LETHC instructor agreed that the students always need to read their handout, while the other instructor suggested that the students should always read traditional and alternative guide books. On the other hand, one of the CTTI instructors suggested lecture note should be read always, while the other one suggested the students should always read their lecture notes, text and reference books, and handouts.

The frequency of writing activities, as indicated in Table 12 was presented with mean values of 2.72 for taking lecture note, and 2.36 for taking note from text and reference books, and for writing essays for assignments or examinations for CTTI students. In case of LETHC, the frequency of writing activities that the students engaged was presented with mean values of 2.31, 2.28 and 2.10 for writing essay, taking lecture note and for writing summary, respectively. Moreover, according to the overall mean values of each of the educational centers, the frequency between the writing activities was not significantly ( $P>0.05$ ) different. Even-though, there was significant ( $P<0.01$ ) difference on how frequent the writing activities were used between the two educational centers, essay writing for assignment or examination was still given emphasis in both educational centers.

**Table 12: Students' response on the frequency of the different writing activities used in learning other subjects that were given in English.**

	WRITING ACTIVITIES	Mean	SD	95% CI for Mean	DF	P-value	B/n edu. centers	
							DF	P-value
CTTI	Taking notes from a lecture	2.72	0.46	2.53-2.91	3,96	0.046*	1,214	0.006**
	Taking notes from a textbook or reference books	2.36	0.64	2.10-2.62				
	Writing Essays for assignments or examinations	2.36	0.57	2.13-2.59				
	Writing summary	2.28	0.68	2.00-2.56				
	<b>Total</b>	<b>2.43</b>	<b>0.61</b>	<b>2.31-2.55</b>				
LETHC	Taking notes from a lecture	2.28	0.7	2.01-2.54	3,112	0.363		
	Taking notes from a textbook or reference books	2.03	0.57	1.82-2.25				
	Writing Essays for assignments or examinations	2.31	0.6	2.08-2.54				
	Writing summary	2.1	0.86	1.78-2.43				
	<b>Total</b>	<b>2.18</b>	<b>0.69</b>	<b>2.05-2.31</b>				
Both Edu. centers	Taking notes from a lecture	2.48	0.64	2.31-2.66	3,212	0.060		
	Taking notes from a textbook or reference books	2.19	0.62	2.02-2.35				
	Writing Essays for assignments or examinations	2.33	0.58	2.17-2.49				
	Writing summary	2.19	0.78	1.97-2.40				
	<b>Total</b>	<b>2.3</b>	<b>0.66</b>	<b>2.21-2.39</b>				

CTTI= Catering Tourism and Training Institute, LETHC= Lion Ethiopia Tourism and Hotel College, SD=Standard Deviation, N= Number of observation, CI= Confidence Interval, DF= Degrees of freedom

\*\*= Significant difference at 0.01 level

\*= Significant difference at 0.05 level

The result obtained from instructors' response also indicated that taking note from a lecture and writing essay for assignment or examinations were the writing activities that CTTI students were frequently engaged in. On the contrary, according to one of LETHC instructors taking notes from a lecture was the most frequent writing activity while the other instructor consider essay writing for assignment or examination, summary writing and word developing power writing as the most frequent activities.

**Table 13: Students' response on the frequency of the different learning activities used in learning English language**

Activities in learning English	CTTI				LETHC				Both Educational Centers			
	N	Mean	SD	95% CI for Mean	N	Mean	SD	95% CI for Mean	N	Mean	SD	95% CI for Mean
Listening to conversations related to your future occupation	25	2.44	0.65	2.17-2.71	29	2.48	0.57	2.26-2.70	54	2.46	0.61	2.30-2.63
Listening to texts related to your future occupation	25	2.32	0.69	2.04-2.61	29	2.38	0.68	2.12-2.64	54	2.35	0.68	2.17-2.54
Listening to lecture/text and taking note	25	2.64	0.49	2.44-2.84	29	2.45	0.57	2.23-2.67	54	2.54	0.54	2.39-2.68
Listening to instructions and questions	25	2.84	0.47	2.64-3.04	29	2.41	0.63	2.18-2.65	54	2.61	0.60	2.45-2.77
Listening to presentation	25	2.52	0.51	2.31-2.73	29	2.52	0.57	2.30-2.74	54	2.52	0.54	2.37-2.67
Activities for group discussions	25	2.56	0.51	2.35-2.77	29	2.38	0.56	2.17-2.59	54	2.46	0.54	2.32-2.61
Activities which will be done individually	25	2.36	0.64	2.10-2.62	29	2.34	0.72	2.07-2.62	54	2.35	0.68	2.17-2.54
Giving oral presentations	25	2.48	0.51	2.27-2.69	29	2.28	0.65	2.03-2.52	54	2.37	0.59	2.21-2.53
Controlled speaking practices	25	2.12	0.67	1.85-2.39	29	2.34	0.61	2.11-2.58	54	2.24	0.64	2.07-2.42
Activities on reading for the main idea	25	2.52	0.59	2.28-2.76	29	2.24	0.64	2.00-2.48	54	2.37	0.62	2.20-2.54
Activities on reading for specific information	25	2.36	0.64	2.10-2.62	29	2.21	0.73	1.93-2.48	54	2.28	0.68	2.09-2.46
Controlled writing which focuses on grammar	25	2.08	0.64	1.82-2.34	29	2.34	0.61	2.11-2.58	54	2.22	0.63	2.05-2.40
Free writing exercises	25	2.08	0.70	1.79-2.37	29	2.24	0.74	1.96-2.52	54	2.17	0.72	1.97-2.36
Writing essays	25	2.04	0.54	1.82-2.26	29	2.17	0.66	1.92-2.42	54	2.11	0.60	1.95-2.28
Learning grammar rules	25	2.04	0.54	1.82-2.26	29	2.17	0.60	1.94-2.40	54	2.11	0.57	1.96-2.27
Learning vocabulary meaning	25	2.00	0.58	1.76-2.24	29	2.21	0.68	1.95-2.46	54	2.11	0.63	1.94-2.28
Learning pronunciation	25	2.04	0.68	1.76-2,32	29	2.17	0.76	1.88-2.46	54	2.11	0.72	1.92-2.31
<b>Total</b>	<b>425</b>	<b>2.32</b>	<b>0.63</b>	<b>2.26-2.38</b>	<b>493</b>	<b>2.31</b>	<b>0.65</b>	<b>2.26-2.37</b>	<b>918</b>	<b>2.32</b>	<b>0.64</b>	<b>2.28-2.36</b>
<b>P-value</b>	<b>0.000**</b>				<b>0.593</b>				<b>0.000**</b>			
<b>DF</b>	<b>16,408</b>				<b>16,476</b>				<b>16,901</b>			

CTTI= Catering Tourism and Training Institute, LETHC= Lion Ethiopia Tourism and Hotel College, SD=Standard Deviation, N= Number of observation, CI= Confidence Interval, DF= Degrees of freedom

\*\*= Significant difference at 0.01 level

As the result in Table 13 indicates, the frequency of English language activities in CTTI English language classrooms was presented with mean values of 2.84, 2.64 and 2.56 respectively for listening to instructions and questions, listening to lecture/text for taking note and activities for group discussions. Moreover, the least frequent activities in this educational center were presented with mean values of 2.00 for learning vocabulary meaning, and 2.04 for essay writing, learning grammar rules and learning pronunciation. On the other hand, the frequency of learning activities in LETHC English language classrooms was presented with mean values of 2.52, 2.48 and 2.45 respectively for listening to presentation, listening to conversations related to their future occupation and listening to lecture/text for taking note. The least frequent activities in LETHC were presented with mean value of 2.17 for essay writing, learning grammar rules and learning pronunciation.

Moreover, as the overall mean value of the two educational centers indicates, even though the frequency between the activities in LETHC English language classes was not significantly ( $P>0.05$ ) different, there was significant ( $P<0.01$ ) difference between the frequency of the activities in the English language classes of CTTI.

According to the result obtained, in the English language classes of both educational centers, essay writing, grammar rules and teaching pronunciation were given less emphasis. In the English language classes of CTTI, the most frequent activity was listening to instructions and questions followed by listening to lecture/text to take note. However, the most frequent activity in LETHC English language classes was listening to presentation followed by listening to conversations which were related to the students' future occupation.

In relation to this, the result obtained from English language instructors' questionnaire response revealed that listening to take note, to teachers' explanation and to class discussions were the most frequent listening activities in CTTI English language classes. With regard to speaking activities, the students were mostly engaged in asking/answering questions and in participating in class or group discussions. The most frequent reading activity that was identified by the instructor was reading handouts. According to the instructor, the students have never read lecture notes. Moreover, writing essays for assignments or examinations was the most frequent writing activity that the students

engaged in their English language classes. However, according to the students' response essay writing was given less emphasis in their English language classes.

In case of the frequency of activities in English language classes of LETHC, the result obtained from the English language instructor's response indicated that, the activities that were listed under each of the four macro skills of the language were not frequently used in the English language classes. However, according to the result obtained from the students' response, there were activities like listening to instructions, questions and listening to lecture to take note which were the most frequent activities in their English language classes.

