

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

**ENGLISH LANGUAGE NEEDS ANALYSIS OF CONSTRUCTION
TRAINEES IN ENTOTO TECHNICAL VOCATIONAL EDUCATION AND
TRAINING (TVET) COLLEGE**

Belachew Zerihun

July 2008

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TRAINEES IN ENTOTO TECHNICAL VOCATIONAL EDUCATION AND
TRAINING (TVET) COLLEGE**

By

Belachew Zerihun

**A Thesis Presented to the Department of Foreign Languages
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DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

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List of Acronyms

EAP=	English for Academic Purposes
EBE=	English for Business and Economics
EEP=	English for Educational Purposes
EGAP=	English for General Academic Purposes
EGP=	English for General Purposes
ELT=	English Language Teaching
EOP/EVP=	English for Occupational purposes/English for vocational Purposes
ESAP=	English for Specific Academic Purposes
ESP=	English for Specific Purposes
ESS=	English for Social Sciences
EST=	English for Science and Technology
PSA=	Present Situation Analysis
TSA=	Target Situation Analysis
TVET=	Technical Vocational Education Training

Abstract

The main concern of this study was to explore English language needs of construction TVET trainees with particular reference to Entoto TVET College. To achieve this, questionnaires were designed and distributed to trainees, major course instructors, construction graduates and employers while interviews were conducted only with trainees and English language instructors. Observations were also conducted in classroom lectures and field practices. The data gathered via different instruments were compared and contrasted.

Findings of the study indicated that trainees need to listen to lectures in English and take notes, listen to class discussions, listen to instructors' instructions, read trainees' reference books, read construction manual guides, ask and answer questions, participate in discussions, give oral reports, write notes from books. Thus, all language skills are needed with relatively more emphasis on listening and speaking. In addition, all genre types are needed for the trainees academic study with their respective order of importance, i.e description first, exposition second, argumentation third and narration fourth.

In occupational settings, the graduates need to listen at meetings and conferences, read work programs and schedules, read professional books, read manuals, give presentations, reports and papers, give instructions, write reports and write specific work programs and schedules. Here, all the language skills are important with relative emphasis to reading and writing skills

The study has also identified that the trainees have difficulties in giving oral reports, writing term papers, answering questions, understanding lectures, writing field and lab reports. Relatively the trainees, however, are better in receptive skills than productive ones. Similarly, the graduates have difficulties in reading manuals, giving presentations, reports, giving workshops, delivering speech at meetings, conferences and seminars, giving instructions, writing reports, writing specific work programs and schedules.

Based on the findings of the study, it has been recommended that syllabus designers need to design appropriate English syllabus and learning materials for construction TVET trainees taking in to account the trainees' needs of English for study and occupational purposes, their difficulties, their learning style preferences and wants and their educational background.

CHAPTER ONE

1. INTRODUCTION

1.1 Statement of the Problem

Foreign language teaching, particularly in developing countries is a very sophisticated job to take part in (Stern, 1983; Brown, 1994; Harmer, 1991 and etc.). This is mainly because there are an enormous variety of lifestyles, each of which has its own language and social setting. These and other factors such as time constraints have obliged language teachers to be selective instead of approaching language as a whole (Yalden, 1987; Wright, 2001). Due to this, the concept of specialization and professionalism, which is said to be English for Specific Purposes (ESP), has been emphasized in the teaching of English language in the 1960's. ESP is, of course, started to emerge in response to the awareness that certain type of learners have particular needs that are not being met adequately by General English course. In this regard, Harding (2007) puts learners' English language needs in relation to their field as:

The increase in vocational learning and training throughout the world, as education becomes less academic and esoteric, and more practical and application-oriented. Students want their studies to lead to something useful. Economies and markets want to employ people with vocational skills..... General English is being taught throughout the world at earlier ages with increasing success. As this trend continues, students will leave their primary education having already covered the traditional "general English" syllabus, and regardless of how competent they have become, they will not wish to repeat the same old merry-go-round at tertiary level- their English need an application, a purpose (2007: 6-7).

As the medium of instruction in Ethiopian TVET colleges is English language, teaching English in any TVET college is meant to help trainees to satisfy the needs of the language in their field of study. And in light of the above conviction, English language course in any TVET college should be designed to address trainees' professional requirements and assist them to develop their English language skills which in turn enable them to accomplish tasks and activities effectively in their field of study.

Even if various technical vocational and educational training colleges including Entoto TVET college in our country have been established since 2001 on the basis of new education policy to satisfy high demands of the society's or employer's trained man power in different occupational areas, the English language curriculum in the existing vocational and technical colleges was not designed to meet the trainees purpose and application.

Regarding the above problem, there is no exception to Entoto TVET College. Knowingly or unknowingly, the college has ignored designing a course based on trainees learning and occupational needs and teaches them from the already published materials without taking into account the training purpose. For example, the English language textbooks which are currently used for teaching construction students in the mentioned TVET College are primarily designed for grades 11 and 12 who are believed to join different disciplines after the completion of their pre- college study (i.e. English for General Academic Purposes). In these books since all the language skills and sub-skills are supposed to have equal weight, the skills may not meet the trainees' needs that are usually geared to be used in specific setting. In view of this, proponents in the filed of ESP (Robinson, 1991; Dudely-Evans and John, 1998; Wright, 2001) stress the importance of giving adequate prominence to language features that trainees repeatedly encounter in their discipline and less to those language features which are less repeated in their discipline in designing an appropriate course syllabus. Accordingly, for trainees who are studying the same discipline, Jordan (1997) says that the English course book need to be designed taking the special language features, vocabulary structure and etc into account in their field of study. And this inspired the researcher to solve the prevailing problem by assessing the existing specific English language needs of trainees in their academic as well as for their prospective jobs.

Besides, attempts that have locally been made to explore the English language needs of trainees in different fields of study by different researchers at different times have also reinforced the researcher's curiosity to conduct the intended study. The above mentioned attempts are: Addis Ababa University students' communicative needs (Morris,1983), communicative needs of students of Ethiopian high schools (Abiy,1989), Music students (Hailemariam,1993), Aircraft Students (Abrham,1993), Technical students (Abebe, 1993), Ethiopian University Students (Hailemichalel, 1993), Theology students (Tilahun, 2003), Agriculture students (Fisseha, 2004),

Nursing Students (Ephrem, 2004), Law students (Molla, 2006), Agricultural TVET students (Haile, 2006) and Business area TVET students (Yirgu, 2007).

Even though the above mentioned researchers made efforts in investigating the English language needs of students in different fields, to the best knowledge of the researcher, there has not been any research conducted on the English language needs of construction trainees. Primarily, the researcher observed their problems in carrying out different activities using English language in a similar college out of Addis Ababa. So, investigating the English language needs of those trainees have a paramount importance for them to carry out different activities in their field of study.

1.2 Objectives of the Study

The general objectives of the study are:

- To identify and give priority to English language related activities and skills applicable to construction trainees' academic studies and future occupation that in turn serve as a base for syllabus design and material development.
- To discover the gap between construction trainees and graduates English language needs and their present language competence.

On the basis of the above objectives of the study, the following research questions are set:

- For what purposes do the learners and graduates need English?
- Which English language skills need to be prioritized as very relevant to construction trainees and graduates?
- What are the trainees' attitudes towards learning English?
- What are trainees' learning style preferences?
- What are construction trainees' English language learning wants out of their target situation needs?

1.3 Significance of the Study

At the present, construction trainees' in the country do not have their own English language teaching syllabuses and materials designed based on their needs. Thus, the researcher believes that the result of the study is crucial for curriculum designers and course material developers to design an appropriate English language syllabus and course material (ESP course) for

construction trainees. It can also help interested researchers to conduct further studies on English language needs of the trainees. Besides, it might also help English language instructors of the college to have their own awareness of the need of ESP and to understand their trainees wants in learning English different from the ones required by the study situation. Furthermore, the study may give researchers in other professional areas with a sort of insight to think for applicable English course.

1.4 Scope of the Study

Though there are at present a dozen of Technical Educational and Vocational Training (TVET) Colleges giving trainings in various disciplines, this study is only confined to Entoto TVET College particularly on construction trainees. This study restricts itself to the field mentioned, as it is not easy to investigate English language needs of other various disciplines found in the college. In addition, the study is to use two needs analysis approaches-Target Situation Analysis (TSA) and Present Situation Analysis (PSA).These two approaches are taken as basis for other various approaches that are increasingly encompassed within needs analysis. This scope will help to over come possible time and financial constraints.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 What is ESP?

As existing literature in English language teaching asserts, the term English for Specific Purpose (ESP) carries a wide range of definitions as it incorporates various functions and features of professions and work situations. For instance, to begin with, Robinson (1991) mentions that ESP (EAP/EEP) is for study in a specific discipline or as a school subject (P.2). Then what does ESP refer to? The definition given by Munby (1978) goes, ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner (P.2). The notion of ESP courses and communicative needs are emphasized in ESP teaching. And McDonough (1984) thinks that ESP is a focus of language teaching activity certainly has its own range of emphasis and priorities. It is stressed that ESP is a kind of language teaching activity.

A broader definition of ESP by Hutchinson and Waters (1987) run as follows: 'ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning'(P.19). ESP should be seen simply as an 'approach' to teaching than a 'product'. Meaning according to these individuals, ESP does not have a particular type of language, teaching-learning materials, and methodology as well. They state that the root of ESP lies on the very question 'why does the learner need to learn English?' The response to this question identifies the learners, the language skills and/or items demanded and the learning circumstances.

Stevens (1988:1-2 cited in Gatehouse, 2001) says, English for specific purposes is a particular case of the general category of special-purpose language teaching. He defined ESP by making a distinction between its four absolute and two variable characteristics as:

i. Absolute characteristics

ESP consists of English language teaching which is:

- designed to meet specified needs of the learner;

- related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities;
- centered on the language appropriate to those activities in syntax, lexis, discourse, semantics etc, and analysis of this discourse;
- in contrast with General English.

ii. Variable characteristics:

ESP may be, but is not necessarily

- restricted as to the language skills to be learned (e.g. reading only)
- not taught according to any pre-ordained methodology (Stevens,1988:1-2 in Gatehouse, 2001)

Robinson (1991) also acknowledges the greatest importance of needs analysis in defining the term ESP. She bears two very important defining principles and a member of characteristics that are usually accepted to be true of the term 'ESP'. And thus, here principles declare that ESP is normally goal-directed and that ESP materials appear from needs analysis. Here characteristics suggest that ESP materials are usually restricted by a limited time period, in which their ultimate goals have to be succeeded, are taught to matured people of similar type in terms of their field of specialization, occupation etc.

Dudley-Evans and John (1998), in a more recent study, have modified Stevens definition and put their revised view on the essence of ESP in the following two perspectives:

i. Absolute characteristics

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

ii. 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 for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students,
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (Dudley-Evans and John, 1998:4-5 cited in Gatehouse, 2001).

As noted by Gatehouse (2001), Dudley-Evans and John (1998) have removed the absolute characteristics that ‘ESP is in contrast with General English’ and added more variable characteristics. They assert that ESP is not necessarily related to a specific discipline. Furthermore, ESP is likely to be used with adult learners although it could be used with young adults in a secondary school setting.

To sum up, all the above definitions show that ESP belongs to English language teaching (ELT), and it may use, in specific teaching situation a different methodology from that of general English. And all writers’ emphasis that ESP course is developed to satisfy the specific needs of the learner focusing on needs analysis and the use of appropriate language the purpose it serves.

2.2 The Origin and Development of English for Specific Purposes (ESP)

2.2.1 The Origin of ESP

Even though ESP has become an important and innovative activity in the field of English language teaching in the 1960’s, the emergence of ESP can be traced back as far as the Roman and Greek empires (Dudley-Evans and John, 1998:1). Certainly, a great deal about the origin of ESP could be written. Notably, there are about three reasons for the emergence of all ESP. These are: advance in science and technology, a revolution in the field of linguistics, and focus on the learner (Hutchinson and Waters, 1987).

2.2.1.1 Advance in Science and Technology

Hutchinson and Waters (1987) write that two main historical periods helped ESP to put its corner stone in the world. First the end of second world war brought with it an “...age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale-- for various reasons, most notably the economic power of the United States in the post war world,

this role (of international language) fell to English” (p.6). For this reason, people become interested to learn English as it facilitates the business they are engaged in without any difficulty. This caused the teaching of English for specific purposes to become in existence as:

...as English became the accepted international language of technology and commerce, it created a new generation of learners who knew specifically why they were learning a language, business-businessmen and-women who wanted to sell their products, mechanics who had to read instruction manuals, doctors who needed to keep up with developments in their field and a whole ranges of students whose course of study included textbooks and journals only available in English (Hutchinson and Waters, 1987:6).

Second, the oil crises of the early 1970s, which resulted in massive flow of funds and knowledge to oil rich-countries, accelerated the need to learn English language and this directed to serve for various purposes. Therefore, “Time and money constraints created a need for cost effective courses with clearly defined goals”. (Hutchinson and Waters, 1987:7)

The general effect of all this development was to exert pressure on the language teaching profession to give the required goods. Whereas English had previously decided its own destiny, it now become subject to the wishes, needs and demands of people other than language teachers (Hutchinson and Waters, 1987:7).

2.2.1.2. Revolution in Linguistics

It was the second key reason for having a great cause for the emergence of ESP in the 1960’s. At this time, language study was resulted in a view of language as communication rather than grammatical structure as to address communicative needs of the learners (Hutchinson and Waters, 1987:7). Material writers and syllabus designers use this view as to the teaching of the ESP. As indicated in Hutchinson and Waters (1984), ESP and communicative approach are closely interconnected. As Widowson (1978) cited in Hutchinson and Waters (1987:7) “Studies shifted attention away from defining the formal features of language usage to discovering the way in which language is actually used in real communication”.

Hutchinson and Waters (1987:7) points out that this linguistic study brought significant discovery that spoken and written English vary. In other words, given the particular context in which English is used, the variant of English will change. This idea was taken one step further. If language in different situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible. Hence, in the late 1960s and early 1970s there were

many attempts to describe English for science and technology (EST). Hutchinson and Waters (1987) identify Ewer and Latore, Swales, Selinker and Trimbrel as a few of prominent pioneers in descriptive EST.

Thus, most of the works in the period mentioned focused on English for Science and Technology and there were situations in which ESP and EST taken as identical. In short, giving much emphasis for the language needs of the learners based on the analysis of the linguistic characteristics of their specific area of learning and occupational language purposes got wider acceptance and the slogan ‘Tell me what you need English for and I will tell you the English that you need’ became the primary principle of ESP (Hutchinson and Waters, 1987).

2.2.1.3. Focus on the Learner

This is the other reason that causes the emergence of ESP mainly through the development of Educational Psychology. New developments in the field give more emphasis on the learner; i.e. taking the various needs, interests and attitudes of the learner in the teaching learning process and these will have a paramount significance in motivating the learners (Rodgers,1969 cited in Hutchinson and Waters, 1987:8). To this end, as indicated in (Hutchinson and Waters,1987:8) the relevance of content to the learners discipline was believed to sustain their interests and motivation which in turn would result in better and effective learning.

Hutchinson and Waters (1987) then put in short three important factors in combination contribute about the growth of ESP: “the expansion of demand for English to suit particular needs and developments in the fields of linguistics and educational psychology”(P.8). In language teaching, all three factors give the notion to gear towards the need for enhancing language use for different specializations.

2.2.2 Development of ESP

It should be pointed out first that ESP is not a monolithic incident, the development of ESP did not appear at the same time in all parts of the globe. It has developed at different speeds in various countries (Hutchinson and Waters, 1987).

Attempts have been made to analyze language features and functions required in different contexts starting from sentence level to discourse and genre analysis and skills and strategies that students use to learn language. These phases of development are register analysis, discourse

analysis, target situation analysis, skills and strategies and a learning-centered approach (Hutchinson and Waters, 1987; Johns, 1991 cited in Celce-Murcia, 1991).

2.3. Types of ESP

An attempt has been made in the foregoing sections to define ESP and to discuss its origin and development in brief manner. In this section, the major types of ESP given by different scholars in the field will be reviewed.

There are many types of ESP and corresponding acronyms in the fields of science and technology, social sciences and professional trainings. The simplified tree of English Language Teaching (ELT) (Hutchinson and Waters, 1987) illustrates the division of ESP as follows in the form of diagram.

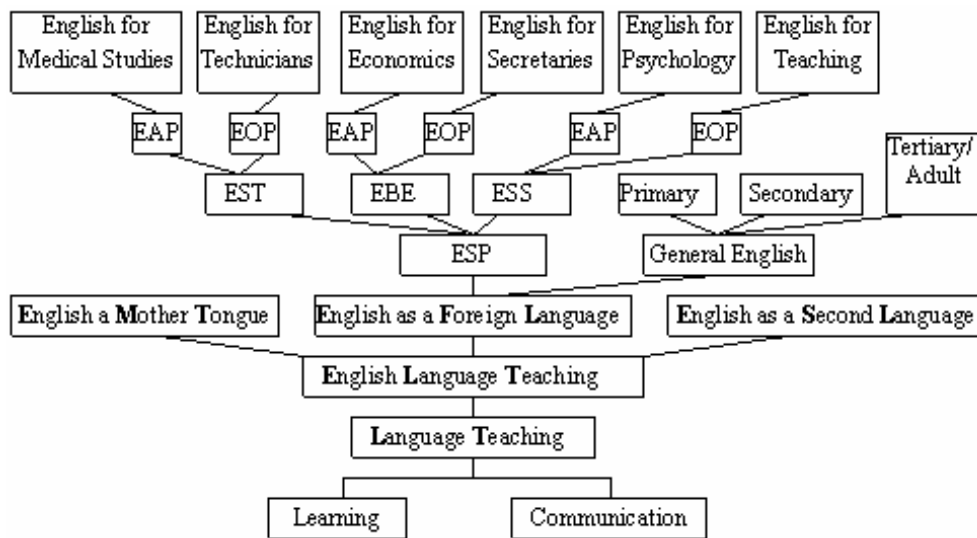


Fig. 1. Simplified Tree of ELT (Hutchinson and Waters, 1987:17).

ESP is divided into three. English for Science and Technology (EST), English for Business and Economics (EBE) and English for Social Studies (ESS). Each of these branches falls into two categories. English for Academic Purposes (EAP) and English for Occupational Purposes (EOP)/English for Vocational Purposes (EVP). On the other way round, Carter (1983) cited in Gatehouse (2001) classified ESP into three types: English as a restricted language, English for Academic and Occupational Purposes, and English for specific topics. Carter's second type of ESP is further developed by Jordan (1997) into two main types of ESP: EOP and EAP. Robinson's family tree of ESP divides based on experience into EOP and EAP/EEP (English for

educational purposes). Dudley-Evans and John (1998) divide ESP based on professional areas as EAP and EOP.

Although there are differences concerning the type of ESP among Carter (1983), Robinson (1991), Jordan (1997) and Dudley-Evans and John (1998) and as well as Hutchinson and Waters (1987), the two categories of EAP and EOP in ESP are widely accepted nowadays in ESP teaching area and EAP is meant for academic study needs and where as EOP is taken for work related and training needs (Robinson, 1991; Jordan, 1997, Dudley-Evans and John, 1998). These major types of ESP will be treated as follows.

2.3.1 English for Academic Purposes (EAP)

According to Robinson (1991), EAP refers to the English language needed for study in specific disciplines such as pre-study, in-study and post study and/or as an independent or integrated school subject. There, it is possible to say EAP is therefore takes place in a tertiary educational setting where students learn English either before specializing their studies (pre-study) or as part of their studies (in-study). Munby (1978) illuminates this point as;

A Turkish student in the preparatory department... who is studying English is an example of pre-study discipline-based ESP. A Mexican, student in the faculty of veterinary science at the national university of Mexico, who is studying English in order to read books and articles on his subject that are written in English, is an example of in-study, disciplined-based ESP (p.57).

In such cases, the study skills (listening to lectures, taking notes, writing lab and field reports, reading text books) will probably form a major part of the trainees' English course.

Similarly, Kennedy and Bolitho (1984) and Jordan (1997) say that EAP is one type of ESP that is taught in educational institutions for students who need to pursue part or all of their study. Koffey (1984) cited in (Jordan, 1997:4) divides EAP into 'common core' and 'subject specific' courses. These two approaches of EAP have been described by Blue (1988) as 'English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP) (as cited in Jordan, 1997:4). Common core English courses include general academic study, where as subject specific English courses are needed for a particular academic discipline. Subject specific English courses include language structure, vocabulary, the particular skills and conventions required for the appropriate academic conventions required for the specific discipline (Jordan, 1997:5).

2.3.2 English for Occupational Purposes (EOP)

An EOP course is basically a training course in which learners learn the English they will need to accomplish their jobs and thus it is the teaching of English to prospective workers. The learners may need one or more language skills to carry out their duties, depending on the nature of their jobs. Regarding to this Kennedy and Bolitho (1984) say as:

EOP is taught in a situation in which learners need to use English as part of their work or profession. Instances of EOP students would be doctors in causality or technicians servicing equipment. They need English, in the first case, to talk and respond to patients and other staff, and in the second, to read technical manuals. There will be differences in such courses depending on whether the learners are learning English before, during or after the time they are being trained in their job or profession. (p.4)

According to Robinson, learners who come to an EOP situation are three types. These are those who needs English for the situations on pre-experience, simultaneous or in-service or post experience times. Pre-experience learners are those who want to get access to knowledge. Simultaneous/ in-service EOP learners are learners who learn English together with learning the job itself. Post-experience learners are learners who want English to express their knowledge of different disciplines that they got or learned in other languages (1991:3). Accordingly, the content of an English course for each of these groups of learners will be different. Kennedy and Bolitho (1984) put this as:

The content of English programme for someone actually engaged, for example, on a secretarial course- with its acquisition of practical skills and theoretical knowledge- is going to be different from a programme for someone who is already a qualified secretary but now needs to operate in English. (P.4)

Here the division of ESP in to EAP and EOP is useful as construction trainees in Entoto TVET College in this study are treated as EAP learners and Construction graduates are considered as EOP learners.

