

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

***ENGLISH LANGUAGE NEEDS ANALYSIS OF FINE ART STUDENTS AT  
MEKELLE COLLEGE OF TEACHER EDUCATION***

**BY**  
**HABTAMU DESTA**

**July, 2008**

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**A THESIS PRESENTED TO THE DEPARTMENT OF FOREIGN LANGUAGE AND  
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## **DECLARATION**

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 has been duly acknowledged.

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## **Abstract**

The purpose of this study is to identify the English language needs of the fine art students at Mekelle College of Teacher Education (MCTE). To this effect, 120 students, 4 English teachers, 6 subject area teachers, and 3 college deans were data sources for the study. The students, English teachers, subject-area teachers and college deans were selected using available sampling. The data were collected using a 5-Point Likert Scale questionnaire, interview, focus - group discussion, and text material analysis.

Descriptive statistics and analysis of variance (ANOVA) were employed in analyzing the quantitative data, and qualitative description of responses or events was used to analyze the qualitative data. The ANOVA test, despite showing similarity of values given by all groups together to the importance of English for students' academic studies, future profession, and private life, proved a significant difference in the respondents' values attached to the competence of the students in the three areas. English for academic studies, thus, found to be the domain in which students' competence is the lowest of the three. This implies that the students need English for Academic Purposes (EAP) more than English for Occupational Purposes (EOP). Even with in English for academic, respondents altogether rated the skill of speaking, writing, listening, and reading, from the most important to the least important one. The ANOVA test also revealed the existence of significant difference in the importance among the skills.

The qualitative data analysis also made clear that students' low motivation, low confidence, poor background, shortage of instructional aids, lecture dominated class room teaching and inadequacy of the material to meet students' needs were the most serious problems.

Based on the implications of these findings, the researcher recommends that syllabus designers should consider the sub-skills under the academic studies in designing the English course material for fine art students.

# CHAPTER ONE: INTRODUCTION

## 1.1 Background of the Problem

The study of language for specific purposes has a long history. Different scholars (e.g. Hawatt 1984) suggest that English for Specific Purposes (ESP) has become a vital and innovative activity within the Teaching of English as a Foreign or Second Language (TEFL/TESL) since the 1960s. The rationale for the need of ESP may partly be due to the fact that ESP, as compared to English for General Purpose (EGP), is time and cost effective, relevant to the learners, successful in facilitating learning and related to content (that is in its themes and topics) to particular disciplines, occupations and activities (Stevens, 1988). Besides, Munby (1975) points out that while ESP is usually defined or specified by the prior analysis of learners' communicative needs, EGP is defined usually on the basis of predetermined goals set by an institution or other experts. This does not mean, however, that EGP totally is negligent of learners' needs. It is rather to imply that the emphasis given to learners' needs in ESP usually exceeds that of EGP.

It is not only because ESP is more advantageous than EGP that makes it vital but possibly because it "comprises a diverse group of teachers and curriculum designers dedicated to the proposition that all language teaching must be designed for the specific learning and language use purpose of identified groups of students" (Johns, 1991, cited in Molla, 2006:1).

Needs analysis was introduced into language teaching through the ESP movement. From the 1960s, the demand for specialized language programs grew and applied linguists began to employ needs analysis procedures in language teaching and materials preparation (Richards, 2002). Thus, to design ESP materials in particular or when talking about ESP in general, needs analysis seems mandatory to exist. It is, as scholars like Dudley Evans and St. John (1998:45) assume, the backbone of ESP. It is useful because "It asks questions about students' needs and wants the expectations of the institution, the features of the actual teaching situation" (Ibid). Richterich and Chancerell (1987), cited in Basturkmen (1998:2) also strengthen this point when they say, "Not only to identify elements [needs] but to establish relative importance to find out what is indispensable necessary, or nearly desirable." As a result, it is possible to deduce that, needs analysis is difficult to separate from the preparation of ESP courses.

Needs analysis studies in Ethiopia are very recent phenomena, only about twenty years old, and not many researches have been made on the subject. However, some promising research efforts have been made at different levels. These include: Identification of the Communicative Needs of AAU Students, by Morris (1983); The Communicative Needs of Students in Ethiopian High Schools, by Abbyi (1989); Developing a Service English Syllabus to Meet the Academic Demands and Constraints in Ethiopian University Context, by Hailemichael (1993); Assessment of Relevance of Business English Course at Commercial College of Addis Ababa to the Needs of Employing Organization, by Solomon (2001); An Analysis of the English Language Needs of Students of Theology: with Reference to Some Selected Evangelical Colleges, by Tilahun (2003); Determining the English Language Needs of Agriculture and Nursing Students, by Fisseha and Ephraim (2004) respectively; Determining the English Language Needs of Law Students at Mekelle University by Molla (2006); English Language Needs Analysis of 10+3 Tank Mechanics Trainees of Major General Mulugeta Buli Technical and Vocational Educational Training College by Gashaw (2006); and, An Investigation into the English Language Course Needs of Electricity Students at Dilla TVET College, by Tagel (2006). However, the present researcher has not come across any research related to fine art students' language needs at Mekelle College of Teacher Education. Thus, it is timely to address this issue now. Furthermore, the present study is different from the previous studies by number and type of target groups, data collection instruments and time.

It is also timely to study because there are a number of complaints about the English language communicative abilities of students in the country in general, and college trainees in particular, by employers, teachers and other concerned bodies. This problem can be attributed, among others, to teaching students language courses designed without appropriate needs analysis survey. In many cases, it has also become very difficult for teachers or syllabus designers to revise texts through repeated needs analysis of relevant people. This study then will focus on students of fine arts at MCTE. These new college entrants to the department are being taught the College English material with the name "English for Fine Arts". This may make the language-learning situation of the learners even worse. This is because, from the researchers teaching experience he did not find the course being offered currently to have stimulated and sustain students' interest. As a result, students were not motivated to learn and have a poor command of English language.

Because of these reasons, the researcher believes that it is crucial and timely to study the language needs of the students of fine arts. The language needs of these students should be analyzed and then determined in order to help design an appropriate syllabus after a careful means analysis and discourse analysis in the area. These can help the learners in the field to perform successfully in their academic studies, future profession, and social life. Thus, the study may facilitate the subsequent development of suitable methodology and production of suitable teaching materials for the students of fine arts at Mekelle College of Teacher Education.

## **1.2 Objective of the Study**

The purpose of the study is to identify the language needs of fine art students at MCTE and to what extent these needs have a proper place in the syllabus design and material preparation. Besides, the study specifically is aimed to:

1. Examine to what extent the course being offered addresses the fine art students' language needs.
2. Discover the gap between the students' language needs and their current competence.
3. Identify students' perception of their language needs and wants.
4. Discover how students rate their own competence in particular skills related to the academic, professional and social domains.
5. Identify Art students' main difficulties (problems) in learning English.

## **1.3 Research Questions**

In order to achieve the above stated objectives the researcher formulated the basic research question: is there a gap between students' needs and what the course book offers? Besides, so as to strengthen the operational question the following specific questions can be raised :

1. Does the course being offered now address the fine art students' language needs?
2. What type of English satisfies fine art students' needs?
3. Is there any gap between students' language needs and their current competence?
4. What language skills and sub-skills students lack?

## **1.4 Significance of the Study**

The findings of the study are potentially believed to:

1. Provide contributions for teachers and syllabus designers to envisage the possible deficient or forgotten skill areas of the English course being offered to fine art students.
2. Raise the awareness of the need for ESP courses so that different needs analysis would be carried out.
3. Help syllabus experts and curriculum developers be aware of the students' needs and there by respond to such needs during the preparation of textbooks and programmes pertinent to the students' academic, professional and social life.
4. Provide an opportunity to the College to carry out a broad review on the English language course being offered currently.

## **1.5 Delimitation of the Study**

The study was confined by area and target groups. There are three teachers training colleges in Tigray region. These are: Adwa, Abiyi Addi and Mekelle College of Teacher Education. However, it is only MCTE, which trains fine art students. For this reason, the study focused on the fine art students at Mekelle College of Teacher Education. Furthermore, the aim of the study is to identify language needs, it would not include some elements of learning needs like learning styles and preferences.

## **1.6 Limitation of the Study**

This study has a few limitations that may affect its generalizability. Firstly, it would not include proficiency testing and extensive interviews with the various target groups. Secondly, comparison with other context was not made as the study took its respondents only from one college. Thirdly, in focus group discussion students might reflect their own views and would remain unrepresentative of every one in the study. Fourthly, a few students might respond to the questions of the questionnaire simply by copying from a near-by student. Therefore, care ought to be taken in generalizing the results to other similar contexts.

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **2.1 Trends in ESP: Past and Present**

The study of language for specific purpose (ESP) dates back to the Roman and Greek Empires. Innovations among practitioners (teachers and material designers) who have had strong interest in language for Specific Purpose were the agents for the emergence of English for specific purpose (ESP). The original flowering of the ESP movement resulted from general developments in world economy in the 1950s and 1960s. This was the time when there came into being the growth of science and technology, the increased use of English as the international language of science, technology and business, and the increased number of international students studying in the United Kingdom, United States of America and Australia (Dudly-Evans and St John, 1998).

Furthermore, as Munby (1978:3) pointed out, there are a number of reasons for the rapidly growing need for ESP programmes. One of the most significant is the spread of higher and further education with the concomitant need to gain access to the required knowledge, available, either exclusively or most rapidly, in English. This is the case with the high-demand area of English for science and technology. It has also been observed that in countries where there is a change in the status of English from medium to subject, standards of English are considered in quite a number of cases to be dropping. A third reason for the growing demand for ESP programmes is the obvious attraction to the client or learner of custom-built courses in the English that will enable him/her to do his/her job or pursue his/her studies, rather than the ubiquitous course in General English whose irrelevance becomes apparent sooner or later.

Howatt (1984) points out that ESP has become a vital and innovative activity with in the teaching of English as a foreign or second language movement since the 1960s. In relation to this, Dudley-Evans and St John (1998:19) claim that ESP is "essentially a material-and-teaching-led movement". Johns (1991:67) also states, "the movements' practitioners can most commonly be found among those teaching adults, who have easily identifiable needs than children, and among those teaching abroad where contact with first language speakers is often not readily available."

In the past, most of the ESP works were performed in the form of project often led by English speaking expatriate teachers in many countries, though these people had scarce knowledge about student motivation, learning styles and overall situation of the countries where English is used as a foreign or second language (Dudley Evans and St John, 1998). These days, this situation has

changed greatly and the local teachers have taken over a significant role in performing the ESP activities.

The new movements and developments in applied linguistics and ELT have influenced ESP greatly, but ESP has also made significant impact in ELT. According to Dudley-Evans and St John (1998), either ESP was very influential in showing how a communicative language curriculum could be turned into a functional-notional syllabus or task-based syllabus. The scholars go on to say that the relationship between theory and teaching materials in ESP is fascinating to trace and ESP was given its initial impetus by work in areas of register analysis which looked at the grammar of scientific and technical writing and pointed to certain areas of priority for teaching and material production. The same authorities conclude that ESP had, at one time in history, brought more theoretical works in applied linguistics and, at other time, it went a head of applied linguistics and ESP's experience in needs analysis and material production has fed into theoretical work.

Currently, there is no dominant movement in ESP. Similar to other branches of ELT and many other human activities; ESP has now accepted the implementation of various approaches, material types and methodology. While dwelling in ELT/applied linguistics, ESP possesses principal tenets of its own. According to Robinson (1991:29) "ESP is, among others, goal-directed (for study or work purpose), based on needs analysis (end-of the course requirements and initial needs including learning needs), and meant for adults rather than children".

Materials production and text analysis are also the principal features of ESP. Analysis of ESP spoken and written texts play a vital role in Business English, legal English and so on. In addition, genre analysis and register analysis have become significant in analyzing the grammatical features of specific texts. Moreover, computer based corpora and the development of genre analysis have made findings of register analysis to be meaningful (Dudley- Evans and St John, 1998).

Thus, ESP seems to be a necessity in many countries of the world today. The emergence of Business English as a major branch of ESP in the 1990s is important (Dudley-Evans and St John, 1996). The same authorities in 1998 claim that the increasing number of international students' taking Masters Courses in Business, Finance, Accounting and Banking, the area of Academic Business English (ABE), begins to assume much more significance than ever before in EAP. In the area of Business English, the Middle East, Latin America, South East Asia, the Pacific Rim and Eastern Europe are increasing their interest.. It also seems that specialists of ESP have also

kept on carrying out researches in the area in this new century to respond to the academic and professional demands of the students of various fields in the different countries of the world.

## **2.2 ESP: Definition and Classification**

### **2.2.1 Definition of ESP**

Different scholars have defined ESP in different ways. First, Hutchinson and Waters (1987) consider ESP as an approach rather than a product and say that the base of ESP is the question: why does this learner need to learn a foreign language? In relation to this, Dudley-Evans and St John (1998:3) state, "the answer to the question relates to the learners, the language required and the learning context, and thus establishes the primacy of needs in ESP."

Second, Strevens (1988) defines ESP as containing 'absolute and variable characteristics'. According to him, absolute characteristics of ESP comprises English language teaching which is designed to meet specific needs of the learner; related in content (in its themes and topics) to specific disciplines, occupation and activities; centered on language appropriate to those activities in syntax, lexis, discourse, semantics and so on and analysis of the discourse; and in contrast with 'General English'. On the other hand, the variable characteristics of ESP in the scholar's view state that it may be restricted to the learning skills to be learned (for example, reading only); and may not be taught according to any pre-ordinate methodology.

Third, Robinson (1991) accepting the primacy of needs analysis defines ESP based on two key defining criteria and a number of characteristics generally found to be true of ESP. The two criteria, she says, refer to the fact that ESP is 'normally goal-oriented' and ESP courses are produced based on needs analysis (which aims to specify as closely as possible what exactly it is that students have to do through the medium of English). Moreover, general characteristics described by the scholar include the key words in the following sentence: ESP courses are taught to adults who are in homogeneous classes organized with respect to professional background or field of specialization and the objectives of the courses should be met, even if there is a limited time period.

Fourth, even if it is slightly similar with the above scholar's idea, Schleppegrell (1990:234) suggests that the common factor in all ESP programs is that they are designed for adults who have a common professional or job-related reasons for learning English, a common context in which to use English, content knowledge of their subject area, and well-developed learning strategies. Here it is possible to infer that the student brings to the ESP class a reason for learning

and a context for use of English, knowledge of the vocational or professional field, and well-equipped adult learning strategies.

However, all the definitions seem to have weaknesses. Dudley-Evans and St John (1998) assert that the emphasis on content in the absolute characteristics of Strevens' may confirm the false impression held by many teachers that ESP is always and necessarily related directly to subject content. At the same time, Robinson's mention of 'homogenous classes' as characteristics of ESP may lead to the same conclusion. In spite of having weakness, Strevens' definition appears to be the most comprehensive of all the four.

Dudley-Evans and St.John (1998:4-5) have developed a fifth definition of ESP which has revised the weaknesses of the above scholars and used absolute and variable characteristics in the definition as follows:

1. *Absolute characteristics:*

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

2. *Variable Characteristics:*

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

Here, Dudley-Evans and St John (1998) seem to make three definitions. In the first place, they explain that ESP teaching does not necessarily have to be related to content but it should always reflect the underlying concepts and activities of the broad disciplines, and Widdowson (1983) makes use of the essential problem-solving methodology of academic study.