#### 4.1.1.2.8 Students' response on the relevance of the English course for their subject area studies and future occupation

Table 14: Students' response on their level of satisfaction with the relevance of the English course to their study of other subjects and to future occupation

	RELEVANCE OF ENGLISH COURSES	CTTI				LETHC				Both Educational Centers			
		N	Mean	SD	95% CI for Mean	N	Mean	SD	95% CI for Mean	N	Mean	SD	95% CI for Mean
<b>FOR CURRENT STUDY</b>	Emphasized language skills	25	2.32	0.80	1.99-2.65	29	2.14	0.79	1.84-2.44	54	2.22	0.79	2.01-2.44
	Exercises and activities	25	2.36	0.70	2.07-2.65	29	2.28	0.84	1.96-2.60	54	2.31	0.77	2.10-2.53
	Topics, passages and articles used	25	2.36	0.70	2.07-2.65	29	1.97	0.68	1.71-2.22	54	2.15	0.71	1.95-2.34
	Variety of learning activities used	25	2.04	0.84	1.69-2.39	29	2.10	0.82	1.79-2.41	54	2.07	0.82	1.85-2.30
	Vocabulary teaching exercises	25	2.28	0.79	1.95-2.61	29	2.14	0.83	1.82-2.45	54	2.20	0.81	1.98-2.42
	Grammar teaching exercises	25	2.36	0.70	2.07-2.65	29	2.03	0.82	1.72-2.35	54	2.19	0.78	1.97-2.40
	Oral practice exercises	25	2.56	0.71	2.27-2.85	29	2.17	0.80	1.87-2.48	54	2.35	0.78	2.14-2.57
	Writing exercises	25	2.28	0.79	1.95-2.61	29	2.21	0.73	1.93-2.48	54	2.24	0.75	2.04-2.45
	<b>Total</b>	<b>200</b>	<b>2.32</b>	<b>0.76</b>	<b>2.21-2.43</b>	<b>232</b>	<b>2.13</b>	<b>0.78</b>	<b>2.03-2.23</b>	<b>432</b>	<b>2.22</b>	<b>0.78</b>	<b>2.14-2.29</b>
<b>P-value</b>		<b>0.509</b>				<b>0.878</b>				<b>0.674</b>			
<b>DF</b>		<b>7,192</b>				<b>7,224</b>				<b>7,424</b>			
<b>FOR FUTURE JOB</b>	Emphasized language skills	25	2.44	0.71	2.15-2.73	29	2.45	0.78	2.15-2.75	54	2.44	0.74	2.24-2.65
	Exercises and activities	25	2.44	0.77	2.12-2.76	29	2.41	0.78	2.12-2.71	54	2.43	0.77	2.22-2.64
	Topics, passages and articles used	25	2.36	0.76	2.05-2.67	29	2.07	0.84	1.75-2.39	54	2.20	0.81	1.98-2.42
	Variety of learning activities used	25	2.32	0.69	2.04-2.61	29	2.10	0.72	1.83-2.38	54	2.20	0.71	2.01-2.40
	Vocabulary teaching exercises	25	2.20	0.76	1.88-2.52	29	2.21	0.73	1.93-2.48	54	2.20	0.74	2.00-2.40
	Grammar teaching exercises	25	2.32	0.56	2.09-2.55	29	2.17	0.66	1.92-2.42	54	2.24	0.61	2.07-2.41
	Oral practice exercises	25	2.24	0.78	1.92-2.56	29	2.28	0.75	1.99-2.56	54	2.26	0.76	2.05-2.47
	Writing exercises	25	2.24	0.72	1.94-2.54	29	2.10	0.72	1.83-2.38	54	2.17	0.72	1.97-2.36
	<b>Total</b>	<b>200</b>	<b>2.32</b>	<b>0.71</b>	<b>2.22-2.42</b>	<b>232</b>	<b>2.22</b>	<b>0.75</b>	<b>2.13-2.32</b>	<b>432</b>	<b>2.27</b>	<b>0.74</b>	<b>2.20-2.34</b>
<b>P-value</b>		<b>0.905</b>				<b>0.385</b>				<b>0.338</b>			
<b>DF</b>		<b>7,192</b>				<b>7,224</b>				<b>7,424</b>			

CTTI= Catering Tourism and Training Institute, LETHC= Lion Ethiopia Tourism and Hotel College, SD=Standard Deviation, N= Number of observation, CI= Confidence Interval, DF= Degrees of freedom

As indicated in Table 14, the satisfaction of CTTI students on the relevance of their English courses in learning other subjects of their study was presented with mean values of 2.56 for oral practice exercises, 2.36 for exercises and activities, for topic passages and articles used, and grammar teaching exercises respectively, and 2.04 for variety of learning activities used. Similarly, the satisfaction of LETHC students on the relevance of the English course in learning other subjects was presented with mean values of 2.28, 2.21, 2.17 and 1.97 respectively for exercises and activities, for writing exercises, for oral practice exercises, and for topics, passages, and articles used. According to this result, among the activities and exercises that were given in their English language course, CTTI students were most satisfied with the relevance of oral practice exercises for their subject area studies. However, they were less satisfied with the relevance of the variety of learning activities used for learning their subject studies. LETHC students on the other hand, were most satisfied with the relevance of the exercises and activities used for their subject area studies. However, they were less satisfied with the relevance of topics, passages and articles used in their English language course for their subject area studies.

Even-though the difference between the mean values was not significant ( $P>0.05$ ) in both educational centers, CTTI students were satisfied with the relevance of oral practice exercises and they were least satisfied with the relevance of the variety of learning activities used for learning their subject area studies. Similarly, the difference of the mean values for the relevance of the English courses was not significant ( $P>0.05$ ) in LETHC, however the students were more satisfied with the relevance of the exercises and activities used for their current studies. On the other hand, they were least satisfied with the relevance of topics, passages and articles used in their English language courses for their current studies.

The result in Table 14 also shows how much satisfied the students from both educational centers were with the relevance of the English course given for their future occupation. According to the result obtained from both educational centers, there was no significant ( $P>0.05$ ) difference on the relevance of the activities and exercises given in their English courses for the students future occupation. The satisfaction of CTTI students with the relevance of the English course for their future occupation was presented with mean values of 2.44 for emphasized language skills, exercises and activities, 2.36 for topics, passages and articles used and 2.20 for vocabulary teaching exercises. Similarly, the satisfaction of LETHC

students with the relevance of the English course for their future occupation was presented with mean values of 2.45, 2.41, 2.28 and 2.07 respectively for emphasized language skills, exercises and activities, oral practice exercises and for topics, passages and articles used.

According to the mean values, CTTI students were relatively most satisfied with the relevance of the emphasized language skills, exercises and activities used, in their English course for their future occupation. However, they were not relatively satisfied with the relevance of vocabulary teaching exercises for their future occupation. Like CTTI students LETHC students were also relatively satisfied with the relevance of the emphasized language skills for their future occupation. However, unlike CTTI students LETHC students were unsatisfied with the relevance of topics, passages and articles used in their English course for their future occupation.

As clearly indicated in Table 6, speaking and listening skills were identified as the most important language skills for the students' future occupation. And according to the result obtained from Table 4, the most emphasized language skill in the English language classes of CTTI was speaking skill followed by listening skill. Thus, it is likely for CTTI students to be satisfied with the relevance of the emphasized language skills in relation to their importance for their future occupation. In LETHC, on the other hand, writing skill was the most emphasized language skill followed by reading skill. These language skills were identified as the least important skills for the students' future occupation. Therefore, it is vague as to how LETHC students could be satisfied with the relevance of the emphasized language skills in their English course for their future occupation.

With regard to emphasized language skills in the English language teaching materials (Grade 11 and 12 text books), the result obtained from the response of the English language instructors of both educational centers indicated that the most emphasized language skills were reading, vocabulary, grammar and writing skills. With this regard, the result obtained from the text analysis also agrees with the instructors' response.

**Table 15: Students' responses on the effectiveness of the English course given in helping them learn other subjects of their study and for their future occupation.**

Students response	Obser.	Educational centers		
		CTTI	LETHC	TOTAL
NO	N	13	3	16
	%	52.00	10.34	29.63
YES	N	12	20	32
	%	48.00	68.97	59.26
NR	N	0	6	6
	%	0.00	20.69	11.11
TOTAL	N	<b>25</b>	<b>29</b>	<b>54</b>
	%	<b>46.30</b>	<b>53.70</b>	<b>100.00</b>
<b>P-VALUE</b>		<b>0.001**</b>		

CTTI= Catering Tourism and Training Institute, LETHC= Lion Ethiopia Tourism and Hotel College, NR=No Response, Obser.= Observation, N= Number of observation, CI= Confidence Interval, DF= Degrees of freedom  
 \*\*= Significant difference at 0.01 level

As indicated in Table 15, the response of the students on the effectiveness of their English course in meeting their academic and future occupational English language needs was significantly ( $P < 0.01$ ) different between the two educational centers. Among the 25 students of CTTI, 48% ( $n=12$ ) of them believed on the effectiveness of their English course in meeting their academic and future occupational English language needs. However 52% ( $n=13$ ) of the students didn't believe on the effectiveness of the English course. In LETHC on the other hand, out of 29 students 68.97% ( $n=20$ ) of them think that the English course that was given to them was effective in meeting their academic and future occupational English language needs. However, among the total students included in the study 10.34% ( $n=3$ ) of the students didn't agree on the effectiveness of their English course. While 20.69% ( $n=6$ ) of the students preferred not to give their response.

According to the result obtained in Table 15, the majority or 52% ( $n=13$ ) of CTTI students didn't agree on the effectiveness of their English language course in meeting their academic and future occupational needs. However, the majority or 68.97% ( $n=20$ ) of LETHC students believed that the English course that was given to them was effective in meeting their academic and future occupational English language needs. But generally, out of the 54 students of the two educational centers, the majority or 59.25% ( $n=32$ ) of the students believed that the English language course that was given to them was effective in meeting their academic and future occupational English language needs.

However, according to the result obtained from the English language instructors and students' focus group discussion, the students satisfaction with the effectiveness of their English course in meeting their English language needs might be due to the fact that their English language instructors used materials like English for travel and tourism which was much more related to the students future occupation than Grade 11 and 12 text books.