As it is discussed above, the information about the classification of ESP is presented below in diagram form as follow:

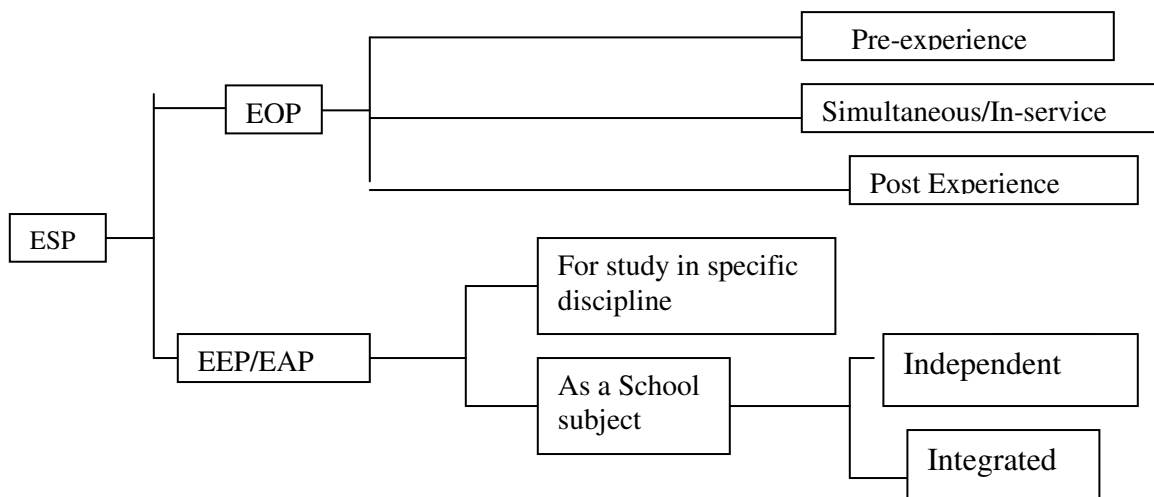


Figure2. **ESP family tree**

Source: Robinson (1991:3)

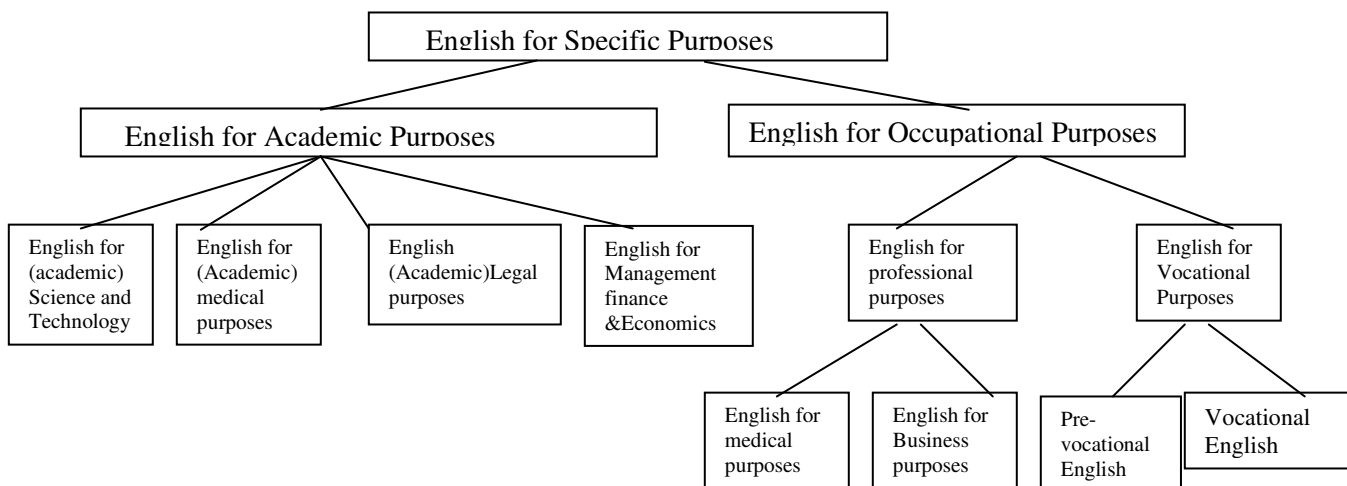


Fig 3: **ESP Classification by professional area**

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

The above divisions have an important role to do with the appropriateness of language for the intended purpose. Dudley-Evans and John (1998) put, “these distinctions are very important as they will affect the degree of specificity that is appropriate to the courses” (6)

2.4 English for Specific Purposes (ESP) and General Purpose English (GPE)

As it was discussed in the previous section, in the definition of ESP, Dudley-Evans and John (1998) describe several absolute and variable characteristics of ESP that differentiates it from general English. The absolute characteristics refer to the teaching methodology and activities of the discipline it serves. Both the methodology and activities used in the ESP classroom therefore are different from that of GPE (4-8). According to these writers, “methodology refers the nature of interaction between the ESP teachers and learners.”(4). These writers emphasis that the teaching methodology that the teacher adheres might not be what is indicated in the syllabus. Rather it is based on the specific needs of learners.

ESP also differs from GPE in that it is centered on the language that is appropriate to the activities especially with respect to grammar, lexis, register, study skills, discourse and genre, all which are different when compared to GPE (Dudley-Evans and John,1998).

The other factor that distinguishes ESP from GPE is the existence of needs analysis in ESP courses. Fiorito (2005), Wright (2001) and Robinson (1991) give a contrast between the two as GPE courses deal with different topics, necessarily at the superficial level. In addition, GPE courses deal with many different skills, usually attempting to give equal treatment to each. Due to the general nature of these courses, no needs analysis is conducted, and hence there can be no attempt to cater to specific learning needs of particular students and they are given depending on the decision of the course designers. Where as ESP courses are context specific in which they are designed to serve specified purpose for specific people based on their need.

Here, it is possible to say that ESP is different from GPE in methodology, in content specificity and dependence on learners needs.

Though there are differences between the two, it is important to consider that ESP should not be taken an area of development out of English Language Teaching (ELT). It is part of the recent move with in ELT sphere towards a more communication bases for teaching and learning. (Kennedy and Bolitho, 1984:7)

2.5. Importance of ESP

ESP has become an essential activity in the area of English language teaching. The English that

is used in the ESP classroom should be to the point and relevant to the work they are going to engage with. Dudley-Evans and John (1998:9-10), likewise, describe the main importance of ESP in introducing an ESP course where students have specific needs. They quote Stevenses (1988) idea summarizing the importance of ESP with the following four points:

- Being focused on the learner's needs, it wastes no time;
- It is relevant to the learner;
- Successful in imparting learning;
- It is cost- effective than 'General English'

Wright (2001) in a similar mode puts the importance of ESP in three points. First, ESP brings a fast learning of essential language items. This is because ESP follows a model of native speakers' learning of a language for specific purposes in which they learn what they need, when they need it and in content-based context. They improve the model through giving a chance to learn in an accelerated and intensive context. This results in fast learning. Second, in an ESP course, trainees make the optimum use of their learning resources, all of which are brought on top of learning specific and pre-identified language items and skills by means of needs analysis. This brings about learning efficiency. Thirdly, when trainees complete on ESP course, they are ready to use English appropriately and correctly in the job related tasks that have been identified prior the course by means of needs analysis. After they completed the ESP course, the students will use it in their future employment situation. In addition, trainees are prepared for further job related training in English. This preparation will generate greater academic performance because no time is wasted on learning unnecessary language. In this way, learning effectiveness will be gained.

ESP courses are designed based on thorough needs analysis of the trainees aiming at bringing appropriate syllabuses and methodologies as this does a lot for the students to learn the language aspects and skills quickly, efficiently and effectively. With this important concept of ESP, the researcher is motivated to conduct a research in analyzing English language needs of particular learners mentioned before.

2.6 Meanings of Needs and its Types

2.6.1 Meanings of Needs

It seems very difficult to define the concept of needs. For instance, Richterich (1983:2) says about the vagueness of needs as, “The very concept of language needs has never been clearly defined and remains at best ambiguous”. The reason for this according to Brindely (1989:65) says, “Needs do not show objective reality”. Here what is taken into account is a matter of agreement and judgment and reflects the interests and values of those making such judgment (Richards, 2001:54). Therefore, the scholars like Mountford (1988), Dudley-Evans and John (1998), Johnson (1989) and Richards (2001) generally mentioned the vagueness and difficulties in defining needs that works for all situations equally.

As a result, different writers give different definitions for needs. For example, Brindely (1984) as cited in Richards (2001:54) describes it referring to the learner’s wants, desires, demands, expectations, motivations, lacks, constraints, requirements and necessities. (Tudor, 1996:67) view it as objective and subjective. Hutchinson and Waters (1987: 55) view it as necessities, lacks and wants.

As it is stated above, it is difficult to take all the definitions given by different writers. The definition forwarded by Hutchinson and Waters (1987) is more important and relevant for the present investigation as it covers a wide range of interpretations and these are explained separately as follows:

i. Necessities

According to Hutchinson and Waters (1987) necessities refers to the type of need identified by the demands of the target situation. It is about what the learner has to know to function properly in the target situation. When learners are exposed to learning or working situation, necessities could be determined easily. For example, a businessperson or woman exposed to business correspondence, communicate effectively at sales, conferences or exhibition dealing with business affairs could be a good source to determine the necessities by analyzing linguistic features-discourse, functional, structural and lexical items (55).

ii. Lacks

As it is stated above, necessities are related to the target situation needs of the learners or a language to be used in the target situation. Identifying necessities alone could not be enough for particular learners, as it does not include their present language situation. It is important to identify the language needed in the target situation that which of the language skills and functions the learners to make use of it and what he/she lacks. Lacks could be those language skills and functions that are relevant to function in the target situation, which the learner did not acquire in their study (Tudor, 1996; Robinson, 1991; Hutchinson and Waters, 1987). Likewise, Lacks are analyzed in what is called a “deficiency analysis” (Dudely-Evans and John, 1998) where what a learner already knows is set against necessities.

iii. Wants

Wants are what learners feel they need in order to operate in a target situation in addition to the language required by his/her field of study or work situation (Dudley-Evans and John, 1998; Berwick, 1989 cited in Robinson, 1991). In designing a particular course for specific type of learners, it is important to take students wants in addition to necessities and lacks for motivating students to learn since motivation is an integral part of language learning (Hutchinson and Waters, 1987; Robinson, 1991). Taking considerable number of students’ wants to the course to be designed shall have a part even though these are in contrast with the interests of course designers and sponsors (Mountford, 1988; Sysoyev, 2001)

2.6.2 Types of Needs

2.6.2.1 Objective Needs

Objective needs refers to specific language features needed for particular learning or specific work situation (Robinson, 1991). Widdowson (1981) cited in Tudor (1996) describes objective needs as some thing that the learners need to do with the language once they have learned it.

Information about objective needs is usually collected by analyzing target situation. These needs are derived 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 (Brindely, 1989; Robinson, 1991; Dudely-evans and John, 1998). Brindley (1984:31) in Nunan (1988:44) quotes Richterich’s description of objective needs to support the above explanation: “Objective needs are those which can be diagnosed by the teachers on the basis of

personal data about learners along with information about their language proficiency and patterns of language use....”.

Most of the time, teachers perceive the objective needs of the learners. According to Robinson (1991:8) there are instances that many ESP learners have a clear view of some if not all of their objective needs.

Objective needs of the learners are initially collected by analyzing a kind of language function and use required in a particular work or learning situation (Brindley, 1984 cited in Robinson, 1991). The recognition of the objective need is an old one compared to the subjective need. According to Jordan (1997) such pioneer scholars in the field of ESP as Munby (1978) give much emphasis on objective needs of the learners. This might be because of its suitability compared to the subjective needs. Developments in humanistic approaches in language teaching much attention were drawn to the subjective needs of the learner in the 1980's. This idea is supported by Jordan (1996:66) as he criticized Munby's model for giving much emphasis only target situation needs without including subjective needs of learners.

2.6.2.2 Subjective Needs

Subjective needs refer to the cognitive and affective needs of the learners in the learning situation, and they are derived from information concerning the cognitive and affective needs of the learners in the learning situation, and they are derived from the information concerned the cognitive and affective factors like personality, confidence, attitudes, learners wants and expectations with regard to the learning of the language and their learning preferences, personal styles etc (Robinson,1991;Tudor, 1996 and Dudley-Evans and John,1998).

In the earlier ESP course design, a widespread acceptance of the importance of gearing learning programmes around objective needs was given much attention than subjective needs of the learners. Regarding this Brindley (1984:31-32) quoted in Tudor (1996:97) explains the relative neglect of subjective needs is:

In the early stages of the 'communicative' movement in language teaching, 'objective' needs received a great deal of emphasis, since language was seen primarily as a means to an end: effective communication in the learner's current or future domain of language use....'subjective' needs, on the other hand,....were thought to be unpredictable, therefore indefinable-language teachers were thus able, in deciding on both content and methodology, to wash their hands of extremely difficult business of taking affective variable into account.

Even though, objective needs were given more attention in the earlier times, taking the objective and subjective needs proportionately would be very vital for designing a course for particular type of learners like this one.

2.7 Needs Analysis

According to Richards (2001) needs analysis came into existence as a separate and indispensable stage in arranging educational program in the 1960s as component of the ‘system approach to curriculum development and the wide spread philosophy of educational responsibility’. Supplies of training programs were required to demonstrate that a suggested educational program was an answer to genuine needs of the trainees so that training providers could obtain funds in order to run the various training programs. Then on wards, needs analysis expanded quickly. Berwick’s (1989:51) quoted in Richards (2001:51) comments this issue further as:

The need for convincing precision in educational needs assessment was also reinforced during this period (mid 1960s) by the behavioral planning, particularly in North America, which insisted on specifying in measurable form all goals of importance with in an educational system. The emphasis on precision and accountability clearly influenced the appearance of needs assessment as a form of educational technology and its diversification in to a collection of educational research methodologies.

Needs analysis should be conducted with the purpose of addressing learner needs. Needs analysis is not only common to language teaching in general and ESP in particular. For example, needs assessment is the basis for training programs and aid development programs (Dudley-Evans and John, 1998)

In English language teaching, needs analysis is taken to be the corner stone of an ESP course (Robinson; 1991; Dudley Evans and John, 1998). Supporting this view the link between “needs analysis” and language for specific purposes is examined by Mackay and Mountford (1978), Robinson (1980), Hutchinson and Waters (1987), Yalden (1987) etc...Stevens (1977:115), emphasizing the importance of determining students needs, states: “A movement towards learner – centered instruction and away from teacher – centered instruction and the consequent demand that teaching should be designed to meet the precise need of the learner”. According to Munby (1978) and Yalden (1983), needs analysis is the starting point for course design. Hutchinson and Waters describe need analysis as “the most characteristic feature of ESP course design”.

(1987:63). In designing an ESP course it is imperative to carry out a needs analysis to determine the specific reasons for learning the language (Hutchinson, and Waters, 1987,) or to specify exactly, what students need to achieve through the medium of English (Robinson, 1991).

According to Nunan, “techniques and procedures for collecting information to be used in syllabus design are referred to as a needs analysis” (1988: 13). Richards and Rodgers (1987:47) view needs analysis as “central to the processes by which relevant content for specialized language courses was determined”. In more formal terms a needs analysis is “the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities” (Richards and Platt, 1992:242).

The new educational pedagogy emphasizes the importance of the learners and their attitudes to learning (Hutchinson and Waters 1987: 59). Satisfying learner’s needs and interests has an important influence on the learners’ motivation and therefore achievements. Moreover, this approach gives learners the opportunity to participate in the syllabus design. In a context where the nature of the work changes and the linguistic needs change too, the importance of this approach increases. As Mackay and Mountford (1978) state, adults who need English for academic or professional purposes are more aware of what they want to use English for.

The aims of needs analysis in English language teaching in general and ESP in particular revolve around identifying trainees real world communicative needs that in turn motivate them to attend the course very well. The teachers and material developers rely on the result of needs analysis to develop appropriate English course for a particular type of learners. Such a course satisfies not only the learners but also the employers in the specific area mentioned.

It is safe to say based on the above writers’ view that needs analysis incorporates collecting information about learners’ needs and arranging them in their priorities to satisfy their learning and target situation demands. Hutchinson and Waters (1987) and, Brindley (1989) and Robinson (1991) and many others tried to formulate approaches to needs analysis and which could undertake the objective and subjective needs. Jordan (1997) gives the approaches needed for needs analysis. These approaches are target –situation analysis (TSA), present situation analysis (PSA), learner centered approaches, strategy analysis and means analysis.

2.7.1 Approaches to Needs Analysis

Many writers advocated that a needs analysis should involve both objective and subjective needs if ESP course is to base on sound parameters. In recognition of needs analysis in a large scale, the writer of this study convinced to accept the scholars' view. In spite of this, it will be deep to try to incorporate the all approaches within these wide-ranging approaches in a study like the present one. It is possibly by considering this problem that scholars like Jordan (1997:22) suggest that needs analyst ought to first decide which approach he/ she adopts before he/she undertakes the actual task of analysis. Due to mainly this reason that the present research primarily focuses on target situation and present situation approaches which are taken as basis for other approaches (Robinson, 1991:9; Jordan, 1997: 23).

2.7.1.1 Target Situation Analysis

A needs analysis that focuses on trainees target level needs identification at the end a course is referred to as target situation analysis (Robinson, 1991; Jordan, 1997). Similarly, Hutchinson and Waters (1987:12) further explains since the purpose of an ESP course is to enable learners to function adequately in a target situation, in which the learners will use the language they are learning, then the ESP course design process should proceed by first identifying the target situation and then carrying out rigorous analysis of the linguistic features of that situation.

According to Jordan (1997:23), TSA is rigorously devised model of all in the development of needs analysis in Munby's (1978) Communicative Needs Processor 'which gives the profile of students' communicative needs. Munby's model gives more emphasis in students' needs at end of a language program and target-level performance preparing students for later job or for study in a particular context.

Here it is safe to say that TSA is objective and goal-oriented and this is explained by Robinson (1991) as:

The information sought for TSA may relate to two different stages in the students' lives. Thus the English course may be preparing the students for a further training course, which will be conducted through the medium of English, after which the students will then take up jobs. The English language requirements of the training course and of the later job may well be different but both needs to be considered (9).

Here, it is possible to say that TSA should take in to account the learners' training and job requirements in order that English course helps them to accomplish different tasks in their specific discipline or prefer in duties or jobs in a good way after the completion of their ESP course. In relation to this, Jordan (1997:228) puts it as, "subject-specific language, and its organization, has been subjected to various types of analysis over a long period of time, starting register analysis, followed by discourse analysis and, more recently, genre analysis". And these will be looked at under target situation analysis as it incorporates all of them.

2.7.1.1.1 Register analysis

The term register is very repeatedly used to cover varieties according to use. The problem with register is that it leads to a register of language that is identified and described which in turn is seen as a separate from the rest of the language (Robinson, 1991). Similarly, Hutchinson and Waters (1987) say the operating on the basic principle that English of scientific discipline constituted a specific register different from other particular field of study, the aim of the analysis was to identify the grammatical and lexical features of these registers.

Register analysis focuses on the grammar and vocabulary of scientific and technological English using Swales (1988:1) cited in (Dudley-Evans and John, 1998) refers to as an approach based upon 'lexicostatistics.' The assumption is that, while the grammar of scientific and technological writing does not differ from that of General English, certain grammatical and lexical forms are used much more frequently.

This lexicostastical approach to the analysis of language in specific disciplines drew great attention in English for Science and Technology (EST). ESP (EST) courses in the 1960's then depended on the prior analysis of the register of the language form and vocabularies, which are more frequent in the discipline. Such an analysis focused primarily on language use at word and sentence level. However, in order to identify the linguistic structure of longer sample of speech or text, a different approach comes in to being or rhetoric approach to language analysis (Dudley-Evans and John, 1998; Richards, 2001)

2.7.1.1.2 Discourse / Rhetoric Analysis

Discourse analysis is concerned with describing the language and its structure that is used in speech or text that is longer than the sentence. This involves the study of cohesive links between

sentences, of paragraph structure, or the structure of the whole text. The result of this type of analysis make statements about how texts-any-text work (Jordan, 1997; Dudley-Evans and John, 1998).

The development of discourse analysis is important to solve learners' difficulties in using language in the target situation for communication and introducing them how to join sentences to produce meaningful situation. Regarding this Allan and Widdowson (1974) describe as:

We take the view that the difficulties which students encounter arise not so much from a defective knowledge of the system of English, but from an unfamiliarity with English use, and that consequently their needs can not be met by a course which simply provides further practice in the composition of sentences, but only by one which develops by a knowledge of how sentence are used in the performance of different communicative acts. (quoted in Hutchinson and Waters, 1987: 10-11)

Here, the concern of research in discourse analysis is to identify 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. The discourse patterns of text association differed significantly between specialist areas of use: the discourse arrangement of science texts was regarded as different from that of commerce texts (Hutchinson and Waters, 1987).

The typical teaching materials based on the discourse approach taught students to recognize textual patterns and discourse markers mainly by means of diagramming exercises. For this approach the focus serious (OUP) is a good example (Hutchinson and Waters, 1987).

2.7.1.1.3 Genre Analysis

The term genre, like all technical terms in ESP, it has various interpretations. For some writers, 'genre' seems to be the same as 'text type' and as with discourse approach a genre analysis approach looks at the operation of language with in a complete text, seeing the text as the system of features and choices. Selection is made according to the communicative purpose of the text producer. For swales (1981), also use the term 'genre' for the first time in 1981, 'genre' means much more than a 'text type'. Thus, it is defined as "...standardized communicative event with a goal or set of goals mutually understood by the participants in that event and occurring with in functional rather than personal or social settings'. According to Swales (1981), genre,

therefore, involves both text type and the role of the text in the discourse community (Robinson, 1991). Swales (1990) explains more clearly as:

A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the present discourse community, and there by constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences constraints choice of content and style... a genre exhibits various patterns of similarity in terms of structure, style, content and intended audience (quoted in Jordan, 1997:230).

In the above quote, it is possible to say that genre is the use of language by some particular discourse communities who shares some common ground of study or work situation and this is related to the present study.

Dudley-Evans (1987) cited in Robinson (1991:26) suggests that ESP needs a system of linguistic analysis that shows differences between texts and text types. 'Genre analysis may be used as a classificatory system, revealing the essential differences between both the genre studied and other genres and also between the various sub-genres' (Dudley-Evans 1987:2) quoted in Robinson,1991:26). The aim of discourse analysis is 'to describe relations that are found in all texts. It is connected similarities between texts' (Dudley-Evans, 1987:5 quoted in Robinson, 1991:27).

Thus, genre analysis is part of discourse analysis (Dudley-Evans and John, 1978) and they claim that discourse analysis and genre analysis overlap as both of them express the study of language at a level above a sentence or genre analysis is the part of discourse analysis as genre analysis focuses on the regularities of one form/ language structure which differentiates one text from another type.