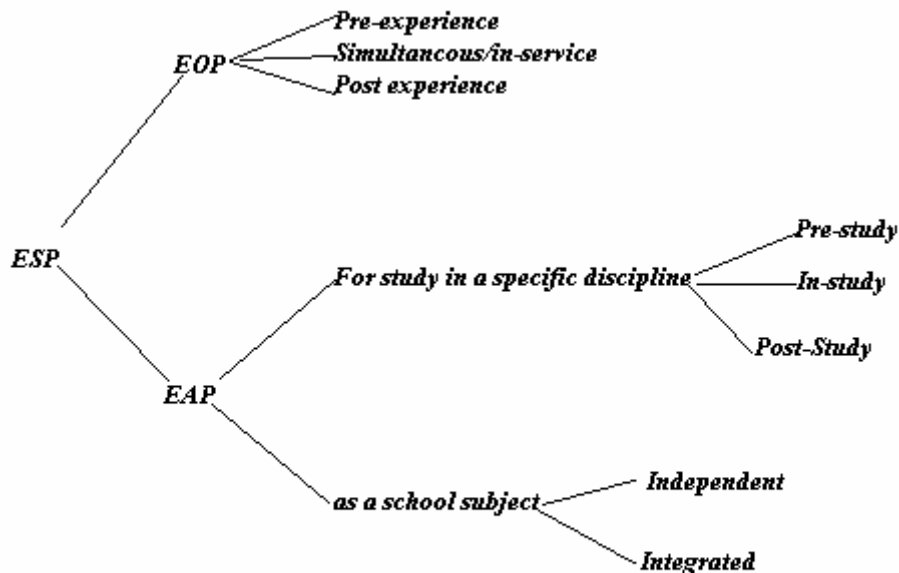
Moreover, Dudley-Evans and St John (1998) claim that ESP, linked to a particular profession or discipline, should make use of a methodology that differs from that used in General Purpose English teaching. That is to say that the methodology in ESP ought to refer to the nature of the interaction between the ESP teacher and the learners since the teacher sometimes becomes more like a language consultant enjoying equal status with the learners who have their own expertise in the subject matter.

Most importantly, Dudley-Evans and St John (1998:4) believe that language should be included as a defining feature of ESP. While the specified needs arising from needs analysis relate to activities that students need to carryout (rather than language), a key assumption of ESP is that these activities generate and depend on registers, genres and associated language that students need to be able to manipulate in order to carryout activity.

### 2.2.2 Classification of ESP

Traditionally, ESP is classified into two main areas: English for Academic Purpose (EAP) and English for Occupational Purpose (EOP). Robinson (1991) presents the classifications in tree diagrams as in figure 2.1

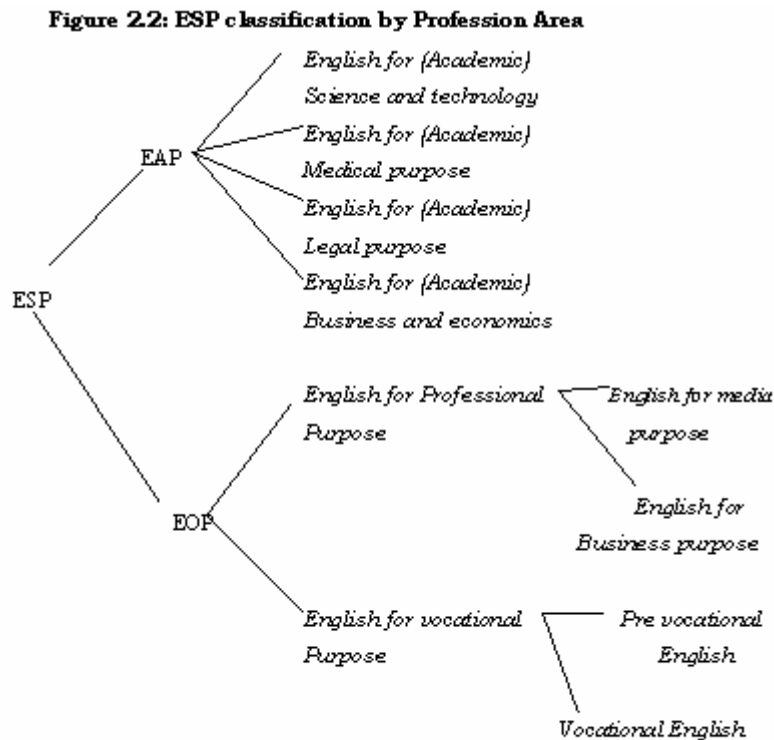
**Figure 2.1: ESP classification by experience**



*Source: Robinson (1991:3-4)*

The diagram makes an important distinction of courses into EAP and EOP together with when the courses take place. The distinctions are significant since they will result in effect on the extent of specificity relevant to the course. For example, courses offered simultaneously with the subject area study in an institution will give chance for specific or integrated work.

In addition, to the classification based on experience, ESP can typically be divided based on discipline or professional area as given in figure 2.2 (John, 1991; Dudley-Evans and St John, 1998).



*Source: Johns (1991:71); and Dudley-Evans and St John (1998:6)*

In the above classification, we may distinguish between studying the language and discourse of, for instance, science and technology for academic purposes, which is designed for engineering students, and studying for occupational (professional) purposes designed for practicing engineers. In the same way, a language course may be designed for fine art students for some purpose: for academic or for professional, or for both purposes.

Finally, Dudley-Evans and St John (1998:8) criticize the use of tree diagram since it "creates a number of problems by failing to capture the essentially fluid nature of the various types of ESP teaching and the degree of overlap between 'common core' EAP or English for Business Purpose (EBP) and General Purpose". Thus, the scholars suggest that an additional perspective can be gained through the presentation of the whole of English language teaching on a continuum that runs from clearly definable General English courses through to a very specific ESP courses. The scholars have made a clear description of the continuum in figure 2.3, by providing examples.

**Figure 2.3: Continuum of ELT Course Types**

<u>Position 1</u>	<u>Position 2</u>	<u>Position 3</u>	<u>Position 4</u>	<u>Position 5</u>
English for beginners	Intermediate to advanced English general purpose (EGP) course with a focus on particular skills	English general academic purpose ((GAP) English general business purpose (EGAP) courses based on common-core language and skills not related to specific disciplines or professions	Course for broad disciplinary or professional areas, for example, report writing for scientists and Engineers, medical English, legal English, negotiation/meeting skills for business people.	1. An 'academics support' course related to a particular academic course 2) One-to-one work with business people

*Source: Dudley-Evans and St John (1998:9)*

According to scholars view, in the continuum, it appears that positions 2 and 3 have much in common and it is merely the general context of the program that determines whether or not a given course is classified as ESP. For example, a college level course focusing on reading skills will be seen as General English as the course itself has the aim of teaching English as part of a broad education process. But, a similar component taught as part of a pre-session course for international students about to embark on a postgraduate course taught in English in an English speaking country will be seen as ESP because it is part of a focused course with a specific time period with clear and specific objectives. These groups of students can have a similar teaching material despite the likelihood difference in teaching methodology.

Besides, Dudley-Evans and St John (1998) keep on to say that the use of the continuum also makes a distinction between the nature of more specific ESP work. At position 4, the work is very specific in terms of the skills taught, but, strictly speaking, the groups themselves are not homogeneous groups from one discipline or profession. For example, a group specializing in fine art from a variety of branches like music, drawing, sculpture, theater, will probably not have similar interest in materials that use contexts from just one branch of fine art. Thus, a teaching

material designed for such homogeneous groups needs to have acceptable and understandable context to all the branches.

However, in position 5, according to Dudley-Evans and St John (1998) the course becomes more specific. The course can be built to meet the specific needs of the target situation and of the individuals concerned, and can make extensive use of authentic material in their own subject area. The dominant characteristics of such course are that the teaching is flexible and tailored to individual or group needs as they arise.

Even though there is overlap and potential confusion created because of classification, Dudley-Evans and St John (1998) appreciate the attempt to define and classify what we mean by ESP.

The English course currently being offered to fine art students (Music, Drawing and Theatre) may take relevant language sources from different areas of the field. Thus, the course type that my study focuses seems to be in position 4.

## **2.3 Needs and Needs analysis**

### **2.3.1 Needs**

ESP is unique in that it aims at discovering the true needs from the learners themselves, their teachers, and their potential employers. But, identifying the needs of learners from the relevant people to be treated in syllabus design and material production is not an easy task since, according to Brindley (1989:65), "Needs do not have objective reality by themselves." Needs is not all what we have discovered, but, what we have identified through careful judgment of overall situational analysis.

Authorities in ELT, in general, and ESP, in particular have tried to explain needs based on their own perspectives. Among the definitions, let us consider some of the most popular ones.

To begin with, according to Widdowson (1981:2) "needs may refer to the students' study or job requirements, that is, what they have to be able to do at the end of their language course". Another definition by the scholar relates to "transitional behavior, the means of learning and it is what the learner needs to do to actually acquire the language.

Second, "needs may refer to what the user institution or society at large regards as necessary or desirable to be learned from a programme of language instruction" (Mountford, 1981:27).

Thirdly, Robinson (1991:7) claims that needs may refer to what the learners themselves would like to gain from the language course and these are personal aims in addition to (or even in a opposition to) the requirements of their studies or jobs. Moreover, Robinson (1991:8) says that needs may be interpreted as lacks, that is, what the students do not know or cannot do in English. Lacks according to Basturkmen (1998:2) are those needs that come to determine curriculum since what we are interested in is the gap between target proficiency and the present proficiency of learners.

Some scholars, including Dudley-Evans and St. John (1998) and Robinson (1991), say that a confusing pairing of terms, which represents a different philosophy or educational value and merits careful thought, have been introduced to describe the different factors and perspectives which have helped the concepts of needs to grow. The pair of terms are: objective and subjective needs (Brindley, 1989:65), perceived and felt needs (Berwick, 1989:55), target situation and goal oriented learning needs, and process oriented and product oriented (Brindley, 1989:63). In addition, there are necessities, wants and lacks (Hutchinson and Waters, 1987:55).

Mountford (1981) and Robinson (1991) have seen objective and perceived needs as derived by outsiders (teachers, sponsors, society, employers, and the like) from what they know and verify. By contrast, subjective and felt needs are derived from insiders (learners) and relate to their cognitive and affective factors. Likewise, product- oriented emanates from the goal or target situation and process oriented needs originate from the learning situation.

The pairing of terms can be explained vis-a-vis Target Situation Analysis (TSA) and a Learning Situation Analysis (LSA). However, a Present Situation Analysis (PSA) represents what the learners already know, from which we can workout their lacks.

Therefore, a TSA encompasses objective, perceived, and product oriented needs while a LSA includes subjective, felt and process oriented needs; a PSA helps to guess strengths and weaknesses in language, skills, and learning experiences. When trying to identify needs, we need to know not only the language use in course (target needs) and the language (language needs) but also the way people learn to do what they do with the language.

Almost all the above types of needs would, however, be summarized in to two: 'outsider' and 'insider' needs. Underpin this study is, thus, the assumption of identifying outsider needs, insider needs and lacks. Conducting needs analysis can do this.

### **2.3.2 Needs Analysis**

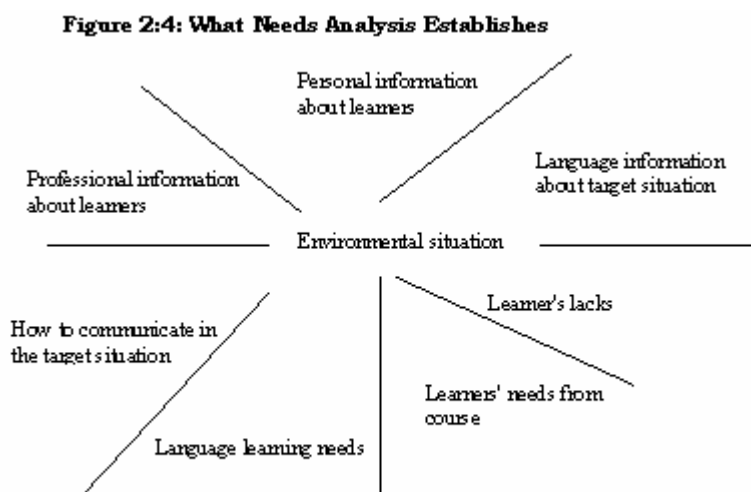
In ELT, needs analysis is assumed to be the cornerstone of an ESP course (Robinson, 1991; and Dudley-Evans and St John, 1998). Supporting this view, Basturkmen (1998:2) defines needs analysis as "the identification of difficulties and standard situations by observation of participants functioning in a target situation in conjunction with interviews and questionnaires". She further says, "Language needs analysis are most often used where the learners in selected situations face very similar difficulties." Moreover, Richterch and Chancerell (1987) as quoted in Basturkmen (1998:2) assert that "the aim of needs analysis is not only to identify elements but to establish relative importance, to find out what is indispensable necessary or merely desirable." In a university and college setting, for example, information from the students' future professors regarding what the students will be expected to read, research, and present can help the teacher shape her/his course (Tarone and Yule 1989). Moreover, purposeful needs analysis, can involve program coordinators, subject area teachers, and employers as sources of data.

Dudley-Evans and St John (1998:125) claim that the current concept of needs analysis in ESP includes determining:

- a. *Professional information about the learners: the tasks and activities learners' are/will be using English for target situation analysis and objective needs.*
- b. *Personal information about learners: factors which may effect the way they learn such as previous learning experience, cultural information, reasons for attending the course and expectation of it, attitude to English, wants, means, subjective needs.*
- c. *English language information about the learners: what their current skills and language use are... present situation analysis... which allows us to assess (d).*
- d. *The students' lacks: the gap between (c) and (a)... lacks.*
- e. *Language learning information: effective ways of learning the skills and language in (d)... learning needs.*
- f. *Professional communication information about (a): knowledge of how language and skills are used in the target situation... linguistic analysis, discourse analysis, genre analysis.*
- g. *What is wanted from the course?*
- h. *Information about the environment in which the course will be run... means analysis.*

To a practicable course design, means analysis looks at the environment in which course will be run. The two factors considered here are the classroom culture, and the management infrastructure culture. What is positive approach here is to consider them as relevant features by working at the best way in specific and given circumstances.

Moreover, Dudley-Evans and St John (1998) represent what needs analysis determines using the following diagram:



*Source: Dudley-Evans and St John (1998:125)*

The aim of needs analysis can be summarized in three points: knowing the learners as people who learn and use language; knowing how we can gain the level best in both language and skills learning for certain student target population; and knowing the target situation together with the learning environment in way that we can interpret the data we have collected in the right way. This current concept of needs analysis is appealing and invaluable to help me make a more comprehensive study.

There are some fundamental points that we should know regarding needs analysis. Firstly the results of needs analysis are not absolute or not unique since what we ask and how we interpret the responses depend on our particular view of the world (Robinson 1991; Dudley-Evans and St John, 1998). Therefore, the scholars insist on that users of needs analysis should endeavor to ascertain the view of the world (attitudes and values) to be applied matches with the situation rather than contradict with it. What is important here is that syllabus design and material production stages can be affected because of the view prioritizing a set of needs.

Secondly, Hewings and Dudley-Evans (1996); Rea-Dicking and Lwaitama (1995) contend that in a situation where we offer the EAP course repeatedly to a large number of students,

substantial advance needs analysis may be possible and justified to devise a new course or revise an existing one.

Thirdly, we must make a distinction between overall needs and course needs of learners (Dudley-Evans and St John, 1998). For example, we must understand the difference between the question 'what do you need/want from the course?' (Which is asking the course needs of the learners) and 'what do you need English for' (which requires the overall language needs of the learners). Similarly, Chan (2001) recommends the distinction between three categories of language needs: academic, professional, and social needs.

Fourthly, ESP teaching is more motivating than General English; however, subjects that are familiar to the students can be boring. Thus, Croft (1977) as cited in Swales (1980) suggests that EAP material should concentrate in material that is parallel to the main subject course, but is not actually part of it; in other words, topics that could have been included in the main course, but were not taught.