In order to increase the effectiveness of the English course in meeting tourist guide students English language needs, the students suggested that the focus of the teaching materials should shift from grammar to speaking and listening skills. According to them, there should be more free talk and conversation exercises in the materials which could give the students enough opportunity for practice. Moreover, as they have suggested, the teaching materials that were designed to teach English to the students should be related to the students' future occupation. In addition, they suggested that the teaching learning process should be supported by audio visual materials which were related to their study and future profession.

Furthermore, with regard to their English language instructors, the students suggested special training which could familiarize the instructors with terminologies which were related to travel and tourism. According to the students' response, their English language instructors should have basic knowledge about their students' future occupation. According to them, in addition to the desired qualification, English language instructors should also have knowledge about the language and vocabulary items used in tourism.

Moreover, in relation to improving students' English language ability, other subject area instructors from both educational centers suggested that the teaching learning process should be based on communicative language teaching. According to them the students should have enough oral practice in the classroom. In addition to this, according to one of the instructors from CTTI, writing skill should be also given emphasis. He further suggested that the language and vocabulary items that the students learn should be related to travel and tourism (students' future occupation).

Their English language instructors on the other hand, have given their suggestions with regard to the syllabus and English course materials that they use. CTTI English language instructor was dissatisfied with the way the objectives are stated in the syllabus, while the English language instructor from LETHC preferred to be neutral. Except on the above point,

both instructors preferred to be neutral with the way the objectives in the syllabus were stated in the course materials, the effectiveness of the syllabus and course materials in enabling the students to learn other subjects of their area of study and in preparing them for their future occupation, and with the relevance of texts, passages and tasks (exercise) that were included in the course material in meeting their students academic and future occupational needs.

Even though both instructors preferred not to show their satisfaction or dissatisfaction with the relevance of the syllabus and English language teaching materials, both of them agreed on the necessity of improving the English language course materials that they were using. According to CTTI English language instructor, English language course materials should be related to the students' future needs. He further added that the language that was taught in colleges should be English for specific purpose. Moreover, according to both of the instructors, in the process of improving the course materials emphasis should be given mostly to listening and speaking skills followed by writing and reading skills. With regard to the content of the materials, the instructors suggested the importance of incorporating balanced texts or topics from the students' major subject areas and general English.

## ***4.2 Qualitative data***

The qualitative data of the study were obtained through interview, focus group discussion and text analysis.

### **4.2.1 Result obtained from instructors' interview**

Interview was conducted with two English language and two other subject area instructors, one from each educational center. The interview began by asking the instructors to rate their students overall English language ability. All the instructors think their students have medium English language ability. However, they also mentioned the presence of students from the two extremes, students who have very good communicative skill and also students who have poor English language ability. But generally, they put most of their students English language ability as average.

Among the four language skills, the instructors agreed on the difficulty of speaking skill for the students followed by writing skill. This result was also found to be similar with the result

obtained from the students and instructors questionnaire. According to one of the other subject area instructors, the students' difficulty in speaking skill was due to lack of confidence which was related to fear of making grammatical error.

With regard to the language skills that the students need to learn other subjects of their area of study; their instructors gave emphasis especially for listening skill. One of the instructors claimed that listening and speaking were the most important language skills that the students need to learn the subjects that he teach. The other subject area instructor on the other hand, explained the importance of the ability to write (take note) properly after listening what has been said. However, according to the result obtained from the students and instructors questionnaire, listening and speaking skills were the most important skills that the students need to learn the subjects that were given in their field of study. Similarly, the English language instructors also explained the importance of speaking and listening skills in learning English language.

Even-though speaking was considered as the most important language skill for the students, most of the classroom activities that were identified as difficult were related to this skill. As it was explained by the instructors the students have difficulty especially in oral communicative activities. These include different conversation activities, reporting field works and presentations. Next to speaking activities, the students face difficulty in writing activities particularly in essay writing. According to the instructors, the students have problem in expressing their thought coherently through writing and using the proper tense.

Regarding students' future occupational English language needs, all the instructors agreed on the importance of having the ability to communicate very well. That means the ability to speak and express their thoughts and also the ability to listen and understand what has been said. Thus according to the instructors, speaking was the most important skill that tourist guide students need followed by listening skill. Actually, these skills are inseparable since communication requires not only the ability to speak but also to listen properly. Next to speaking and listening skills, writing skill was also found important for the students. As it was explained by the instructors, in addition to having the ability to speak and listen, the students also need to write memos and tour programmes in their future profession. Thus, this makes writing skill important for the students. The result obtained from students and

instructors' questionnaire also agrees with the response obtained from the instructors' interview.

In addition to the response obtained about students English language needs and difficulties, information was also collected from English language instructor about the syllabus and teaching materials that they use to teach English. As it was explained by the instructor, practical implementation of Grade 11 and 12 English language text books as teaching materials in all TVET programmes is decided by Ministry of Education. Before this English language instructors used their own materials which they thought were helpful for their students. Now, however they are using Grade 11 and 12 English language text books for the purpose of creating uniformity through out the country.

According to the instructor's response, these text books were helpful for beginners than second and third year students. He suggested that second and third year students need to learn English which was related to their future occupation. Therefore, in addition to the text books, the instructors were using materials which were much more related to their students' future profession. These were materials like English for Travelers and English for international Tourism.

With regard to the importance of the content, topics and skills covered in the text books, the instructor suggested that the materials were not enough for the students academic and future occupational English language needs. According to him, even though speaking and listening skills were covered, the text books give more focus to reading, vocabulary and grammar skills than to the skills that the students need most. He further explained that since the materials focused in these skills they can not help the students to enhance their oral communicative skills.

However, he has also appreciated the efforts that have been made to make the activities in each of the skills more communicative. This result was also found to be similar with the result indicated from the text books content analysis.

As it was explained by the instructor, the syllabus that was designed to teach English for tourism students gave more detailed information about speaking and writing sub skills. According to him, this shows how much emphasis should have been given to these skills.

Moreover, according to the instructor other materials should also be used to teach the activities that were not covered in the text books. Generally, the instructor emphasized the importance of designing materials that were based on tourist guide students needs.

#### **4.2.2 Result obtained from employer, tour coordinators and tourist guides interview**

Interview was also conducted with one employer, two tour coordinators and three tourist guides. Information about the English language that was needed in the actual job and the language difficulties that tourist guides face while performing their job was collected from the perspective of their future employer and from those who were actually involved in the job.

Even though the activities that tourist guides engage depend on the interest of the tour operation that they are working, the activities that they perform can be divided in to office and field works. According to the tourist guides and tour coordinators, the office works that tourist guides perform include correspondence works, quoting price, and making hotel and flight bookings. In addition to these tasks, they were also expected to prepare promotional materials like brochures, leaflets and receiving guests from airport and giving different types of tours based on the interest of their guests.

As can be referred from the listed activities, most of the office activities were mainly based on speaking, listening and writing skills. As it was agreed by the tourist guides and tour coordinators speaking was the most important skill for tourist guides followed by listening and writing skills. The employer on the other hand suggested that equal emphasis should be given to speaking and writing skills. He argued that, writing is the first skill that tourist guides use to communicate with their clients. According to him, it was after developing itinerary and giving solid and convincing explanations and arguments that tourist guides could persuade the tourists to come. Therefore, in addition to the ability to communicate orally, tourist guides should also be able to write and express themselves very well. Moreover, according to one of the tour coordinators, guides should understand different accents of English language.

Since speaking and writing skills were identified as important language skills for the efficiency of tourist guides work, guides were expected to have good ability in both skills.

However, according to the tour coordinators, even if most of the guides can communicate with their clients they still have difficulty especially in speaking skill. The guides also agree with the tour coordinators and they further explained their interest in improving their speaking and writing skills. Even though the tourist guides think their main difficulty is in their speaking skill, the employer emphasized that the guides writing skill is by far much lower than their speaking skill. According to the employer, the educational background of the tourist guides has a great impact on their communicative skill in general. He further explained that the emphasis that guides give to field work has affected their writing skill since their focus was in improving their speaking skill.

### **4.2.3 Result obtained from students' focus group discussion**

Students' focus group discussion was conducted among nine randomly selected students of CTTI. The result obtained from this discussion was used to triangulate the result obtained from students' questionnaire. As can be seen from Appendix H, six points were raised for discussion. Among these discussion points, first the students have discussed about their attitude towards learning English language.

All of the participants showed positive attitude towards learning English language by emphasizing the status the language has at international level. This discussion also leads them to discuss how much important English language was to carryout their academic, occupational and private life. While discussing the importance of English language for their academic studies, the participants emphasized the importance of knowing English language since all the subjects of their study were given in English and almost all the reference books were written in this language.

Regarding the importance of English language for their future occupation, the participants agreed on the significance of knowing English language to communicate with foreigners. According to them, since English is universal language it is mandatory to use and be able to communicate using the language.

However, with regard to the place of English language in their private life, most of the participants didn't seem to use the language that much. Except for two of the participants who claim that they are using the language to listen different television and radio programs, and share news and other information using internet, most of the participants used English

for recreational purposes; for instance, for watching movies and listening music, and reading novels, newspapers and magazines. According to the participants, because of its low status in the society it was difficult to communicate using English language in their day to day life activity.

Next to the importance of English language, the participants discussed about the relevance of English language courses that have been given to them in enhancing their English language ability.

According to the participants, in addition to the English course that they were taking, their background of learning English language has a great impact on their English language ability. They emphasized that language can not be acquired through studying only. According to them, even though most of them and their class mates have been learning English for more than 10 and 12 years they have still difficulty in using the language.

As it was explained by most of the participants, the English language course that they have been taking was not based on communicative language teaching. Therefore, more focus has been given to the form of the language. However, according to some of the participants even though grammar has been given emphasis, they still have difficulty in exerting grammatically correct utterances. According to them, this was because of lack of enough opportunity for oral practice and the teaching learning process was not supported by audio visual teaching materials.