Robinson (1991) points out that various types of genre are available in different disciplines. Some of these are business letters, expositions, editorials, academic articles, brochures of various types etc. For the purpose of this study, we focus on the most repeated genres which are related to EAP. According to Allison (1999) in the context of EAP, it is usually possible to identify the four genre types: narrative, descriptive, expository and argumentative.

2.7.1. 2 Present Situation Analysis

Present situation analysis investigates the learners' present language competence (strength and weaknesses) at the beginning of language courses (Robinson, 1991; Jordan, 1997). Present situation analysis fulfils the trainees need by rigorous need analysis. Tudor (1996:67) points out that PSA is "a logical counter part to target situation analysis in that it involves the analysis of learners' current abilities with respect to their intended use of language." (P.67). According to him, this investigation can involve two processes. The first is prioritizing of activities identified in the TSA. The second process involves the detail evaluation of learners' abilities the relevant skills domain. This can be achieved either by the use of tests, or by means of self-assessment (Ibid).

According to Maritu (1995: 53-34) PSA is investigated by taking the following information from the trainees:

i. Back ground information

- What skills relevant to the course do students have?

ii. Motivation

- What are students interests?
- How does the course relate to their future job?
- What are their reasons for taking the course?

iii. Learning styles

- What are there preferred learning styles?

Here we can say that PSA takes in to account the non-linguistic aspects of needs which is in contrast to TSA.

Following these two needs analysis approaches is very important as it takes into account the trainees' learning and occupational needs. The English course designed based on their need help them to pursue their specialized courses effectively. It also prepares them for future job and further training. Thus, in an investigation into the trainees target and present situation needs in both college trainings and prospective jobs will be made. This would be done first through target language needs of language skills and their activities and areas of knowledge in both for their course studies and future jobs. Additionally, the trainees' ability in language skills and activities, their learning style preferences, attitude towards learning English would be investigated.

CHAPTER THREE

3. METHODOLOGY AND PROCEDURES

3.1 Research Design

This study was mainly designed to investigate English language needs of construction trainees in Entoto TVET College. For this purpose, an attempt was made to identify and give priority to English language related activities and skills applicable to construction trainees' academic studies and future occupation. To achieve this, a survey method was employed as the purpose of the study is to generalize from a sample to a population so that inferences are made about some characteristics, attitudes, and behaviors of the target population. Besides, the survey design is a more preferred type of data collection for its economy of design, rapid turnaround in data gathering as well as for its conduciveness to identify attributes of a population from a small sample size (Denscombe, 2003). Hence, the multiple method approach was deployed as it enables the researcher "to see the thing from different perspectives and to understand the topic in a more rounded and complete fashion than would be the case had the data been drawn from just one method" (Ibid: 132). This is because assessing the English language needs of the trainees requires the researcher to elicit information from different angles.

Accordingly, the methodology, the procedures employed in sampling the data sources, the instruments used in the study and data organization and analyzing methods are all presented in this chapter in the following sections.

3.2 Sampling Procedures

3.2.1 Institutional Subjects

From a total of 10 government TVET colleges and middle level TVET Institutes in Addis Ababa, Entoto TVET College was targeted as a sample educational establishment on the basis of some reasons. Primarily, this college is located relatively nearer to the researcher's residence and work place than the rest of the colleges. Secondly, the researcher has a good acquaintance with this college to get the relevant information. These two reasons are believed to alleviate possible time constraints.

Under Construction Department, the college gives trainings in Road Construction, Concrete Work, Plumbing, Woodwork Construction, Masonry and Tiling streams. From the last two (Masonry and Tiling) streams, unfortunately second year trainees were not available so that only the rest four streams were taken as samples for the study.

To gather data on the importance of English language for occupational purposes, assessing government and non-governmental organizations is essential (Harding, 2007). From governmental and non-governmental employer organizations in Addis Ababa, the researcher took only 7 organizations using purposive sampling as it was believed to get necessary information from the potential employers in those organizations. The selected governmental and non-governmental potential employers were Addis Ababa Housing Development Agency, Addis Ababa City Roads Authority, Transport and Construction Design Share Company, GTZ International Services, Nori-La Engineering and Construction Share Company, Sunshine Construction and MIDROC Construction Ethiopia.

3.2.2 Subjects of the Study

In this study, information has been gathered from trainees, English language instructors, major course instructors, employers and graduates. For the trainees sample population, all the available second year trainees (78) were taken. They were 20 from Road Construction, 22 from Concrete Work, 11 from Plumbing and 25 from Woodwork Construction. This was deliberately taken since these group of trainees have had a three semester experience in the college education, and they have completed the two English courses (grade 11, book1 and book2) given in the college. Thus, the trainees were hoped to give relatively clearer and better information than first year trainees concerning the English language needs for construction 10+2 trainees.

Regarding the instructors, the available sampling was used as the size of the population was similar to the population chosen. Thus, 2 English instructors and 12 major course instructors were taken as subjects of the study. On the other hand, 14 potential employers (2 from each organization) and 21 graduate respondents (3 from each organization) were made to fill the questionnaire.

3.3 Research Instruments

Three data gathering instruments: questionnaires, interviews and observations were used for the research.

3.3.1 Questionnaires

Questionnaires for the trainees, major course instructors, employers and graduates were adapted from the questionnaires employed by Munby (1978), Dudley Evans and John (1998), Tilahun (2003), Harding (2007) and Yirgu (2007). These questionnaires were intentionally adapted because I believe they help in achieving the intended objective as they were tested earlier.

3.3.1.1 Trainees' Questionnaire

The researcher administered the questionnaire to the sampled trainees. It was distributed for each stream trainees by the researcher himself with the provision of explanation and clarification on the aims, instructions and items that were believed to create some problems. The items in the questionnaire mainly focused on obtaining information on the trainees' background, their present abilities and proficiencies in English, their English language needs, their attitude towards English language and their learning style preferences.

The questionnaire was administered to 76 out of 78 trainees who were present in times of administration and all the questionnaire papers were filled properly and returned.

3.3.1.2 Questionnaire for Major Course Instructors

As the medium of instruction for the courses in the college is English, the major course instructors gave important information about the English language needs in trainees' prospective streams of training. The items in the questionnaire emphasized to assess the trainees' English language abilities, the importance of the English language skills/ sub-skills and language knowledge in construction department for learning the major courses. The respondents were asked to answer the items by ranking the English language skills/sub-skills and language knowledge. The items focused on gathering information from the instructors through English language requirements of the trainees to cope with their studies effectively and to prepare them for future job and further training.

3.3.1.3 Questionnaire for Employers

The employers' questionnaire was distributed and administered at their perspective organizations. The items in the questionnaire focused on obtaining information with regard to the requirements and importance of the English language skills, knowledge areas and sub-skills for construction graduates to carry out their duties successfully. These were properly filled by the employers by ranking the language skills/ sub-skills, knowledge and tasks/ activities that are carried out in English by the graduates.

3.3.1.4. Questionnaire for Graduates

Graduates questionnaire was distributed and administered at their work sites. The questions focused on obtaining facts from the subjects about their language abilities and proficiencies and the English language requirements to discharge their duties effectively. This was filled by ranking the language skills, knowledge and activities that are carried out in English.

3.3.2. Interviews

A structured interview was conducted with 2 English language instructors who are teaching construction trainees. An interview was also conducted with a total number of 8 trainees drawn from the four (2 from each) streams. The main purpose of the interview was to strengthen the data gathered through the questionnaire and to further investigate trainees' English language difficulties and needs. Thus, the content of the interview was similar to that of the questionnaires except one, which investigates the trainees' wants out of the target situation needs.

3.3.3. Observations

The researcher adapted observation checklists employed by Dudley-Evans and John (1998), Ephrem (2004) and Haile (2006) to collect the necessary information for the study. Classroom and field practices were observed during subject lecture in the class and field practices. The major courses (concrete work, plumbing, woodwork and road construction) were observed in classrooms for one and half hours each. These courses were also observed for their respective field practice sessions for one and half hours each. The main aim of the observation was to collect data for trainees' English language difficulties and English language they frequently use in and out of the classroom.

3.4 Methods of Data Analysis

After the data were gathered from the trainees, instructors, employers and graduates, they were analyzed using quantitative and qualitative methods. Questionnaires were taken as major data gathering tools as it was a survey study while the results gained via classroom and field observations and interviews were used to crosscheck and supplement the information gathered through the questionnaires.

The items in the questionnaire in this study were designed using a five point and a four point Likert scale with numerical values of 5, 4, 3, 2, 1 and 4, 3, 2, 1 respectively. Some of the data were then analyzed using frequency and percentage values while some others were analyzed using mean scores and ranks. To get the mean scores, the assigned numerical values were multiplied by the corresponding frequency and then divided by total sample size. Alternatively, it can be presented symbolically as:

$$\text{The Mean Score } (\mu) = \frac{\sum fx}{\sum f}$$

Where f=frequency

x=numeric values given to options (5-1/4-1)

$\sum f$ =Summation of frequency (f)= total sample size

fx=f multiplied by x

$\sum fx$ = Summation of fx

Where, $\sum f =$ TR=76

MCI=12

EMP=14

GR=21

Key: TR= Trainees

MCI=Major Course Instructors

EMP= Employers

GR=Graduates

Table 1: A Summary of the Choices with Their Assigned Numerical Values in the Respondents' Questionnaires in the Analysis of the Study.

Choices	Values/Scores assigned
Very Good/Very Great Difficulty/ Strongly Agree/ Very Frequently Needed/ Very Important	5
Good/ Great Difficulty/ Agree/ Frequently Needed/ Important	4
Average / Some Difficulty / Undecided(Moderately Agree)/ Some times Needed/ I am not Sure	3
Weak/Little Difficulty/ Disagree/Seldom Needed/ Almost Not Important	2
Very Weak/No difficulty/Strongly Disagree/Never Needed/Not at all Important	1

CHAPTER FOUR

4. FINDINGS AND DISCUSSIONS

In the preceding chapter, it was indicated that data were collected through questionnaire, interview and observation. In this section of the study, the result of the analysis is presented.

4.1 Present Situation Analysis

4.1.1 Background Information about the Trainees

As learners' background information is significant in syllabus designing, an attempt was made to gather the relevant information in this study. By so doing, the researcher collected the required information about the trainees' background from both the college registrar and the trainees themselves. The information gathered were their cumulative EGSECE grade points, their EGSECE English results, their sex and age. The first two (cumulative EGSECE grade points and EGSECE English results) were taken from the college registrar. This was mainly taken there as most of the trainees forgot their cumulative and English grade points to fill in the given questionnaire. Concerning their age and sex, the trainees were asked to provide information in the given questionnaire, and all the information gathered about the trainees' background information is presented in Table 2 below.

Table 2: Background Information

Age				EGSECE English Grades					EGSECE Average Grade Points	
Male		Female		A	B	C	D	F	1.57-2.00	2.1-2.3
<18	18-23	<18	18-23	-	3	59	15	1	56	22
19	50	3	4	-	3.84%	75.6%	19.2%	1.3%	71.8%	28.2%
25%	65.8%	3.9%	5.3%							

The results of the analysis based on the three sources of information, i.e. age, EGSECE English grades, average grade points in EGSECE are shown in table 2. As depicted in the table, the analysis of the total populations, the composition between males and females is imbalance in proportion, i.e. 9.2% of the total population are females and 90.8% are males. As to the age composition of construction trainees, the table shows that trainees below 18 constitute 28.9% and

the majority of them 71.1% are between 18-23. Regarding their general academic performance, a little more than two- third of the trainees 71.8% scored below the average grade points ranging from 1.57-2.00 in the Ethiopian General Secondary Education Certificate Examinations (EGSECE), and only 28.2% of them scored average grade points varying 2.1 to 2.3. This implies that most of the trainees are poor in their general academic performance. Regarding their earlier English language performance, the trainees English language grades in EGSECE were compared. As it is clearly shown in the table, the majority of the trainees 75.6% scored a fair grade “C”, 3.84% of them scored “B”, 19.2% of them scored “D”, 1.3% of them scored “F” and no one scored an excellent grade “A”.

From the data, we can see that most of the trainees are between 18 and 22 years of age, and they were fair in their earlier English language performance and poor in their general academic performance.

4.1.2. Perceived English Language Abilities of the Trainees.

From both the trainees’ and major course instructors’ questionnaires under part two, the three Items (Item numbers 2, 3 and 4) were used to elicit information on the trainees’ English language abilities. The two Items (Items 2 and 4) are related to the trainees’ abilities following major courses while Item number 3 is mainly used to investigate the trainees’ ability on the four macro-skills. Here, the major course instructors were provided with such items to overcome any bias from the trainees’ responses. The instructors’ responses were also preferred to the trainees’ with the hope that the instructors have better understanding and knowledge to judge the trainees’ language abilities in carrying out different activities.

4.1.2.1. Trainees Ability to Follow Major Courses Taught in English

Accordingly, in Item 2, trainees were asked to rate their English abilities to follow major courses taught in English as ‘very well’, ‘well’, ‘with some difficulty’, ‘with great difficulty’, ‘not at all well’. The major course instructors were also provided with similar questions. The analysis of the responses given by both trainees and instructors have been analyzed and compared in Table 3.

Table 3: Trainees’ Ability to Follow Major Courses Taught in English Indicated by Major Course Instructors (MCI) and Trainees (TR)

Choices	MCI		TR	
	f	%	f	%
Very well	0	0	12	15.8
Well	1	8.3	53	69.7
With some difficulty	4	33.3	8	10.5
With great difficulty	7	58.3	3	3.9
Not at all well	0	0	0	0
Total	12	100	76	100

Concerning the questions about the trainees’ over all English language ability to follow major courses, 15.8 % of the trainees responded that their ability to follow the major courses is very well. Yet, none of instructors indicated that the trainees follow major courses very well. The majority of the trainees 69.7% responded their ability is well and only 8.3 % of the instructors felt similarly. Almost one-third of instructors, 33.3% claimed that the trainees had some difficulties in following courses in the college, and only one-tenth, 10.5% of the trainees shared the perception of the instructors. More than half of the instructors 58.3% responded that trainees follow major courses with great difficulty, while only 3.9% of the trainees felt the same. Based on the given information, there is a disparity between the instructors’ and the trainees’ responses. Thus, trainees feel that they are following the courses well in English while the instructors perceive that the trainees are following the major courses with great difficulty.

All the classroom observation, trainees’ interview and English language instructors’ interview results support the views of the majority of the major course instructors. During classroom observation, trainees were heard asking instructors using their vernacular language, i.e. Amharic to have more elaboration on the lessons discussed earlier. The trainees’ interview result also indicated that most of the trainees encounter some problems in attending courses because of their low level of English language ability. English language instructors also confirmed that the trainees have poor language performance to attend the major courses.

4.1.2.2 Trainees Ability in the Four-macro Skills

As noted earlier, Item number 3 were designed to gather data on the trainees' ability in the four-macro skills: Listening, speaking, reading and writing. The instructors were asked to rate the trainees ability on the skills as 'Very good', 'Good', 'Average', 'Weak', and 'Very weak'. The trainees were also asked the same item regarding their abilities on the given skills. Appendix 10, Tables 1 and 2 show the details. However, in Table 4 below only the mean scores and ranks are presented.

Table 4: Mean Scores and Ranks of Trainees Ability in the Four Macro-skills as Indicated by the Trainees and Major Course Instructors

Macro-skills	Mean scores		Ranks	
	MCI	TR	MCI	TR
Listening	3.33	4.32	1	1
Speaking	2.33	3.12	4	4
Reading	3.08	4.03	2	2
Writing	2.42	3.65	3	3

Key: MCI=Major Course Instructors, TR=Trainees

As the information indicated in Table 4, the instructors put the trainees' ability in listening and reading close to the average. The trainees, however, felt that their ability in these skills is good. The instructors also said that the trainees are weak in both writing and speaking skills, though they claimed that the trainees are a little better in writing than speaking. The trainees, however, believe writing and speaking are average though writing is a bit better than speaking. From this, we can infer that both the instructors and trainees believe that trainees are relatively better in their receptive skills (listening and reading) than the productive skills (writing and speaking). The only disparity between the instructors and the trainees' perception on their abilities in the four macro-skills is a matter of level. The instructors put the ranking of their trainees' abilities from average (in listening and reading) to weak (in writing and speaking) while the trainees rated their abilities from good(in listening and reading) to average (in writing and speaking).

Data obtained from interviews and observation assured the reports of the majority of the major course instructors. The interview conducted with English language instructors confirmed almost the same result except some disparities given on the receptive skills. One instructor, for example,

rated reading as average and the other skills as poor. The other instructor said that speaking and writing skills are very poor and reading and listening skills are average. Trainees were also observed answering in Amharic to questions posed by the instructors during class discussions. Besides, an interview with the trainees indicated that speaking is the major problem in expressing what they intended to say, and it has a negative impact on learning their major courses.

4.1.3 Trainees Difficulties in Sub –skills

Under part three, Item number 4 in both the trainees’ and instructors’ questionnaires was mainly designed to find out the difficulties they encounter on the micro-skills. Both the instructors and the trainees have five options, i.e. “very great difficulty”, “great difficulty”, “some difficulty”, “little difficulty”, “no difficulty”. Appendix 10, Tables 3 and 4 show the details of the responses. But here in Table 5, only the mean scores and the ranks are presented.

Table 5: Mean Scores and Ranks of the Trainees Difficulties in Some Sub-skills Given by Major Course Instructors (MCI) and Trainees (TR)

	Items	Mean Scores		Ranks	
		MCI	TR	MCI	TR
a	Understanding lectures	3.66	2.63	6	8
b	Taking lecture notes	3.41	2.42	9	12
c	Asking questions in class	3.61	2.81	8	5
d	Presenting project reports/term papers	4.16	3.16	1	1
e	Answering questions in class	3.75	2.59	4	9
f	Participating class discussions	3.66	3.02	6	2
g	Understanding diagrams, charts, tables, site plans etc.	3.08	2.23	12	15
h	Understanding textbooks, reference books	3.00	2.32	14	13
i	Making notes from books	2.91	2.56	14	10
j	Summarizing something read	3.16	2.48	11	11
k	Understanding exam questions	2.88	2.25	15	14
l	Understanding Construction manuals	3.25	2.67	10	7
m	Writing answers to essay type exams	3.83	2.84	3	4
n	Writing essays / term papers	4.00	2.86	2	3
o	Writing field and lab reports	3.75	2.76	4	6

As it is evident from the table above, both the instructors and the trainees agreed that presenting projects /term papers is the most difficult of all. As to the instructors, the trainees accomplish this with great difficulty whereas the trainees responded that they accomplish this with some

difficulty. Other conflicting ideas are seen between the two subject populations' perceptions on the ranking order and level of difficulty. The trainees' responses indicate understanding diagrams, charts, tables and site plans is the easiest of all with a mean score of, 2.23, which falls with the scale given to a bit above little difficulty. On the other hand as to the instructors, understanding exam questions is the easiest one with a mean score of 2.88, which means the extent is below to some difficulty. According to the trainees' insight, the difficulty of remaining activities with a decreasing order with in the scale indicated some difficulty is participating in class discussions, writing essay/term papers, writing answers to essay type exams, asking questions, writing field and lab reports, understanding construction manuals, understanding lectures, answering questions in class discussions, making notes from books. The other activities with little difficulty can be put similarly as summarizing some thing read, taking lecture notes, understanding textbooks, reference books, understanding exam questions.

According to the instructors' perceptions, activities that trainees encounter with great difficulty in decreasing order are presenting projects, writing essays/term papers, writing essay type exams, answering questions in class, understanding lectures, asking questions in class, participating in class discussions, writing field and lab reports. While, taking lecture notes, asking questions, understanding diagrams, charts, tables and site plans, understanding exam questions, making notes from books, understanding textbooks and reference books are learning activities performed by the trainees in English with some difficulty.

English language instructors during an interview said that trainees have great difficulties on writing essays/term papers, writing answers to essay type exams, participating in class discussions, asking question in class, understanding lectures, taking notes, and expressing themselves in English. Comparatively, the trainees have less difficulty in summarizing some thing in table form, answering questions in class, making notes in books. The majority of the trainees in their part reported that they encountered great difficulties in asking and answering questions, understanding lectures, writing essay type exams, writing field and lab reports and participating in class discussions. On the other hand they reported that they are in a good position in taking lecture notes, understanding diagrams, charts tables and site plans, understanding construction manuals and understanding textbooks and reference books.

Based on the above questionnaire and interview analysis, it is possible to say that instructors perceive that the trainees accomplish the given activities in English with some or great difficulty. The trainees, on the other hand, believe that they perform the given activities in English with little or some difficulty. In this case, we can say that the trainees lack ability in some of the micro-skills.

4.1.4 Trainees Learning Style Preferences

Part three, Item 5 (I) of the trainees' questionnaire was designed to assess the trainees' teaching methodology preference. The trainees' responses are presented in Table 6.

Table 6: Preferred Teaching Methodology

Item No.	Methodology	Degree of Preference							
		B		G		Al		N	
		f	%	f	%	f	%	f	%
a	I like the English teacher to let me find my mistakes by myself	29	38.1	27	35.5	12	15.8	8	10.5
b	I like the English language teacher to read and explain everything to us	9	11.8	16	21.0	37	48.7	14	18.4
c	I like the English language teacher to read and explain Passages to us	7	9.2	13	17.1	32	42.1	24	31.6
d	I like the English language teacher to help me talk about my interests	30	39.5	24	31.6	14	18.4	8	10.5
e	I like the English language teacher to give us the meanings of words in Amharic or other languages	29	38.1	13	17.1	10	13.1	24	31.6
f	I like the English language teacher to give us problems to work on	45	59.2	22	28.9	8	10.5	1	1.3
g	I like the English language teacher to tell me all my mistakes	6	7.9	11	14.5	17	22.3	42	55.3
h	I like the English language teacher to use only the English language textbook	1	1.3	3	3.94	15	19.7	57	75.0
i	I like the English language teacher to give us all the correct answers	9	11.8	11	14.5	18	23.7	38	50.0

Key: B=best G=Good Al=A little N=No

As the table reveals, close to three-fourth of the respondents, 73.6%, wanted their instructors to let them find their mistakes by themselves. 15.8 % of the trainees indicated a little interest and the rest 10.5% preferred their instructors to indicate their mistakes. The table also shows that 67.1% of the trainees preferred little or no explanation in each lesson. One fourth of the respondents need overt explanation in each and every lesson given by the instructors. Table 6 also shows that 71% of the trainees like to be assisted by their instructors to talk about their interests. The table also reveals that almost more than half of the trainees, 55.2% need their

instructors to give the meaning of new words into Amharic. A little less than half of the trainees, 44.8%, do not want their instructors to translate the meaning of new words in Amharic. Table 6 also shows that the majority of the trainees wanted the English instructors to provide them with problems to work on. The majority of respondents, more than 90%, liked their English instructors to use supplementary materials for teaching them. The table further shows that a little more than three-fourth of the trainees, 77.6%, need not require their instructors to correct their mistakes. The rest, a little less than one-fourth, 22.4%, like their instructors to correct their mistakes.