Finally, many scholars agree that an ESP course is often not long enough to cover all the learners' needs; therefore, we need information that will help us select and prioritize, both at the needs analysis stage, and when we meet the learners or the sources of information (Dudley-Evans and St John 1998). These same figures claim that questions like 'what could cause communication breakdown?' and 'what are the absolute essentials?' can require answers that would help us put items in order of importance.

The five hints by different specialists of needs analysis are fundamental in carrying out sound needs analysis study for the evaluation, revision, and design of a language program. Thus I will consider them for my purpose.

### **2.3.2.1 The Users of Needs Analysis**

A needs analysis may be conducted for a variety of different users. For example, according to Richards (2002:55) in conducting a needs analysis to help revise a secondary school English curriculum in a country, the end users include:

- *Curriculum officers in the ministry of education, who may wish to use the information to evaluate the adequacy of existing syllabus, curriculum, and material.*
- *Teachers who will teach from the new curriculum.*
- *Learners, who will be taught from the curriculum.*

- *Writers, who are preparing new textbooks*
- *Testing personnel, who are involved in developing end-of-school assessments*
- *Staff of tertiary institutions, who are interested in knowing what the expected level will be of students exiting the schools and what problems they face.*

The scholar goes on to say that with small-scale needs analysis such as that carried out by a single teacher on his or her class, the audience might consist of the teacher, other teachers, and the programme coordinators. In cases of large-scale needs analysis, there will be multiple audiences for the results of needs analysis. Determining the likely audiences is an important first step in planning a needs analysis in order to ensure that the information they need is obtained and that the needs analysis will have the impact it is designed to have (Richards, 2002:56).

Furthermore, Stoffrebeam et al (1985:25) comment: "It is important to remember that not all key audiences are likely to be identified at the start of the study. Also, it is entirely possible that the relative importance of various audiences will change during the study."

### **2.3.2.3 Procedures for Conducting Needs Analysis**

A variety of procedures can be used in conducting needs analysis and the kind of information obtained is often dependent on the type of procedure selected (Richards, 2002:58). Hyland (2003) lists some common methods used to collect different types of information in needs analysis:

**Figure 2.5: Some Common Needs Data Collection Method**

<b>Types of need</b>	<b>Method</b>
Personal goals and priorities	Brainstorming, group discussion, individual interview, student diaries
Learning preferences	Interviews, group discussion, questionnaire, observation, diaries.
Background information (age, gender, prior learning, immigration status, L1, L1 literacy occupation, years in country)	Enrollment documents, individual interviews, classroom observation.
Current L2 proficiency (English literacy and writing experiences)	Placement of diagnostic tests, individual interviews, classroom observation.
Target behaviors	Interview with learners, interview with "experts", literature reviewer, genre analysis, examination of tasks, observation of target sites, questionnaire, case studies

*Source: Hyland (2003:61)*

It is probably not necessary to use all these types of methods. The choice of the type of method will presumably depend on the time and resources available (Hutchinson and Waters, 1987; Hyland, 2003). However, it ought to be noted that different methods can address different areas and at the same time triangulating approaches to data collection (collecting information from several sources) is believed to be vital for researchers to obtain a more reliable and comprehensive data (Richards, 2002:58).

According to Hyland (2003:63) and Robinson (1991:12) questionnaires, interviews, observation, and focus group discussion are essential methods of collecting needs analysis data.

## **2.4 Previous Needs Analysis Studies**

The purpose of this part of the study is to discuss related research works on needs analysis conducted at a tertiary level so as to see each study's findings, and their possible implications to be able to compare them with the findings and discussions of the present study. The study of need analysis is, in fact, not a new one. A number of studies have been carried out internationally and nationally.

To begin with the international studies, needs analysis study was conducted on students, English teachers, and program coordinators by Chan (2001) in order to identify the language needs of the students of Hong Kong Polytechnic University, as part of a full-scale syllabus and material evaluation project. It employed questionnaires and interviews and came up with the following findings:

1. The findings obtained from the questionnaire revealed that one of the major areas of concern for both students and English teachers was to improve the ability to communicate orally at conferences and seminars for academic and professional purposes.
2. Based on the post-questionnaire interview, students identified several problems that affected their learning of English, such as, thinking in their mother tongue, lack of confidence when speaking English, weak vocabulary development, and difficulty in getting their meaning to others.
3. Moreover, the post questionnaire interview revealed that teachers and program coordinators identified similar student problems, including fossilized learning habits, lack of chance to use English outside the classroom, mother tongue interference, lack of

motivation to learn English, lack of skills independently, fear of making mistakes in front of their peers, lack of confidence in using English, and poor English standard.

4. The study also revealed that students have definite opinions about their abilities in the various language skills, and they are able to assess the importance of related sub-skills to their academic studies, future profession, and social life. As a result of the finding, the researcher developed the opinion that the data helped to contextualize how teaching and learning should take place and there by increase the likelihood that English courses would be perceived as relevant and practical (Chan, 2001:21).

Besides, Basturkmen (1998:5) employed a questionnaire, an interview and an observation protocol to conduct needs analysis study in the College of Petroleum and Engineering at Kuwait University. Basturkmen, in the study, found that reading and listening skills were given more priority and that was against the emphasis on the development of writing skills that was prevalent at the time. With regard to the students' language problem areas, the result indicated that a few students reported inadequacy in any skill areas other than speaking, and far more faculty members perceived students to have inadequate writing skills. This indicate that one objective of the English language curriculum of the university was suggested to raise students' awareness of the level of proficiency which the faculty found acceptable.

In the Ethiopian context, Solomon (2001) in his unpublished MA Thesis assessed the relevance Business English course offered at Commercial College of Addis Ababa to the needs of employing organization and found that the course didn't fully satisfy the required needs of these organizations.

The other local research works, though are not related particularly to fine art students, serve a lot to the researcher in different ways. Firstly, in the development of questionnaires, ideas were taken from some of the works, especially from Fisseha (2004) and Molla (2006) as you can see in unit 3. Secondly, some of the works served as reference when there was a need to compare and contrast with the present work. Thirdly, they serve as a base and guideline when discussing the theoretical concepts in needs analysis.

Generally, the present researcher adapted the questionnaires, the focus-group discussion, structured interview, and text evaluation checklist by Chan (2001), Fisseha (2004), Solomon (2001) and Molla (2006), respectively to study the language needs of fine art students at Mekelle College of Teacher Education (MCTE).

## **CHAPTER THREE: DESIGN OF THE STUDY**

### **3.1 Methodology**

In order to analyze the English language needs of fine art students at Mekelle College of Teacher Education, which is the main target of this study, both quantitative and qualitative research methodology were considered.

### **3.2 Respondents**

#### **3.2.1 Students**

The first groups of respondents were students. All 60 students from the first batch and all 60 students from the third batch; totally 120 fine art students from Mekelle College of Teacher Education (MCTE) were data sources for the study. This was because, the researcher felt that taking the total population size would be manageable and appropriate considering the nature of the study and leads to greater valid findings. As a result, the available population was used to provide equal chances for the respondents in order to equally contribute about their own language abilities (current competence) and their wants of the macro and micro skills of the language. Besides, the study focused on fine art students because, a) the researcher believed that the course being offered currently to fine art students were unlikely to meet the fine art students' language needs, b) from the researchers' teaching experience he observed students demotivated, lack interest to learn the language and had a poor command of the language, and c) the study targeted at Mekelle College of Teacher Education for the place was favorable for the researcher due to work place and other private reasons.

#### **3.2.2 Instructors and College Deans**

The second group of respondents was English instructors, fine art instructors (subject area instructors) and the college deans. First, four instructors who are teaching the English courses were taken as data sources for the study. This was because the researcher felt that these instructors can provide the type of language items students need and their perceptions towards students' current competence. Second, six subject area instructors were considered as data sources for the study. These respondents were expected to provide valuable information because they have some

understanding on the type of language that is pertinent to fine art students' academic studies, further profession and social life. Third, the three college deans were also participants in the study. This was because these respondents were members of the program coordinators of the college.

### **3.3 Data Collection Instruments**

#### **3.3.1 Questionnaire**

There were two a 5- Point Likert Scale questionnaires adapted from Chan (2001:22-27), one for the fine art students and a parallel one for English instructors, subject area instructors and the college deans.

##### **3.3.1.1 Students' Questionnaire**

The student questionnaire focused on four areas: (1) the student's background, (2) the importance of particular language skills in the personal, academic, and professional domains, (3) a self-rating of perceived ability, (4) a rating of how much emphasis should be given in class to particular language skills and had an open-ended section. Each section of the questionnaire served a unique purpose. The background section established a students profile for the study. In the second section students were required to assess the importance of sub skills in the four language skills in these three domains: academic studies, future profession, and social or private life. In the third section students were asked how much attention each of the language activities should receive in the English class. Finally, in a section of open-ended questions, students were asked what they would like to see included in the English class and the types of problems that they encountered in learning English. The aim of students' questionnaire was to elicit information on their perception of, a) their own language needs and wants, b) their current language abilities and competencies, and c) their language abilities (competencies) in particular skill related to the academic, professional and social domains.

##### **3.3.1.2 Instructors' and College Deans' Questionnaire**

The English instructors, subject area instructors and the college deans' questionnaire contained the same categories as the students' questionnaire, but the item stem was different. For example, instead of "*I need English for...*" the stem read, "*Students need English for...*" The aim of this questionnaire was to get information on, a) their perception of the fine art students' language needs, b) how they could rate the fine art students' language proficiency or competence, and c) their perception of the fine art students' language learning difficulties or problems.

### **3.3.2 Structured Interview**

The second instrument the researcher employed was structured interview with English instructors who are currently teaching the College English course. It consisted of questions that would be carefully thought out and selected in advance. Even if it was time consuming and cumbersome to interview and interpret the data the researcher used it to gather valuable information that might not be gained through other type of instruments.

### **3.3.3 Focus Group Discussion**

Students' focus-group discussion questions were designed based on ideas forwarded by various scholars: Hyland (2003), Basturkmen (1998), Dudley- Evans and St. John (1998). The focus-group discussion was conducted among 20 student (10 students from the first batch and to students from the third batch) who were representative of the 2 batches with the aim of triangulating the responses that were obtained through the questionnaires, and instructor interview.

### **3.3.4 Text Evaluation**

In order to consolidate the data which were gathered through the questionnaires, interview and focus group discussion in general and to examined weather the English course being offered to fine art students would adequately satisfy the academic, professional and social language needs of the students in particular, an evaluation of the English course (College English) was made using an ESP text evaluation checklist which was adapted from Cunningsworth (1995:135). Besides, an attempt was made to investigate if the course has some salient features of fine art.

## **3.4 Data Collection Procedure**

The researcher first requested 1 willing student from each of the 2 batches of fine art students to work with him. After doing so the objectives of the study were explained to the co-workers. The researcher along with the co-workers devised a means by which they could meet the respective batches. Accordingly, the co-workers first checked the willingness of their respective batches to fill in the questionnaire. Then, the researcher together with the co-workers administered the questionnaire in one day, at different hours for the 2 batches. The questionnaire was administered in the presence of the researcher and the administration was held in classrooms after they

attended their regular classes. The questionnaire for English instructors, subject area teachers and the College Deans was distributed and collected with in the researcher's time schedule.

The focus group discussion was held after surveying the results of the questionnaire and instructors' interview. It was, in fact, held after checking the willingness of the discussants and making necessary arrangement with them.

### **3.5 Data Analysis Procedure**

#### **3.5.1 Quantitative Analysis**

In the analysis of quantitative data, descriptive statistics and ANOVA were used. The elements of descriptive statistics used in the analysis are mean, standard deviation, and 95% confidence interval for mean (CI). The mean gives us the average value of all responses given to an item. The 95% CI helps to test whether the average score for each group is above, below, or equal to an ideal average value, which is 3. In a 5-Point Likert type of questionnaire, the ideal average score value is 3. In this case, if the 95% CI for mean of a group contains 3, then the average value (score) is believed to be medium. This could imply that a group agrees with an item moderately while a mean value of below 3 implies that the group as a whole does not favor an item. If the 95% CI is above 4, the mean is high with the implication that the group is in favor of an item.

In addition, the one way ANOVA test was used in order to present data in a summarized way through a comparison and contrast of the responses of groups. It also indicates the level of agreement with in or between groups of respondents. That is to say, that it was used to show whether or not there was significant difference with in the responses of a group or between responses of groups. If there was a significant difference (that is, F-prob. <0.05) an asterisk (\*) was put on the F-ratio; however, if there was no significant difference (that is, F-prob.> 0.05), no asterisk is put on the F-ratio. Therefore, the ANOVA test together with 95% CI gives us a clear comparison and contrast of the responses of groups, and the level of agreement of each respondent group.

#### **3.5.2 Qualitative Analysis**

The data that was collected through the open-ended questions from the questionnaire, the instructor interview, focus-group discussion and textbook evaluation were analyzed qualitatively using qualitative descriptions or events.

## CHAPTER FOUR: PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

### 4.1 Questionnaire Data

#### 4.1.1 Quantitative Data

##### 4.1.1.1 Students' Responses to Their Own Language Needs and Competence.

**Table 1: Students' Responses to their English language Needs**

Resp.	Domain	Skills	I M P O R T A N C E			
			Mean	95% CI for mean	ANVOA	
					df	F
S T U D E N T S	Academic Studies	Reading	4.31	4.174-4.451	(3,36)	0.033*
		Listening	4.41	4.235-4.584		
		Speaking	4.53	4.373-4.680		
		Writing	4.53	4.454-4.605		
		All	4.45	4.384-4.513		
	Future Profession	Reading	4.45	4.378-4.521	(3,45)	0.203
		Listening	4.44	4.321-4.566		
		Speaking	4.48	4.345-4.611		
		Writing	4.42	4.347-4.500		
		All	4.44	4.400-4.483		
	Private Life	Reading	4.46	4.382-4.544	(3,36)	2.408
		Listening	4.37	4.265-4.466		
		Speaking	4.32	4.229-4.418		
		Writing	4.45	4.370-4.538		
		All	4.39	4.349-4.440		

**Key:** \* =Significant difference at 0.05 levels

*Df* = degree of freedom

*F* = probability value

As shown in the table, from the aggregate mean value, it seems that the students' needs of the language for their academic life is high (M=4.45), when we see this regarding each skill the students presented the mean values 4.31,4.41,4.53, and 4.53 respectively, to the importance of the skill of reading, listening, speaking, and writing for their academic studies. In addition, the ANOVA test shows that there is a significant difference in the importance the students attached to the four skills. The students tended to prioritize the speaking and writing (productive) skills

more than the reading and listening (receptive) skills. This could suggest that the productive skills were given less emphasis in high school English teaching than the two receptive skills were. Moreover, it seems that the writing and speaking skills are important to writing on the internet, e-mail messages, projects, summaries, as well as to communicate orally at seminar, at conference, in tutorial and at meetings. Similar to the student of Hong Kong Polytechnic University [as show by Chan (2001)], the students of fine art at MCTE found communicating orally at conferences and seminars for their academic studies very important. But the Mekelle College students appear to be well exposed to the receptive skills as probably they passed through a lot of reading different materials and listening to lectures in their academic life.

In response to the importance of the four skills for their future profession, the aggregate mean (4.44) and the aggregated 95% CI for mean (4.400-4.483) suggested that students gave higher importance to the four skills for their future profession. The students rated 4.42, 4.44, 4.45, and 4.48 to the skills of writing, listening, reading, and speaking respectively. Moreover, the ANOVA test exhibits that there was some consistency of responses the student gave to the four skills. This probably suggests that students need the English language to read on the internet, fictions, short stories, faxes, etc. and to write projects, plays, curriculum vitas, application letters, and the like. In addition to these, they need listening to radio, television, at seminars, to presentation and so on, and to speak at seminars at meeting, in group discussion, at rehearsal, at conferences and in informal situation, and on telephone. The fact that the main concern of the students was to improve the ability to communicate orally at conferences and seminars correlated with what Chan (2001) found the Hong Kong Polytechnic University students were concerned about for their future profession.