While discussing the English course that they were taking, the participants pointed out that even though they were supposed to learn Grade 11 and 12 text books, the English course that they were taking was mainly based on materials that were selected by their instructors. The instructors used materials from British council library and other sources which they thought were helpful for their students. According to the participants, since they were third year students Grade 11 and 12 text books were not that much helpful for their study and future occupation.

They argued that, these text books were designed to teach general English for general language learners. Therefore, the content and topics of these text books were far from tourism. As most of the participants argued, these materials will not help them to learn any

key and technical words of tourism since their English language instructors were also not familiar with these terminologies.

Moreover, the majority of the participants believed that the text books give more emphasis to reading and grammar skills than to those skills that they need most. According to them even though all the four language skills were necessary for their study, listening is the most important skill for learning other subjects of their area followed by reading and writing skills.

The majority of the students also agreed on the importance of speaking and listening skills for their future occupation followed by writing skill. This finding also seems to be consistent with the result obtained from the students' and instructors' questionnaire and with the result obtained from the interview.

The majority of the students also stated that although they found speaking and writing skills as important for their academic and future occupational needs, these were the skills that most of the students have difficulty with. This result shows inconsistency with the result obtained from the students' questionnaire. The result obtained from the questionnaire shows listening as the second difficult skill for the students. However, according to the participants of the discussion, most of the students do not have difficulty in listening skill. Most of their instructors also agreed with this result.

Difficulty in speaking and writing skills was observed not only on the students, but also on those tourist guides who were actually in the job. According to the result obtained from the employer, tourist guides and tour coordinators' interview these were the language skills that tourist guides have difficulty with. This might be because of the way they have been learning the language and the teaching materials used.

Finally, in relation to this the students discussed what they think should be done to improve the English course that they have been taking. Contrary to the result obtained from the students' questionnaire most of the participants of the discussion were not satisfied with the English course they have been taking. According to them, the teaching learning process was not supported by audio visual materials and they haven't been given enough opportunity for practice. Therefore, in order to improve the English course they have been taking, they suggested that Grade 11 and 12 text books should not be used to teach 2<sup>nd</sup> and 3<sup>rd</sup> year

tourist guide students. Most of them agreed on the suitability of the text books to teach beginners or 1<sup>st</sup> year students. According to them, language teaching materials which were designed to teach 2<sup>nd</sup> and 3<sup>rd</sup> year students should have activities under each language skills which were related to their subject area studies and future occupation. Moreover, according to them, in the process of designing a course more emphasis should be given to speaking, listening and writing skills.

### ***4.3 Data from Content Analysis***

The English course materials that are used in TVET programs are Grade 11 and 12 text books, and the content of these materials are analyzed mainly in light of meeting tourist guide students' English language needs.

#### **4.3.1 The Objective of the Text Books**

The Ministry of Education designed a standardized syllabus for all TVET programs in national bases and decided that Grade 11 and 12 English language text books should be used in all TVET programs.

However, Grade 11 and 12 English language text books are designed for preparatory students aiming to teach general English. As it is stated in the syllabus, the general objectives of these text books are; by the end of Grade 12 the students should be able to:

- Use the English language spontaneously and flexibly for oral communication in an academic environment and in other situations where the use of English language is appropriate.
- Understand the different types of written materials in English that they will study at school.
- Read efficiently, critically and make discriminating judgments.
- Produce the kind of writing which will be expected of them in their chosen subject specialism e.g. essays, report, note and summaries.
- Employ the study skills which they will need in order to operate effectively as tertiary level students.

From these objectives, it is obvious that these text books are not designed to meet students' specific English language needs. Therefore, we can not expect these materials to provide specific language items that are needed by students of TVET programs.

Supporting this idea, Allen and Widdowson (1979:123) write ‘The general English instruction which is provided in secondary school has in most cases provide to be inadequate as a preparation for use which students are required to make of the language when they enter higher education.’ In order to solve this problem they suggested that, the language items to be taught should be based on the specialization area of the students and should focus on teaching the learners how to use the language in different situations that are related to their future profession.

Thus, teaching Grade 11 and 12 text books only will not be enough to enable the students use English in learning other subjects of their study area and this will not also give them efficient language input and practice which they will need in order to be successful in their future occupation.

#### 4.3.1.1 The Contents of the Text Books

Here under the content of the text books was summarized as follows;

**Table 16: Map of Grade 11 text book**

Units	Skills covered					
	Reading	Vocabulary	Language Pattern	Speaking	Listening	Writing
1	People & customs	Guessing meaning of words	Imperative & questions	Interview	Listening a passage & answering question	Descriptive writing (of people)
	<b>Speaking</b>	<b>Listening</b>	<b>Reading</b>	<b>Vocabulary</b>	<b>Language Pattern</b>	<b>Writing</b>
2	Interactive & partially interactive speaking situation	Taking turns as a listener, speaker & observer in groups	Awareness about persons with disabilities	Creating new words using prefixes & guessing meanings	Negation	Guided paragraph writing
	<b>Speaking</b>	<b>Reading</b>	<b>Vocabulary</b>	<b>Writing</b>	<b>Listening</b>	<b>Language Pattern</b>
3	Debate	Cloths & Fashion	The difference b/n the word ‘put on’ & ‘wear’ & defining words using diagram	Descriptive writing & punctuation	Listening & note taking	Nouns, Determiners & quantitative
	<b>Reading</b>	<b>Vocabulary</b>	<b>Language Pattern</b>	<b>Speaking</b>	<b>Listening</b>	<b>Writing</b>
4	Organization	Guessing meanings of	Adjective	Asking & giving advice	Take note while listening & write	Writing an informal

		words using contextual clues			paragraph	letter, write a paragraph reach about a poem
<b>5</b>	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Vocabulary</b>	<b>Language Pattern</b>	<b>Writing</b>
	Listening & taking note to support your opinion	Expressing agreement & disagreement	Parent-child relationships	Topic relationship as contextual clue & learn meanings from the dictionaries	Pronouns	Essay writing
<b>6</b>	<b>Reading</b>	<b>Vocabulary</b>	<b>Language Pattern</b>	<b>Speaking</b>	<b>Listening</b>	<b>Writing</b>
	Agriculturally based industry	Guessing meaning from context & antonyms	Simple tenses	Expressing certainty, uncertainty & the like	Listening & taking note	Essay writing (Essay Vs report writing)
<b>7</b>	<b>Reading</b>	<b>Vocabulary</b>	<b>Language Pattern</b>	<b>Speaking</b>	<b>Listening</b>	<b>Writing</b>
	Crafts, Crafts men & crafts women	Synonyms & antonyms	Perfect tenses	Conducting interview	Listening & note taking	Writing instruction
<b>8</b>	<b>Reading</b>	<b>Vocabulary</b>	<b>Language Pattern</b>	<b>Speaking</b>	<b>Listening</b>	<b>Writing</b>
	Inventors & Inventions	Extending your vocabulary using word formation	Continuous tenses & stative verbs	Word stress and syllabus	Listening to a passage to answer comprehension questions	Descriptive writing of materials
<b>9</b>	<b>Reading</b>	<b>Vocabulary</b>	<b>Language Pattern</b>	<b>Speaking</b>	<b>Listening</b>	<b>Writing</b>
	Sense of responsibility	Guessing meaning using word components & collocation	Summary writing	Listening for specific information	proverbs	Future & conditional tenses
<b>10</b>	<b>Reading</b>	<b>Vocabulary</b>	<b>Grammar</b>	<b>Speaking</b>	<b>Listening</b>	<b>Writing</b>
	Code & value of democracy	Identifying key words	prepositions	Asking for information	Listening & identifying markers of sequence & addition	Report writing
<b>11</b>	<b>Speaking</b>	<b>Listening</b>	<b>Writing</b>	<b>Language Pattern</b>	<b>Reading</b>	<b>Vocabulary</b>
	Agreeing & Disagreeing	Listening for summary writing	Descriptive writing using information from a table	Adverbs	HIV/AIDS blood test	Dictionary meaning
<b>12</b>	<b>Reading</b>	<b>Vocabulary</b>	<b>Speaking</b>	<b>Listening</b>	<b>Language Pattern</b>	<b>Writing</b>
	Poverty & Globalization	Topic relationship as a contextual clue	Expressing opinion	Note taking & retelling a story	Modal verbs	Giving opinion in academic writing

<b>13</b>	<b>Language Pattern</b>	<b>Reading</b>	<b>Vocabulary</b>	<b>Listening</b>	<b>Speaking</b>	<b>Writing</b>
	Passive voice	Sovereignty & peace making	Contextual meaning	Listening for the main point	Expressing pleasure & displeasure, asking for & giving advice	
<b>14</b>	<b>Reading</b>	<b>Vocabulary</b>	<b>Language Pattern</b>	<b>Listening</b>	<b>Speaking</b>	<b>Writing</b>
	Food security & Nutrition	Guessing meaning using contextual clues	Participle	Listening to identify markers of addition emphasis, contrast & summary	Skills of turn taking	Writing argumentative report