According to the above analysis, it is possible to say that the trainees mostly prefer learning English in communicative way to traditional language teaching.

4.1.5 Preferred Learning Modes, Class groupings, Language Content and Topics.

The trainees were asked in items 5(II-VI) to give their preferred way of English language learning and topics. The results of these are presented in Table 7.

Table 7: Preferred Learning Modes and Topics

Statements		Degree of Preference							
		B		G		Al		N	
		f	%	f	%	f	%	f	%
Classroom learning modes	I like to learn through conversations	46	60.5	21	27.6	4	5.3	5	6.6
	I like to learn through memorizing rules and meanings	15	19.7	20	26.3	24	31.6	17	22.4
	I like to learn through copying from books and the board	12	15.8	21	27.6	35	46.0	8	10.5
	I like to learn through writing composition	24	31.6	26	34.2	17	22.4	9	11.8
	I like to learn through listening to the instructors attentively	11	14.5	21	27.6	24	31.6	20	26.3
	I like to learn through Pictures	35	46.0	17	22.4	15	19.7	9	11.8
	I like to learn through Games	18	23.7	32	42.1	17	22.4	9	11.8
	I like to learn through Reading	21	27.6	39	51.3	11	14.5	5	6.6
	I want to write everything in my note book	17	22.4	38	50.0	15	19.7	6	7.9
	I like to learn through studying my English text book	21	27.6	38	50.0	8	10.5	9	11.8
Outside classroom learning modes	I like to learn through reading books, newspapers and magazines	38	50.0	21	27.6	6	7.9	11	14.5
	I like to learn through talking to friends and other people	39	51.3	19	25.0	11	14.5	7	9.2
	I like to learn through using cassettes	32	42.1	19	25.0	17	22.4	8	10.5
	I like to learn through watching TV and films (in English)	46	60.5	18	23.7	6	7.9	6	7.9
	I like to learn through listening to radio (in English)	25	32.8	33	43.4	10	13.1	8	10.5
Class grouping	In class I like to learn through discussing in one large group	17	22.4	41	53.9	13	17.1	5	6.6
	I like to learn through working in pairs	31	40.8	29	38.1	13	17.1	3	3.94
	I like to learn through discussing in a small group	37	50.0	30	39.5	7	9.2	2	2.6
	I like to learn individually.	4	5.3	6	7.9	30	39.5	36	47.4
Language content	I like to learn many new words related to construction TVET	49	64.5	22	28.9	4	5.3	1	1.3
	I like to learn many new words	41	53.9	29	38.1	4	5.3	2	2.6
	I like to practise the pronunciation of English	42	55.3	31	40.8	3	3.9	0	0
	I like to study grammar	32	42.1	32	42.1	8	10.5	4	5.3
Topics and Passages	I like to read topics/ passages related to construction TVET (eg. Road construction, Woodwork Construction, Plumbing and Concrete Work etc.)	53	69.7	18	23.6	3	3.9	2	2.6
	I like to read other academic texts (e.g. Civic and Ethical education, Entrepreneurship, Information Technology etc.)	33	43.4	29	38.1	9	11.8	5	6.6
	I like to read any topic/ passage	26	34.2	29	38.1	15	19.73	6	7.8

Key: B=best G=Good Al=A little N=No

As the above table shows trainees were asked to choose classroom-learning modes. The majority of the trainees, 88.1% preferred to learn English through conversations or communicative way. The trainees also preferred using pictures, games and reading in English. The Table also reveals that the trainees preferred writing compositions. Trainees, nevertheless, hate learning through only listening to instructors' lectures and copying what is written from books and on the board.

Regarding outside classroom learning modes, the majority of the trainees preferred to learn outside the classroom through reading books, newspapers and magazines and talking with friends and other people. In addition to these, the trainees preferred learning by watching TV, films and listening to broadcasts on the radio.

Concerning classroom groupings, more than three-fourth of the trainees liked to work and discuss in one large group 76.3%, in pairs 78.9%, and in a small group 69.5%. However, the trainees are not happy to work and study individually. A little less than half of the trainees, 47.4%, did not like working individually and 39.5% of them have 'a little' interest to learn individually. However, 13.2% of the trainees have a positive attitude towards learning English individually.

With regard to the language content, the majority of trainees, 93.4%, liked to learn special vocabulary (words related to Construction TVET). An insignificant percentage of the trainees, 1.3%, have no interest and 5.3% of them have a little interest to learn words related to construction.

Regarding the trainees' topics and passages choice, 93.3% of the trainees want to read topics related to their disciplines. Besides, the majority of the trainees are interested in reading other academic texts and passages on various topics.

Regarding to the question posed to trainees during an interview about their English language wants to accomplish activities in their social life or out of target situation needs, they responded that they want to write personal letters to friends through the Internet, reading newspapers, listening national and international news through the TV and radio. Moreover, they also want to communicate with foreigners particularly with instructors found in the college.

4.1.6 Trainees' Attitude towards English Language and Its Learning

Trainees were asked ten statements to express their attitudes towards English language and its learning. The first five statements which were designed to investigate their attitudes towards learning English are positively stated while the second five are negatively stated. For each item, the trainees were given options 'Strongly Agree', 'Agree', 'Undecided', 'Disagree' and 'Strongly Disagree' with values of 5, 4, 3, 2 and 1 in their respective order. The mean scores of each item and the grand means of the two sets were calculated to identify the trainees' inclinations. The details are shown in Appendix 10, Table 5. However, Table 8 below presents only the frequency of responses, the mean scores and grand mean scores.

Table 8: Trainees' Attitudes towards the English Language and its Learning

	Statements	SA	A	U	D	SD	Mean Scores
Positively Stated	a)I really like to learn English	40	22	4	8	2	4.18
	b)Learning English is really important	58	12	2	4	0	4.63
	c)English must be an important part of our college's program	38	21	14	2	1	4.27
	d)I will try to learn English as much as possible because I am interested in it.	45	18	8	4	1	4.34
	e)Learning English is useful for future jobs	46	17	11	0	2	4.38
Grand Mean							4.36
Negatively Stated	f)Learning English is a waste of time	1	9	6	9	51	1.68
	g)I would rather spend my time on subjects other than English	10	7	9	28	22	2.40
	h)Learning English is very difficult	6	17	14	21	18	2.63
	i)Learning English has nothing to do with learning other subjects	12	8	5	16	35	2.28
	j)Learning English is boring	9	6	12	11	38	2.17
Grand Mean							2.22

Key: A=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

As depicted in the table above, the trainees have positive attitudes towards English language and its learning. The grand mean, 4.36, of the first set (statements which are positively stated) shows a bit above the scale given 'agree'. This implies that the trainees have positive attitudes towards English language and its learning. Whereas in the second negative set of statements, it can be seen that the grand mean, 2.22, is closer to the scale assigned 'disagree' and the trainees show their disagreements to the items stated negatively. The data from trainees' interview go inline

with the findings in the questionnaire. Except one, all the seven interviewees reported that they have a good interest and positive attitudes towards learning English.

4.1.7 Assessing Graduates' Language Ability

The graduate subject populations were asked to rate their English abilities of speaking, writing, reading, listening, grammar, vocabulary, pronunciation and some specific sub-skills. They rated their abilities using Likert scale which was worded as 'very good', 'good', 'average', 'weak' and 'very weak'. The details are provided in Appendix 10, Tables 1 and 2. But in Table 9 and 10 only the mean scores and ranks are presented.

4.1.7.1 Graduates Ability in the Four Macro-skills and Areas of Knowledge

Table 9: Mean Scores and Ranks of Graduates' Ability of English Macro-skills and Areas of Knowledge Given by the Graduates Themselves.

Skills /areas of knowledge	Mean Scores	Ranks
Speaking	3.09	3
Writing	2.19	6
Reading	3.62	2
Listening	3.85	1
Grammar	2.24	5
Vocabulary	2.38	4
pronunciation	2.14	7

According to the above table, the graduates are relatively better in their listening followed by reading, speaking and writing. The mean scores of listening and reading skills is 3.85 and 3.62 respectively and these show that they are good in both skills. When we see the speaking skills, they are about in average with a mean score indicated 3.09. The mean score of writing skills is 2.19, and this indicates that the trainees are weak in writing. Here it is possible to say that graduates are better in receptive skills (listening and reading) than in productive skills (speaking and writing). As the mean scores in Table 9 indicate, graduates are almost weak in areas of knowledge such as vocabulary, grammar and pronunciation. They are relatively better in their vocabulary knowledge than in the other two areas of knowledge. In short, they have some problems in productive skills particularly in writing and areas of knowledge.

4.1.7.2 Assessing Graduates' Ability in Some Specific Sub-skills.

Table 10: Mean Scores and Ranks of the Graduates' Ability in Some Sub-skills as Given by the Graduates Themselves.

Items	Mean Scores	Ranks
Reading activities in English		
a)Reading professional books(standard technical specifications, Ethiopian standard specifications(ESS) etc.)	3.71	6
b)Reading contract agreement	3.95	3
c)Reading work programs and schedules	3.42	10
d)Reading construction management principles	3.23	13
e)Reading professional journals, Newspapers	3.47	9
f)Reading business or personal letters	3.00	15
g)Reading Manuals	2.71	18
h)Reading summary charts, diagrams , tables, working drawings etc.	4.19	1
Listening activities in English		
a)Listening at meetings, seminars, conferences	4.00	2
b)Listening to lectures	3.66	8
c)Listening to instructions	3.90	4
d)Listening to foreigners	2.66	19
e)Listening to presentations	3.71	6
Speaking activities in English		
a)Giving presentations, reports, papers	2.61	20
b)Giving workshops	2.09	24
c)Delivering speech at meetings conferences and seminars	2.42	22
d)Giving instructions	3.28	11
e)Speaking to colleagues and to builders	2.90	16
f)Speaking with foreigners	2.28	23
Writing activities in English		
a)Writing reports	2.61	20
b)Writing specific work programs and schedules	2.80	17
c)Writing notes from different sources	3.85	5
d)Writing Curriculum Vitae	3.28	11
e) Writing job application letters or personal letters.	3.19	14

As the responses of the graduates on the given reading skills show, the graduates are relatively best in reading summary charts, diagrams, tables, working drawings etc., and contract agreement with respective mean scores of 4.19 and 3.95, which are near to the numerical value given the ability level 'good'. These are followed by reading professional books, reading professional journals and newspapers, reading work programs and schedules, reading construction management principles with respective mean scores of 3.71, 3.47, 3.42, 3.23, which are above

the average varyingly. Table 10 also shows that the graduates are average in their ability at reading business or personal letters and a bit low in the average in reading manuals.

The graduates are relatively best at listening meetings with a mean score of 4.00, which refers to the ability level as 'good'. The graduates are highly closer to good at listening instructions and a bit lower in 'good ability' in listening presentations and listening lectures with respective mean scores of 3.90, 3.71 and 3.66. The Table also shows that the graduates are lower to the ability given to average in listening foreigners with a mean score of 2.66

Among the given speaking skills, the graduates are relatively best in giving instructions with the mean score of 3.28, which is above the average (3). The graduates are a bit above 'weak' in their ability in delivering speech at meetings, conferences and seminars etc., giving presentations, reports, papers etc., speaking with foreigners and speaking to colleagues and builders with their respective mean scores of 2.42, 2.61, 2.28 and 2.90. The graduates are also weak in giving workshops.

Regarding the writing activities, the graduates are relatively best in writing notes from different sources with a mean score of 3.85. They are a bit above 'average' in writing curriculum vitae and writing job application letters or personal letters with respective mean scores of 3.28 and 3.19. In writing specific work programs and schedules, and writing reports, graduates are in a bit lower in average with respective mean scores of 2.80 and 2.61.

Based on the information given in the table and discussions followed, we can generally say that the graduates are better in their ability in receptive sub-skills (listening and reading) than productive sub-skills (speaking and writing). This shows that graduates lack ability in some sub-skills.

4.2 Target Situation Analysis

In this section, the main aim is to analyze the items that aimed at obtaining information on the English language needs of trainees and graduates. The items were intended to find out the relative importance of the four-macro skills and their activities, areas of language knowledge in both the trainees' academic and graduates' occupational purposes. Besides, the trainees'

language content and the relative importance of genre types used in their academic studies are analyzed.

4.2.1 Analysis of the Need for the Four Macro-skills for Trainees

Under part five, Item number 7 in the trainees’ questionnaire and under part three, Item number 5 in the major course instructors’ questionnaire were designed to assess the target language needs of the trainees. Both the trainees and instructors were asked to indicate the relative needs that the trainees should have in the four language skills to study the major courses. They were asked to give their responses by using the choices ‘very frequently needed’, ‘frequently needed’, ‘sometimes needed’, ‘rarely needed’ and ‘never needed’. The responses of the trainees were crosschecked with the instructors. Appendix 12, Tables 1 and 2 show the details. However, the mean scores and ranks are presented in table 11.

Table 11: Mean Scores and Ranks of the Need of the Four Language Skills for Studying Major Course as Indicated by the Major Course Instructors (MCI) and Trainees (TR).

Skills	Mean Scores		Ranks	
	MCI	TR	MCI	TR
Listening	4.41	4.64	1	1
Speaking	4.16	4.53	2	2
Reading	3.91	3.97	3	4
writing	3.83	4.27	4	3

As depicted in the table above, both the trainees and the major course instructors confirm that the four macro -skills are needed in the course of study. Both trainees and instructors indicated that listening was highly needed followed by speaking. According to the information given in the table, there is a bit disparity between the reports of the trainees and those of the instructors, particularly in the ranking order and level. The trainees ranked writing and reading as 3rd and 4th respectively next to listening and speaking. Whereas the instructors put reading 3rd and writing 4th. There is a bit disparity between the two respondents on the relative need of reading and writing skills. This disparity might be because of the difference in the level of understanding of target situation demands. Hence, the responses of the instructors could be more reliable. Besides, an interview with the English instructors supports some of the instructors’ responses particularly on the rank given 1st and 4th. Their responses in the 2nd and 3rd ranks, nevertheless, contradict

with what major course instructors gave. The English language instructors said that listening is highly needed skills followed by reading, speaking and writing skills. From this, we can take major course instructors as they have a better awareness for the major course needs than the English language instructors do. The data gained from observation a little bit supports the views of major course instructors. In all class lectures observed, taking notes, asking and answering questions, describing a process were mainly used for training construction trainees. In addition to this, trainees in the field were observed discussing in groups. For example, in road construction practice a trainee was observing something at distance through an instrument named as 'Level' and told other trainee to register the values on paper and then others were discussing in groups describing the situation using the registered values. In addition, the trainees listen to instructors' questions to perform different practical activities. During my observation, listening and speaking were mainly used macro-skills for construction trainees.

4.2.2 Analysis of the Learning Activities Trainees Need to Accomplish in English

Both the major course instructors and the trainees were given learning activities which are categorized under the four macro-skills (reading, listening, speaking and writing) so that they would rate them according to the relative need for academic studies. The same choices and methods (as 4.2.1) were used to analyze the responses. The details are provided in Appendix 12, Tables 3 and 4. However, Table 12 provides the mean scores and ranks.

Table 12: Mean Scores and Ranks of the Activities the Trainees Accomplish in English Studying their Major Courses as Given by the Major Course Instructors (MCI) and Trainees (TR)

Activities accomplished in English	Mean scores		Ranks	
	MCI	TR	MCT	TR
I. Reading activities in English				
Reading trainees reference books (road construction, plumbing,...etc)	4.00	4.03	7	13
Reading handouts	3.91	4.36	11	3
Reading test and exam questions	3.16	3.62	19	18
Reading Construction manual guides	4.08	4.16	3	11
Reading working drawings (Site plans, Floor plan, Foundation plan etc.)	3.91	4.31	11	6
Reading newspapers, magazines	2.41	2.47	21	23
II. Writing activities in English				
Writing notes from lectures	4.25	4.28	1	7
Writing notes from books	3.91	4.18	11	10
Writing project reports/ term papers	3.50	3.69	15	16
Writing lab and field reports	4.00	4.11	7	12
Writing summaries	3.33	3.73	17	15
Writing personal letters	1.75	2.77	22	22
Writing business letters	1.66	2.78	23	21
III. Listening Activities in English				
Listening to lectures to take notes (in classroom, labs, field reports etc).	4.25	4.35	1	4
Listening to instructors' questions	3.75	4.34	14	5
Listening to class discussions	4.00	4.55	7	1
Listening to instructors' instructions	4.08	4.22	3	9
Listening to radio, TV programs, films	3.08	3.60	20	19
IV. Speaking activities in English				
Asking and answering questions (in classroom, lab, fields etc).	4.08	4.40	3	2
Giving oral reports.	4.00	3.96	7	14
Participating in whole class discussion (in classroom, field practice).	4.08	4.28	3	7
Giving instructions	3.42	3.59	16	20
Conversations with foreigners	3.25	3.68	18	17

As the table shows, the instructors indicated that 'reading construction manual guides' is the most frequently needed of all the reading activities followed by reading trainees' reference book, reading handouts and reading working drawings with their respective mean scores of 4.08, 4.00, 3.91, and 3.91. Next, comes reading test and exam questions and its mean score is 3.16 which is

a scale indicated a bit above sometimes needed. And reading newspapers is a bit above rarely needed activity for the trainees' academic study. However, the trainees put reading handouts is the most frequently needed activity followed by reading working drawings, reading construction manual guides and reading trainees reference books with their respective mean scores of 4.36, 4.31, 4.16 and 4.03. These are followed by reading test and exam questions and reading newspapers and magazines with respective mean scores of 3.62 and 2.47, which are almost a bit above the scale indicated sometimes needed for reading test and exam questions and below the scale indicated sometimes needed for reading newspapers and magazines. Here, we can see there is a disparity between the two respondents on the ranking order and the over all frequency of need for reading activities for the trainees academic study. In comparable to the major course instructors, the trainees maintained that the reading activities are needed more frequently for their course of study.

With regard to the writing activities, according to the instructors the most frequently needed activities are writing notes from lectures, writing lab and field reports and writing notes from books with their respective mean scores of 4.25, 4.00 and 3.91. These are followed by writing project reports/term papers, writing summaries, with the level indicated above sometimes needed. Writing personal letters and writing business letters are rarely needed activities with mean scores of 1.75 and 1.66 respectively. As the trainees' responses, writing notes from lectures stands first with a mean score of 4.28, followed by writing notes from books, writing lab and field reports, writing summaries, writing project reports/term papers with their respective mean scores of 4.18, 4.11, 3.73 and 3.69. Regarding letter writing (personal and business) the trainees put a bit below sometimes needed.

In connection with listening activities, the instructors indicated that listening to lectures to take notes (in classrooms, labs, field practices), listening to instructors' instructions, listening to class discussions are most frequently needed activities with mean scores of 4.25, 4.08, 4.00 respectively. These are followed by listening to instructors' questions and listening to radio, TV programs, and films with their respective mean scores of 3.75 and 3.08. The trainees on their part indicated that, listening to class discussions, listening to lectures to take notes (in classroom, labs, field reports etc), listening to instructors' questions, listening instructors' instructions are the most frequently needed activities with their corresponding mean scores of 4.55, 4.35, 4.34

and 4.22. However, listening to radio, TV programs, films is the least listening activity with a mean score of 3.60 in comparable to the other activities.

When we come to the speaking skills, the instructors rated the most frequently needed activities are asking and answering questions and participating in whole class discussions (in classroom, lab, fields etc.) with the same mean score of 4.08. These are followed by giving oral reports with mean score of 4.00, which falls with the scale given frequently needed. Giving instructions and conversation with foreigners are a bit above sometimes needed with respective mean scores of 3.42 and 3.25. As to the trainees, the most frequently needed activities in their course are asking and answering questions (in classrooms, labs, fields etc.), participating whole class discussions (in classroom, field practice) with their respective mean scores of 4.40 and 4.28. These are followed by giving instructions, conversation with foreigners, and giving oral reports.

Based on the analysis of the data, we can generally say that reading trainees' reference books (road construction, plumbing,...etc), reading construction manual guides, reading handouts, writing notes from lectures, writing lab and field reports, listening to lectures to take notes (in classroom, labs, field reports etc)., listening to class discussions, listening to instructors' instructions, asking and answering questions (in classroom, lab, fields, etc.), giving oral reports and participating in whole class discussions (in classroom, field practice) whose mean scores range from 4.36 to 3.75 are identified as frequently needed activities by both respondents.

4.2.3 Language Content Trainees Need in Their Academic Study

The trainees and major course instructors were asked to rate how much they agree on the importance of having a good knowledge of grammar, technical vocabularies and English language pronunciation to follow the major courses. Both respondents have five options, i.e. 'strongly agree', 'agree', 'moderately agree', 'disagree', 'strongly disagree'. The detail of this is indicated in Appendix 12, Tables 5 and 6. The mean scores and ranks are indicated in Table 13.

Table 13: Language Content Needed for Trainees Academic Study

Statements	Mean Scores		Ranks	
	MCI	TR	MCI	TR
Having good language knowledge in grammar is important for my academic study.	3.91	4.14	2	2
Having good knowledge of technical vocabularies (vocabularies taken from Construction TVET is important for my academic study.)	4.91	4.62	1	1
Having good knowledge of pronunciation is important for my academic study.	2.91	3.39	3	3

As indicated in the table above, both the trainees and instructors almost agreed equally on the importance of having a good knowledge of grammar for the trainees' academic study with mean scores of 4.14 and 3.91. Grammar also takes the 2nd rank by both respondents. Regarding the need of technical vocabularies in their field of study, the trainees and major course instructors felt in the level between 'agree' and 'strongly agree' with mean scores of 4.62 and 4.91 respectively. The finding of this is inconsistent with the results gained from Table 7. The data from classroom observation also confirm that most of the vocabularies the instructors used in teaching the major courses could not be easily found in any of the ordinary dictionaries. These possibly could indicate the use of technical vocabularies related to their field of study in their English lessons.

The need for having a good knowledge of pronunciation for their academic study is almost not important in comparable to having technical vocabularies and grammar. For example, the major course instructors put their agreements on the level of a bit below 'moderately agree' with a mean score indicated 2.91 and the trainees a little above 'moderately agree' with a mean score of 3.39.