Regarding the importance of the four skills for private life, the total mean (4.39) and the total 95% CI (4.349-4.440) depict that students attached high importance to the four skills in their private life. The students offered the mean score 4.32, 4.37, 4.45 and 4.46 to the speaking, listening, writing and reading skills respectively. The F- values of the ANOVA test also show that there is no significant difference in the students' responses to the importance of the four language skills in their social life. This would imply that the students need English for speaking while travelling abroad, with non-Ethiopian friends, at clubs /pubs, at social functions, and so on, and to listen to radio, at clubs/pubs, at social functions, and so on. Moreover, they need to write personal letters, on the internet, e-mail messages, diaries and the like as well as to read newspapers, fictions, business and personal letters, notices, on the internet and others.

In sum the aggregate mean values for students' needs of the English language in their academic, professional, and private life are, in order, 4.45, 4.44, and 4.39 and the aggregate 95%CI for

mean for these are 4.394-4.513, 4.400-4.483, and 4.439-4.440 respectively. This would seem to reveal that the students' need to learn English in the three domains is high, despite the fact that the course material does not possibly meet all these needs.

**Table 2: Students' Self rating of competence in the Four Language skill**

Resp.	Domain	Skills	Current Competence			
			Mean	95% CI for mean	ANVOA	
					df	F
S T U D E N T S	Academic Studies	Reading	3.64	3.374-3.904	(3,36)	2.307
		Listening	3.47	3.248-3.684		
		Speaking	3.11	2.766-3.454		
		Writing	3.35	3.038-3.670		
		All	3.41	3.368-3.545		
	Future Profession	Reading	3.74	3.604-3.881	(3,45)	0.043*
		Listening	3.86	3.694-4.034		
		Speaking	3.60	3.384-3.818		
		Writing	3.58	3.489-3.671		
		All	3.69	3.684-3.763		
	Private Life	Reading	3.48	3.281-3.673	(3,36)	0.029*
		Listening	3.68	3.563-3.789		
		Speaking	3.41	3.307-3.517		
		Writing	3.33	2.999-3.667		
		All	3.50	3.408-3.584		

\*= Significant difference at 0.05 level

The above table depicts that the mean values for students' present competence in the four skills for academic studies is average as aggregate mean is 3.41 and the aggregate 95% CI is 3.368-3.545. Moreover, the skills of speaking writing, listening, and reading for academic studies are 3.11, 3.35, 3.47, and 3.64, respectively. The data indicate that the students' competence in using the language is average. The ANOVA test also shows similarity of response in rating themselves in the four skills. This tends to imply that though the students' need in learning the language in their academic studies is high, their present competence is average. To relate this to the previous discussion, their speaking and writing skills in their academic studies are lower than their listening and reading abilities, though they attached high importance to the former skills than the

latter ones. Likewise, their reading and listening skills are not as such very good, though they reported high importance to these skills.

Regarding the students' English competence for their future profession, the aggregate mean value and the aggregate 95% CI for mean are 3.69 and 3.684 – 3.763, respectively, showing average competence attached to the skills. In addition, the mean values for the writing speaking, reading and listening skills are 3.58, 3.60, 3.74, and 3.86, respectively. The ANOVA test indicates that there is no significant difference in self rating their competence in the four skills for future profession. This would appear to suggest that the students' writing profession is lower than others, followed by speaking, reading and listening. From this, it can be conclude that despite the high importance students have given to the writing skill particularly and the other skills, their general competencies in their future profession seem to be average. This seems to imply that the current course being offered as a course rarely supplements and guarantees the up grading of the writing skills and the other skills in an integrated way.

In response to the students' competence of the English language in their private life, the aggregate mean and the aggregate 96% CI for the mean are 3.50 and 3.408-3.584, respectively. These show average abilities of students in the skills as a mean values 3.33, 3.41, 3.48, and 3.68 were given for the skills of writing, speaking, reading and listening respectively. Besides, the ANOVA test indicates that there is a significant difference in students' responses to the four skills. And the mean values tend to show that the students' competence in writing in their private life is the lowest followed in order, by speaking, reading, and listening. This also relates to what has been observed in this study, the higher the students' perception to importance of the skill, the lower their competence becomes in their private life.

Generally, although students' self-rating of the importance of learning the language in their academic, professional and private life is registered to be high their perceived competences of the language in these arenas of life are average. Their competence in the writing skill in the three domains is found to be the least, though they attached high importance, to the skill. At the same time the students appeared to have good orientation of the importance of the skills. The ramification of this finding is that the skill seemed to be de-emphasized in the students' high school backgrounds. In addition, it seems that the course could not help students, as much they expected, to develop the language skills.

**Table 3- The sub-skills that students perceived as highly Importance but in which they found their competence to be average or even low.**

Domain Skill	Academic Studies	Gap	Future Profession	Gap	Social life	Gap
<b>R E A D I N G</b>	1.On the internet 2.Neaws papers 3.Academic texts 4.Megazines/periodical 5.Lecture handouts	-1.14 -0.96 -0.68 -0.68 -0.56	1.On the internet 2.Fictions 3.Poems 4.User manuals 5.Instruction books 6. E-mail message 7.News letters 8.Report 9. Company brochers 10.Notices 11.Advertisement	-1.08 -0.99 -0.92 -0.87 -0.86 -0.84 -0.77 -0.71 -0.68 -0.57 -0.50	1.Business letters 2.Faxes 3.E-mail messages 4.On the internet 5.Comics 6.Fiction 7.Megazines/periodicals 8.News papers 9.Personal lattés	-1.28 -1.28 -1.21 -1.18 -0.86 -0.85 -0.82 -0.78 -0.60
<b>L I S T E N I N G</b>	1.To the radio 2.To seminars 3.To presentations 4.In tutorials 5.At meeting 6.To videos 7. In Class discussions 8.To course lectures 9.To music/films 10.To television programmes	-1.44 -1.07 -1.03 -1.01 -0.99 -0.99 -0.88 -0.81 -0.71 -0.67.	1.to the radio 2.at conferences 3.at meetings 4.to presentations 5.to films 6.on the telephone	-0.83 -0.78 -0.77 -0.62 -0.58 -0.55	1.to the radio 2.at clubs/pubs 3.while travelling in taxi 4.at social functions 5.to video 6.in shops/restaurants 7.to films 8. to religions services 9.to music 10.on the telephone 11.at religions function 12.to television	-1.05 -0.90 -0.88 -0.82 -0.77 -0.66 -0.61 -0.60 -0.60 -0.59 -0.56 -0.57
<b>S P E A K I N G</b>	1.At seminars 2.At conferences 3.In tutorials 4.At meetings 5. At presentations 6.In Class discussion 7.With lecturers	-1.80 -1.61 -1.43 -1.39 -1.32 -1.26 -1.11	1.at seminal 2.at meeting 4. in informal situation 4.at conference 5.on telephone	-1.00 -0.93 -0.91 -0.89 -0.64	1.while travelling broad 2.with non-Tigrigna speaking friends 3.at clubs/pubs 4.with strangers 5.at religions function 6.with acquaintances 7.at social functions 8.with family 9.in shops	-1.15 -1.14 -1.07 -0.92 -0.91 -0.87 -0.83 -0.61 -0.72
<b>W R I T I N G</b>	1.on the internet 2.faxes 3.short stories 4.projects 5.plays 6.memos 7.reports 8.letters 9.examination papers 10.cours assignments	-1.95 -1.94 -1.90 -1.50 -1.14 -1.05 -1.00 -0.92 -0.75 -0.60	1.diories 2.resumes/CVs 3.application letters 4.instruction booklets 5.e-mail messages 6.plays 7.reports 8.poems 9.short stories 10.news letters 11.agendas 12.company brochers 13.notice	-1.10 -0.99 -0.98 -0.93 -0.92 -0.90 -0.89 -0.86 -0.86 -0.82 -0.82 -0.74 -0.72	1.on the internet 2.faxes 3.e-mail messages 4.projects 5.business letters 6.diaries 7.notes/messages 8.personal letters	-1.53 -1.43 -1.41 -1.21 -1.12 -0.95 -0.73 -0.59

The table given above shows the sub-skills that students perceived as highly important, but in which they found their abilities in each to be average or low. This was done using the mean scores the students attached to the importance of each item and their competence in each item. The negative mean gaps explain the difference between their competence scores and the importance scores to identify the lacks or what the students cannot do (Robinson, 1991, Hutchinson and Water; 1987) in relation to each item.

Those needs identified from the students' responses to each skill for each of the domains provide us with important language learning information of the students. First, for their future profession, the students perceived that it is highly important to read on the internet, faxes, fictions, user manuals, and the like, to listen to the radio, at conference, while working overseas, to presentations, and so on, to speak at seminars, at meetings, at conferences, in informal situations, and on a telephone, and to write projects, curriculum vitae, application letters, instruction booklets, and the like.

More importantly, for their social/private life, the learners gave high value to reading business letters, faxes, e-mail messages, comics, fictions, on the internet, and so on, to listening to the radio, at clubs, while travelling in taxi, at social functions, and the like, to speaking while travelling abroad, with non-Tigrigna speaking friends, at clubs, with strangers, and so on; and to writing on the internet, faxes, e-mail messages, projects, and so on.

Most of all for their academic studies, the students need to read on the internet, newspapers, academic texts, magazines, and others, to listen to the radio, to seminars, to presentations, in tutorials, and so on; to speak at seminars, at conferences, in tutorials, at meetings, and so on; and to write faxes, on the internet, projects, letters, examination papers, course assignments, and so on.

In conclusion, this needs analysis makes it clear what Chan (2001) found, that is, learners have specific opinions about their competence in varieties of language skills and situations and they can identify the importance of language items for the three perspectives of life.

**Table 4: Students responses to the importance of grammar, vocabulary and pronunciation**

Sub-Skill Domain	Grammar				Vocabulary				Pronunciation			
	Mean	Std deviation	995%CI	ANOVA	mean	Std deviation	95%CI	ANOVA	Mea n	Std deviation	95%CI	ANOVA
Academic studies	4.61	0.749	4.471-4.750	0.05*	4.46	0.869	4.297-4.629	0.803	4.38	0.987	4.194-4.572	2.92
Future profession	4.40	0.859	4.238-4.562		4.33	0.950	4.136-4.517		4.38	0.909	4.201-4.556	
Private life	4.28	0.853	4.113-4.444		4.32	0.925	4.145-4.502		4.09	1.082	3.886-4.302	
All	4.43	0.830	4.344-4.524		4.33	0.914	4.271-4.475		4.28	1.002	4.174-4.396	

\*= significant difference at 0.05 level

The above table shows students feeling to the high importance of grammar, vocabulary, and pronunciation for academic studies, future profession, and social life. First, the students gave at most value to knowledge of grammar for academic, professional, and private/social life. This was expressed in the table by the aggregate mean value (4.43) and the aggregate 95% CI for mean (4.344-4.524) as the scores are above 4.

The agreement is also expressed by the mean value of 4.61, 4.40, and 4.28, attached to the great importance of knowledge of grammar for academic, professional, and social life, respectively. Here the ANOVA test tends to indicate significant difference among the students in the degree of agreement they showed to the high value of grammar in each domain.

This could show that a good knowledge of grammar is essential, most of all, for academic studies. It could further imply that knowledge of grammar might play a key role to enhance, among others, students' proficiency in reading on the Internet, newspapers, and academic texts, in listening to the radio, to seminars, and to presentations as it could facilitate students' comprehension. Moreover, grammar could be essential for students in speaking, for instance, at seminars, at conferences, and in tutorials, and in writing on the internet, faxes, e-mail messages, because it is believed to enhance accuracy in making use of the language.

Next, students expressed their agreement to the high value of good knowledge of vocabulary for their own academic studies, future profession, and social life. The aggregate mean ( $M=4.33$ ) and the aggregate 95% CI (4.271-4.475) depict their agreement to the utmost importance of a good knowledge of vocabulary to the three domains. More specifically, students attached the mean scores of 4.46, 4.33 and 4.32 to academic studies, future profession, and private life respectively. In spite of the difference in the mean scores, the ANOVA test proves that there is consistency in students' response to the degree of agreement of the high value of good knowledge of vocabulary for the three domains.

Thus, this could mean that students agree to the great importance of a good knowledge of specialist vocabulary in speaking, reading, and writing for both academic and professional life. They also showed agreement to the high value of good knowledge of vocabulary for facilitating effective communication in social/private life.

Regarding pronunciation, the students agreed that good English pronunciation is essential for academic ( $M=4.38$ ), professional ( $M=4.38$ ) and private/social life ( $M=4.09$ ). The agreement is shown by aggregate mean value and the aggregate 95% CI. The ANOVA test also reveals similarity of students' agreement to the high importance of pronunciation academically, professionally and socially. This could imply that understanding the utterances of English that is stress, intonation and so on, could help learners to understand native speakers or native-like

communication effectively and speaking using good pronunciation could facilitate effective communication for the students as first language interference would be minimized.

Conclusively, the student respondents tended to agree on the high importance of the three micro skills for their academic life, followed by future profession and private life. This relates to the high degree of importance of grammar, vocabulary, and pronunciation to the enhancement of the students' writing, speaking, reading, and listening skills which students reported as average competence in their academic studies, future profession, and private life matters. There seems to be a direct correlation between the students' perception of the importance of the four macro skills and their perception to these micro skills as all language aspects are interrelated. However, the mismatch (gap) between the high English need of these students and their respective competencies would seem to be engendered by the inadequacy of the course they are taking to address the students' need and English language instruction environments, both in the lower and tertiary levels.

**4.1.1.2 A comparison of each groups' responses to importance of skills and students competence in skills.**

**Table 5: A comparison of the responses of the four groups to the level of importance of skills for academic studies, future profession and private life.**

Skill	Resp	N	Academic studies				Future profession				Social life			
			Mean	95% CI	ANOVA		Mean	95% CI	ANOVA		Mean	95% CI	ANOVA	
					df	f			df	f			df	f
READING	S	120	4.31	4.175-4.451	3.32	0.042*	4.45	4.378-4.521	4.75	0.046*	4.46	4.382-4.544	3.32	0.050*
	ET	4	3.56	3.048-4.063			3.63	3.434-3.816			3.69	3.508-3.881		
	SAT	6	4.29	3.950-4.628			4.44	4.264-4.616			4.65	4.491-4.809		
	CD	3	3.91	3.632-4.194			4.36	4.174-4.463			4.43	4.152-4.705		
	ALL	133	4.02	3.838-4.197			4.25	4.157-4.347			4.31	4.161-4.458		
LISTENING	S	120	4.41	4.235-4.584	3.40	0.012*	4.44	4.321-4.566	4.45	0.047*	4.37	4.265-4.466	3.48	0.012*
	ET	4	3.86	3.683-4.032			3.59	3.417-3.766			3.50	3.242-3.797		
	SAT	6	4.37	4.212-4.533			4.50	4.368-4.622			4.55	4.405-4.703		
	CD	3	4.28	3.981-4.580			3.72	3.446-4.000			3.87	3.547-3.197		
	ALL	133	4.23	4.116-4.344			4.13	3.980-4.260			4.08	3.973-4.231		
SPEAKING	S	120	4.53	4.373-4.680	3.24	0.049*	4.48	4.345-4.610	4.20	0.022*	4.32	4.229-4.418	3.36	2.767
	ET	4	3.73	3.689-3.764			4.10	3.430-4.270			4.27	4.152-4.382		
	SAT	6	4.67	4.489-4.854			4.52	4.316-4.724			3.91	3.481-4.346		
	CD	3	4.56	4.508-4.607			4.67	4.520-4.813			3.98	3.665-4.225		
	ALL	133	4.37	4.214-4.527			4.44	4.317-4.554			4.12	3.989-4.253		
WRITING	S	120	4.53	4.464-4.605	3.48	0.005*	4.42	4.347-4.500	4.85	0.020*	4.45	4.370-4.538	3.28	0.017
	ET	4	3.76	3.548-3.965			3.85	3.742-3.953			3.97	3.664-4.273		
	SAT	6	4.56	4.406-4.764			4.58	4.502-4.662			4.46	4.354-4.571		
	CD	3	4.51	4.298-4.723			4.39	4.316-4.463			4.60	4.380-4.812		
	ALL	133	4.35	4.222-4.471			4.33	4.259-4.225			4.37	4.251-4.490		

Key=\* Significant difference at 0.05 level; Resp= Respondent

S= student; ET=English teachers; SAT= subject area teachers CD = College Deans

Besides, the student respondents, the English teachers, subject area teacher, and college deans were asked on the importance of the four skills in students' academic, professional, and private life. Analysis of the comparison of perception of the different subjects corresponding to the importance of the four skills to academic, professional, and social life shall be presented in order.