**Table 17: Map of Grade 12 text book**

<b>Units</b>	<b>Skills covered</b>					
<b>1</b>	<b>Reading</b>	<b>Vocabulary</b>	<b>Language Pattern</b>	<b>Speaking</b>	<b>Writing</b>	<b>Listening</b>
	Sport & pastimes	Guessing meaning using contextual clues	Reciprocal & Reflexive verbs	Riddles	Writing instruction	Descriptive writing (of people)
<b>2</b>	<b>Reading</b>	<b>Vocabulary</b>	<b>Language Pattern</b>	<b>Speaking</b>	<b>Listening</b>	<b>Writing</b>
	The efficiency of the labor force	Inferring meaning of words using context & K/dge of word formation	Link verbs & Impersonal subjects	Expressing opinion: agreeing, disagreeing & summing up	Listening for specific information	Composition writing
<b>3</b>	<b>Listening</b>	<b>Reading</b>	<b>Vocabulary</b>	<b>Language Pattern</b>	<b>Speaking</b>	<b>Writing</b>
	Listening for general understanding	Ethiopian water resources	Word building using a dictionary	Modal auxiliary verbs	Panel discussion	Report writing?
<b>4</b>	<b>Speaking</b>	<b>Reading</b>	<b>Vocabulary</b>	<b>Language Pattern</b>	<b>Listening</b>	<b>Writing</b>
	Praising, complementing & congratulating	The English language	Definition of words & expressions	Modal verbs	Listening for gist, note taking & summarizing	Composition writing
<b>5</b>	<b>Listening</b>	<b>Speaking</b>	<b>Vocabulary</b>	<b>Reading</b>	<b>Language Pattern</b>	<b>Writing</b>
	Listening for specific information	Asking & giving direction	Topic relationship as contextual clue to define words	Travel and Tourism	Verbs used with Nouns for action	Situation based composition writing
<b>6</b>	<b>Listening</b>	<b>Speaking</b>	<b>Language Pattern</b>	<b>Reading</b>	<b>Vocabulary</b>	<b>Writing</b>

	Listening for specific information & taking note	Making a complaint (role play)	Words & expressions that mark part of the sentences	Taxation	Guessing meaning from context	Composition writing
<b>7</b>	<b>Reading</b>	<b>Vocabulary</b>	<b>Language Pattern</b>	<b>Speaking</b>	<b>Listening</b>	<b>Writing</b>
	Agricultural & Rural Development	Word formation using prefixes & suffixes	Clauses	Giving, accepting or declining invitations	Listening for specific information	Writing composition from notes
<b>8</b>	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Vocabulary</b>	<b>Language Pattern</b>	<b>Writing</b>
	Listening for note taking	Group discussion	Women's education	Inferring the meaning of words & expressions from context	Noun clauses & relative clauses	Essay writing
<b>9</b>	<b>Reading</b>	<b>Vocabulary</b>	<b>Language Pattern</b>	<b>Speaking</b>	<b>Listening</b>	<b>Writing</b>
	Impact of HIV/AIDS	Guessing meaning from context & word building	Verbs of speaking & reported speech	Group work	Listening for general & specific information	Essay writing

As can be seen from Table 16 and 17, Grade 11 text book has fourteen units while there are nine units in Grade 12. In both text books, each unit covers six language skills, these are reading, vocabulary, language pattern, speaking, listening and writing.

Each activity under each skill of the units of the text books are topic related. For instance if we take Unit 5 of Grade 12 text book, which is the only unit that is related to tourist guide students' future occupation, it is all about 'Travel and Tourism' (Table 17). In the listening activity, the students are given an article about the impact of tourism on a country, and their speaking activity is based on asking for and giving direction that includes an exercise which makes the students think like guides by giving them a role to play. The vocabulary items are also related to travel. Similarly, the reading text, the grammar part and the writing exercises are also related to travel and tourism.

However, these activities do not give enough practice to the students and except for the listening activities which integrate listening with speaking and writing and the reading activity which integrate reading with speaking. The other skills are not integrated. But when we generally see the activities through out the text books, some attempts have been made to integrate the language skills in both text books.

As it was mentioned earlier the only unit which is related to the students' specific area of study is unit five of Grade 12, the rest of the units in both text books are about different issues which are far from the students' subject area of studies. This is because, since the text- books are prepared (designed) to teach general English, they are not designed based on needs analysis of tourist guide students. However, as it is suggested by Cunningsworth (1995) and Mc Donough and Shaw (1995), materials that are designed to teach English should contain language items that are related to the students' subject area of study.

When we see the content of the text books with respect to the macro skills that are frequently used by the students to learn other subjects of their study, even though all the macro skills are presented in every unit, the text books give more focus to reading and grammar skills than to the other macro skills.

However, according to the research finding, the students need listening and speaking skills in order to learn other subjects of their study. Similarly the students consider speaking and listening skills as the most important skills that they need in order to be successful in their future occupation. However, according to them reading skill is the least important.

Therefore, when we compare students' academic and professional English language needs with the skills focused in the text-books there is a gap between what the text books provide and what the students need. Since the text books focus on reading and grammar skills, the students will not get enough practice on other skills, especially on those skills that they need most.

Even-though the students were expected to learn Grade 11 and 12 text books, there was a syllabus that was designed for travel and tourism students. In this syllabus, the sub skills that tourism students must learn under each macro skills are identified. When the sub skills that were presented under each macro skills in the text books were compared with what the syllabus suggests that the students must learn, there was a difference especially with regard to speaking and listening activities.

Except for Formal greetings and fare wells, Asking for information, Dealing with complaints, Describing places and people and Debating, other function's of the language that were

identified in the syllabus were not included in the text books. Even those activities that were included do not give enough language practice to the students.

Regarding the listening activities, except for the listening activities of unit 5 in Grade 12 text book, all the listening activities of the text books were not specific to the students' profession which in fact do not go with what the syllabus states.

On the other hand, the writing, reading and grammar sub skills that were identified in the syllabus were covered in the text books. However, the activities were not related to the students' profession and could not give much practice to the students. Moreover, with regard to writing activities the text books gave more emphasis to Essay writing and Mechanics than other sub skills of writing.

Generally, Grade 11 and 12 text books were designed for preparatory students aiming to equip the learners with basic language skills. Therefore, except for a single unit the topics of the units were not related with tourist guide students' profession and the text books give more emphasis to those skills that the students' consider as least important for learning their subject area and for their future occupation. Thus, teaching only Grade 11 and 12 text books will not be enough for the effectiveness of the students in their academic as well as future occupation.

## **CHAPTER 5- CONCLUSIONS AND RECOMMENDATIONS**

### ***5.1 Conclusions***

According to the findings of the study, the following conclusions were drawn about the student's academic and future professional English language needs and the appropriateness of their English language course materials in considering these needs.

The findings of the study showed that even though the majority of the students from both educational centers faced less difficulty in understanding courses that were given in English, they have difficulty especially in speaking skill followed by listening and writing skills. Since it was in these skills that the students have difficulty, they gave priority for these skills for improvement.

However, as the result showed, even though the students have difficulty especially in speaking and listening skills, listening skill was the most emphasized skill in their subject area studies followed by speaking skill.

Specifically, with regard to the frequency of activities under each macro skills that the students of both educational centers have been engaged in learning their subject area studies, the finding of the study showed that the most frequent listening activity was listening to teacher's instruction and explanation.

With regard to speaking activities, even though it was not agreed by the instructors, presenting paper and project works was the most frequent speaking activity that CTTI students have been engaged in learning their subject area studies. However, in case of LETHC, the most frequent speaking activity that the students have been engaged was answering questions.

Regarding to reading and writing activities, the students of both educational centers identified reading handouts as the most frequent reading activity that they have been engaged while learning their subject area studies. Moreover, according to CTTI students, taking note from a lecture was the most frequent writing activity that they have been engaged. However, the most frequent writing activity in LETHC was essay writing for assignments and examinations.

In addition to the students' academic English language needs, the findings of the study also revealed the students' future occupational English language needs with respect to the macro skills. Thus, the study showed that even though all the language skills were found important for the students, speaking and listening skills were the most important language skills that the students need in order to be successful in their future occupation.

However, even if the result obtained from the study showed listening and speaking skills as the most important academic and future occupational English language needs of the students, writing and reading skills respectively were given emphasis in LETHC English language classroom. However, in CTTI English language classroom, speaking and listening skills respectively were given emphasis and this might show how much emphasis was given to the students English language needs.

Specifically, with regard to the frequency of the different English language learning activities in both educational centers, the findings of the study showed that listening to instructions and questions and listening to presentations were the most frequent English language learning activities in the English language classes of both educational centers. Essay writing, grammar rules and teaching pronunciation were given less emphasis. However, according to the result obtained from the students' focus group discussion and the interviews conducted with employers and tour coordinators, these micro skills of the language should have been given emphasis in the students English language course.

In relation to this, the study also assessed the satisfaction of the students with the relevance of their English course to their subject area study and future occupation. As the findings of the study showed, CTTI students were more satisfied with the relevance of oral practice exercises given to teach their subject area studies. However, they were less satisfied with the relevance of the variety of learning activities used. In case of LETHC, the students were more satisfied with the relevance of the exercises and activities used for their subject area studies. However, they were less satisfied with the relevance of topics, passages and articles used in their English language course for their subject area studies.

With regard to the satisfaction of the students with the relevance of their English course for their future occupation, the findings of the study showed that CTTI students were relatively satisfied with the relevance of the emphasized language skills, exercise and activities used in

their English language course for their future occupation. However, they were relatively less satisfied with the relevance of vocabulary teaching exercises. Similarly, LETHC students were relatively satisfied with the relevance of the emphasized language skills for their future occupation. However, they were less satisfied with the topics, passages and articles used in their English language course in relation to the relevance they have for their future occupation.

Generally, in relation to the overall effectiveness of the English course that the students were taking, the findings of the study revealed that, the majority of the students in CTTI didn't believe on the effectiveness of their English language course in meeting their English language needs. However, in LETHC the majority of the students believed that the English course that has been given to them was effective in meeting their academic and future occupational English language needs.

However, this result doesn't show how much the language teaching materials were effective in meeting the students academic and future occupational English language needs. As the findings of the study indicated, in addition to Grade 11 and 12 English language text books the instructors also used materials like English for Travel and Tourism. These English language teaching materials were much more related to the students' subject area studies. Therefore, this might be one of the reasons that made most of LETHC students satisfied with their English language courses.