4.2.4 Relative Importance of Genre Types for Academic Study of the Trainees

The trainees and major course instructors were asked to put the relative importance of the four genre types used for the trainees' academic study. Both the trainees and the instructors were asked to rank genre types from 1 up to 4 which represent the options given (the most commonly used to the least commonly used). Accordingly, the ranks provided by the respondents themselves were represented by the numerical values of 4, 3, 2, 1 to the most commonly used to

the least commonly used for purpose of analyzing data. Appendix 12, Tables 7 and 8 shows the details. But the mean scores and the ranks are presented in Table 14 below.

Table: 14 The Importance of the Genre Types for Academic Study as Indicated by the Major Course Instructors (MCI) and Trainees (TR).

Genre Types	Mean Scores		Ranks	
	MCI	TR	MCI	TR
Exposition	3.25	3.14	2	1
Description	3.66	3.00	1	2
Narration	1.33	1.94	4	4
Argumentation	1.75	2.01	3	3

As depicted in the above table, the major course instructors put the genre types in order (1-4) as description, exposition, argumentation and narration. The trainees on the other part put them in order as 1 up to 4 as: exposition, description, narration, argumentation. The responses of the instructors and the trainees is in harmony with the rank given 3rd and 4th position (argumentation and narration). However, there is a disparity between the 1st and the 2nd ranks given. For a similar reason indicated in 4.2.1, instructors' response would be more acceptable than the trainees as instructors have better knowledge to identify the type of genres used in the courses they are offering.

The data from observation and English language instructors' interview most likely confirm the instructors' response particularly the first rank. From classroom observation, trainees were given a 'band saw' machine picture in their handouts which is used for cutting a curve on the wood and the instructor asked to write parts of the machine in their appropriate technical words, and to describe each of them. Similarly, on the other observation session, the instructor showed different kinds of digging machines on the reference book and asked them to give a description of those mechanical equipments like tipper truck, bulldozer etc. The English instructors were asked during an interview on the genre types most likely used for construction trainees, and they ranked description 1st, exposition 2nd, argumentative 3rd, and narrative 4th which is similar to the responses given by the major course instructors.

4.2.5 Assessment of the English Language Needs of Graduates

Questionnaires were designed for both employers and graduates to find out the English language needs for occupational purposes. The questions sought information particularly on the importance of the four-macro skills, some areas of language knowledge and some specific activities for the occupation that the graduates to take part in. The choices, ‘very important’, ‘important’, ‘I am not sure’, ‘almost not important’ and ‘not important’ were provided. For more information of the computation, see Appendix 13, Tables 1, 2, 3 and 4. The graduates’ ranking of the importance skills/activities were verified against employers’ ranking with the hope that the latter subjects may have better knowledge of the skills /activities performed in their organizations.

4.2.5.1 Assessment of the Importance of the Four Macro-skills and Knowledge Areas in Occupational Purposes as Given by Employers (EMP) and Graduates (GR)

Table 15: Mean Scores and Ranks of the Importance of the Four Macro-skills and Areas of Knowledge in Occupational Purposes Given by the Employers and Graduates

Language Areas/ knowledge	Mean Scores		Ranks	
	EMP	GR	EMP	GR
Listening	4.14	4.33	3	3
Speaking	4.14	4.00	3	4
Reading	4.85	4.52	1	2
Writing	4.64	4.66	2	1
Vocabulary	4.00	3.66	5	5
Grammar	3.92	3.61	6	6
pronunciation	3.78	3.23	7	7

The above table shows that employers give prominent places for graduates’ reading and writing skills with mean scores of 4.85 and 4.64 respectively. However, reading is the 2nd important skill and writing is the 1st important skill according to the graduates with corresponding mean scores of 4.52 and 4.66. Employers have, on the other hand, ranked listening and speaking equally with their mean score of 4.14. Whereas these skills were 3rd and 4th with their mean scores of 4.33 and 4.00 respectively by the graduates. The two subject groups had the same opinion about vocabulary, grammar and pronunciation skills. Then, by way of bringing the two groups of

respondents into harmony and by giving experience recognition to employers' responses, it is possible to put the skills in an importance rank order from the highest to the lowest as reading, writing, listening, speaking, vocabulary, grammar and pronunciation. Here, it is possible to deduce from the order that, though there are some differences in considering the degree of importance between the employers and graduates on the receptive skills, all of the skills are in the scale between important and very important for fulfilling their duties properly. Moreover, it seems that the language skills are needed more than the knowledge areas.

4.2.5.2 Assessment of the Importance of Some Specific Language Skills in Occupational Settings

The activities were categorized under reading, listening, speaking and writing skills. Respondents were also provided with blank spaces under each category so as to invite them to add any activity they feel important for the profession, however, none of them added to what was supplied. Their responses were summarized into a table to vividly depict the rank of the importance of the activities (see Table 16).

Table 16: Mean Scores and Ranks of the Importance of Some Sub-skills for Occupational Purposes as Given by the Employers (EMP) and the Graduates (GR)

Activities accomplished in English	Mean score		Rank	
	EMP	GR	EMP	GR
Reading activities in English				
a)Reading professional books(standard technical Specifications, Ethiopian standard Specifications (ESS) etc.)	4.50	4.52	3	2
b)Reading contract agreement	4.28	4.09	8	7
c)Reading work programs and schedules	4.71	4.61	1	1
d)Reading construction management principles	4.07	4.00	12	9
e)Reading professional journals or newspapers	3.78	3.33	21	19
f)Reading business or personal letters	2.78	3.33	21	19
g)Reading Manuals	4.28	4.14	5	6
h)Reading summary charts, diagrams , tables, working drawings etc.	4.35	3.80	7	13
Listening activities in English				
a)Listening at meetings, seminars and conferences	4.42	4.28	5	3
b)Listening to lectures	2.92	2.90	20	24
c)Listening to instructions	4.28	4.00	8	9
d)Listening to foreigners	3.85	3.47	13	16
e)Listening to presentations	4.14	4.00	11	9
Speaking activities in English				
a)Giving presentations, reports, papers	4.21	3.95	10	12
b)Giving workshops	2.50	3.04	23	22
c)Delivering speech at conferences , seminars and meetings	2.78	3.47	21	16
d)Giving instructions	2.50	2.95	23	23
e)Speaking to colleagues and to builders	3.28	3.80	19	13
f)Speaking with foreigners	3.85	3.09	13	21
Writing activities in English				
a)Writing reports	4.50	4.23	3	5
b)Writing specific work programs and schedules	4.64	4.28	2	3
c)Writing notes from different sources	3.85	3.57	13	15
d)Writing Curriculum Vitae	3.78	4.04	17	8
e) Writing job application letters or personal letters.	3.64	3.38	18	18

As can be observed from the table, from the given reading skills, employers and graduates put reading work programs and schedules in the first place and reading professional books in the second place with respective mean scores of 4.71 and 4.61, and 4.50 and 4.47 respectively. According to employers, these are followed by reading summary charts, diagrams, tables and working drawings etc, with a mean score of 4.35, reading manuals with a mean score of 4.28, reading contract agreement with a mean score of 4.28, and reading construction management

principles with mean score of 4.07. These are also followed by reading professional journals or newspapers and reading business or personal letters with respective mean scores of 3.78 and 2.78. According to the graduates, however, the first two ranks are followed by reading manuals with a mean score of 4.14, reading contract agreement with a mean score of 4.09, reading construction management principles with a mean score of 4.00, reading summary charts, diagrams, tables and working drawings etc., with a mean score of 3.80. And these are also followed by reading professional journals or newspapers and reading business or personal letters with same mean score of 3.33.

When we come to listening activities, listening at meetings, seminars and conferences etc, is the most important skill for both the employers and graduates with respective mean scores of 4.42 and 4.28. Next to the first rank, listening instructions, listening to presentations, listening foreigners with respective mean scores of 4.28, 4.14 and 3.85 are important sub-skills according to the employers. The relevance of listening lectures is not known by the employers. As to the graduates, listening instructions and listening presentations having same mean scores, 4.00 followed by listening to foreigners with a mean score of 3.47 are important sub-skills. Listening to lectures with a mean score of 2.90 is not known activity by the graduates. Looking at the speaking activities, the table shows that both employers and graduates claimed that giving presentations, reports, papers etc., are the most important ones with corresponding mean scores of 4.21 and 3.95. According to employers, the first rank is followed by speaking with foreigners with a mean score of 3.85, speaking to colleagues and to builders with a mean score of 3.28, delivering speech at conferences with a mean score of 2.78, giving workshops with a mean score of 2.50 and giving instruction with a mean score of 2.5. As to graduates, however, the first rank is followed by speaking to colleagues and to builders (3.80), delivering speech at conferences, seminars and meetings etc., (3.47), speaking with foreigners (3.09), giving workshops (2.04) and giving instructions with mean scores of (2.95).

Regarding the writing activities, writing specific work programs and schedules, and writing reports are the most important activities in order for both the employers and graduates with corresponding mean scores of 4.64 and 4.28, and 4.50 and 4.23. According to employers, these are followed by writing notes from different sources, writing curriculum vitae and writing job application letters with their corresponding mean scores of 3.85, 3.75, and 3.64. However,

according to the graduates, writing curriculum vitae, writing notes from different sources, writing job application letters or personal letters with mean scores of 4.04, 3.57 and 3.38 respectively.

To sum up the points here, employers ranked the majority of the activities are more important than the graduates indicated. This might be due to the reason that the employers' experiences in identifying the skills that are used more than the others. This is to be considered in making decisions in their organizations. We can also generally see that from the four sets of micro skills, reading sub skills are taken as the most important of all other sets of micro skills, as the mean scores and the ranks indicate. According to the above analysis the important sub –skills whose mean scores range from 4.52 to 3.80 given by both respondents are reading professional books (standard technical specifications, Ethiopian standard specifications (ESS) etc.), reading contract agreement, reading work programs and schedules, reading construction management principles, reading manuals, reading summary charts, diagrams, tables and working drawings etc., listening at meetings, seminars and conferences, listening to instructions, listening to presentations, giving presentations, reports, papers, writing reports and writing specific work programs and schedules.

CHAPTER FIVE

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

It has been indicated that the main purpose of this study was to investigate the English language needs of construction trainees with special focus on Entoto TVET College in Addis Ababa with the view of giving an input for designing an appropriate English course. To achieve this, questionnaires, interviews and observations were used for gathering the data. By so doing, an attempt has been made to identify and prioritize the English language macro-skills, knowledge areas and language activities relevant to the trainees' fields of study and prospective jobs. Moreover, both the trainees' and graduates' language difficulties were to be identified. An attempt has also been made to identify the trainees' learning style preferences their attitudes towards English and its learning and English language wants out of target situation needs. In line with the attempt made to achieve these objectives, the following conclusions are made.

5.1.1 English Language Needs for both Academic and Occupational Purposes

Generally, all the four language skills are important for following the major courses and for their prospective jobs, but with varying degree. Accordingly, for academic purposes, listening skill was found to be the most important skill followed by speaking, reading and writing. For occupational purposes, however, reading was found to be the most important skill followed by writing, listening and speaking.

Furthermore, the different micro-skills/activities for both academic and occupational purpose have been identified. The important reading activities for academic purposes, for instance, are reading trainees' reference books, reading construction manual guides, reading handouts and reading working drawings (site plans, floor plan, foundation plan etc.). For occupational purposes, reading work programs and schedules, reading professional books, reading manuals, reading summary charts, diagrams, tables and working drawings, reading contract agreement and reading construction management principles are some of the important activities.

Some of the first important writing activities in studying the major courses are writing notes from lectures, writing lab and field reports and writing notes from books. The important writing

activities in occupational context are writing reports, writing specific work programs and schedules, writing curriculum vitae and writing job application letters.

Listening to lectures to take notes (in classroom, labs, field practice, etc), listening to class discussions, listening to instructors' questions are some of the first important sub skills/language activities in studying the major courses. In discharging duties at work places, listening at meetings, seminars and conferences and listening instructions are some of the first important listening activities.

Asking and answering questions (in classroom, field practice), giving oral reports are some of the first important speaking activities for following major courses. In occupational settings, giving presentations, reports, papers and giving instructions are some of the important speaking activities.

In the trainees' academic domain, it was found that description, exposition, argumentation and narration are found the pertinent genre types to be used for studying their major courses as in the order they appear.

Writing personal letters to friends through the Internet, reading newspapers, listening national and international news through the TV and radio, talking with foreigners are most of the activities trainees like to do out of the target situation or in their social life. These activities could be taken as wants as they are not found to be implemented in the target situation and almost none of them are listed as teaching aids in the trainees' major courses curricula.

5.1.2 Lack of the Language Ability in Both the Trainees and Graduates

Both the trainees and graduates have problems in using English language to carry out the tasks that are supposed to be accomplished. As depicted in 4.1.2.1, the trainees are not in a position to follow the major courses taught in English properly. This is mainly because of lack of English language ability. The results of the English language instructors' and trainees' interviews show the trainees' problem with regard to the four language skills. The trainees' problem relatively worsens particularly in productive skills (speaking and writing) and they are better in receptive skills. The trainees' ability in the four language skills has been ranked in descending order as listening, reading, writing and speaking. When we come to the graduates, they have also problems in all the four language skills and their problem is worse in writing skills. The

graduates' ability in the four language skills can be ranked in descending order as listening, reading, speaking and writing.

When we come to the trainees' and the graduates' responses on their abilities in some specific skills to accomplish their duties, it has been found that trainees usually face some difficulties. They have difficulties in writing project reports /term papers, writing essays /term papers, writing answers to essay type exams, answering questions in class discussions. The graduates' ability in the sub –skills which are vital in their work places include: reading construction management principles, reading manuals, listening foreigners, giving presentations, reports, papers, giving workshops, delivering speech at meetings, conferences and seminars, giving instructions, speaking to colleagues and to builders, speaking to foreigners, writing reports and writing specific programs and schedules.

5.1.3 Trainees' Learning Style Preferences

Construction TVET trainees of Entoto college showed the following learning style preferences; working to learn by conversations, working on problems, correcting their mistakes by themselves, using games and pictures in learning, reading newspapers and magazines, talking to friends and other people and watching TV and films. Accordingly, it is possible to conclude that trainees prefer communicative language teaching and learning methodology. This might be because of the trainees' exposure in watching films, or having easy accesses in getting newspapers, magazines in their homes or the trainees exposure with foreign instructors in the college etc. .

5.1.4 The Trainees' Attitude towards English Language and Its Learning.

Though trainees have much difficulty in their learning English language, they have positive attitudes towards English and its learning.

5.2. Recommendations

Based on the findings described above, the following recommendations have been made.

1. An appropriate English language syllabus should be designed for construction TVET trainees by taking into account the English language needs of the trainees in both the educational and future professional settings.
2. In designing the English language syllabus and subsequently developing a course book, the trainees' difficulties in using English to perform different activities in both educational and occupational contexts should be taken into account and addressed. In addition, reading passages should be content oriented.
3. English language instructors should consider the trainees difficulties and devise different mechanisms when they teach to alleviate the current problem.
4. Major course instructors should use the language of instruction in teaching the major courses and encourage the trainees to use the instructional language for asking and answering, describing and explaining events in classroom and field practices.
5. In designing syllabus and then in developing course materials, trainees' educational background information should be taken in to consideration.
6. English language instructors should consider trainees' wants and use different books, newspapers, magazines, and others in teaching English.
7. Libraries in the college should be equipped with the dictionaries that could help the trainees to understand technical vocabularies found in their field of study and use in their studies.

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Appendix 1

Addis Ababa University

Institute of Language Studies

Department of Foreign Languages and Literature

(Graduate Programme)

Trainees' Questionnaire

Dear Trainees;

The purpose of this questionnaire is to gather data on English language needs of Construction trainees. The information you give will be of vital importance for the research carried out as a requirement for master's degree in Teaching English as a Foreign Language (TEFL). The researcher also hopes that the result of the research may help to improve the quality of the English courses given to construction trainees. Therefore, your genuine responses to the items in the questionnaire are highly valuable.

All the information that you provide will be treated as confidential and will only be used for the purposes of this study. You do not need to write your name, but your frank, honest and true responses are appreciated.

Please attempt all the questions in the questionnaire and read the suggested alternatives before you give your responses to the items.

Thank you!

Part One: Background Information

1. Please provide some information about yourself in the space provided.

a/ Sex: _____

b/ Age: _____

c/ Stream (field of study) _____

d/ Average grade point (GPA) in EGSECE: _____

e/ English grade in EGSECE: _____

Part Three: Information about your learning styles/ preferences grouped according to types.

5. The following are questions related to your preferred ways of learning. Feel free to give your opinion; there is no right or wrong answer. Respond to each statement by writing the numbers 1-4 using the following key:

4= best 3=good 2=a little 1= no

I. Preferred teaching methodology

- a/ I like the English teacher to let me find my mistakes by myself _____
- b/ I like the English language teacher to read and explain everything to us _____
- c/ I like the English language teacher to read and explain passages to us. _____
- d/ I like the English language teacher to help me talk about my interests _____
- e) I like the English language teacher to give us the meanings of words in Amharic or other languages. _____
- f) I like the English language teacher to give us problems to work on. _____
- g/ I like the English language teacher to tell me all my mistakes. _____
- h/ I like the English language teacher to use only the English language text book _____
- i/ I like the English language teacher to give us all the correct answers _____

II. preferred classroom-learning modes.

- a/ I like to learn through conversations _____
- b/ I like to learn through memorizing rules and meanings _____
- c/ I like to learn through copying from books and the board _____
- d/ I like to learn through writing composition _____
- e/ I like to learn through listening to the instructors attentively _____
- f/ I like to learn through Pictures _____
- g/ I like to learn through Games _____
- h/ I like to learn through Reading _____
- i/ I want to write everything in my note book, _____
- j/ I like to learn through studying my English textbook _____

III. Preferred outside classroom learning modes

- a/ I like to learn through reading books, newspapers and magazines _____
- b/ I like to learn through talking to friends and other people _____
- c/ I like to learn through using cassettes _____
- d/ I like to learn through watching TV and films (in English) _____
- e/ I like to learn through listening to radio (in English) _____

IV. Preferred class groupings.

- a/ In class I like to learn through discussing in one large group_____ -
- b/ I like to learn through working in pairs_____
- c/ I like to learn through discussing in a small group_____
- d/ I like to learn individually_____

V. Preferred aspects of language context.

- a/ I like to learn many new words related to construction TVET_____
- b/ I like to learn many new words_____
- c/ I like to practise the pronunciation of English _____
- d/ I like to study grammar_____

VI. Preferred topics/ passages.

- a/ I like to read topics/ passages related to construction TVET (eg. Road construction, Woodwork Construction, Plumbing and Concrete Work etc.) _____
- b/ I like to read other academic texts (eg. Civic and Ethical education, Entrepreneurship, Information Technology etc.)_____
- c/ I like to read any topic/ passage_____

Part Four: Information about Attitudes Towards Learning English

6. Below are statements about learning English in your college in general, not just your English classes in the College. Please put a tick (✓) in the column of the numbers (1-5) of your choice in front of the statement. Please use the following key for this purpose.

5=Strongly agree 4= Agree 3=Undecided 2= Disagree 1= Strongly disagree

No	Statements	Choices				
		1	2	3	4	5
a	I really like to learn English					
b	Learning English is really important					
c	English must be an important part of our college's program					
d	I will try to learn English as much as possible because I am interested in it.					
e	Learning English is useful for future jobs					
f	Learning English is a waste of time					
g	I would rather spend my time on subjects other than English					
h	Learning English is very difficult					
i	Learning English has nothing to do with learning other subjects					
j	Learning English is boring					

Part Five: Information about your English language needs

7. Which of the four language skills do you need more than others for studying major courses in your college? Please use the given key and rank the language skills according to their frequency of need. Please circle the number of your choice against the skills.

5=Very frequently needed 4=Frequently needed 3= Sometimes needed 2=Seldom needed 1=Never needed

a/ Listening	1	2	3	4	5
b/ Speaking	1	2	3	4	5
c/ Reading	1	2	3	4	5
d/ Writing	1	2	3	4	5

8. How often do you need to do any of the following activities in English when you learn your major courses that are taught in English in your college? Please rank each activity according to its frequency of need.

Put a tick (✓) in column of the numbers (1-5) of your choice against each activity. Use the following key:

5= Very frequently needed 4= Frequently needed 3=Sometimes needed 2=Seldom needed 1=Never needed

No	I. Reading activities in English	Choices				
		1	2	3	4	5
a	Reading trainees reference books (road construction, plumbing,...etc)					
b	Reading handouts					
c	Reading test and exam questions					
d	Reading Construction manual guides					
e	Reading working drawings (Site plans, Floor plan, Foundation plan etc.)					
f	Reading newspapers, magazines					
g	Others (please specify and tick)					

No	II. Writing activities in English	Choices				
		1	2	3	4	5
a	Writing notes from lecture notes					
b	Writing notes from books					
c	Writing project reports/ term papers					
d	Writing lab and field reports					
e	Writing summaries					
f	Writing personal letters					
g	Writing business letters					
h	Others (please specify and tick)					

No	III. Listening Activities in English	Choices				
		1	2	3	4	5
a	Listening to lectures to take notes (in classroom, labs, field reports etc).					
b	Listening to instructors' questions					
c	Listening to class discussions					
d	Listening to instructors' instructions					
e	Listening to radio, TV programs, films					
f	Others (please specify and tick)					

No	IV. Speaking activities in English	Choices				
		1	2	3	4	5
a	Asking and answering questions (in classroom, lab, fields etc).					
b	Giving oral reports.					
c	Participating in whole class discussion (in classroom, field practice).					
d	Giving instructions.					
e	Conversations with foreigners					
f	Others (please specify and tick)					

9. How much do you agree with the following statements? Please put a tick (✓) in the column of the numbers against each activity .Use the following key:

5=Strongly agree 4=Agree 3=Moderately Agree 2=Disagree 1=Strongly disagree

No	Statements	Choices				
		1	2	3	4	5
A	Having good language knowledge in grammar is important for my academic study.					
B	Having good knowledge of technical vocabularies (vocabularies taken from Construction TVET is important for my academic study.)					
C	Having good knowledge of pronunciation is important for my academic study.					

10. Which of the following writing types are you expected to produce most of the time in your major courses? Please order them 1 up to 4, 1 being the most commonly expected and 4 the least commonly expected.

a/ Exposition (eg. Writing expository essays etc) _____

b/ Description-(eg. Describing a process etc) _____

c/ Narrative – (eg. Writing narrative essays)_____

d/ Argumentation – (eg. Arguing against and for)_____

Appendix 2

Addis Ababa University

Institute of Language Studies

Department of Foreign Languages and Literature

(Graduate Programme)

Major Course Instructors' Questionnaire

The purpose of this questionnaire is to investigate the English language needs of Construction trainees. The research is primarily carried out as part of a course of study leading to an MA degree. It is also believed that the findings of the research would be of importance for designing more appropriate English language courses for Construction trainees.