In responding to the importance of the four skills in the students' academic life, except the mean value of the English teachers' responses, the mean value of the other three groups were relatively similar, though the grand mean value for the importance of the skills is 4.02, implying high importance of the skills. From the data, it can be seen that the mean value for the importance of reading for students' academic studies were worked out to be 4.31, 3.56, 4.29, and 3.91 by students, English teachers, subject area teachers, and college deans, respectively. As the ANOVA test shown in the F-value reveals, there is a significant difference among the four groups of respondents to this issue. This disparity could be due to more of the English teachers low mean value (3.56) followed by college deans (3.91). However, students and subject area teachers gave similar responses to the importance of reading for academic purpose that is high above 4.

Next, the table appears to reveal that students, English teachers, subject area teachers, and college deans gave the mean value of 4.41, 3.86, 4.37 and 4.28 in order to rate the importance of listening for academic purpose. As indicated in the F value of the ANOVA test there is a significant difference among the groups in giving value to the importance of listening for academic studies, but all except English teachers attached high value to the importance of listening for academic purposes.

Moreover, from the data in the table, students, English teachers, subject area teachers, and college deans presented the mean value of 4.53, 3.73, 4.67 and 4.56, respectively, to the importance of speaking for academic purpose. All groups of respondents except the English teachers gave relatively high value to speaking for academic purpose. Though students, subject area teachers, and college deans said almost highly "important" involving the importance of speaking for the domain, the ANOVA test depicts that there is significant difference in rating the skill.

In rating the importance of writing for academic purpose students, English teachers, subject area teachers and the college deans registered the mean value of 4.53, 3.76, 4.58, and 4.51 respectively. Here students, subject area teachers, and the college deans seemed to value writing as highly important. However, the ANOVA test proves that there is a big difference in rating the importance of the writing skill for academic purpose.

The aggregate mean value given by the four groups of respondents to the importance of the skills of reading, listening, writing, and speaking for academic purpose were, 4.02, 4.23, 4.35 and 4.37, respectively. Here, it seems that high value were attached to the importance of the four language skills for academic purpose, though relative top priority seems to be given to the importance of speaking followed by writing which corresponds to what the students ranked as almost very important since they provided the same mean value (4.53) to speaking and writing. This appears to indicate that there is a general agreement among all respondents that the students need English for academic purpose so as to speak at conferences, at meetings, at seminars in class discussion, in tutorials and with lecturers, and at presentations, and to write on the internet, projects, faxes reports (field or laboratory), paragraphs, plays, and the like more than to listen and to read in this situation.

The aggregate 95% CI for means also seem to prove this as they are respectively, 3.838-4.197, 4.116-4.344, 4.222-4.421, and 4.214-4.527, to reading, listening, writing and speaking skills. Moreover, what is interesting is that the English teachers attached relatively a highest mean value to the importance of the skill of listening (3.86) for academic purpose. The highest value given by English teachers probably implies that the English teachers expect their students to listen more to lectures they give the students, rather than to speak and write. The ANOVA test shows that there are significant differences in the importance the respondents gave across all the four skills in the students' academic life. Here, it might be said that the difference could probably be increased by the low mean value offered to all the skills by English teachers.

With respect to the students' future profession, students, English teachers, subject area teachers, and the college deans rated the importance of the reading, listening, speaking, and writing in terms of mean values and the importance given to each skill shall be treated hereunder.

First, students, English teachers, subject area teachers, and the college deans attached the mean values 4.45, 3.63, 4.44, and 4.36, respectively, to the importance of reading for students' future profession. In this case all groups of respondents, except English teachers, valued the importance of reading for professional purpose as high. Moreover, the aggregate mean and the aggregate 95% CI for mean, seem to show that high value was given to the importance of reading in the domain. The ANOVA test shows that there is a significant difference among the four groups of respondents in rating the importance of reading for professional purpose.

Next, the mean value rates of 4.44, 3.59, 4.50, and 3.72 were given by students, English teachers, subject area teachers, and college deans, respectively to the importance of listening for

professional purpose. From the mean value, we can understand that the highest mean value, relatively speaking, was that of subject area teachers, followed, by that of students. All groups of respondents, with the exception of English teachers, attached high value to the skill of listening. In addition, the total, 95% CI for the mean (3.980-4.260) seems to assure that high importance was given to the listening skill of the students for professional life. Apart from these, there is significant difference among the groups of respondents in rating the importance of listening for professional purpose as shown by the ANOVA test, despite being more likely to be affected to a large extent by English teachers' low mean value.

Students, English teachers, subject area teachers, and the college deans also registered the mean values of 4.48, 4.10, 4.52, and 4.67, respectively, to the importance of speaking for professional purpose. Here, the college deans followed by subject area teachers, attached highest importance to the skill. The aggregate mean value (4.44) probably indicates that the value given by all groups of respondents to the importance of speaking for the future profession of the students is high. This seems to be shown by the aggregate 95% CI for mean (4.317-4.554). Still, there is a significant difference in the value attached by all groups of respondents to the importance of speaking for professional life.

Finally, in responding to the importance of writing for the future profession of the respondents, students, English teachers, subject area teachers, and college deans presented, in that order, the mean value of 4.42, 3.85, 4.58 and 4.39. Relatively higher mean value (4.58) was given to the importance of writing by subject area teacher, followed by students (4.42). The ANOVA test denotes that there is a significant difference in the way the different groups of respondents rated the importance of writing for the future profession of the students.

All the respondents except English teachers and the college deans, gave higher value to the importance of all the four skills for professional purpose. More importantly, English teacher attached the mean value of 4.10 to the importance of speaking for professional purpose. This seems to show that English teacher have appreciated the skills of speaking at conferences, at seminars, at meetings, and on telephone as important for the job. The college deans attached relatively low mean score to the importance of listening for professional purpose and they seem to underestimate the importance of listening at meetings, to the radio, while travelling on taxi, and to presentations. Moreover, the aggregate mean values given to each skill in the professional domain imply that the skills of speaking (M=4.44) and writing (M=4.33) were found to be relatively more important than the skills of reading (M=4.25) and listening (M=4.13), though all these four skills were rated as having higher importance. This shows that the students need their

English course to help them in speaking at conferences, at seminars, to meetings, at group discussion, at rehearsal, and on the telephone; and writing reports, projects, plays, assignments, and the like more than they need it for reading on the internet, news papers, magazines, fictions and so on, and listening at meetings, to the radio, while travelling on taxi, and to presentation and so on.

Corresponding to private/social life, the four groups of respondents, that is, students, English teachers, subject area teachers, and the college deans were asked to respond to how important the four skills were. To begin with, students, English teachers, subject area teacher and college deans in private/social life respectively, gave the mean score of 4.46, 3.69, 4.65, and 4.43. The mean value indicate that the subject area teachers and students gave relatively the highest mean values, and English teachers the lowest of all implying less than high (average) value of reading for students' social life. And the ANOVA test depicts that there was a significant difference in rating the importance of reading for social purpose.

Besides, students, English teachers, subject area teachers and the deans valued the importance of listening for private/social purpose by the mean value of 4.37, 3.50, 4.55, and 3.87 respectively. For this skill, highest degree of importance was shown by subject area teachers (M=4.55) followed by students (M=4.37) and the lowest was given by English teachers (M=3.50). Yet the ANOVA test signifies a significant difference in the rating of listening by all groups of respondents.

Regarding the importance of the speaking skill in private life of the students, students, English teachers, subject area teachers, and the deans responded by rating the mean values 4.32, 4.27, 3.91, and 3.98, in that order. From the mean values one can conceive that the highest value was offered by students followed by English teachers, and the lowest value by subject area teachers followed by the deans. But there is agreement among all groups of respondents in valuing the importance of speaking in private life, according to the ANOVA test.

In relation to the significance of writing to students' private life, the students themselves, the English teachers, subject area teachers, and the deans expressed their rating in terms of mean scores of 4.45, 3.97, 4.46, and 4.60 respectively. Here, the college deans gave the highest mean value, which English teachers the lowest one. The ANOVA test helps us to conceive there is significant difference among the respondents.

In conclusion, from the aggregate mean value we can say that high degree of importance is given to the skill of writing (M=4.37), followed by the skill of reading (M=4.31), speaking (M=4.12)

and listening (M=4.08) in relation to English for private life. This implies that high value (need) was accorded to writing projects, on the internet, e-mail message, business letter, and assignments; then to reading, among others, business letters, e-mail messages, fictions, plays, on the internet, and newspapers; to speaking with non-Tigrigna language speaking friends and with strangers; and to listening to the radio, and at religious and social functions, to television programmes, in shops (see also table 10).

Students and subject area teachers gave higher mean value, compared to other groups, to the skill of reading, listening, and writing for students' social life. This tends to imply that students often need to read e-mail messages, on the internet, fictions, business letters and to listening to the radio, and at religious social functions rather than use the skill of speaking out side the school and job environment (in their private /social life) as they are often likely to use their mother tongue. By contrast, English teachers valued the need of speaking more than the skills of reading and listening in private life and this may probably be less realistic as the students' use of English in speaking for private purpose seems to be rare.

The over all data on the importance given in table 5 appears to have important findings and their corresponding implications. First, students, subject area teachers, and the college deans were found to have given similar value (high) to the importance of skills because all these groups seem to know, to a large extent, the kinds of language items necessary for the students to perform well academically, professionally, and socially. This finding is consistent with Hutchinson and Waters (1987) when they say that in ESP there is awareness of needs by learners, teachers, and the administrators.

Second, though students, subject area teachers, and the college deans (not always) were found to have perceived the skill as highly important, there was a significant difference among these groups in their perception to the skills in all domains, with the exception of speaking for private or social life. This significant difference might be probably because English and subject area teachers often perceive the skills as average and high respectively. Both were often in the extremes of the continuum.

**Table 6= A comparison of the students' level of competence in the four skills by the four groups of respondents.**

Skill	Resp	N	Academics studies				Future profession				Private Life			
			Mean	95% CI	ANOVA		Mean	95% CI	ANOVA		Mean	95% CI	ANOVA	
					df	f			df	f			df	f
READING	S	120	3.64	3.374-3.904	3.32	2.684*	3.74	3.664-3.813	3.60	0.022*	3.48	3.281-3.673	3.32	3.037*
	ET	4	3.60	3.035-4.169			3.21	3.007-3.409			3.58	2.979-4.188		
	SAT	6	2.75	1.858-3.646			3.30	2.984-3.624			2.75	2.423-3.095		
	CD	3	3.09	2.584-3.594			4.06	3.859-4.251			4.21	3.994-4.424		
	ALL	133	3.27	2.987-3.554			3.58	3.444-3.711			3.51	3.268-3.744		
LISTENING	S	120	3.47	3.248-3.689	3.40	0.035*	3.86	3.694-4.037	3.36	0.036*	3.68	3.563-3.789	3.48	0.047*
	ET	4	3.94	3.626-4.753			3.33	2.866-3.861			3.65	3.318-3.978		
	SAT	6	3.20	2.864-3.536			3.20	2.719-3.678			3.41	3.246-3.569		
	CD	3	3.20	2.664-3.733			3.93	3.683-4.170			3.24	3.771-4.717		
	ALL	133	3.45	3.265-3.638			3.58	3.385-3.776			3.74	3.583-3.909		
SPEAKING	S	120	3.11	2.767-3.454	3.24	0.842	3.60	3.384-3.818	3.16	0.005*	3.41	3.307-3.351	3.36	0.014*
	ET	4	3.23	2.733-3.719			3.47	3.018-3.815			3.93	3.553-4.813		
	SAT	6	3.14	2.657-3.629			2.53	1.580-3.486			3.07	2.733-3.414		
	CD	3	2.84	2.366-3.315			4.20	3.645-4.755			4.49	4.400-4.577		
	ALL	133	3.08	2.892-3.268			3.45	3.095-3.805			3.73	3.519-3.934		
WRITING	S	120	3.35	3.038-3.669	3.48	5.004	3.58	3.489-3.671	3.68	2.960*	3.33	2.999-3.667	3.28	3.584
	ET	4	3.49	3.266-3.709			3.00	2.688-3.312			3.97	3.586-4.352		
	SAT	6	2.88	2.518-3.247			3.29	3.013-3.570			2.78	2.578-2.980		
	CD	3	3.67	3.288-3.956			3.34	4.198-4.475			4.37	4.175-4.567		
	ALL	133	3.34	3.176-3.497			3.55	3.395-3.709			3.61	3.360-3.864		

Key: \*Significant difference at 0.05 level; Resp= Respondents.

S= Students ET= English teachers; SAT= Subject area teachers and CD= college deans

In order to compare the responses of the four groups of respondents to students' level of competence in the four language skills for academic studies, future profession and private life and to see the variance, descriptive statistics (Mean and 95% CI for mean) and ANOVA test were employed.

Firstly, with respect to the students' current competence in reading for academic studies, future profession, and private life, the four groups of respondents demonstrated average level of competence. For example, corresponding to competence in reading for academic studies, subject area teachers gave relatively the lowest mean value (2.75) [low] unlike students who rated the skill by giving the highest mean value (3.64) [average] though the ANOVA test reveals that there is similar response among all groups. Regarding competence in reading for future profession English teachers attached the lowest mean value (3.21) [average] while that of the college deans was the highest one (4.06), and the ANOVA test shows that there is a significant difference among all groups of respondents in the perception of the students' skill in the domain in terms of the mean value. Apart from the subject area teachers gave the lowest mean value (2.75) [low] but the college deans the highest one (4.21) [high] in ranking the competence of the learners in reading for private life. There is a significant difference among the four respondents in their perception of the status (current proficiency) of the students as shown by the ANOVA test.

Secondly, pertaining to students' competence in listening for the three domains the different groups of respondents rated the skill as average. In all domains listening competence is average in terms of rank. English teachers gave relatively the highest mean value (3.44) to the competence in the skill for academic studies while subject area teachers the lowest ones, not only for academic studies (3.20), but also for future profession (3.20) and private life (3.47). The college deans also rated listening competence as the highest one using the mean value 3.93 and 3.24 for future profession and private life, respectively. The ANOVA test also depicts that there is a significant difference among the respondents in rating students listening skill for the three domains.

Thirdly, attempt was made to compare the mean value that the four groups of respondents attached to students competence in speaking for the three domains. Thus, the findings show that English teachers gave relatively the highest mean value (3.23) [average] and college deans the lowest one (2.84) [low] in rating the students' competence in speaking for academic purpose. Next, subject area teachers attached the lowest mean values to students' proficiency in speaking for both professional (2.53) and private life (3.07). By contrast, the deans offered the highest mean score in the two domains: future profession (4.20) and private life (4.49). Then the ANOVA test denotes the

presence of significant difference among the four groups of respondents in rating speaking competence for future profession and private life of the learners. However, it is important to notice that with the exception of college deans all groups of respondent rated the speaking proficiency of the students as average.