In relation to this, the English language teaching materials were also evaluated in light of meeting tourist guide students' academic and future occupational English language needs. Thus, the finding of the study indicated that as it was stated in the general objectives, Grade 11 and 12 English language text books are designed to equip learners with basic English language skills. Therefore, there was only one unit which was related to tourist guide students' future occupation.

However, in addition to having basic English language skills that they could get from the text books, the students also need more language input and practice which were related to their field of study.

Moreover, even though all the macro skills of the language were covered and some attempts have been made to integrate these skills, more emphasis was given to reading, vocabulary and grammar skills. However, according to the finding of the study, these skills are not the most important language skills for the students' academic and future occupation.

With regard to the appropriateness of the text books for the implementation of the syllabus that was designed for tourism and travel students, the finding of the study showed that except for the activities or sub skills that were listed under writing, reading and grammar skills, most of the activities of listening and speaking skills were not covered in the text books. Moreover, the vocabulary activities that were identified in the text books were not related to the students' subject area studies. Generally, the text books didn't go directly with the syllabus and the students' English language needs. That means in order to cover what is listed in the syllabus and satisfy students' academic and future occupational English language needs, additional materials should be used. However, there are no locally prepared English language teaching materials which are designed especially for teaching tourist guide students.

## ***5.2 Recommendations***

Based on the finding of the study and the conclusion drawn, the following recommendations have been made:

1. Since Grade 11 and 12 text books are designed to equip learners with basic English language skills, it will be better to use these materials at the beginning. However, as it was identified in this study, in order to meet the students needs' other English language teaching materials which are based on the students English language needs should be used.
2. Course materials should be developed based on the existing syllabus and by taking into account the students' academic and future occupational English language needs.
3. In the process of developing a course book for tourist guide students, course book designers should work hand in hand with the instructors and with those who are familiar with the students' subject area studies and future occupation.

4. With regard to the teaching learning process, English language instructors should give more emphasis to those language skills that their students have difficulty with and to those skills that they need most. Moreover the teaching learning process should be supported by teaching aids such as audio visuals.
5. In addition to these, the educational centers should give trainings, seminars and workshops to their English language instructors to familiarize them with their students' subject area studies and future occupation.

## BIBLIOGRAPHY

- Abiy Yigzaw. (1989). The Communicative Needs of Students in Ethiopian High Schools. M.A. Thesis: AAU.
- Abraham Menna. (1993). Developing Criteria for a Course in English for Air Craft Technicians of Ethiopia Air Force. M.A. Thesis: AAU.
- Afzali, K. and M. Fakhaezadeh. (2009). A needs analysis survey: The case of tourism letter writing in Iran ESP World, Issue 1 (22), Vol. 8, 2009, <http://www.esp-world.info>, Accessed on February 2, 2009.
- Allen, J. and Widdowson, HG.(1979) Teaching the Communicative use of English. In: Brumfit C.J. and Johnson, K. 1979. The Communicative Approach to Language Teaching. Oxford: Oxford University Press.
- Anteneh Getachew. (2005). Determining the English Language Needs of Trainees at Technical and Vocational Colleges: The Case of Nazreth College of Technical Teachers Education. M.A. Thesis: AAU.
- Barbara Morris. (1983). The Communicative Needs of Addis Ababa University Students. M.A. Thesis: AAU.
- Berhan Demeke.(2007). An Assessment of the Language Needs of the Students and the Compatibility of English Course with the language Needs of the Learners: Kotebe College of teachers Education Natural Stream Teachers Trainees in Focus. M.A. Thesis: AAU.
- Berwick, R. (1989). Needs Assessment in Language Programming: From Theory to Practice. In R. K. Johnson (ed.), The Second Language Curriculum. Cambridge: Cambridge University Press.
- Brindley, G. P. (1989). The role of needs analysis in adult ESL programme design: In R. K. Johnson (ed.), The Second Language Curriculum. Cambridge: Cambridge University Press.

- Chambers, F. (1980). A Re-Evaluation of Needs Analysis in ESP. *An International Journal of ESP*, Vol. 1, No. 1.
- Chan, V. (2001). "Determining Students' Language needs in a Tertiary Setting." *ELT Forum*. Vol. 39, No. 3. July 2001.
- Cunningsworth, A. (1984). *Evaluating and Selecting EFL Teaching Materials*. Oxford: Heinemann Educational Books Ltd.
- Dudley-Evans, T. and M. J. St John. (1998). *Developments in English for Specific Purposes: A Multi-Disciplinary Approach*. Cambridge: Cambridge University Press.
- Finocchiaro, M. and Brumfit, C. (1983). *The Functional-Notional Approach from Theory to Practice*. Oxford: Oxford University Press.
- Flowerdew . J. and Peacock . M. (2001). *Research Perspectives on English for Academic Purposes*. Cambridge: Cambridge University Press.
- Habtamu Desta. (2008). *English Language Needs Analysis of Fine art students at Mekele College of Teaching Education*. M.A. Thesis: AAU.
- Hutchinson, T. and Waters, A. (1987). *English for Specific Purposes*. Cambridge: Cambridge University Press.
- Jacobson, H.W. (1986). An Assessment of the communication needs of non-native speakers of English in an undergraduate physics Lab. *ESP Journal* Vol. 5, No. 2. 1986.
- Jordan, RR. (1997). *English for Academic Purposes: A Guide and Source Book for Teachers*. Cambridge: Cambridge University Press.
- Kennedy, C. and Bolitho, R. (1984). *English for Specific Purposes*. Hong Kong: MacMillan Publishers Ltd.
- Mc Donough and Shaw, C. (1995). *Materials and Methods in ELT. A Teachers Guide*. Oxford: Blackwell Publishers Ltd.

- Munby, J. (1978). *Communicative Syllabus Design. A Sociolinguistic Model for Defining the Content of Purpose-Specific Language Programmes*. Cambridge: Cambridge University Press.
- Nunan, D. (1988). *The Learner-Centered Curriculum*. Cambridge: Cambridge University Press.
- Nunan, D. (1990). *Syllabus Design*. Oxford: Oxford University Press.
- Richards, (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J.C. and Rodger, T. (1986). *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge: Cambridge University Press.
- Rivers, W.M. (1983). *Communicating Naturally in Second language Theory and Practice in Language Teaching*. Cambridge: Cambridge Language Teaching Library.
- Robinson, P.C. (1991). *ESP Today: A Practitioner's Guide*. New York: Prentice Hall.
- Ronald, V. W. (1988). *The ELT curriculum Design, Innovation and Management*.
- Sensnan, B. (1997). *How to Teach English*. Oxford: Oxford University Press.
- SPSS., 2003. *Statistical Program for Social Study. Version 12.0.1, release of 2003 Chicago, Illinois, USA*.
- Taba, H.(1962) *Curriculum Development: Theory and Practice*. New York: Harcourt Brace Jovanovich.
- Tarone, E. and Yule, G. (1989). *Focus on the Language Learner*. New York. Oup.
- Tilahun Bekele. (2003). *An Analysis of the Needs of Evangelical Theological Colleges in Teaching English : Meserete Kristos College in Focus*. M.A. Thesis: AAU.
- Tudor, I. (1996). *Learners-centeredness as language Teaching*. Cambridge: Cambridge University Press.
- Yalden, J. (1987). *Principles of Course Design for Language Teaching*. Oxford: Oxford University Press.

## APPENDIX

### *Appendix A- Students' questionnaire*

**Dear trainees,**

This questionnaire is designed to collect data about the English language needs of tour guide students. Your genuine response is required for the success of this study, which is a partial fulfillment for a Masters degree in TEFL. I assure you that the information that you provide in this questionnaire is highly confidential and will be used only for the mentioned purpose.

Thank you

#### **I. Background Information**

1.1. Please give the following information about yourself.

1.1.1. Sex \_\_\_\_\_

1.1.2. Age \_\_\_\_\_

1.1.3. Academic year \_\_\_\_\_

1.1.4. Your average score in English in EGSECE/ESLCE (Put  mark)

A

B

C

D

F

#### **II. English Language Needs and Difficulties**

2.1. How do you rate your English language difficulty with respect to the four language skills and which language skill do you want to improve (Rank them according to your preference).

Give your answer by putting  mark in the space provided

Skills of English language	Difficulty				Preference for Improvement			
	4	3	2	1	1st	2nd	3rd	4th
2.1.1. Listening								
2.1.2. Speaking								
2.1.3. Reading								
2.1.4. Writing								
	<b>Difficulty</b> 4- no difficulty 3- less difficulty 2- much difficulty 1-very much difficulty							

2.2. How much emphasis is given to the following language skills in your English class?

Give your answer by putting  mark in the space provided

Skills of English language	3- most emphasized	2- emphasized	1-less emphasized
2.2.1. Listening			
2.2.2. Speaking			
2.2.3. Reading			
2.2.4. Writing			
2.2.5. Grammar			

2.3. How often do you think the four language skills are used (needed) in learning other subjects of your study?

Give your answer by putting  mark in the space provided

Skills of English language	3- Always	2-Sometimes	1-Never
2.3.1. Listening			
2.3.2. Speaking			
2.3.3. Reading			
2.3.4. Writing			

2.4. What do you think your future occupational language needs will be? Prioritized your future language needs using (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> ranks) in the space provided.

Which skill is the most required, and which skill is the least required.

Skills of English language	Rank (use 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> and 4 <sup>th</sup> )
2.4.1. Listening	
2.4.2. Speaking	
2.4.3. Reading	
2.4.4. Writing	

2.5. How much difficulty did you face in understanding other courses that are given in English?

Give your answer by putting  mark in the space provided

A. With difficulty  B. With less difficulty  C. With no difficulty

2.6. How often do you need to do any of the following activities and how much difficulty do you face in doing them in attending other subjects of your study in English?