All the information that you provide will be treated as confidential and will only be used for the purposes of this study. Your sincere replies are earnestly required since they will have a great impact on the outcome of this study.

Please attempt all the items and read the suggested options before you respond to the items. You are also kindly requested to assume from the trainees' exam results, written work, class activity, etc at any time you find it difficult to respond to the items based on the genuine knowledge of your trainees.

Thank you!

Part One: Information about the Respondent

1. Please provide some information about yourself in the space provided.

Sex _____

Age. _____

Qualification. _____

Course(s) you are giving _____

Service years as an instructor a/ in this field _____

b/ in another (if any) _____.

Part Two: information in the trainees' English language abilities.

The following items are related to your trainees' English language abilities. Please give answers to the following questions based on the instructions given.

2. Do you think that your students follow courses taught in English in the college properly? To what extent? Please circle the letter of your choice.

a/ very well

c/ with some difficulty

e/ not at all well

b/ well

d/ with great difficulty

3. How do you rate your students English language ability regarding the following language skills?
Please circle the number of your choice that you think corresponds to the degree of the trainee's ability in each skills. Use the following key:

5=Very good 4=Good 3= Average 2=Weak 1=Very weak

a/ Listening	1	2	3	4	5
b/ Speaking	1	2	3	4	5
c/ Reading	1	2	3	4	5
d/ Writing	1	2	3	4	5

4. How much difficult is it for your trainees to accomplish any of the activities listed below in English? Please tick (✓) the number of your choice in the column against each activity.

5=Very great difficulty 4=Great difficulty 3=Some difficulty 2=Little difficulty 1=No difficulty

		Choices				
No	Activities in English	1	2	3	4	5
a	Understanding lectures					
b	Taking lecture notes					
c	Asking questions in class					
d	Presenting project reports/term papers					
e	Answering questions in class					
f	Participating class discussions					
g	Understanding diagrams, charts ,tables, site plans					
h	Understand text books, reference books					
i	Making notes from books					
j	Summarizing something read					
k	Understanding exam questions					
l	Understanding Construction manuals					
m	Writing answers to essay type exams					
n	Writing essays / term papers					
o	Writing field and lab reports					

Part Three: Information on English Language Needs

The items that follow are related to your trainees English language needs. Please respond to them according to the instructions given.

5.Which of the four language skills do your trainees need for studying the major courses taught in English? Please Circle the number of your choice according to the following key:

5=Very frequently needed 4=Frequently needed 3= Sometimes needed 2=Seldom needed 1= Never needed

a/ Listening	1	2	3	4	5
b/ Speaking	1	2	3	4	5

c/ Reading	1	2	3	4	5
d/ Writing	1	2	3	4	5

6. How often do your trainees need to do any of the following activities in English as course(s) requirement? Please rank each activity using the options given below and tick (✓) in the column of the number of your choice against each activity (activities) to the list. Use the following key:

5=very frequently needed 4= frequently needed 3=some times needed 2=seldom needed 1=never needed

		Choices				
No	I. Reading activities in English	1	2	3	4	5
a	Reading trainees reference books (road construction, plumbing,...etc)					
b	Reading handouts					
c	Reading test and exam questions					
d	Reading Construction manual guides					
e	Reading working drawings (Site plans, Floor plan, Foundation plan etc.)					
f	Reading newspapers, magazines					
g	Others (please specify and tick)					

		Choices				
No	II. Writing activities in English	1	2	3	4	5
a	Writing notes from lecture notes					
b	Writing notes from books					
c	Writing project reports/ term papers					
d	Writing lab and field reports					
e	Writing summaries					
f	Writing personal letters					
g	Writing business letters					
h	Others (please specify and tick)					

		Choices				
No	III. Listening Activities in English	1	2	3	4	5
a	Listening to lectures to take notes (in classroom, labs, field reports etc).					
b	Listening to instructors' questions					
c	Listening to class discussions					
d	Listening to instructors' instructions					
e	Listening to radio, TV programs, films					
f	Others (please specify and tick)					

No	IV. Speaking activities in English	Choices				
		1	2	3	4	5
a	Asking and answering questions (in classroom, lab, fields etc).					
b	Giving oral reports.					
c	Participating in whole class discussion (in classroom, field practice).					
d	Giving instructions.					
e	Conversations with foreigners					
f	Others (please specify and tick)					

7. To what extent do you agree about the following statements?

5=Strongly agree 4=Agree 3=Moderately Agree 2=Disagree 1=Strongly disagree

No	Statements	Choices				
		1	2	3	4	5
A	Having good language knowledge in grammar is important for trainees' academic study .					
B	Having good knowledge of technical vocabularies (vocabularies taken from Construction TVET is important for trainees' academic study.)					
C	Having good knowledge of pronunciation is important for trainees' academic study.					

8. Which of the following writing types your trainees are expected to produce most of the time? Please order them 1 up to 4, 1 being the most commonly expected and 4 the least commonly expected.

a/ Exposition (eg. Writing expository essays etc) _____

b/ Description-(eg. Describing a process etc) _____

c/ Narrative – (eg. Writing narrative essays)_____

d/ Argumentation – (eg. Arguing against and for)_____

9. Please add any other comments on the English language skills and abilities your trainees need to accomplish your courses better and for their later success in jobs and further education.

Appendix 3

Addis Ababa University

Institute of Language Studies

Department of Foreign Languages and Literature

(Graduate Programme)

Structured Interview for English Instructors

Trainers view about the trainees' language ability

1 What do you think about your trainees' ability in attending major courses taught in English in the college?

2. How would you evaluate the English proficiency level of your trainees when they come to class?

Consider their

- Listening
- Speaking
- Writing
- Reading skills

You can rate their abilities: excellent, very good, good, poor, very poor

3. To what extent your trainees face difficulties to accomplish the following English language activities.

- a. Understanding lectures
- b. Taking lecture notes
- c. Asking questions in class
- d. Presenting project reports/ term papers
- e. Answering questions in class
- f. Participating class discussions
- g. Understanding diagrams, charts, tables, site plans etc
- h. Understanding text books, reference books
- i. Making notes from books
- j. Summarizing something read
- k. Understanding exam questions
- l. Understanding construction manuals
- m. Writing answers to essay type exams
- n. Writing essays / term papers
- o. Writing field and lab reports

4. From the following four language skills, which do you think your trainees need most and which ones least to peruse their academic study in the college?
- a. Listening
 - b. Reading
 - c. Speaking
 - d. Writing
5. For the trainees' academic study, which of the genre types do you think is used most often and which one is least?
- a. Narration
 - b. Description
 - c. Argumentation
 - d. Exposition
6. Please add any comment on English language needs of construction trainees to follow their course better and to be successful in their job.

Appendix 4

Addis Ababa University

Institute of Language Studies

Department of Foreign Languages and Literature

(Graduate Programme)

Structured interview for construction trainees

1. How well do you understand your technical courses given in English?
2. Which of the four language skills is/are used most frequently in learning technical courses in the college?
-Reading - Speaking
-Listening -Writing
3. How can you evaluate your abilities in using English to accomplish different activities in learning technical courses?
 - a. Understanding lectures
 - b. Taking lecture notes
 - c. Asking questions in class
 - d. Presenting project reports/ term papers
 - e. Answering questions in class
 - f. Participating class discussions
 - g. Understanding diagrams, charts, tables, site plans etc
 - h. Understanding text books, reference books
 - i. Making notes from books
 - j. Summarizing something read
 - k. Understanding exam questions
 - l. Understanding construction manuals
 - m. Writing answers to essay type exams
 - n. Writing essays / term papers
 - o. Writing field and lab reports

You can rate your abilities: Excellent, Very Good, Good, Poor, Very poor.
4. What is your attitude in learning English language?
5. Please add any comment regarding your English language needs to follow your academic study or using English in your social life? _____

Appendix 5

Addis Ababa University

Institute of Language Studies

Department of Foreign Languages and Literature

(Graduate Programme)

Classroom Observation Checklist

Date _____

Time _____

Course _____

Department _____

Observer _____.

1. What English languages are mainly used for training construction TVET trainees in classroom and field practices?
 - Listening lectures
 - Note making
 - Note taking
 - Discussions
 - Asking and answering questions
 - Describing situations etc.
2. Which skills are predominantly used?
 - Reading
 - Speaking
 - Listening
 - Writing
3. Where do trainees find difficulty in learning?
4. What is the role of knowledge of technical vocabularies?
5. Which genre features are common?
 - Narration
 - Argumentation
 - Exposition
 - Description

Appendix 6

Addis Ababa University

Institute of Language Studies

Department of Foreign Languages and Literature

(Graduate Programme)

TVET Construction Graduates' Questionnaire

The main purpose of this questionnaire is to gather the necessary data and to use it for a research work, which aims at investigating the English language needs of Construction TVET students. The research is primarily undertaken as part of a course of study in Teaching English as Foreign Language (TEFL) that leads to an MA degree. It is also believed that the findings of the research would be vital for designing more appropriate English language courses for Construction trainees. Hence, your frank, honest and true responses are vital.

You need not write your name to make sure that the responses you provide will be confidential.

Please attempt all the questions in the questionnaire and read the suggested key before you give your responses to the items.

Thank You!

Part One: Background Information

1. Please give the following information about yourself in the space provided.

Name of your organization: _____

Governmental _____ Non- governmental _____ (use a tick (✓))

Field (stream) of your qualification: _____

Your job at the present _____

Part Two: Information on English Language Needs and the Employees Abilities for Occupational (Job) Purposes.

2. How do you rate the importance of the following English skills/knowledge to accomplish your job effectively? How do you evaluate your abilities in each of them? Please put a tick (✓) in the corresponding column provided.

English Language skills/Knowledge	To what extent is it important?					To what extent are you good at it?				
	Very important	Important	I am not Sure	Almost not Important	Not at all important	Very good	Good	Average	Weak	Very weak
Speaking										
Writing										
Reading										
Listening										
Grammar										
Vocabulary										
pronunciation										

4. How do you rate the importance of the following English language activities to accomplish your job effectively? And how do you evaluate your abilities in each of them. Please put a tick (✓) in the corresponding columns provided.

Reading activities in English	To what extent is it important?					To what extent are you good at it?				
	Very important	Important	I am not sure	Almost not important	Not at all important	Very good	Good	Average	Weak	Very weak
a)Reading professional books(standard technical specifications, Ethiopian standard specifications(ESS) etc.)										
b)Reading contract agreement										
c)Reading working programs and schedules										
d)Reading construction management principles										
e)Reading professional journals, Newspapers										
f)Reading business or personal letters										
g)Reading Manuals										
h)Reading summary charts, diagrams , tables, working drawings etc.										
Others (please specify and tick (✓)).										

Listening activities in English	To what extent is it important?					To what extent are you good at it?				
	Very important	Important	I am not sure	Almost not Important	Not at all important	Very good	Good	Average	Weak	Very weak
a)Listening at meetings, seminars, conferences										
b)Listening to lectures										
c)Listening to instructions										
d)Listening to foreigners										
e)Listening to presentations										
Others (please specify and tick (√)).										

Speaking activities in English	To what extent is it important?					To what extent are you good at it?				
	Very important	Important	I am not sure	Almost Not Important	Not at All Important	Very Good	Good	Average	Weak	Very weak
a)Giving presentations, reports, papers										
b)Giving workshops									Average	
c)Delivering speech at meetings conferences and seminars									Average	
d)Giving instructions										
e)Speaking to colleagues and to builders										
f)Speaking with foreigners										
Others (please specify and tick (√)).										

Writing activities in English	To what extent is it important?					To what extent are you good at it?				
	Very important	Important	I am not sure	Almost not important	Not at all important	Very good	Good	Average	Weak	Very weak
a) Writing reports										
b) Writing specific work programs and schedules										
c) Writing notes from different sources										
d) Writing Curriculum Vitae										
e) Writing job application letters or personal letters.										
Others (please specify and tick (√)).										

4. Please add any comments or views that you think have not been covered in the given questionnaire. _____

Appendix 7

Addis Ababa University

Institute of Language Studies

Department of Foreign Languages and Literature

(Graduate Programme)

Employers' Questionnaire

The purpose of this questionnaire is to gather information for a study designed to investigate the English language needs of construction TVET trainees. The research is primarily undertaken as part of a course of study in teaching English as a Foreign Language (TEFL) that leads to an MA degree. It is also believed that the findings of the research would be vital for designing more appropriate English language courses for Construction trainees. Hence, your frank, honest and true responses are appreciated.

The researcher, therefore, wants to know your view on what English language abilities you expect from Construction TVET graduates to be employed and then to fulfill their duties effectively in your organization.

Please attempt all the questions in the questionnaire and read the suggested keys before you give your responses to the items.

Thank You

Part one: Information about the Employer

1. Please give the following information about yourself in the space provided.

Name of your organization _____

Governmental _____ Non-Governmental _____ (use a tick (√)).

Your post/Duty: _____

Part Two: Information about the English language Needs of Construction TVET Graduate Employees in your Organization.

2. Which of the Following language skills or language knowledge is (are) more important for Construction TVET graduates to carry out duties effectively in your organization? Please put a tick (√) in the column of the number of your choice in front of each language skills or language knowledge. Use the following key:

5=Very important 4=Important 3=I am not sure 2=Almost not important 1=.Not at all important.

English language Skills/Knowledge	Choices				
	1	2	3	4	5
Speaking					
Writing					
Reading					
Listening					
Grammar					
Vocabulary					
Pronunciation					

3. How do you rate the importance of the following English language activities for Construction TVET graduates to accomplish his /her job effectively in your organization? Please put a tick (√) in the column of your choice. Use the following key:

5= Very important 4= Important 3=I am not sure 2=Almost not important 1=Not at all important.

Reading activities in English	Choices				
	1	2	3	4	5
a)Reading professional books(standard technical specifications, Ethiopian standard specifications(ESS) etc.)					
b)Reading contract agreement					
c)Reading work programs and schedules					
d)Reading construction management principles					
e)Reading professional journals, Newspapers					
f)Reading business or personal letters					
g)Reading Manuals					
h)Reading summary charts, diagrams , tables, working drawings etc.					
Others (please specify and tick (√)).					

Listening activities in English	Choices				
	1	2	3	4	5
a)Listening at meetings, seminars, conferences					
b)Listening to lectures					
c)Listening instructions					
d)Listening to foreigners					
e)Listening presentations					
Others (please specify and tick (√)).					

Speaking activities in English	Choices				
	1	2	3	4	5
a) Giving presentations, reports, papers					
b) Giving workshops					
c) Delivering speech at meetings conferences and seminars					
d) Giving instructions					
e) speaking to colleagues and to builders					
f) Speaking with foreigners					
Others (please specify and tick (√)).					

Writing activities in English	Choices				
	1	2	3	4	5
a) Writing reports					
b) Writing specific work programs and schedules					
c) Writing notes from different sources					
d) Writing Curriculum Vitae					
e) Writing job application letters or personal letters.					
Others (please specify and tick (√)).					

4. Feel free to give other comments on the English language abilities from Construction TVET College Graduates to fulfill their duties effectively in your or other similar organizations.

Appendix 8

በአዲስ አበባ ዩኒቨርሲቲ

የቋንቋዎች ጥናት ተቋም

የውጭ ቋንቋዎችና ስነ-ጽሁፍ ትምህርት ክፍል

የድህረ ምረቃ መርሃ-ግብር

ክስልጣኞች ጋር የተደረገ ቃለ መጠየቅ

1. በአንግሊክኛ ቋንቋ በሚሰጡ አብይ ትምህርቶች ስትማር/ሪ የመረዳት ችሎታህ/ሽ ምን ያህል ነው?

2. ከአራቱ የእንግሊዝኛ ቋንቋ ኪህል መካከል የትኛው ከሌሎች ይበልጥ የአብይ ትምህርቶች ለመማር ያስፈልግሃል/ሻል ?

- ማዳመጥ
- መናገር
- ማንበብ
- መጻፍ

3. በአንግሊክኛ ቋንቋ በሚሰጡ አብይ ትምህርቶችህን/ሽን ስትማር/ሪ የተለያዩ ተግባራትን ለማከናወን የእንግሊዝኛ ችሎታህን/ሽን አንዴት ትገመግመዋለህ/ሽ? (እጅግ በጣም ጥሩ ፣ በጣም ጥሩ ፣ ጥሩ ፣ ደካማ ፣ በጣም ደካማ ፣ ብለህ/ሽ መለስ/ሽ)

1. ክፍል ውስጥ በመምህራን የሚሰጥ ገለጻን መረዳት
2. ክፍል ውስጥ በሚሰጥ ገለጻ ማስታወሻ መያዝ
3. ክፍል ውስጥ ጥያቄዎችን መጠየቅ
4. የፕሮጀክት ዘገባዎችን/ተርም ፔፕር/ በቃል ማቅረብ
5. ክፍል ውስጥ ጥያቄዎችን መመለስ
6. ክፍል ውስጥ በሚደረጉ ውይይቶች መሳተፍ
7. ዲያሎግዎችን ቻርቶችንና ሳይት ፕላኖችን መረዳት
8. የመማሪያና የማጣቀሻ መጻሕፍቶችን መረዳት
9. ከመጻሕፍቶች ማስታወሻ ማዘጋጀት
 10. የተነበቡትን ነገሮች ባጭሩ ጨምቆ መጻፍ
 11. የፈተና ጥያቄዎችን መረዳት
 12. የግንባታ አሰራር መመሪያዎችን/ማንዋል/ መረዳት
 13. በድርሰት/በጽሁፍ/ የሚመለሱ የፈተና መልሶችን መጻፍ
 14. ድርሰቶችን /ተርም ፔፕሮችን/ መጻፍ
 15. የመሰክና የቤተ-ሙከራ ዘገባዎችን መጻፍ

4. እንግሊዝኛን ለመማር ያለህ/ሽ አመለካከት ምንድን ነው?

5. በኮሌጅ ውስጥ የሚሰጡ ትምህርቶችን ለመከታተል ወይም ለማህበራዊ ህይወትህ/ሽ የሚያስፈልግህን የእንግሊዝኛ ፍላጎት አስተያየት ካለህ/ሽ ?

Appendix 9

በአዲስ አበባ ዩኒቨርሲቲ

የቋንቋዎች ጥናት ተቋም

የውጭ ቋንቋዎችና ስነ-ጽሁፍ ትምህርት ክፍል

የድህረ ምረቃ መርሃ-ግብር

የሰልጣኞች ጽሁፋ መጠየቅ

ወደ ሰልጣኝ;

የዚህ መጠየቅ ዓላማ በግንባታ (በኮንሰትራክሽን) ዘርፍ ለሚሰለጥኑ ሰልጣኞች የእንግሊዘኛ ቋንቋ ትምህርት ፍላጎትን በተመለከተ መረጃ ለመስጠት ሲሆን መረጃውም ፍላጎትን በጥልቀት ለመዳከስ ላለመ የጥናት ተግባር ማዋል ነው። ጥናቱ በጥናት የእንግሊዘኛ ትምህርት አንደ አንድ የውጭ ቋንቋ ትምህርት በማስተማር መስክ በሁለተኛ ዲግሪ ደረጃ ስልጠናዎች ክፍል ቢሆንም የጥናቱ ወጤት ለግንባታ (ኮንሰትራክሽን) ተማሪዎች አየተሰጠ ላለው የእንግሊዘኛ ትምህርት ጥራት ለማሻሻል የምትሰጠው/የምትሰጭው/ እውነተኛ አስተያየት ለጥናቱ መሳካት ከፍተኛ ተስፋ ተጥሎበታል።

የምትሰጠው/የምትሰጭው/ ትክክለኛ መልስ ለዚህ ጥናት ብቻ የሚውል መሆኑ ይታወቅልኝ። በተጨማሪም የምትሰጠኝ/ጨኝ መልስ/ሽ በሚሰጥር የሚጠበቅ መሆኑን አስቀድሜ አሳውቃለሁ። ለሰጠኝ/ ለሰጠኝ/ ጊዜ በአጅጉ አያመሰገንኩ ሁሉንም መጠይቆች የሚሹትን መልስ ከመጻፍ/ሽ/ በፊት አትኩሮት ቢሰጠው ምስጋናዬ የላቀ ነው።

ማሳሰቢያ፣ በመጠየቁ ላይ ስም መጻፍ አያስፈልግም።

በድጋሚ አመሰግናለሁ።

ክፍል አንድ፣ ዳራጭ መረጃ

1. ቀጥሎ አንተን /አንኝን/ በተመለከተ ለቀረቡ ጥያቄዎች ተገቢ የሆኑ መረጃዎች በተሰጡት ክፍት ቦታች አስፍር/ሪ/
 - ሀ. ፆታ
 - ለ. እድሜ.....
 - ሐ. የምታጠናው/ የምታጠኘው/ የስልጠና ዘርፍ.....
 - መ. በኢትዮጵያ አጠቃላይ የሁለተኛ ደረጃ ትምህርት ማጠናቀቂያ ፈተና / EGSECE/ አማካይ ወጤት.....
 - ሠ. በአትዮጵያ አጠቃላይ የሁለተኛ ደረጃ ትምህርት ማጠናቀቂያ ፈተና /EGSECE / የእንግሊዘኛ ቋንቋ ወጤት
 - ረ. በኮሌጁ አሁን ያለህበት/ሽበት ጊዜ

1ኛ አመት 2ኛ አመት 3ኛ አመት

ይህ (✓) በሰጥኑ ውስጥ ይቀመጥ

ክፍል ሁለት፣ በአሁኑ ወቅት ያለህን/ሽን/ የአገግሊዘኛ ቋንቋ ችሎታ በተመለከተ

2. በኮሌጁ በአገግሊዘኛ ቋንቋ በሚሰጡ አብይ ትምህርቶች (የቴክኒክ ትምህርቶች) የክትትል ሁኔታ አስከምን ያህል ነው? የምርጫህን/ሽን/ ፊደል አክብረ/ቢ/

- ሀ. በጣም ጥሩ ነው
- ለ. ጥሩ ነው
- ሐ. ደካማ ነው
- መ. በጣም ደካማ ነው
- ሠ. አጅግ በጣም ደካማ ነው

3. ቀጥሎ ከተዘረዘሩት በአያንዳንዱ የቋንቋ ክህሎት የአገግሊዘኛ ቋንቋ ችሎታህን/ሽን/ አንዴ ታስቀምታቸዋለህ/ለሽ? የተሰጡትን አማራጮች በመጠቀም የምርጫህን/ሽን ቁጥር የተመለከቱትን መፍቻ መሰርት በማድረግ በአያንዳንዱ ክህሎት ትይዩ የሚያመለክተውን ቁጥር በማክበብ አመልክት/አመልክቺ/