Finally, the rating the four groups of respondents gave to the students' competence in writing for academic studies, future profession, and private life were compared to see if there were significant differences. The ANOVA test reveals the existence of a big disparity in the respondents ranking of the level of competence in writing across each domain. In relation to speaking for academic studies and private life relatively higher mean values were given by college deans and the lowest ones by subject area teachers. Where as in relation to future profession, students and English teachers gave the highest (3.58) and the lowest (3.00) mean values, respectively, which imply average competence of students.

Based on the data in table 6, it can be said that the mean values showing the level of competence in skills attached to academic studies, future profession, and private life are below 4. This generally implies average competence in the rating skill, though, college deans exhibited high mean value (>4.0) to students' competence in different skills. The relatively high rate of competence given by college deans can possibly be attributed to lack of information on the proficiency of the students since the three college deans were not teaching courses to the students. Besides, the fact that subject area teachers gave the lowest mean values to students competence in the skills for different domains, which probably implies that subject area teacher, have the opportunity to know the students weakness in proficiency as they were able to watch students reading notes, handouts, textbooks and so on; speaking (while asking questions, classroom discussion); listening to lectures; and writing, notes, term papers, essay type examination and reports.

In sum, in table 5, we have seen that there was high need displayed by the aggregate mean values given to the four skills in the three domains. Despite the high requirement of the skills for academic studies, future profession and social /private life, there are average (<4) competences in the skills among the students, as exhibited by the data in table 6 above. The repercussion of this may mean that the students have some difficulties in the reading, listening, speaking, and writing skills. This can lead to the conclusion that such students need a newly designed course that would try to readdress the in balance between the students current average competence in the skills and high importance of the skills for academic, future profession and private life.

#### 4.1.1.3. The gap between competence & impotence

**Table 7: The gap between competence and importance in the academic studies as given by the four group of respondents.**

Domain	Skill	Resp	Importance		Competence	
			Mean	Standard deviation	Mean	Standard deviation
A C A D E M I C  S T U D I E S	Reading	S	4.31	0.180	3.64	0.345
		ET	3.56	0.660	3.60	0.738
		SAT	4.29	0.442	2.75	1.163
		CD	3.91	0.366	3.09	0.657
	Listening	S	4.41	0.260	3.47	0.328
		ET	3.86	0.250	3.94	0.467
		SAT	4.37	0.239	3.20	0.500
		CD	4.28	0.446	3.20	0.796
	Speaking	S	4.53	0.166	3.11	0.372
		ET	3.73	0.041	3.23	0.533
		SAT	4.67	0.198	3.14	0.526
		CD	4.56	0.053	2.84	0.513
	Writing	S	4.53	0.117	3.35	0.523
		ET	3.76	0.344	3.49	0.366
		SAT	4.58	0.296	2.88	0.603
		CD	4.51	0.352	3.62	0.553

In the table, the gaps between competence and importance imply lacks that students need to be incorporated probably in the course while the positive difference between the two implies that the competence (proficiency) of the learners is more than the importance of skills. For examples, one can observe that subject area teachers and college deans registered the high negative difference, i.e, -1.54 and -0.82, respectively, but English teachers rated academic reading -0.04. This shows that college deans and subject area teachers gave high value to the importance of the skill than to the competence of the students in the skill, but English teachers did against.

One can observe from the mean values in the table that students, English teachers, subject area teachers and college deans gave more value to the importance of the skills than to the current competence (performance) of the learners in the academic studies domain. Nevertheless, English teachers, though they rated the skill of speaking and writing in a similar way as the other group of respondents, offered more value (rating) to the current competence of the learners in reading, and listening skills than to the importance of the skills in the same domain.

The fact that English teachers perceived the competence of students as more than importance in reading and listening could imply that these teachers might not have given reliable responses to the questionnaire questions.

**Table 8: The Gap Between Competence and Importance for Future profession as Indicated by the Four groups of Respondents**

Domain	Skill	Resp	Importance		Competence	
			Mean	Standard deviation	Mean	Standard deviation
F U T U R E  P R O F E S S I O N	Reading	S	4.45	0.135	3.74	0.260
		ET	3.36	0.359	3.21	0.376
		SAT	4.44	0.330	3.30	0.600
		CD	4.31	0.297	4.06	0.368
	Listening	S	4.44	0.171	3.86	0.238
		ET	3.59	0.244	3.33	0.737
		SAT	4.50	0.177	3.20	0.670
		CD	4.72	0.388	3.03	0.340
	Speaking	S	4.48	0.107	3.60	0.175
		ET	3.10	0.137	3.47	0.361
		SAT	4.52	0.164	2.53	0.767
		CD	4.72	0.118	4.20	0.447
	Writing	S	4.42	0.154	3.58	0.183
		ET	3.85	0.212	3.00	0.628
		SAT	4.58	0.160	3.29	0.560
		CD	4.39	0.154	4.34	0.279

Key= Resp= Respondents; S= Students; ET = English teachers

SAT= Subject area teachers; and CD= College Deans

In the table, the students and subject area teachers attached more values to importance than competence for each skill, which resulted in bigger gap negative values. Subject area teachers and students, for example, indicated gap values of  $-1.99$  and  $-0.88$  for speaking. Surprisingly, college deans gave higher value to competence than importance, and this resulted in a positive gap of  $0.21$  for the listening skill.

Moreover, the fact that college deans gave, relatively speaking, more mean value to the current competence of learners in listening than to the importance of the skill may imply that students have listening competences the same as or some how more than what the college deans consider important. This might have happened possibly because the college deans had less understanding of competence of students for future profession since all of the deans did not teach the students.

**Table 9: The gap between competence and importance for social life as expressed by the four groups.**

Domain	Skill	Resp	Importance		Competence	
			Mean	Standard deviation	Mean	Standard deviation
S O C C I A L  L I F E	Reading	S	4.46	0.105	3.48	0.255
		ET	3.69	0.243	3.58	0.786
		SAT	4.65	0.206	2.75	0.444
		CD	4.43	0.358	4.27	0.279
	Listening	S	4.37	0.166	3.68	0.184
		ET	3.52	0.459	3.65	0.546
		SAT	4.55	0.246	3.41	0.268
		CD	3.87	0.538	4.24	0.783
	Speaking	S	4.32	0.132	3.41	0.143
		ET	4.27	0.161	3.93	0.531
		SAT	3.91	0.605	3.07	0.476
		CD	3.98	0.440	4.49	0.123
	Writing	S	4.45	0.100	3.33	0.400
		ET	3.97	0.364	3.97	0.458
		SAT	4.46	0.130	2.78	0.241
		CD	4.60	0.258	4.37	0.232

Key= Resp= Respondents; S= Students; ET=English teachers;  
SAT= Subject area teachers; and CD= College deans

In the table English teachers and students registered bigger negative gap values in all the skills of the domain. By contrast, the college deans gave a bigger positive gap value (0.51) for speaking in the domain.

In the above table, the presence of significant gaps especially shown by students and subject area teachers tends to mean that the students need the skills in their social/private life.

Generally, the three tables on gaps (Table 7, 8 and 9) reveal that for the three domains there are needs which may be interpreted as lacks, what the students do not know or can not do in English (Hutchinson and Waters, 1987; Robinson, 1991; Dudley-Evans and St John, 1998). As it could be difficult to treat all the lacks (needs), given the overall languages situation, it would be better to proceed further to discover ways to prioritise the domains and their respective sub-skills.

#### 4.1.1.4 Identifying the Learners Language Needs

**Table 10: The sub-skills that all groups together perceived as highly**

**important but which they found the students abilities (competence) to be average or low**

Domain skill	Academic studies	Gap	Future profession	Gap	Social life	Gap
R E A D I N G	1.on the internet	-1.87	1.on the internet	-1.15	1.on the internet	-1.24
	2.magazines/periodical	-1.17	2.fictions	-1.08	2.e-mail messages	-1.05
	3.fictions	-1.17	3.newspapers	-0.97	3.business letters	-1.02
	4.newspapers	-0.92	4.magazines/periodic	-0.95	4.notes	-0.90
	5.lecture handouts	-0.81	5.plays	-0.84	5.magazines	-0.61
	6.academic texts	-0.51	6.report	-0.80	6.news papers	-0.66
			7.news letters	-0.76	7.personal letters	-0.61
			8.letters	-0.72		
			9.poems	-0.64		
			10.e-mail messages	-0.63		
			11.reference tools	-0.55		
L I S T E N I N G	1.at meetings	-1.25	1.at meetings	-1.08	1.to the radio	-0.68
	2.to the radio	-1.22	2.to the radio	-0.77	2.at religious social function	-0.62
	3.to seminars	-1.12	3.to films	-0.74		
	4.in class discussion	-0.81	4.to presentations	-0.61		
	5.to films	-0.81	5.to music	-0.59		
	6.to presentations	-0.73	6.at conferences	-0.54		
	7.to TV programmes	-0.72	7.on telephone	-0.52		
	8.to tutorials	-0.67				
	9.to course lectures	-0.56				
S P E A K I N G	1.at conferences	-1.83	1.at conferences	-1.43	1.with strangers	-1.20
	2.at meetings	-1.59	2.at seminars	-1.05	2.with non-Tigrigna language speaking friends	-1.00
	3.at seminars	-1.34	3.at meetings	-0.98		
	4.in class discussion	-1.24	4.on telephone	-0.81		
	5.in tutorials	-1.14				
	6.with lecturers	-1.08				
	7.at presentations	-0.84				
W R I T I N G	1.on the internet	-1.47	1.reports	-1.04	1.e-mail messages	-1.16
	2.share stories	-1.99	2.diaries	-1.64	2.on the internet	-1.07
	3.faxes	-1.24	3.agendas	-1.04	3.projects	-0.98
	4.reports	-1.09	4.projects	-0.97	4.business letters	-0.96
	5.notes	-1.05	5.instruction booklets	-0.96	5.personal letters	-0.49
	6.cours assignments	-1.02	6.peems	-0.89		
	7.letters	-0.88	7.letters	-0.88		
	8.plays	-0.85	8.on the internet	-0.86		
	9.examination papers	-0.58	9.notices	-0.75		
			10.application letters	-0.69		
			11.news letters	-0.67		
			12.resume/CVS	-0.64		
			13.e-mail messages	-0.59		

The identification of the languages needs (that is, the sub-skills) through the analysis of data collected from all the relevant subjects is the most important finding of this needs assessment study. In order to discover the items in each skill for academic, professional, and social purposes, the

average of all groups' mean scores attached to each item (aggregate mean) of competence and importance were considered. Then, the items which were perceived as highly important but in which students' abilities (competence) were found to be average or low were identified. Finally, the items, together with the gaps between competence and importance scores, were put in the above table. The gap was intended to make the extent of the lacks noticeable (please see table 10).

The findings in the table are based on the average perception of the relevant bodies included in the study to discover the English language needs of fine art students. To begin with, in order to perform well in their academic life, the students need to be taught English course using appropriate activities, tasks, and methods that would enhance reading on the internet, magazines, fictions, newspapers, academic texts, and the like; listening at conferences, at meetings, at seminars, in class discussion, and so on; and writing on the internet, projects, short stories, faxes, reports, and so on.

Moreover, to increase students effectiveness in the application of English in their future profession, the students need, among others, to read on the internet, fictions, news papers, and magazines; to listen at meetings, to the radio, to presentations, and to music; to speak at conferences, at meetings, at seminars and on telephone; and to write reports, diaries, and agendas.

In addition to academic and professional needs, the most important language needs for the social life of students include reading on the internet business letters, e-mail messages, and notices; listening to the radio, and religious social functions, speaking with strangers, with non-Tigrigna language speaking friends, and with acquaintances, and writing e-mail messages, on the internet, projects, business letters, faxes, and personal letters.

The implication of this finding is that English teachers and syllabus designers should make use of these identified needs when they revise or redesign course(s) for diploma students of fine art, but according to Bindley (1989), needs do not have objective reality by themselves. That is to say, we have to determine the top priority needs through careful judgement of overall situational analysis as it would be difficult to treat all the students' needs in one course. Therefore, it appears worthwhile to final out in this study whether the course would be English for Academic Purpose (EAP) or English for Occupational Purpose (EOP), or a combination of both in order to determine the most important needs (to identify top priority needs).

#### 4.1.1.5. Identifying the most important Domain and Skills

**Table 11: The degree of Importance of English for the three**

***Domains and the Extent students' Competence in the three domains as said by all groups together.***

Domain	IMPORTANCE			ANOVA		COMPETENCE			ANOVA	
	Mean	Std. Deviation	95% CI	df	f	Mean	Std. Deviation	95% CI	df	f
Academic studies	4.24	0.458	4.173-4.316	3,562	1,437	3.31	0.646	3.207-3.409	2,513	0,043*
Future profession	4.27	0.407	4.224-4.326			3.56	1.530	2.652-3.037		
Private life	4.20	0.468	4.126-4.272			3.66	0.651	3.558-3.761		

Key: \*= Significant difference at 0.05

The data in the table above shows that students, English teachers, subject area teachers, and college deans together perceived the three domain to be highly important as their mean value are above 4. All groups as a unit gave the mean value of 4.24, 4.27 and 4.20 to the importance of English for academic studies, future profession and private life respectively. However, the ANOVA test exhibits that the three domains received no significant difference in the importance attached to each of them.

Again, the table makes clear that the groups, when expressing their perceptions, attached the mean values of 3.31, 3.56, and 3.66, respectively, to students' competence in English for academic studies, future profession, and private life. Here, the lowest degree of competence (average) was given to students' English for academic studies and the highest one to English for private life. Moreover, according to the ANOVA test, there was a significant difference in the perceptions corresponding to students' language competence in the three domains.

Thus, English for academic studies of students was perceived as high but it was an area in which students' competence was found to be the lowest of the three. The importance of English for future profession was also similar to that of English for academic studies, but the students' competence in academic studies was found to be below that of future profession.

In other words, the difference between competence of students in a domain and its respective importance helps one to identify the gap between what the students know and what they should

know regarding the domain. Accordingly, the highest gap (i.e.  $3.31 - 4.24 = -0.93$ ) was perceived to be that of English for academic studies followed by English for future profession, with a gap of (-0.71), and the lowest gap (-0.54) was discovered to be that of English for private/ social life, (the gaps given here are against competence).

When we compare the three areas corresponding to importance and competence, English for academic studies of the diploma students of fine art at Mekelle College of Teacher Education was found to be the most important area, followed by English for future profession of the students. This implies that English for academic studies could be put as a top priority to determined need of the students of fine art.

This finding, the result of all the relevant bodies, has made it possible as Richterich and Chancerell (1987) cited in Bastrukmen (1998) claim, not only to identify elements but also to establish relative importance, to find out what is indispensable necessary, or merely desirable.

The finding could also imply that the kind of ESP course the students of fine art need, more than any thing else, seems to be English for Academic Purpose (EAP). This corresponds with the EAP course Robinson (1991) identifies to be offered for study in a specific discipline and what Dudley –Evans and St. John (1998) distinguish as ESP course to study the language and discourse of a particular field for academic studies. In our case this particular field refers to the language and discourse of fine art that the students need for academic purpose.

The lowest competence of students in academic studies could mean that the current status of students does not seem to help their academic studies as for their future profession and private life.

In addition, the highest importance and relatively low status of English for academic life of the students might imply that there are language needs the course currently being offered could not address.