2.6.1. Listening activities in English

Give your answer by putting  mark in the space provided

Activities	A. Always	B. Sometimes	C. Never
2.6.1.1. Listening to take notes			
2.6.1.2. Listening to teachers' instruction			
2.6.1.3. Listening to teachers' explanation			
2.6.1.4. Listening to class discussions			
2.6.1.5. Listening to class presentation			
2.6.1.6. Listening to audio/visual materials			
2.6.1.7. If there are others please specify in the space provided below and thick			

2.6.2. Speaking activities in English

Give your answer by putting  mark in the space provided

Activities	A. Always	B. Sometimes	C. Never
2.6.2.1. Asking questions			
2.6.2.2. Answering questions			
2.6.2.3. Presenting papers and project works			
2.6.2.4. Participating in class or group discussions			
2.6.2.5. If there are others please specify in the space provided below and thick			

2.6.3. Reading activities in English

Give your answer by putting  mark in the space provided

Activities	A. Always	B. Sometimes	C. Never
2.6.3.1. Reading lecture notes			
2.6.3.2. Reading textbooks or reference books			
2.6.3.3. Reading handouts			

2.6.3.4. If there are others please specify in the space provided below and thick			
---	--	--	--

2.6.4. Writing activities in English

Give your answer by putting  mark in the space provided

Activities	A. Always	B. Sometimes	C. Never
2.6.4.1. Taking notes from a lecture			
2.6.4.2. Taking notes from a textbook or reference books			
2.6.4.3. Writing Essays for assignments or examinations			
2.6.4.4. Writing summary			
2.6.4.5. If there are others please specify in the space provided below and thick			

2.7. How often do you do the following activities in learning English?

Give your answer by putting  mark in the space provided

Activities	A. Always	B. Sometimes	C. Never
2.7.1. Listening to conversations related to your future occupation			
2.7.2. Listening to texts related to your future occupation			
2.7.3. Listening to lecture/text and taking note			
2.7.4. Listening to instructions and questions			
2.7.5. Listening to presentation			
2.7.6. Activities for group discussions			
2.7.7. Activities which will be done individually			
2.7.8. Giving oral presentations			
2.7.9. Controlled speaking practices			
2.7.10. Activities on reading for the main idea			
2.7.11. Activities on reading for specific information			
2.7.12. Controlled writing which focuses on grammar			
2.7.13. Free writing exercises			
2.7.14. Writing essays			
2.7.15. Learning grammar rules			
2.7.16. Learning vocabulary meaning			
2.7.17. Learning pronunciation			

2.8. How much satisfied are you with the relevance of the English course to your study of other subjects and to your future occupation?

Give your answer by putting  mark in the space provided

The relevance of	To your study			To your future job		
	3- satisfied	2- Neutral	1- dis-satisfied	3- satisfied	2- Neutral	1- dis -satisfied
2.8.1. Emphasized language skills						
2.8.2. Exercises and activities						
2.8.3. Topics, passages and articles used						
2.8.4. Variety of learning activities used						
2.8.5. Vocabulary teaching exercises						

2.8.6.	Grammar teaching exercises						
2.8.7.	Oral practice exercises						
2.8.8.	Writing exercises						

2.9. Do you think the English course that you are taking is effective in helping you to learn other subjects of your study and for your future occupation?

A. YES

B. NO

2.10. In your opinion, what should be done in order to increase the effectiveness of your English course in meeting your needs? Please write your suggestion. If required you can use the back side of this page.

---



---



---

## **Appendix B- English language instructors' questionnaire**

**Dear instructor,**

This questionnaire is designed to collect data about the English language needs of tour guide students. Your genuine response is required for the success of this study, which is a partial fulfillment for a Masters degree in TEFL. I assure you that the information that you provide in this questionnaire is highly confidential and will be used only for the aforementioned purpose.

Thank you for your time

### **I. Background Information**

1.1. Please give the following information about yourself.

1.1.1. Sex \_\_\_\_\_

1.1.2. Qualification \_\_\_\_\_

1.1.3. Teaching experience \_\_\_\_\_

### **II. Students English language Needs and difficulties**

2.1. How do you rate the English language proficiency of your tour guide students in relation to the following language skills?

Please give your answer by putting  mark in the space provided

Skills of English language	3- Very good	2- Good	1- Poor
2.1.1. Listening			
2.1.2. Speaking			
2.1.3. Reading			
2.1.4. Writing			

2.2. Which of the following English language skills are very important for the efficiency of your tour guide students in learning other subjects and for their future occupation?

Please rank the skills using 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> by putting  mark in the space provided

Skills of English language	For other subjects				For future occupation			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
2.10.1. Listening								
2.10.2. Speaking								
2.10.3. Reading								
2.10.4. Writing								

2.3. Which of the following language skills are given emphasis in the English language teaching materials that are prepared by the Ministry of Education for your students?

Please give your answer by putting  mark in the space provided

Skills of English language	3- most emphasized	2- emphasized	1- not emphasized
2.10.5. Listening			
2.10.6. Speaking			
2.10.7. Reading			

2.10.8. Writing			
2.10.9. Vocabulary			
2.10.10. Grammar			

2.4. How often do your students do the following activities in learning English?

2.4.1. Listening activities in English

Please give your answer by putting  mark in the space provided

Activities	A. frequently	B. Sometimes	C. Never
2.4.1.1. Listening to take notes			
2.4.1.2. Listening to teachers' instruction			
2.4.1.3. Listening to teachers' explanation			
2.4.1.4. Listening to class discussions			
2.4.1.5. Listening to class presentation			
2.4.1.6. Listening to audio/visual materials			
2.4.1.7. If there are others please specify in the space provided below and thick			

2.4.2. Speaking activities in English

Please give your answer by putting  mark in the space provided

Activities	A. frequently	B. Sometimes	C. Never
2.4.2.1. Asking questions			
2.4.2.2. Answering questions			
2.4.2.3. Presenting papers and project works			
2.4.2.4. Participating in class or group discussions			
2.4.2.5. If there are others please specify in the space provided below and thick			

2.4.3. Reading activities in English

Please give your answer by putting  mark in the space provided

Activities	A. frequently	B. Sometimes	C. Never
2.4.3.1. Reading lecture notes			
2.4.3.2. Reading textbooks or reference books			
2.4.3.3. Reading handouts			
2.4.3.4. If there are others please specify in the space provided below and thick			

2.4.4. Writing activities in English

Please give your answer by putting  mark in the space provided

Activities	A. frequently	B. Sometimes	C. Never
2.4.4.1. Taking notes from a lecture			
2.4.4.2. Taking notes from a textbook or reference books			
2.4.4.3. Writing Essays for assignments or examinations			
2.4.4.4. Writing summary			
2.4.4.5. If there are others please specify in the space provided below and thick			

**III. Information about the effectiveness of the syllabus and English language teaching materials in meeting tour guide students' English language needs.**

3.1. Please show your level of satisfaction by ticking the number of your choice for the following points which are related to the English language course syllabus and materials you use.

Please give your answer by putting  mark in the space provided

Are you satisfied with	A. Satisfied	B. Neutral	C. dissatisfied
3.1.1. The way the objectives are stated in the syllabus (their clarity & directness)			
3.1.2. The way the objectives in the syllabus are stated in the course materials			
3.1.3. The effectiveness of the syllabus and course materials in enabling the students to learn other subjects of their area.			
3.1.4. The effectiveness of the syllabus and course materials in preparing the students for their future occupation.			
3.1.5. The relevance of texts, passages and tasks (exercises) that are included in the course material for students academic needs.			
3.1.6. The relevance of texts, passages and tasks (exercises) that are included in the course material for students future occupational needs.			

3.2. Generally, do you think that it is necessary to improve the English language course materials that you are using?

A- YES                      B- No

3.2.1. If yes, please describe in what area the improvement is needed?

---



---

3.3. In your opinion, for which of the following language skills should be given emphasis, if the course material is going to be improved?

Please give your answer by putting  mark in the rank space provided

Skills of English language	Rank for Improvement			
	1st	2nd	3rd	4th
2.10.11. Listening				
2.10.12. Speaking				
2.10.13. Reading				
2.10.14. Writing				
2.10.15. Grammar				

3.4. How much important do you think the following points are for the improvement of the English course materials being used?

Please give your answer by putting  mark in the space provided

Points to be considered for improvement	1-Most important	2-Important	3-Less important
2.10.16. Incorporating texts or contents from major subject areas			
2.10.17. Incorporating texts or topics from general English			
2.10.18. A balance between the above two			

points			
--------	--	--	--

3.5. Please give any additional suggestion you have about the English language course being given.  
If necessary you can use the back side of this page.

---

---

---

## ***Appendix C- Other subjects instructors' questionnaire***

***Dear instructor,***

This questionnaire is designed to collect data about the English language needs of tour guide students. Your genuine response is required for the success of this study, which is a partial fulfillment for a Masters degree in TEFL. I assure you that the information that you provide in this questionnaire is highly confidential and will be used only for the aforementioned purpose.

Thank you for your time

### **I. Background Information**

1.1. Please give the following information about yourself.

1.1.1. Sex \_\_\_\_\_

1.1.2. Qualification \_\_\_\_\_

1.1.3. Teaching experience \_\_\_\_\_

1.1.4. The subject that you are giving \_\_\_\_\_

### **II. Students' English language needs and difficulties**

2.1. How do you rate the overall English language ability of your tour guide students?

Please give your answer by putting  mark in the space provided

4- Very good  3- good  2- fare  1- poor

2.2. How do you rate the English language ability of you tour guide students in relation to the following language skills?