	5=በጣም ጥሩ	4=ጥሩ	3=መካከለኛ	2= ደካማ	1=በጣም ደካማ
ሀ. ማዳመጥ	1	2	3	4	5
ለ. መናገር	1	2	3	4	5
ሐ. ማንበብ	1	2	3	4	5
መ. መጻፍ	1	2	3	4	5

4. ቀጥሎ በሰንጠረዥ ውስጥ የተዘረዘሩትን ተግባራት በአገግሊዘኛ ለማከናወን አስከምን ያህል ያስቸግርሃል/ ያስቸግርሃል? የተሰጡትን አማራጮች በመጠቀም በአያንዳንዱ ተግባር ፊት ለፊት ይህን ምልክት (✓) አስቀምጥ።

አጅግ በጣም አስቸጋሪ ነው 4= በጣም አስቸጋሪ ነው 3=በመጠኑ አስቸጋሪ ነው 2=በትንሹ አስቸጋሪ ነው 1=አስቸጋሪ አይደለም

No	በአገግሊዘኛ ቋንቋ የሚከናወኑ ተግባራት	አማራጮች				
		1	2	3	4	5
1	ክፍል ውስጥ በመምህራን የሚሰጥ ገለጻን መረዳት					
2	ክፍል ውስጥ በሚሰጥ ገለጻ ማስታወሻ መያዝ					
3	ክፍል ውስጥ ጥያቄዎችን መጠየቅ					
4	የፕሮጀክት ዘገባዎችን/ተርም ፔፕር/ በቃል ማቅረብ					
5	ክፍል ውስጥ ጥያቄዎችን መመለስ					
6	ክፍል ውስጥ በሚደረጉ ውይይቶች መሳተፍ					
7	ዲያሎግዎችን ቻርቶችንና ሳይት ፕላኖችን መረዳት					
8	የመማሪያና የማጣቀሻ መጻሕፍቶችን መረዳት					
9	ከመጻሕፍቶች ማስታወሻ ማዘጋጀት					
10	የተነበቡትን ነገሮች ባጭሩ ጨምቆ መጻፍ					
11	የፈተና ጥያቄዎችን መረዳት					
12	የግንባታ አሰራር መመሪያዎችን/ማንዋል/ መረዳት					
13	በድርሰት/በጽሁፍ/ የሚመለሱ የፈተና መልሶችን መጻፍ					
14	ድርሰቶችን /ተርም ፔፕሮችን/ መጻፍ					
15	የመሰክር የቤተ-ሙከራ ዘገባዎችን መጻፍ					

ክፍል ሦስት፡ የመማር ምርጫህን/ሽን/ የሚመለከት መረጃ በየአይነታቸው(፩-፮) ተቀምጠዋል።

5 .ከዚህ በታች የቀረቡትን ጥያቄዎች እንግሊዘኛ እንዴት ብትማር/ሪ/ እንደምትወድ/ጅ/ በተመለከተ የቀረቡ ናቸው።

የምትሰጣቸው/የምትሰጫቸው/ መልሶች ትክክል/ ስህተት/ አይደሉምና ያለህን/ሽን/ አስተያየት ነጻ ሁኔታ/ሽ/ ስጥ/ጭ/።

የተሰጡትን አማራጮች መሰረት በማድረግ ምርጫህን /ሽን/ ከቁጥር(1-4) በተሰጠው ክፍት ቦታ ጸፍ/ፊ/።

4= በበለጠ እወዳለሁ 3=እወዳለሁ 2=በጥቂቱ እወዳለሁ 1= አልወድም

፩. የማስተማር ዘዴ ምርጫ

- ሀ. የእንግሊዘኛ መምህራ የራሴን ስህተት በራሴ እንድፈልግ ቢደረግ
- ለ. የእንግሊዘኛ መምህራ ማንኛውንም ነገር እንዲያነብልኝና እንዲገልጽልኝ
- ሐ. የእንግሊዘኛ መምህራ ምንባቦችን እንዲያነብልኝና እንዲገልጽልኝ
- መ. የእንግሊዘኛ መምህራ ስለ ራሴ ምርጫ/ፍላጎት/ እንዳወራ ቢረዱኝ
- ሠ. የእንግሊዘኛ መምህራ የቃላት ትርጉሞችን በአማርኛ/በሌላ ቋንቋ ቢሰጠን
- ረ.የእንግሊዘኛ መምህራ መልስ የሚሹ ስራዎችን ቢሰጠን.....
- ሰ. የእንግሊዘኛ መምህራ ስህተቶቼን በሙሉ ቢነግረኝ
- ሸ. የእንግሊዘኛ መምህራ የእንግሊዘኛ መማሪያ መጽሐፍ ብቻ ቢጠቀም
- ቀ. የእንግሊዘኛ መምህራ ትክክለኛውን መልስ ቢሰጠን

፪. በክፍል ዉስጥ የመማር ዘዴ ምርጫ

- ሀ. በጭወወወት ብማር
- ለ. ህጎችንና ትርጉሞችን በመሸምደድ ብማር
- ሐ. ከመጸሀፍትና ከጥቁር ሰሌዳ በመገልበጥ ብማር
- መ. ድርሰቶችን በመጻፍ ብማር
- ሠ. መምህራንን በጥሞና በማዳመጥ ብማር
- ረ. በስዕሎች ብማር
- ሰ. በዉድድሮች/ጌምስ/ ብማር
- ሸ. በማንበብ ብማር
- ቀ. ማንኛውንም ነገር በማስታወሻ ደብተራ መጻፍ
- በ. የመማርያ መጻሕፍትን በማጥናት መማር

፫. ከክፍል ዉጭ የመማር ዘዴ ምርጫ

- ሀ. መጻሕፍት፣ ጋዜጦችንና መጽሔቶችን በማንበብ ብማር
- ለ. ከንደኞቹና ከሌሎች ሰች ጋር በመነጋገር ብማር
- ሐ. ካሴቶችን በመጠቀም ብማር
- መ.በእንግሊዘኛ ቋንቋ የሚቀርቡ የቴሌቪዥን ፕሮግራሞችንና ፊልሞችን በመከታተል መማር.....
- ሠ. በእንግሊዘኛ ቋንቋ የሚቀርቡ የሬድዮ ፕሮግራሞችን በማዳመጥ መማር

፬. በክፍል ዉስጥ የቡድኖች አመዳደብ ምርጫ

- ሀ. በክፍል ዉስጥ ብዙ አባላት ባሉበት አንድ ቡድን ዉስጥ በዉይይት መማር
- ለ. ጥንድ ሆኖ መስራት
- ሐ. ጥቂት አባላት ባሉበት አንድ ቡድን ዉስጥ በዉይይት መማር
- መ በግል መማር

፭. በትምህርቱ ላይ ስላለዉ የቋንቋ አገባብ ምርጫ

ሀ. ከምማረው የሙያ ዘርፍ/ከግንባታ/ ጋር ግንኙነት ያላቸውን ቃላት መማር

ለ. በርካታ ቃላትን መማር

ሐ. የእንግሊዘኛ ቃላት አነባብ/ፕሮናውንሌሽን/ በመለማመድ መማር

መ. ሰዋሰው/ግራመር/ ማጥናት

ኧ. የርዕስ/የምንባብ/ ምርጫን በተመለከተ

ሀ.ከምማረው የሙያ ዘርፍ/ግንባታ/ ጋር ዝምድና ያላቸውን ርዕሶች/ምንባቦች/ ማንበብ

ለ.ሌላ የትምህርት ነክ(ለምሳሌ ስነ-ዜጋና ስነ-ምግባር፣ ኢንተርፕሪሳይንስ፣ ኢንፎርሜሽን ቴክኖሎጂ ወዘተ.) ማንበብ ..

ሐ. ማንኛውንም ርዕስ/ ምንባብ/ ማንበብ

ከፍል አራት፣ እንግሊዘኛን ከመማር ጋር የተያያዙ አመለካከቶች መረጃ በተመለከተ

6. በኮሌጁ ክፍል ውስጥ ስላለው የእንግሊዘኛ ቋንቋ በተመለከተ ሳይሆን ባጠቃላይ የእንግሊዘኛን ቋንቋ ከመማር ጋር

በተያያዘ የቀረቡ ዐርፍተ-ነገሮች ናቸው። የተሰጡትን አማራጮች በመጠቀም ይህን ምልክት(✓)ከአያንዳንዱ ዐርፍተ-ነገር ፊት ለፊት በምርጫ/ሽ/ ቁጥር ስር በሚገኘው የሰንጠረዥ ክፍት ቦታ አስቀምጥ/ጭ/

5=በጣም እስማማለሁ 4= እስማማለሁ 3=መወሰን አልችልም 2=አልስማማም 1= በጣም አልስማማም

ተ.ቁ	ዐርፍተ ነገሮች	አማራጮች				
		1	2	3	4	5
1	እንግሊዘኛን መማር ከልቤ እወዳለሁ					
2	እንግሊዘኛን መማር በጣም አስፈላጊ ነው					
3	እንግሊዘኛ ለኮሌጁ ገቢ ለማድረግ አንድ ፋይዳ ያለው ክፍል መሆን አለበት					
4	እንግሊዘኛ ለመማር የምችለውን ጥረት ሁሉ አደርጋለሁ ምክንያቱም እንግሊዘኛ ለመማር ከፍተኛ ፍላጎት አለኝ					
5	እንግሊዘኛን መማር ለወደፊት ስራ ይጠቅማል					
6	እንግሊዘኛን መማር ጊዜን በከንቱ ማባከን ነው					
7	ጊዜዬን እንግሊዘኛን በመማር ከማጥፋት ይልቅ በሌሎች ትምህርቶች ባጠፋ እመርጣለሁ					
8	እንግሊዘኛን መማር በጣም አስቸጋሪ ነው					
9	እንግሊዘኛን መማር ሌሎች ትምህርቶች ከመማር ጋር ምንም የሚያገናኘው ነገር የለም					
10	እንግሊዘኛ መማር ይደብራል					

ክፍል አምስት፣ የእንግሊዝኛ ፍላጎት-ህን/ሽን/ በተመለከተ የቀረቡ ጥያቄች

7. ከአራቱ የእንግሊዝኛ ቋንቋ ኪህል መካከል በኮሌጅህ/ሽ/ የሚሰጡትን የኦብጅ ትምህርቶች/ ስልጠናዎች / በሚገባ ለመከታተል የትኛው ከሌሎች በበለጠ ያስፈልግሃል/ ሻል ? የተሰጡትን አማራጮች በመጠቀም በአያንዳንዱ የቋንቋ ክህል አስፈላጊነት በደረጃ ከአያንዳንዱ ክህል ፊት ለፊት ከተደረደሩት ቁጥሮች መካከል ትክክለኛ ነው የምትለውን/የምትይውን/ መልስ የያዘውን አክብብ/ቢ/።

5= በጣም ያስፈልጋል 4= ብዙ ጊዜ ያስፈልጋል 3=አንዳንድ ጊዜ ያስፈልጋል
 2= እምብዛም አያስፈልግም 1= በፍጹም አያስፈልግም

ሀ. ማዳመጥ	1	2	3	4	5
ለ.መናገር	1	2	3	4	5
ሐ.ማንበብ	1	2	3	4	5
መ. መጻፍ	1	2	3	4	5

8.ከዚህ በታች በቀረቡት ሰንጠረዥ ውስጥ ለተጠቀሰው እያንዳንዱ ተግባር ምን ያህል በእንግሊዝኛ ቋንቋ የሚሰጡ አብይ ትምህርቶችን ስትክታተል/ይ/ እንግሊዝኛ መጠቀም ያስፈልግሃል/ሻል? የተሰጡትን አማራጮች መሰረት በማድረግ ከአያንዳንዱ ተግባር ፊት ለፊት ከአማራጮቹ ትክክለኛ ነው የምትለውን/የምትይውን/ መልስ የያዘውን ቁጥር (1-5) በሰንጠረዥ ውስጥ ባለው ክፍት ቦታ ይህን ምልክት (✓) አስቀምጥ/ጭ/

5= በጣም ብዙ ጊዜ ያስፈልጋል 4=ብዙ ጊዜ ያስፈልጋል 3=አንዳንድ ጊዜ ያስፈልጋል 2= እምብዛም አያስፈልግም 1= በፍጹም አያስፈልግም

ተ. ቁ	በእንግሊዝኛ የማንበብ ተግባራት	አማራጮች				
		1	2	3	4	5
1	የሰልጣኞችን ማጣቀሻ መጻፍ ማንበብ/ የመንገድ ግንባታ፣ የቧንቧ ስራዎች ወዘተ					
2	መምህሩ የሚያዘጋጀውን /ሀንድ አውትስ/ ማንበብ					
3	ሙከራዎችንና የፈተና ጥያቄዎችን ማንበብ					
4	የግንባታ አጠቃቀም መመሪያ /አሰራር ማንበብ					
5	የአሰራር ንድፎችን /ወርኪንግ ድሮዊንግስ/ ማንበብ ለምሳሌ የቦታ ንድፍ /ሳይኝ ኻላን/፣ የወለል ንድፍ/ፍሎር ኻላን/፣ የምስረታ ንድፍ/ፋውንዴሽን ኻላን/ወዘተ.					
6	ጋዜጦችንና መጽሔቶችን ማንበብ					
	ሌሎች ካሉ ይገለጽ ምልክት ይደረግባቸው					

ተ.ቁ	በእንግሊዘኛ የመጻፍ ተግባራት	አማራጮች				
		1	2	3	4	5
1	ከመምህሩ ገለጻ ማስታወሻ መጻፍ					
2	ከመጻፍ ማስታወሻዎችን መጻፍ					
3	ዘገባዎችን/ ተርም ፔፐር መጻፍ					
4	የመስክና የቤተ መከራ ዘገባዎችን መጻፍ					
5	የተነበበን ነገር/ ጽሁፍ ፍሬ ሀሳብ ጨምቆ መጻፍ					
6	የግል ደብዳቤዎችን መጻፍ					
7	የስራ ደብዳቤዎችን መጻፍ					
	ሌሎች ካሉ ይገለጹና ምልክት ይደረግባቸው					

ተ.ቁ	በእንግሊዘኛ የማዳመጥ ተግባራት	አማራጮች				
		1	2	3	4	5
1	በክፍል ውስጥ፣ በቤተ መከራ፣ በመስክ ዘገባ ወዘተ. በመምህሩ የሚሰጡትን ገለጻዎች ማዳመጥና ማስታወሻ መያዝ					
2	የመምህሩን ጥያቄዎች ማዳመጥ					
3	የክፍል ውስጥ ውይይቶችን ማዳመጥ					
4	የመምህሩን ትዕዛዞች ማዳመጥ					
5	የሬድዮ፣ የቲቪ መርሃ ግብር፣ ፊልም ወዘተ. ማዳመጥ					
	ሌሎች ካሉ ይገለጹና ምልክት ይደረግባቸው					

ተ.ቁ	በእንግሊዘኛ የመናገር ተግባራት	አማራጮች				
		1	2	3	4	5
1	በክፍል ውስጥ፣ በቤተ መከራ፣ በመስክ ወዘተ. ጥያቄዎችን መጠየቅና መመለስ					
2	ዘገባዎችን በቃል ማቅረብ					
3	በክፍል ውስጥና በመስክ ላይ በሚደረጉ ውይይቶች ላይ መሳተፍ					
4	ትዕዛዞችን መስጠት					
5	ከውጭ አገር ተወላጆች ጋር መነጋገር					
	ሌሎች ካሉ ይገለጹና ምልክት ይደረግባቸው					

9.ከሚከተሉት ዐ.ነገሮች ጋር ምን ያህል ትስማማለህ/ሚያለሽ? የተሰጡትን አማራጮች መሰረት በማድረግ ለእያንዳንዱ ዐ.ነገር ፊት ለፊታቸው በተሰጠው ቦታ ይህንን ምልክት (√) አስቀምጥ/ጭ/

5= በጣም እስማማለሁ 4= እስማማለሁ 3= በመጠኑ እስማማለሁ 2= አልስማማም 1= በጣም አልስማማም

ተ.ቁ	ዐ.ነገሮች	አማራጮች				
		1	2	3	4	5
1	የሰዎች/ግራመር/ እውቀት መኖር ለትምህርቱ አስፈላጊ ነው					
2	የአብይ ትምህርቶች/ ከግንባታ ትምህርቶች/ ለወጡ ቃላት እውቀት መኖር ለትምህርቱ አስፈላጊ ነው					
3	የቃላት አነባበብ /ኘሮናውንሴሽን/ መኖር ለትምህርቱ አስፈላጊ ነው					

10. አብዛኛው ከሚከተሉት የአጻጻፍ አይነቶች የትኞቹን በአብይ ትምህርቶችህ እንድትጽፍ/ፊ ይጠብቅብሃል/ሻል?

የተሰጡትን አማራጭተ በደረጃ (1-4) አስቀምጣቸው/ጫቸው። 1= በጣም በአብዛኛው እንድትጽፍ/ፊ

የሚጠበቅብህ/ሽ ሲሆን 4= በትንሹ እንድትጽፍ የሚጠበቅብህ/ሽ ነው።

ሀ. ማብራርያ (ምሳሌ ድርሰቶችን በማብራርያ መጻፍ ወዘተ) _____

ለ. ገለጻ (ክንዋኔዎችን መግለጽ ወዘተ) _____

ሐ. ትረካ (የትረካ ድርሰቶችን መጻፍ ወዘተ) _____

መ. ክርክር (ምሳሌ በመቃወምና በመደገፍ መጻፍ) _____

Appendix 10-13

Statistical Summary of the data from trainees, major course instructors, graduates and employers.

The following Statistical symbols and acronyms are used in the tables under appendixes 10-13.

f=frequency

x=numeric values given to options

Σf =Summation of frequency (f)

fx =f multiplied by x

Σfx = Summation of fx

$$\mu = \text{mean score} = \frac{\Sigma fx}{\Sigma f}$$

SA= strongly agree

A=Agree

DA=Disagree

SDA=Strongly disagree

VFN=Very frequently needed

FN=Frequently needed

SN=Sometimes needed

RN= Rarely needed

NN=Never needed

G=Good

AV=Average

W=Weak

VW=Very Weak

ND=No Difficulty

LD=Little Difficulty

SD=Some Difficulty

GD=Great Difficulty

VGD=Very Great Difficulty

UD=Undecided

VI=Very Important

I=Important

ANI=Almost Not Important

NI=Not Important

Appendix 10

Table 1: Trainees Self Rating on Macro-skills

Macro-Skills	VG		G		AV		W		VW		Σf	Σfx	μ	Ranks
	f	fx	f	fx	f	fx	f	fx	f	fx				
Listening	35	175	34	136	5	15	1	2	1	1	76	329	4.32	1
Speaking	7	35	20	80	27	81	19	38	3	3	76	237	3.12	4
Reading	27	135	28	112	18	54	2	4	1	1	76	306	4.03	2
Writing	14	70	32	128	22	66	6	12	2	2	76	278	3.65	3

Table 2: Major Course Instructors Rating of Trainees' Ability in Macro-skills

Macro-Skills	VG		G		AV		W		VW		Σf	Σfx	μ	Ranks
	f	fx	f	fx	f	fx	f	fx	f	fx				
Listening	2	10	4	16	3	9	2	4	1	1	12	40	3.33	1
Speaking	0	0	1	4	4	12	5	10	2	2	12	28	2.33	4
Reading	1	5	2	8	6	18	3	6	0	0	12	37	3.08	2
Writing	0	0	1	4	5	15	4	8	2	2	12	29	2.42	3

Table 3: Trainees Self -Rating on Academic Activities

	Academic activities performed in English	VGD		GD		SD		LD		ND		Σf	Σfx	μ	Ranks
		f	fx	f	fx	f	fx	f	fx	f	fx				
a	Understanding lectures	5	25	15	60	16	48	27	54	13	13	76	200	2.63	8
b	Taking lecture notes	2	10	16	64	15	45	22	44	21	21	76	184	2.42	12
c	Asking questions in class	15	75	9	36	15	45	21	42	16	16	76	214	2.81	5
d	Presenting project reports/term papers	15	75	12	48	25	75	18	36	6	6	76	240	3.16	1
e	Answering questions in class	7	35	3	12	30	90	24	48	12	12	76	197	2.59	9
f	Participating in class discussions	14	70	10	40	28	84	12	24	12	12	76	230	3.02	2
g	Understanding diagrams, charts tables, site plans etc.	0	0	3	12	30	90	25	50	18	18	76	170	2.23	15
h	Understand text books, reference books	1	5	4	16	29	87	27	54	15	15	76	177	2.32	13
i	Making notes from books	11	55	9	36	13	39	24	48	19	19	76	197	2.56	10
j	Summarizing something read	12	60	5	20	27	54	23	46	9	9	76	189	2.48	11
k	Understanding exam questions	3	12	6	24	22	66	24	48	21	21	76	171	2.25	14
l	Understanding Construction manuals	10	50	9	36	22	66	16	32	19	19	76	203	2.67	7
m	Writing answers to essay type exams	10	50	11	44	21	63	25	50	9	1	76	216	2.84	4
n	Writing essays / term papers	13	65	13	52	14	42	23	46	13	13	76	218	2.86	3
o	Writing field and lab reports	11	55	16	48	21	63	16	32	12	12	76	210	2.76	6

Table: 4 Major Course Instructors' Rating of Trainees Ability on Academic Activities

No.	Academic activities performed in English	VGD		GD		SD		LD		ND		Σf	Σfx	μ	Ranks
		f	fx	f	fx	f	fx	f	fx	f	fx				
a	Understanding lectures	2	10	4	16	6	18	0	0	0	0	12	44	3.66	6
b	Taking lecture notes	1	5	5	20	5	15	1	1	0	0	12	41	3.41	9
c	Asking questions in class	3	15	5	20	4	12	0	0	0	0	12	47	3.61	8
d	Presenting project reports/term papers	4	20	6	24	2	6	0	0	0	0	12	50	4.16	1
e	Answering questions in class	3	15	5	20	2	6	2	4	0	0	12	45	3.75	4
f	Participating in class discussions	1	5	6	24	5	15	0	0	0	0	12	44	3.66	6
g	Understanding diagrams, charts ,tables, site plans etc	1	5	3	12	5	15	2	4	1	1	12	37	3.08	12
h	Understanding textbooks, reference books	0	0	4	16	5	15	2	4	1	1	12	36	3.00	14
i	Making notes from books	1	5	3	12	3	12	2	4	2	2	12	35	2.91	14
j	Summarizing something read	1	5	5	20	3	9	1	2	2	2	12	38	3.16	11
k	Understanding exam questions	0	0	2	8	7	21	2	4	1	1	12	34	2.88	15
l	Understanding Construction manuals	1	5	7	28	2	6	0	0	0	0	12	39	3.25	10
m	Writing answers to essay type exams	3	15	5	20	3	9	1	2	0	0	12	46	3.83	3
n	Writing essays / term papers	4	20	5	20	2	6	1	2	0	0	12	48	4.00	2
o	Writing field and lab reports	3	15	4	16	4	12	1	2	0	0	12	45	3.75	4