**Table 12=: A comparison of degree of agreement to the value of English grammar, vocabulary, and good pronunciation for the students of fine art in the three domains as said by all groups of respondents**

Sub skills	Academic studies						Future profession					Private /Social life				
	Rep	N	Mean	Std. deviation	95% CI	ANOVA	N	Mean	Std. deviation	95% CI	ANOVA	N	Mean	Std. deviation	95% CI	ANOVA
Grammar	S	113	4.61	0.749	4.471-4.750	0.02*	110	4.40	1.859	4.238-4.562	1.42	104	4.28	0.853	4.113-4.444	1.67
	ET	4	3.50	1.000	1.909-5.000		4	3.75	1.258	1.748-5.000		4	3.50	1.000	1.908-5.000	
	CD	3	4.67	0.516	4.125-5.000		3	4.50	0.548	3.925-5.000		3	4.00	1.093	2.850-5.000	
	SAT	6	5.00	0.000	5.000-5.000		6	4.50	0.543	3.925-5.000		4	4.75	0.500	3.954-5.000	
	ALL	126	4.60	0.755	4.467-4.728		123	4.43	0.838	4.272-4.561		115	4.25	0.869	4.196-4.412	
Vocabulary	S	108	4.46	0.869	4.207-4.628	1.03	98	4.33	0.950	4.136-4.517	1.42	105	4.32	0.925	4.144-4.502	0.12
	ET	4	3.75	1.258	1.748-5.000		4	3.75	1.258	1.748-5.000		4	4.50	0.577	3.581-5.419	
	CD	3	4.50	0.548	3.925-5.000		3	4.50	0.548	3.925-5.000		3	4.50	0.548	3.925-5.000	
	SAT	6	4.67	0.516	4.125-5.000		6	4.33	0.516	3.791-4.875		6	4.33	0.516	3.791-4.875	
	ALL	121	4.45	0.859	4.299-4.604		111	4.35	0.913	4.186-4.515		118	4.34	0.881	4.180-4.497	
Pronunciation	S	107	4.38	0.987	4.194-4.572	0.42	103	4.38	0.903	4.201-4.556	0.23	106	4.91	1.083	3.885-4.303	0.18
	ET	3	4.00	0.000	4.000-4.000		4	4.25	0.500	3.454-5.000		4	4.25	0.500	3.454-5.000	
	CD	3	4.67	0.516	4.424-5.000		3	4.50	0.548	3.925-5.000		3	4.40	0.548	3.720-5.000	
	SAT	5	4.60	0.548	3.919-5.000		6	4.60	0.546	3.738-4.595		5	4.00	0.000	4.000-4.000	
	ALL	118	4.40	0.944	4.226-4.567		116	4.38	0.854	4.237-4.530		118	4.14	1.023	3.922-4.294	

Key= \*= Significant gap between groups; Res= Respondents; S =Students;

ET = English teachers; SAT= Subject area teachers; and CD= College deans

In items 13, 14 and 15 of the questionnaire, students, English teachers, subject area teachers and college deans were requested to reveal how they agreed to the statements corresponding to the high value of good knowledge of grammar, vocabulary, and pronunciation for the students academic studies, future profession, and private life. The responses to the questions are summarized in table 12 above.

In item 13 of the questionnaire, these groups of respondents were asked the extent of their agreement to the idea that a good knowledge of grammar is essential for the students' academic studies, future profession and private life. For academic studies, students, subject area teachers, and college deans agreed highly to the value of grammar by giving the mean values of 4.61, 5.00 and 4.67, respectively. Nevertheless, English teachers gave the mean value of 3.50 which showed average agreement compared to others. In this relation, the ANOVA test proves that there is a significant difference in the level of agreement given by the four groups of the respondents.

Again, students, subject area teachers, and college deans seemed to be in high agreement to the importance of a good knowledge of grammar for students' future profession as their mean values were 4.40, 4.50, and 4.50 respectively. We can say, from these mean values, that all groups of respondents, except English teachers (3.75), have valued highly to the use and application of grammar as an element of language for future profession. Surprisingly though, the ANOVA test proves that there is no significant difference in showing agreement to the importance of a good knowledge of grammar for professional purpose.

In relation to the importance of grammar for social life; students, subject area teacher, and college deans gave mean values of 4.28, 4.75, and 4.00 respectively. Thus subject area teachers and students appeared to agree highly to the high value of knowledge of grammar for social life. However, English teachers presented the mean value of 3.5, which seems to show the average importance of grammar for social purposes. The ANOVA test shows that there is no significant difference in the value given by the four groups of respondents to the importance of grammar for social purpose.

In item 14 of the questionnaire; students, English teachers, subject area teachers, and college deans were requested to demonstrate how they agreed to the importance of vocabulary for the students' academic studies, future profession and social life. The mean values of 4.46, 3.75, 4.67 and 4.50 were given by students, English teachers, subject area teachers, and college deans respectively, to the importance of knowledge of specialist vocabulary for academic purpose. In addition, students, subject area teachers, and college deans presented the mean values, 4.33, 4.33,

and 4.50, respectively, to the important of knowledge of specialist vocabulary for future profession. English teachers valued a mean score of 3.75 to the high importance of specialist vocabulary for both academic and professional purpose. However, there is no significant difference among all the subjects in attaching their feeling towards the importance of grammar for academic and professional purpose as shown of the ANOVA test.

In terms of vocabulary for social purposes, being essential to students; students, English teachers, subject area teachers, and college deans presented the mean score of 4.32, 4.50, 4.33 and 4.50, respectively, and these mean that high degree of agreement. English teachers showed stronger agreement to the idea that vocabulary is essential in private life than for academic studies and future profession, though this is probably difficult to believe. The ANOVA test still proves that there is a consistent answer given by all to the importance of vocabulary.

In item 15 of the questionnaire, the four groups of respondents were required to show their level of agreement to the idea that good English pronunciation is essential in the different domains. All the respondents agreed on the importance of good English pronunciation in the three domains as they gave mean values of 4.0 and above. The ANOVA test shows that no significant difference in valuing the skill was observed.

Generally, English teachers unlike other respondents showed average agreement (being below 4.00) mean value to the high importance of grammar. This group often was observed to show average importance to the idea of the skills being essential.

Moreover, the tendency to reveal high agreement to the importance of grammar, vocabulary, and pronunciation by all groups of respondents for academic studies, future profession and social life implies that these skills are vital to improve students' deficiencies in reading, listening, speaking, and writing skills across all domains. There appears correlation between the perception of all groups to the importance of macro – skills (reading, listening, speaking, and writing) and the micro – skills (grammar, vocabulary, and pronunciation).

#### **4.1.2. Qualitative results from the open-ended items of the questionnaire**

##### **4.1.2.1. Students' main problems**

The students of fine art at MCTE, their English teachers, the subject area teachers, and the three deans were asked item 16 of their questionnaire what the students' main problems in learning English were, and each group identified the main problems listed below.

Students identified the following to be their main problems:

- Poor competence in speaking (difficulty to make themselves understood in English, thinking in their mother tongue or first language interference, condition of being afraid of making mistakes, lack of confidence, shyness, and lack of practice in using English in and outside class).
- Poor reading and listening comprehension.
- Lack of good reading habit for fiction and other materials.
- Poor word power.
- Poor grammar and punctuation skills.
- Poor English background (poor teachers and in appropriate methodology of teaching they used).
- Shortage of reference materials.
- Lack of interest to learn the language.

Problems of speaking, reading, listening, vocabulary, and pronunciation are not consistent with the result of the quantitative questionnaire data and probably the students might have exaggerated their competence in the quantitative questionnaire results. Moreover, poor background and shortage of reference materials seem to have a negative repercussion on the students' competence as identified in the quantitative questionnaire data. Lack of interest of students was also identified in the teacher interview and students focus group discussion. This might result in due to the excessive teacher talk and poor background of the students.

Here similar to the research of Chan (2001) conducted among the students of Hong Kong polytechnic university, the students of fine art at MCTE, identified several problems that affect their learning of English such as thinking in their mother tongue, lack of confidence when speaking English and weak vocabulary development.

Next, English teachers believed that the major problems of students were lack of readiness to practice English in and out of class, condition of being unwilling to do tasks helping them improve their language competence, difficulty to make themselves understood in English, thinking in their mother tongue (first language interference), lack of motivation to learn English, much concern to form rather than to meaning, and poor background. However, English teachers did not seem to see students problem related to their own teaching, like the use of inappropriate methodology of teaching writing through lecture method.

The subject area teachers also perceived absence of confidence or willingness or attempt to practice speaking in English (this was revealed when the learners switched immediately to their mother tongue, especially to Tigrigna in classroom situation), inability to make themselves understood in English, poor knowledge of vocabulary, and language skills (grammar) and lack of practical orientations in learning the language as major problems of the students. Lack of confidence and switching to mother tongue were also identified in the students' focus group discussion. Moreover, poor knowledge of vocabulary and grammar seem to be serious problems as all groups opted for their importance academically, professionally and socially in the questionnaire results.

The next group of respondents, the deans, recognized a list of major problems of students in learning English these include.

- Lack of confidence in using English in their daily life.
- Absence of motivation may be because students are forced to memorize rather than practice the language.
- Lack of practice outside the classroom.
- Bad attitude they developed towards English since they consider it as a difficult thing to master.
- Big class size.
- Poor knowledge of vocabulary and grammar, and
- Poor background attributed to shortage of well-trained English teachers at elementary and at secondary level, and their poor teaching methods.

These problems are consistent with the problems mentioned by students, English teachers, and subject area teachers. Moreover, lack of motivation and large class size fully agree with the researcher's teaching experience.

The common problems of students in learning English identified by the students themselves, English teachers, subject area teachers, and deans can be summarized as follows:

- Lack of confidence and motivation.
- Absence of readiness to practice the language independently.
- Poor background knowledge, and
- First language interference.

The first two problems seem to imply wrong use of teaching approaches and methodology by English teachers. In addition, it would mean that students must be encouraged to use English in and outside class

Generally, students problems, identified by all groups in this study, such as fossilized learning habit, lack of chance to use English outside the classroom, mother tongue interference, lack of motivation to learn English, lack of skills to learn independently, fear of making mistakes, lack of confidence in using English, and poor English standard are similar to the problems discovered by Chan (2001) among students of Hong Kong polytechnic University. The problems identified suggest that it is necessary to build students' confidence and to enhance the students' motivation in learning.

All in all, the problems are working against the students wants, and teachers should reverse the situation by using appropriate materials and methods, considering the students' need and wants. These finding are elements of needs analysis, which Basturkmen (1998) defines as the identification of difficulties.

#### **4.1.2.2. Comments on English Language Learning**

The students of fine art, their English teachers, their subject area teachers, and deans of the college were asked to write comments with respect to the students' present language learning.

For one thing, some of the students provided the comments that follow:

- Students should be taught using video, radio, and drama
- Practical activities... writing papers, debating and giving oral presentation in classes should be used rather than repeated use of the lecture method.
- Speaking (presentations, dialogues, and so on) should be given due attention. That is, teachers should provide each student with the opportunity to practice speaking in front of the class
- The college should make endeavours and show willingness to provide enough handouts and other materials to help enhance the students' language competence. As most of the problems arise from poor English background, the government should give attention to the language, that is, the one to be used as a medium of instruction at least starting from grade seven,.

These comments correspond to what Dudley- Evans and St John (1998) consider as effective way of learning the skills and language in the student lacks. The comment could mean that students need communicative and practical teaching with appropriate teaching aids and methodology and some change on the educational policy of the country.

Next, one subject area teacher stated that students' problems were plenty but he believed to have solution to overcome them by saying "let English be the medium of instruction starting from grade one or at least from grade six", and this seems to relate to what the students tried to comment on.

Besides, one of the deans felt that the teaching/learning process would be effective if the standard student and staff ratio is maintained and the finding corresponds to what Muountford (1981) refers to as what the user institution regards as necessary or desirable.

These comments collected from all groups correspond to what Dudley-Evans and St. John (1998) consider as effective ways of learning the skills and language in the students' lacks (learning needs). From all the comments given, it appears that students have a challenging language learning situations, which demand solutions. It seems that English teachers, college deans, syllabus designers, material developers, and the college did not seem to give due attention to such kinds of needs obtained from all groups of respondents.

#### **4.2. English Teachers' Interview Data**

Two English teachers who were currently teaching the course were interviewed using available sampling to answer questions referring to the way the college English course was being taught to students of fine art and their responses are summarized below.

First, the two course instructors were asked what contents they teach in the course and they have provided their answers as follows. Two of them agreed that they taught the four language skills and the sub-skills. The course contents were basically the same as the general English and English in use courses, as all the teachers said. This do not appear to meet almost all the professional needs identified in the questionnaire results, since the contents were not directly related to their field of study.

The teachers also agreed that the course must be revised and re-designed based on proper needs analysis and clearly stated objectives and course description. The inadequacy of the text, all believed, has happened may be due to the problem of either the curriculum designers or the department of English. The revision or redesigning seems to be necessary as the questionnaire results also imply this.

The English teachers were requested if the contents of the course were relevant to the students' level. All the teachers agreed that the contents were partly relevant to the students' level.

In response to whether or not the tasks, activities, and examples in the course were related to the students' field of studies, the entire (two) English teachers said that they did not relate to the students' field of studies.

The teachers were asked what teaching aids they used to assist teaching and they answered that they only used the chalkboard. This tends to mean that the use of teaching aids is deficient.

The two English teachers were requested if they found students' interest as high, average, or low. One of them said that it was, even if it is difficult to know whether they have good interest or not, generally attributes the students' interest to their poor language skill background at schools but the other teacher assured that he saw average interest on the students. This respondent felt that repetitive emphasis on the language skills, which could be boring, might attribute to the average interest. The students in answering to the open ended question of the questionnaire also showed this. Generally, it is possible to infer that students had average interest though their interest was aimed at scoring good grades rather than improving their language proficiency.

The two respondents were required to answer if they had tried with their colleagues to appraise the course and both were consistent as they said that they had not. The reason the respondents gave was that they had shortage of time to discuss and appraise the course with colleagues who teach the same course and they were very much overloaded with teaching and that was a difficult chore to do. Here, it can be said it was their duty to improve the material and try to address students needs, though they gave lame excuses.

Moreover, the teachers were asked to reveal what measures should be taken to bridge the gap between the course title and the contents of the course in order to satisfy the needs of the students. The suggestions they gave are discussing the issue with the department of fine art and among English teachers, making careful research and needs analysis study, taking in to account the academic and professional demands of the students and then, redesigning and preparing materials by qualified and experienced staff. In this case the results of the questionnaire data also probably require qualified and experiences staff to incorporate students' needs. One English teacher in the open-ended questionnaire response also suggested that careful needs analysis survey would be important for the design of a course.

Finally, each of the English teachers was asked to give their comments regarding the course vis-à-vis the needs of the students. The teachers believed that the course could be more effective if it goes with the activities and practices the students would perform after they go to their professional career. This can help improve their motivation in learning, according to the teachers, additionally; in the teachers' view the course should also consider the employers' needs when it

is designed. Therefore, both the English teachers agreed that the course should be revised to meet these needs. This is also consistent with the implication of the needs analysis of the questionnaire.

### **4.3. Students Focus – group Discussion Data**

The students' focus-group discussion was done among twenty randomly selected students and on eleven relevant points in order to analyse the situation of English language teaching- learning process (see the discussion points in appendix C) to support the data gathered through questionnaire and interview.

To begin with, the students discussed their previous English language experiences. As most of the students discussed, their own past English language learning was not good. They said that they had poor English teachers at schools. According to these students, their learning was lacking practice and actual use of the language. The support given by teachers was also less as the students discussed. The students felt that they were not making their own individual efforts to improve their language competence too. This seems to have had negative impact on the students' competence. The findings refer to the personal information Dudley-Evans and St John (1998) believed to affect the way students learn.