Please give your answer by putting  mark in the space provided

Skills of English language	3-Very good	2-Good	1-Poor
2.10.19. Listening			
2.10.20. Speaking			
2.10.21. Reading			
2.10.22. Writing			

2.3. Which of the following language skills do your students need most in order to learn the subject you teach?

Please give your answer by putting  mark in the space provided

Skills of English language	Importance			
	4-Very important	3-important	2-less important	1-Unimportant
2.10.23. Listening				
2.10.24. Speaking				
2.10.25. Reading				
2.10.26. Writing				

2.4. How often do your students need to do any of the following activities and how much difficulty do they face in doing them while they are attending the subject you teach?

2.4.1. Listening activities in English

Please give your answer by putting  mark in the space provided

Activities	A. Always	B. Sometimes	C. Never
2.4.1.1. Listening to take notes			
2.4.1.2. Listening to teachers' instruction			
2.4.1.3. Listening to teachers' explanation			
2.4.1.4. Listening to class discussions			
2.4.1.5. Listening to class presentation			
2.4.1.6. Listening to audio/visual materials			
2.4.1.7. If there are others please specify in the space provided below and thick			

2.4.2. Speaking activities in English

Please give your answer by putting  mark in the space provided

Activities	A. Always	B. Sometimes	C. Never
2.4.2.1. Asking questions			
2.4.2.2. Answering questions			
2.4.2.3. Presenting papers and project works			
2.4.2.4. Participating in class or group discussions			
2.4.2.5. If there are others please specify in the space provided below and thick			

2.4.3. Reading activities in English

Please give your answer by putting  mark in the space provided

Activities	A. Always	B. Sometimes	C. Never
2.4.3.1. Reading lecture notes			
2.4.3.2. Reading textbooks or reference books			
2.4.3.3. Reading handouts			
2.4.3.4. If there are others please specify in the space provided below and thick			

2.4.4. Writing activities in English

Please give your answer by putting  mark in the space provided

Activities	A. Always	B. Sometimes	C. Never
2.4.4.1. Taking notes from a lecture			
2.4.4.2. Taking notes from a textbook or reference books			
2.4.4.3. Writing Essays for assignments or examinations			
2.4.4.4. Writing summary			
2.4.4.5. If there are others please specify in the space provided below and thick			

2.5. If you have any comments or suggestions about your students' English language proficiency, please specify in the space provided below. If necessary you can use the back side of this page.

---



---

## ***Appendix D- English language and other instructors' interview checklist***

### **Other subjects Instructors' Interview**

1. How do you rate your students' overall English language ability?
2. Especially, in which one of the four language skills do your students face difficulty?
3. Which one of the language skills do your students need most in studying your or other subjects?
4. Do your students have motivation in using the language in the classroom?
5. In what kind of classroom activities do your students face difficulty in using the language?
6. Which of the language skills do your students need for their future occupation?

### **English language instructors Interview**

1. Do you think the topics (themes), tasks and contents of the English course materials could help your students to enhance their English language proficiency for their academic study and future occupational needs?
2. What do you think should be done in order to improve the syllabus and English language materials used?

## ***Appendix E- Recently graduated tourist guides interview checklist***

### **Interview for recently graduated tourist guides**

Sex \_\_\_\_\_

Service year \_\_\_\_\_

Working organization name \_\_\_\_\_

Institute they have graduated from \_\_\_\_\_

1. What kind of activities do you perform using English language?
2. In which activities do you face difficulty in using the language?
  - a. In asking, giving and confirming information through telephone
  - b. In asking, giving and confirming information through internet
  - c. In asking, taking and making flight and hotel booking
  - d. In persuading /convincing tourists through internet or telephone.
  - e. In giving a tour
  - f. In reading and understanding enquiries
  - g. In reading and understanding letters, memos, faxes, brochures, charts etc....
  - h. In writing promotional materials
  - i. In writing letters of confirmation
  - j. In writing letters of apology
  - k. In writing tour programmes (packages) and reports
  - l. If other specify \_\_\_\_\_
3. How do you rate your English language ability with respect to the four language skills?
4. Which language skills are the most required for the job?

## ***Appendix F- Tour coordinators interview checklist***

### **Interview for employers (Tour Coordinators)**

Sex \_\_\_\_\_

Organization name \_\_\_\_\_

Experience \_\_\_\_\_

1. What are the main activities that tour guides perform using English language in their job?
2. In which area of activities do tour guides face difficulty in performing their jobs using the language?
  - a. In asking, giving and confirming information through telephone
  - b. In asking, giving and confirming information through internet
  - c. In asking, taking and making flight and hotel booking
  - d. In persuading and convincing tourists through internet/telephone.
  - e. In describing museums, exhibits, monuments and others orally/ in written form.
  - f. In giving a tour
  - g. In reading and understanding enquiries
  - h. In reading and understanding letters, memos, faxes, brochures, charts etc....
  - i. In writing promotional materials
  - j. In writing letters of confirmation
  - k. In writing letters of apology
  - l. In writing tour programmes (packages) and reports
  - m. If others specify \_\_\_\_\_
3. Generally, in which one of the language skills do tour guides lack proficiency (ability)?
4. Which language skills are the most required for the job?

## ***Appendix G- Students' focus group discussion checklist***

### **Focus group discussion Check list**

1. What is your attitude towards learning English?
2. How important do you think learning English is for carrying out your academic studies, for your future occupation and private life?
3. What do you think about the English course that you are taking? Do you think that it will help you to enhance your language ability which you need for your study and for your future profession?
4. What do you think about improving the English course material that you are using?
  - With respect to the content (theme), topics and kinds of tasks and exercises included
  - With respect to the emphasis given to each of the language skills.
  - With respect to your English language need for studying other subjects.
  - With respect to your English language need for your success in your future occupation.

## ***Appendix H- English for Travel and tourism***

- 1. Introduction: Language and Communication**
- 2. Speaking (With activities for each topics)**
  - 2.1. Formal Greetings and farewells
  - 2.2. Informal Greetings and farewells
  - 2.3. Formal Introduction
  - 2.4. Opening and closing a conversation
  - 2.5. Requesting and offering help
  - 2.6. Asking for information
  - 2.7. Time
  - 2.8. Travel and Transportation
  - 2.9. Misunderstanding
  - 2.10. Talking about the past
  - 2.11. Planning a journey and asking for accommodation
  - 2.12. Organize excursions
  - 2.13. Preparing Itinerary
  - 2.14. Dealing with complaints
  - 2.15. Describing places and people
  - 2.16. Employment Interview
  - 2.17. Telling Stories
  - 2.18. Debating
  - 2.19. Oral presentation
  - 2.20. Public speaking
- 3. Writing**
  - 3.1. Sentence-Level Writing
  - 3.2. Miscellaneous sentence level writings
    - 3.2.1. Sentence completion
    - 3.2.2. Writing statement
    - 3.2.3. Writing questions
    - 3.2.4. Writing exclamations
    - 3.2.5. Changing active sentence into the passive voice
    - 3.2.6. Indirect/report speech
  - 3.3. Common Mistake in sentence construction
    - 3.3.1. Sentence Fragment
    - 3.3.2. Comma splices
    - 3.3.3. Choppy sentence
    - 3.3.4. Misplaced modified
    - 3.3.5. Run-on sentence
    - 3.3.6. Faulty parallelism
    - 3.3.7. Faulty agreement

- 3.3.8. Faulty reference of pronouns
- 3.3.9. Shift in point of view
- 3.4. Mechanics (capitalization and punctuation)
  - 3.4.1. Capitalization
  - 3.4.2. Punctuation
    - 3.4.2.1. The comma
    - 3.4.2.2. The apostrophe
    - 3.4.2.3. The exclamation
    - 3.4.2.4. The semi-colon
    - 3.4.2.5. The colon
    - 3.4.2.6. The hyphen
- 3.5. Sentence combination
  - 3.5.1. Place
  - 3.5.2. Time
  - 3.5.3. Reason
  - 3.5.4. Concession
  - 3.5.5. Result
  - 3.5.6. Comparison
  - 3.5.7. Correlatives
  - 3.5.8. Purpose
  - 3.5.9. Relative clause
- 3.6. Paragraph writing
  - 3.6.1. Developing a paragraph
  - 3.6.2. Basic elements in paragraph writing
    - 3.6.2.1. Unity
    - 3.6.2.2. Organization
    - 3.6.2.3. Coherence
  - 3.6.3. Kinds of paragraphs
    - 3.6.3.1. Descriptive paragraph
    - 3.6.3.2. Narrative paragraph
    - 3.6.3.3. Expository paragraph
    - 3.6.3.4. Argumentative paragraph
- 3.7. Writing Essays
  - 3.7.1. What is an essay
  - 3.7.2. Type of essay
    - 3.7.2.1. Descriptive essay
    - 3.7.2.2. Narrative essay
    - 3.7.2.3. Argumentative essay
    - 3.7.2.4. Expository essay
    - 3.7.2.5. Report writing
    - 3.7.2.6. Letter writing

- 3.7.2.7. Personal letter writing
- 3.7.2.8. Business letter writing
- 3.7.2.9. Application letter and curriculum vitae
- 3.7.2.10. Memorandum writing

**4. Grammar**

- 4.1. Article
- 4.2. Prepositions
- 4.3. Tenses

**5. Reading (Skimming and Scanning)**

- 5.1. Reading comprehension
- 5.2. Vocabularies (Specific to the profession)
- 5.3. Reading comprehension

**6. Listening (Specific to the profession)**

## DECLARATION

This thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis has been duly acknowledged.

Name:           Elleni Petros Kuma

Signature:       \_\_\_\_\_

Supervisor Name: Alamerew G/Mariam (PhD)

Signature \_\_\_\_\_

Place: Department of Foreign Language and Literature

Addis Ababa University

School of Graduate Studies