Table 5: Trainees Attitude towards Learning English

	Trainees attitude	SA		A		UD		DA		SDA		Σf	Σfx	μ	
		f	fx	f	fx	f	fx	f	fx	f	fx				
Positively Stated	a	I really like to learn English	40	200	22	88	4	12	8	16	2	2	76	318	4.18
	b	Learning English is really important	58	290	12	48	2	6	4	8	0	0	76	352	4.63
	c	English must be an important part of our college's program	38	190	21	84	14	42	2	8	1	1	76	325	4.27
	d	I will try to learn English as much as possible because I am interested in it.	45	225	18	72	8	24	4	8	1	1	76	330	4.34
	e	Learning English is useful for future jobs	46	230	17	68	11	33	0	0	2	2	76	333	4.38
Grand Mean												4.36			
Negatively Stated	f	Learning English is a waste of time	1	5	9	36	6	18	9	18	51	51	76	128	1.68
	g	I would rather spend my time on subjects other than English	10	50	7	28	9	27	28	54	22	22	76	181	2.38
	h	Learning English is very difficult	6	30	17	68	14	42	21	42	18	18	76	200	2.63
	i	Learning English has nothing to do with learning other subjects	12	60	8	32	5	15	16	32	35	35	76	174	2.28
	j	Learning English is boring	9	45	6	24	12	36	11	22	38	38	76	165	2.17
Grand Mean												2.22			

Appendix 11

Table:1 Graduates Self Rating on Macro-skills and Areas of Language Knowledge

Skills/Areas of Knowledge	VG		G		AV		W		VW		Σ f	Σfx	μ	Ranks
	f	fx	f	fx	f	fx	f	fx	f	fx				
Speaking	1	5	6	24	9	27	4	8	1	1	21	65	3.09	3
Writing	0	0	2	8	6	18	7	14	6	6	21	46	2.19	6
Reading	3	15	11	44	4	12	2	4	1	1	21	76	3.62	2
Listening	5	25	8	32	8	24	0	0	0	0	21	81	3.85	1
Grammar	0	0	5	20	2	6	7	14	7	7	21	47	2.24	5
Vocabulary	0	0	3	12	4	18	6	12	8	8	21	50	2.38	4
pronunciation	1	5	2	8	3	9	8	16	7	7	21	45	2.14	7

Table 2 : Graduates Self -Rating on Some Specific Sub-skills

Items	VG		G		AV		W		VW		Σ f	Σfx	μ	Ranks
	f	fx	f	fx	f	fx	f	fx	f	fx				
Reading activities in English														
a)Reading professional books(standard technical specifications, Ethiopian standard specifications(ESS) etc.)	4	20	9	36	7	21	1	1	0	0	21	78	3.71	6
b)Reading contract agreement	6	30	4	16	8	32	2	4	1	1	21	83	3.95	3
c)Reading working programs and schedules	7	35	6	14	7	21	1	2	0	0	21	72	3.42	10
d)Reading construction management principles	4	20	4	16	8	24	3	6	2	2	21	68	3.23	13
e)Reading professional journals, Newspapers	5	25	4	16	9	27	2	4	1	1	21	73	3.47	9
f)Reading business or personal letters	3	15	4	16	8	24	4	8	2	2	21	63	3.00	15
g)Reading Manuals	1	5	4	12	10	30	4	8	2	2	21	57	2.71	18
h)Reading summary charts, diagrams , tables, working drawings etc.	8	40	10	40	2	6	1	2	0	0	21	88	4.19	1
Listening activities in English														
a)Listening at meetings, seminars, conferences	5	25	14	56	1	2	1	1	0	0	21	84	4.00	2
b)Listening to lectures	4	16	12	48	3	9	2	4	0	0	21	77	3.66	8
c)Listening to instructions	7	35	8	32	4	12	1	2	1	1	21	82	3.90	4
d)Listening to foreigners	0	0	4	16	10	30	3	6	4	4	21	56	2.66	19
e)Listening to presentations	6	30	9	36	5	10	1	2	0	0	21	78	3.71	6
Speaking activities in English														
a)Giving presentations, reports, papers	0	0	3	12	11	33	3	6	4	4	21	55	2.61	20
b)Giving workshops	0	0	3	12	4	12	6	12	8	8	21	44	2.09	24
c)Delivering speech at conferences and seminars meetings	1	5	2	8	7	21	6	12	5	5	21	51	2.42	22
d)Giving instructions	2	10	6	24	10	30	2	4	1	1	21	69	3.28	11
e)Speaking to colleagues and to builders	2	10	2	8	11	33	4	8	2	2	21	61	2.90	16
f)Speaking with foreigners	0	0	2	8	7	21	7	14	5	5	21	48	2.28	23
Writing activities in English														
a)Writing reports	0	0	4	16	9	27	4	8	4	4	21	55	2.61	20
b)Writing specific work programs and schedules	2	10	5	20	5	15	5	10	4	4	21	59	2.80	17
c)Writing notes from different sources	6	30	7	28	7	21	1	2	0	0	21	81	3.85	5
d)Writing Curriculum Vitae	5	25	4	16	6	18	4	8	2	2	21	69	3.28	11
e) Writing job application letters or personal letters.	2	10	5	20	10	30	3	6	1	1	21	67	3.19	14

Appendix 12

Table 1: Trainees Response on the Need of Macro-skills

Macro-Skills	VFN		FN		SN		RN		NN		Σ f	Σfx	μ	Ranks
	f	fx	f	fx	f	fx	f	fx	f	fx				
Listening	59	295	9	36	6	18	2	4	0	0	76	353	4.64	1
Speaking	53	265	14	56	6	18	3	6	0	0	76	345	4.53	2
Reading	38	190	12	48	16	48	6	12	4	4	76	302	3.97	4
Writing	44	220	15	60	12	36	4	8	1	1	76	325	4.27	3

Table2: Major Course Instructors Responses on the Need of the Macro -Skills

Macro-Skills	VFN		FN		SN		RN		NN		Σ f	Σfx	μ	Ranks
	f	fx	f	fx	f	fx	f	fx	f	fx				
Listening	6	30	5	20	1	3	0	0	0	0	12	53	4.41	1
Speaking	5	25	4	16	3	9	0	0	0	0	12	50	4.16	2
Reading	2	10	7	28	3	9	0	0	0	0	12	47	3.91	3
Writing	3	15	4	16	5	15	0	0	0	0	12	46	3.83	4

Table 3: Trainees Response on Learning Activities

Activities Carried out in English	VFN		FN		SN		SND		NND		Σ f	Σfx	μ	Ranks
	f	fx	f	fx	f	fx	f	fx	f	fx				
I. Reading activities in English														
Reading trainees reference books (road construction, plumbing,...etc)	33	165	18	72	20	60	5	10	0	0	76	307	4.03	13
Reading handouts	41	205	23	92	11	33	1	2	0	0	76	332	4.36	3
Reading test and exam questions	20	100	26	104	11	33	19	38	0	0	76	275	3.62	18
Reading Construction manual guides	33	165	27	108	12	36	3	6	1	1	76	316	4.16	11
Reading working drawings (Site plans, Floor plan, Foundation plan etc.)	40	200	21	84	14	42	1	2	0	0	76	328	4.31	6
Reading newspapers, magazines	0	0	21	84	16	48	17	34	22	22	76	188	2.47	23
II. Writing activities in English														
Writing notes from lectures	37	185	26	104	11	33	2	4	0	0	76	326	4.28	7
Writing notes from books	30	150	32	128	12	36	2	4	0	0	76	318	4.18	10
Writing project reports/ term papers	17	85	27	108	27	81	2	4	3	3	76	281	3.69	16
Writing lab and field reports	33	165	26	104	12	36	3	6	2	2	76	313	4.11	12
Writing summaries	23	115	24	96	18	54	8	16	3	3	76	284	3.73	15
Writing personal letters	5	25	21	84	16	48	20	40	14	14	76	211	2.77	22
Writing business letters	3	15	18	72	15	45	18	36	22	44	76	212	2.78	21
III. Listening Activities in English														
Listening to lectures to take notes (in classroom, labs, field practices etc).	45	225	15	60	14	42	2	4	0	0	76	331	4.35	4
Listening to instructors' questions	45	225	18	72	9	27	2	4	2	2	76	330	4.34	5
Listening to class discussions	49	245	20	80	7	21	0	0	0	0	76	346	4.55	1
Listening to instructors' instructions	38	190	23	92	9	27	6	12	0	0	76	321	4.22	9

Listening to radio, TV programs, films	16	80	27	108	23	69	7	14	3	3	76	274	3.60	19
IV. Speaking activities in English														
Asking and answering questions (in classroom, lab, fields etc).	40	200	27	108	9	27	0	0	0	0	76	335	4.40	2
Giving oral reports.	25	125	27	108	22	66	0	0	2	2	76	301	3.96	14
Participating in whole class discussion (in classroom, field practice).	39	195	24	96	9	27	3	6	1	1	76	325	4.28	7
Giving instructions.	13	65	19	76	44	132	0	0	0	0	76	273	3.59	20
Conversations with foreigners	15	75	28	112	29	87	2	4	2	2	76	280	3.68	17

Table 4: Major course Instructors Response on Learning Activities

Activities Carried out in English	VFN		FN		SN		SND		NND		Σf	Σfx	μ	Ranks
	f	fx	f	fx	f	fx	f	fx	f	fx				
I. Reading activities in English														
Reading trainees reference books (road construction, plumbing,...etc)	3	15	6	24	3	9	0	0	0	0	12	48	4.00	7
Reading handouts	4	20	3	12	5	15	0	0	0	0	12	47	3.91	11
Reading test and exam questions	2	10	2	8	4	12	4	8	0	0	12	38	3.16	19
Reading Construction manual guides	5	25	3	12	4	12	0	0	0	0	12	49	4.08	3
Reading working drawings (Site plans, Floor plan, Foundation plan etc.)	1	5	9	36	2	6	0	0	0	0	12	47	3.91	11
Reading newspapers, magazines	0	0	1	4	3	9	8	16	0	0	12	29	2.41	21
II. Writing activities in English														
Writing notes from lectures	5	25	5	20	2	6	0	0	0	0	12	51	4.25	1
Writing notes from books	3	15	5	20	4	12	0	0	0	0	12	47	3.91	11
Writing project reports/ term papers	2	10	2	8	8	24	0	0	0	0	12	42	3.50	15
Writing lab and field reports	3	15	6	24	3	9	0	0	0	0	12	48	4.00	7
Writing summaries	0	0	5	20	6	18	1	2	0	0	12	40	3.33	17
Writing personal letters	0	0	0	0	0	0	9	18	3	3	12	21	1.75	22
Writing business letters	0	0	0	0	0	0	8	16	4	4	12	20	1.66	23
III. Listening Activities in English														
Listening to lectures to take notes (in classroom, labs, field practices etc).	4	20	7	28	1	3	0	0	0	0	12	51	4.25	1
Listening to instructors' questions	1	5	7	28	4	12	0	0	0	0	12	45	3.75	14
Listening to class discussions	2	10	8	32	2	6	0	0	0	0	12	48	4.00	7
Listening to instructors' instructions	4	20	5	20	3	9	0	0	0	0	12	49	4.08	3
Listening to radio, TV programs, films	1	5	3	12	4	12	4	8	0	0	12	37	3.08	20
IV. Speaking activities in English														
Asking and answering	3	15	7	28	2	6	0	0	0	0	12	49	4.08	3

questions (in classroom, lab, fields etc).														
Giving oral reports.	3	15	6	24	3	9	0	0	0	0	12	48	4.00	7
Participating in whole class discussion (in classroom, field practice).	3	15	7	28	2	6	0	0	0	0	12	49	4.08	3
Giving instructions.	0	0	6	24	5	15	1	2	0	0	12	41	3.42	16
Conversations with foreigners	2	10	1	4	7	21	2	4	0	0	12	39	3.25	18

Table 5: Language Content Trainees Need in their Academic Study Indicated by the Trainees Themselves.

Statements	SA		A		MA		D		SD		Σf	Σfx	μ	Ranks
	f	fx	f	fx	f	fx	f	fx	f	fx				
Having good language knowledge in grammar is important for my academic study.	30	150	34	136	5	15	7	14	0	0	76	315	4.14	2
Having good knowledge of technical vocabularies (vocabularies taken from Construction TVET is important for my academic study.)	53	265	17	68	6	18	0	0	0	0	76	351	4.62	1
Having good knowledge of pronunciation is important for my academic study.	23	115	15	60	18	54	9	18	11	11	76	258	3.39	3

Table 6: Language Content Trainees Need in their Academic Study Indicated by the Instructors Themselves.

Statements	SA		A		MA		D		SD		Σf	Σfx	μ	Ranks
	f	fx	f	fx	f	fx	f	fx	f	fx				
Having good language knowledge in grammar is important for trainees' academic study.	2	10	7	28	3	9	0	0	0	0	12	47	3.91	2
Having good knowledge of technical vocabularies (vocabularies taken from Construction TVET is important for trainees' academic study.)	1	55	1	4	0	0	0	0	0	0	12	59	4.91	1
Having good knowledge of	0	0	3	12	5	15	4	8	0	0	12	35	2.91	3

pronunciation is important for trainees' academic study.														
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Table 7: Trainees View on the Importance of Genre types.

Genre Types	Trainees' ranks on the four genre types on how they are frequently used in their field of study											
	1 st		2 nd		3 rd		4 th					
	f	fx	f	fx	f	fx	f	fx	∑ f	∑fx	μ	Rank
Exposition	41	164	14	42	12	24	9	9	76	239	3.14	1
Description	24	96	33	99	14	28	5	5	76	228	3.00	2
Narration	8	32	17	51	14	28	37	37	76	148	1.94	4
Argumentation	8	32	8	24	37	74	23	23	76	153	2.01	3

Table 8: Instructors View on the Importance of Genre Types.

Genre Types	Instructors' ranks on the four genre types on how trainee' are frequently used in their field of study											
	1 st		2 nd		3 rd		4 th					
	f	fx	f	fx	f	fx	f	fx	∑ f	∑fx	μ	Rank
Exposition	4	16	7	21	1	2	0	0	12	39	3.25	2
Description	8	32	4	12	0	0	0	0	12	44	3.66	1
Narration	0	0	0	0	4	8	8	8	12	16	1.33	4
Argumentation	0	0	1	3	7	14	4	4	12	21	1.75	3

Appendix 13

Table 1: Graduates Response on the Importance of Language Skills and Areas of Knowledge

Skills/Areas of knowledge	VI		I		INS		ANI		NI		Σ f	Σfx	μ	Ranks
	f	fx	f	fx	f	fx	f	fx	f	fx				
Listening	11	55	9	36	0	0	0	0	0	0	21	91	4.33	3
Speaking	9	45	8	32	0	0	3	6	1	1	21	84	4.00	4
Reading	14	70	6	24	0	0	1	2	0	0	21	95	4.52	2
Writing	12	60	9	36	0	0	1	2	0	0	21	98	4.66	1
Vocabulary	6	30	9	36	1	2	4	8	1	1	21	77	3.66	5
Grammar	5	25	8	34	2	6	5	10	1	1	21	76	3.61	6
Pronunciation	2	10	8	36	3	9	5	10	3	3	21	68	3.23	7

Table2: Employers' Response on the Importance of Language Skills and Areas of knowledge

Skills/Areas of knowledge	VI		I		INS		ANI		NI		Σ f	Σfx	μ	Rank
	f	fx	f	fx	f	fx	f	fx	f	fx				
Listening	7	35	4	16	1	3	2	4	0	0	14	58	4.14	3
Speaking	5	25	6	24	0	0	2	8	1	1	14	58	4.14	3
Reading	10	50	4	16	0	0	1	2	0	0	14	68	4.85	1
Writing	9	45	5	20	0	0	0	0	0	0	14	65	4.64	2
Vocabulary	6	30	5	20	1	3	1	2	1	1	14	56	4.00	5
Grammar	5	25	6	24	1	3	1	2	1	1	14	55	3.92	6
Pronunciation	3	15	8	32	1	3	1	2	1	1	14	53	3.78	7

Table3: Graduates Response on the importance of some specific English Activities

Items	VI		I		INS		ANI		NI		Σ f	Σfx	μ	Ranks
	f	fx	f	fx	f	fx	f	fx	f	fx				
Reading activities in English														
a)Reading professional books(standard technical specifications, Ethiopian standard specifications(ESS) etc.)	12	60	8	32	1	3	0	0	0	0	21	95	4.52	2
b)Reading contract agreement	7	35	10	40	3	9	1	2	0	0	21	86	4.09	7
c)Reading work programs and schedules	14	70	6	24	1	3	0	0	0	0	21	97	4.61	1
d)Reading construction management principles	8	40	7	28	4	12	2	4	0	0	21	84	4.00	9
e)Reading professional journals, Newspapers	2	10	9	36	5	15	4	8	1	1	21	70	3.33	19
f)Reading business or personal letters	4	20	6	24	6	18	3	6	2	2	21	70	3.33	19
g)Reading Manuals	8	40	10	40	1	3	2	4	0	0	21	87	4.14	6
h)Reading summary charts, diagrams, tables, working drawings etc.	7	35	8	32	2	6	3	6	1	1	21	80	3.80	13
Listening activities in English														
a)Listening at meetings,	10	50	7	28	4	12	0	0	0	0	21	90	4.28	3

seminars, conferences														
b)Listening to lectures	1	5	7	28	6	18	3	6	4	4	21	61	2.90	24
c)Listening to instructions	8	40	7	28	4	12	2	4	0	0	21	84	4.00	9
d)Listening to foreigners	3	15	10	40	3	9	4	8	1	1	21	73	3.47	16
e)Listening to presentations	8	40	8	32	3	9	1	2	1	1	21	84	4.00	9
Speaking activities in English														
a)Giving presentations, reports, papers	7	35	9	36	2	6	3	6	0	0	21	83	3.95	12
b)Giving workshops	3	15	4	16	7	21	5	10	2	2	21	64	3.04	22
c)Delivering speech at conferences and seminars meetings	3	15	10	40	3	9	4	8	1	1	21	73	3.47	16
d)Giving instructions	3	15	3	12	7	21	6	12	2	2	21	62	2.95	23
e)Speaking to colleagues and to builders	7	35	7	28	4	12	2	4	1	1	21	80	3.80	13
f)Speaking with foreigners	3	15	3	12	8	24	7	14	0	0	21	65	3.09	21
Writing activities in English														
a)Writing reports	10	50	9	36	0	0	1	2	1	1	21	89	4.23	5
b)Writing specific work programs and schedules	11	55	7	28	2	6	0	0	1	1	21	90	4.28	3
c)Writing notes from different sources	4	20	10	40	2	6	4	8	1	1	21	75	3.57	15
d)Writing Curriculum Vitae	7	35	11	44	0	0	3	6	0	0	21	85	4.04	8
e) Writing job application letters or personal letters.	5	25	6	24	5	15	2	4	3	3	21	71	3.38	18

Table 4: Employers Response on the Importance of Some Specific English Activities

Items	VI		I		INS		ANI		NI		Σf	Σfx	μ	Rank
	f	fx	f	fx	f	fx	f	fx	f	fx				
Reading activities in English														
a)Reading professional books(standard technical specifications, Ethiopian standard specifications(ESS) etc.)	8	40	5	20	1	3	0	0	0	0	14	63	4.50	3
b)Reading contract agreement	6	30	7	28	0	0	1	2	0	0	14	60	4.28	8
c)Reading work programs and schedules	10	50	4	16	0	0	0	0	0	0	14	66	4.71	1
d)Reading construction management principles	6	30	4	16	3	9	1	2	0	0	14	57	4.07	12
e)Reading professional journals, Newspapers	3	15	8	32	0	0	3	6	0	0	14	53	3.78	21
f)Reading business or personal letters	1	5	2	8	4	12	7	14	0	0	14	39	2.78	21
g)Reading Manuals	6	30	6	24	2	6	0	0	0	0	14	60	4.28	5
h)Reading summary charts, diagrams , tables, working drawings etc.	6	30	7	28	1	3	0	0	0	0	14	61	4.35	7
Listening activities in English														
a)Listening at meetings, seminars, conferences	7	35	6	24	1	3	0	0	0	0	14	62	4.42	5
b)Listening to lectures	1	5	4	16	4	12	3	6	2	2	14	41	2.92	20
c)Listening to instructions	6	30	6	24	2	6	0	0	0	0	14	60	4.28	8
d)Listening to foreigners	4	20	6	24	2	6	2	4	0	0	14	54	3.85	13
e)Listening to presentations	5	25	7	28	1	3	1	2	0	0	14	58	4.14	11
Speaking activities in English														
a)Giving presentations, reports, papers	4	20	9	36	1	3	0	0	0	0	14	59	4.21	10
b)Giving workshops	0	0	1	4	7	21	4	8	2	2	14	35	2.50	23
c)Delivering speech at conferences ,	2	10	3	12	3	9	2	4	4	4	14	39	2.78	21

seminars and meetings															
d)Giving instructions	0	0	2	8	5	15	5	10	2	2	14	35	2.50	23	
e)Speaking to colleagues and to builders	2	10	6	24	2	6	2	4	2	2	14	46	3.28	19	
f)Speaking with foreigners	4	20	6	24	3	9	0	0	1	1	14	54	3.85	13	
Writing activities in English															
a)Writing reports	7	35	7	28	0	0	0	0	0	0	14	63	4.50	3	
b)Writing specific work programs and schedules	9	45	5	20	0	0	0	0	0	0	14	65	4.64	2	
c)Writing notes from different sources	4	20	6	24	2	6	2	4	0	0	14	54	3.85	13	
d)Writing Curriculum Vitae	3	15	8	32	0	0	3	6	0	0	14	53	3.78	17	
e) Writing job application letters or personal letters.	1	5	9	36	2	6	2	4	0	0	14	51	3.64	18	