Regarding the expectations the students had of the course being offered, the majority of the students agreed that they expected it would help them to gain language proficiency applicable in their academic and professional career. More specifically, these students expected the course to offer them fundamental communication skills of writing essays, letters and reports, speaking in discussions, and in front of the class, and reading different texts. This is incomplete agreement with the aggregate responses of students, English teachers, subject area teachers, and the college deans in their questionnaire.

Apart from basic communication skills, most attendants of the discussion wanted the course to provide them with lessons of grammar and vocabulary, which are helpful to develop their speaking, reading and writing skills. This finding fully agrees to results of the questionnaire given by students, English teachers, subject area teachers and the college deans all together.

While discussing their attitude towards English, most of the participants believed it to be negative since many of them hadn't good teachers who provide them with basic knowledge and appropriate teaching methods. The participants of the discussion explained their English classes were often boring, repetitive and meaningless, which caused negative attitude towards learning

the language. It appears that this is quite true, as English teachers according to my experience seem often to use lecture methods.

Then the students discussed whether or not the course met their own needs. In this regard, the group had similar stand, in mentioning the great importance of the course in improving academic as well as professional writing skills-writing paragraph, essay, and research, paraphrasing and summarizing. The teacher's interview result strongly agrees with this idea. The students specifically needed the course to be able to communicate effectively in speaking with a foreigner, as they hadn't the ability to do it in an effective way. This finding seems to be consistent with the language needs for social purpose identified in the questionnaire results.

The students also discussed on the relevance of the course to their level and most of them said that the contents of the course were up to their level. The teachers in their interview appeared to share the same view.

In addition, the participants of the discussion agreed on the relevance of the tasks, activities, and examples to their academic and professional purposes in general. However, they felt that the activities, tasks and examples did not relate to their field. The results of English teachers' interview are similar with what the students said. According to the participants of the discussion neither the tasks or activities or examples nor the sample reading passages and writing paragraph and essay writings were related to the field of fine art. English teachers fully agreed to this idea.

In relation to the use of teaching aids, all the students agreed that none of their English teachers used tape-recorders, videos, realia, language laboratory lessons or overhead projectors in the teaching learning process but the teachers frequently used chalkboard. However, this frequent use of blackboard was against the students learning preferences as the students in their open ended questions of the questionnaire responses needed to learn using video, radio, and so on.

The students in discussion appreciated the occasional encouragements made by some English teachers to involve their students in pair and group discussions, yet the issues of discussion were not related to their field of study. According to the participants, teachers sometimes encouraged students to answer questions through discussion in English. Some instructors, though not often, did not want their students to set individually and answer questions; instead the teachers preferred group discussion. Students also said pair and group discussion were very important.

The students also agreed in the discussion they conducted that they had average not high interest in the course since instructors talked much about the activities and tasks instead of giving the learners the opportunity to practice the language skills.

At last, the findings of the group discussion like the questionnaire results emphasized the value of speaking in the course greatly. They also appreciated the inclusion of reading and listening in the course. Apart from maximizing students' participation on the activities and tasks, they said, students should have access to materials since they have chronic text material shortage. They have also understand that mastery of the language skills and sub-skills is possible only through adequate practice of the skills. Generally, it is possible to deduce that the course did not meet the students' learning needs, and the use of appropriate methodology.

#### **4.4. Text Material Evaluation Data**

An attempt was made to analyse the English course materials using an evaluation checklist developed by Cunningsworth (1995) containing 10 questions (See appendix D). These checklist were employed to evaluate whether or not the material satisfies adequately the English language needs of fine art students. First, when I tried to see whether or not the material was prepared based on a careful needs analysis of the learners, I found that it was not. Although the department of fine art demands a focused course responding to the students' needs, the material that was being used for the course was not designed on the analysis of learners needs. The English department without studying the needs of the students decided to use College English material for English for fine art. So, I can generally say that the material was not designed based on the needs of the students.

The second question in the checklist was pertaining to the contents suitability to learners' needs linguistically, the contents enshrined are almost all the four skills and two micro skills (grammar and vocabulary). From this point of view it could be said that the course especially though only few of them seem related to their subject area (there doesn't seem sufficient 'specialist' vocabulary). Conceptually, most of the topics or themes covered do not appear to be in line with the students' subject or professional area. The English instructors supported this in the questionnaire results. The students in the focus group discussion also reflected this. Moreover, as the quantitative result showed the fine art students prioritize mainly English, which could help them fulfil their future profession. Besides, they prioritised mainly the speaking and listening skills as opposed to writing skills. They also wanted to know 'specialist' vocabulary, grammar, and pronunciation equally (see table 3). Thus, it could be argued that the contents of the course seem unlikely to satisfy the fine art students' needs.

When evaluating whether or not there was a body of 'core' specialist language related to the subject area, it can be said that there is almost no 'core' specialist language related to fine art, except in very rare situations, for example, in activities related to analysing a poem found in unit

6 (six). This finding is in full agreement to what English teachers in their interview and students in their discussion said.

The next question in the checklist was whether the learners were equipped with the skill and strategies that would allow them to operate efficiently in English in professional situation. The quantitative analysis reveals (refer to table 11 please) that the students prioritise English for their professional purpose as compared to the other domains. They also prioritised speaking and listening skills. Moreover, the sub-skills that the fine art students wanted were identified (refer table 3 and 10). Thus, it seems that this course book is unlikely to equip learners with the skills, sub-skills, strategies, and situations which reflect students' future profession as it emphasizes mainly of the skills, sub-skills, and strategies which could help learners satisfy their academic needs. Besides, the textbook was prepared based on a topic based syllabus. However, fine art students need the material to be based on content or task (Dudley-Evans and St. John, 1998).

Another question was whether there was a balance between subject specific language items (grammar, vocabulary, and discourse structure) and operational skills and strategies. Here, it could be said that there did not appear to exist a balance of this kind as no needs analysis was conducted when the course was designed and the content could not be based on subject specific language items from fine art. It could rather be said that only general, non-field specific operational skills and strategies in the different language skills were mainly considered. The contents appear supportive for students from varieties of disciplines demanding general purpose English to use in their corresponding academic studies rather than only for fine art. Hence, only general strategies and skills might be learned from this course. These results appear to agree, with what the students in the focus group discussion and the English instructors in the questionnaire said.

With respect to whether or not the material considered the relationship between teachers and students, and whether a collaborative approach was encouraged, the material was found not to have a clear account of the relationship between teachers and students and no collaborative approach treatment was encouraged in the text. The sense of collaboration in ESP as indicated by Robinson (1991), Dudley-Evans and St. John (1996) and Strevens (1980) is that learners and teachers have to collaboratively work: the students are believed to have more knowledge in their subject areas while the teacher is an expert in the language. Thus, in an ESP context, the students are believed to be co-workers, input providers (content area), in general, collaborative trainees. However, since the course book doesn't seem to involve students' subject area contents

sufficiently, the teachers seem to act as only as input and feedback providers, organizers and monitors. In short, the essence of collaboration in ESP doesn't seem to exist.

As to the flexibility of the material to meet the constraints often found in ESP work, for example, by having a modular structure of a non- sequential units and sections, it could be said that the material is only partially flexible to meet constraints, like when students miss classes; the sections of the units do not have modular structure of non-sequential self-contained units; it seems that a student who did not learn section one of the unit could not easily learn the other parts/sections as the latter assumed the contents, and technical terms in the former.

Another question in the checklist was whether the material could be used for individual study and whether teachers are given guidance on how to use the material in this way. It appears that the material in its introduction section has sufficiently provided guidance on how to use it. Besides there was instructors' manual that gave guidance on how to use the material. There doesn't seem to have guidance on how the students can use the material but the instructions and tasks in the body of the material might help the students use the material for self-study.

As to what extent the learning activities mirror realistic situation, say through task and skill based activities, it could be said two things at least. First, academic situation by it self is a real-life situation. Thus from this perspective, the different tasks and skills like note taking seem to reflect what we do in the academic context. Private life and professional areas are again situations, which reflect 'real-life'. From this angle, it could be argued that the skills and activities do not as such reflect real- life situation (the students, for example, were not asked to write either job or personal letters some where in the text).

Finally, an attempt was made to evaluate if the learning activities had outcomes or products that would help learners to evaluate their performance. It seems that many of the activities like writing a report and an argumentative essay would help the students to evaluate their performance or product.

Generally, the textbook does not seem to respond to the real needs of the students since it does not satisfy many of the elements an ESP material should treat. For example, as Dudley-Evans and St. John (1998) explain ESP teaching does not necessarily have to be related to content but it should always reflect the underlying concepts and activities of broad disciplines, and Widdowson (1983) makes use of the essential problem-solving methodology. However, the current course did not employ a methodology linked to a particular profession or discipline which differs from that used in General Purpose English teaching. This would suggest that text

material did not consider the specific needs of the learners under question. In other words, the text does not seem to agree with Robinson (1991) when she said ESP is based on needs analysis (end of the course requirement and initial needs including learning needs). Moreover, the course also appears to be a failure as an ESP course as it does not satisfy some of the absolute and variable characteristics used by Dudley - Evans and St. John (1998). That is, it is not designed to meet specific needs of the students of fine art; it does not make use of underlying methodology and activities of the discipline it serves; and it does not use in specific situations a different methodology (the nature of interaction between the ESP teacher and the learner) from that of general English.

# CHAPTER FIVE: SUMMERY, CONCLUSIONS AND RECOMMENDATION

## 5.1 Summary of the Findings

### 5.1.1 Results of the Quantitative Data

#### 5.1.1.1 Perceptions to the importance of Language Skills

Participants (students, English teachers, subject area teachers, and college deans) presented the importance of learning English with respect to the four skills. They were asked to rate how important reading, listening, speaking, and writing, as well as vocabulary, grammar, and pronunciation for students' academic studies, future profession, and social life were.

Students attached the mean value of 4.39, 4.44, and 4.45 respectively, to their private life, future profession and academic studies, the values of which are all high. Although there is difference among the mean values, the ANOVA test proves that there is no significant difference attached to the three domains.

Similarly, with regard to the importance of the four macro-skills in students' private life, academic studies, and future profession, the aggregate mean values rated by all groups of respondents were found to be 4.20, 4.24, and 4.27, respectively. Despite the slight difference of the aggregate mean scores, the ANOVA test reveals no significant difference among the scores. These could suggest that the students, almost with no exception, highly need the English language for the three domains of life.

With respect to the importance of the three micro skills (grammar, vocabulary, and pronunciation) the students' own mean values as well as all participants' aggregate mean scores were high above 4 in the students' three domains of life.

Firstly, the students' own agreement to the great importance of grammar, vocabulary, and pronunciation for the three perspectives of life are found to be highly strong.

1. Pertaining to their agreement to the high value of grammar for private life, future profession, and academic life, the students attached the mean scores of 4.28, 4.40, and 4.61 respectively.
2. With respect to their level of agreement to the high value of vocabulary, for private life, future profession, and academic studies the students presented the mean values of 4.32, 4.33, and 4.61 in that order.

3. As to the extent of agreement to the great importance of good pronunciation for private life, future profession, and academic studies, the learners gave the mean value of 4.09, 4.38, and 4.38 respectively.

Secondly, all group of respondents together showed their agreement to the importance of good grammar, specialist vocabulary, and good pronunciation as summarized here. The aggregate mean score of all groups with regard to the importance of grammar in students' social/ private life, future profession, and academic studies were found to be 4.25, 4.42, and 4.60 respectively. This implies that the students need grammar to improve their language more in their academic studies, followed by their future profession, and social life. The aggregate mean values regarding the importance of vocabulary in the students' social life, future profession and academic studies were found to be 4.34, 4.35, and 4.45, respectively. Likewise, the total mean values of 4.11, 4.38, and 4.40 were, in that order, discovered regarding the high values of pronunciation in students' social/private life, professional, and academic studies perspectives. The over all data would tend to suggest that these micro skills are needed by students to improve their overall language competence.

#### **5.1.1.2. Competence in Language Skills**

All groups of respondents were asked to rate the competence of students, in reading, listening, speaking, and writing for academic studies future profession, and social or private life.

In terms of mean scores, the students rated their competence in the academic studies, private life, and future profession as, 3.41, 3.50, and 3.69, respectively. Though the proficiency in the domains is average, and the ANOVA test reveals a significant difference in the level of proficiency among the domains, lower proficiency being in the skills of academic studies (M=3.41)

The Students' competence in the macro skills in the students' academic studies, future profession and private life were presented in terms of aggregate mean values to be 3.31, 3.56 and 3.66 respectively. From these mean values, all the groups would appear to show that English for academic purpose is given the lowest mean value, but English for social purpose the highest one. Moreover the ANOVA test signifies a significant difference among the scores. The mean scores would seem to suggest that the students have average proficiency in the four skills.

### **5.1.1.3 Gap between Importance and Competence**

In the finding of the questionnaire data, it was vital to compare the mean values of the importance of skills to students and the mean value of students' competence in the skills in order to identify a most important element of needs analysis-lacks. When we compare the gaps between competence and importance as rated by the students themselves, it was found out that there were big gaps. The same was true when we consider the gaps between all groups' aggregate mean of importance and aggregate mean of competence. The gaps show that the students' competence in skills was not as much as the importance of the skills. Despite the similarity of the importance of the three domains proved by the ANOVA test, the gap between importance and competence as shown by the aggregate mean values difference seems to be very high for academic studies. In other words the academic studies domain was found to have high importance for students and, at the same time, the domain in which students' competence was the lowest. Within the academic domain also, speaking, writing, listening, and reading were ordered from the most important to the least important because though the ANOVA test proves similarity in the importance of the skills, the same test reveals that the students' competence was lowest in speaking and highest in reading.

### **5.1.1.4. Comparison of views of students, English Teachers, Subject area teachers, and College Deans**

In this study, a comparison of the views of students, English teachers, subject area teachers, and college deans takes a central position.

Based on the mean values, it would appear that there was often relative consistency of response (that is high) among students, subject area teachers, and college deans to the importance of the skills in the three areas academic studies, future profession, and social life. However, English teachers seemed to attach the lowest degree of importance to the skills in the three domains.

Moreover, there appear to exist relative similarity of responses (average) in rating the competence of students among the students themselves and subject area teachers, but the college deans frequently rated the students' proficiency with respect to future profession and private life as high.

Because of the exceptional views they reflected, English teachers and college deans were many times found to indicate insignificant gaps between the importance of skills and students' proficiency in the skills for each domain.

### **5.1.2 Results of the Qualitative Data**

The study, based on its qualitative analysis, has come up with a few very important findings. First, the findings from the qualitative data analysis made clear that the students of fine art at Mekelle College of Teacher Education had poor language competence (that is low proficiency, in speaking, writing, reading, and listening as well as poor knowledge of vocabulary, grammar, and pronunciation). Second, the skill of speaking and writing were discovered to be top-priority needs both academically and professionally. Third, the students were found to have lack of confidence in using English as well as low motivation to learn the language. Fourth, the results made clear that English teachers in the classroom teaching allotted the highest proportion of time to lecturing and writing notes on the blackboard. Fifth, the findings revealed that teachers gave no written feedback for students' performance, used no other instructional aids except the chalkboard, and made no attempt to renovate the course. Sixth, the college English course material was discovered not to adequately address the students' language needs and not to contain the dominant features of an ESP material.

## **5.2 Conclusions**

In view of the data analysis as a whole and the summary, the following conclusions can be made.

1. With respect to the importance of the four-macro skills for the students' private life, future profession and academic studies all groups of respondents together attached high values. This could imply that there is high need for learning the language skills.
2. Despite the high degree of importance given to the skills in the three domains, the competence of the students was found to be average or low implying that the skills seemed to be de-emphasised in high school as well as at college level. This seems to mean that the course offered to the students at the college is deficient to help the students develop the skills in an integrated manner.
3. Moreover, the overall rating of importance of the skills for social, professional and academic purpose was high. However, the gap between aggregate mean of competence and the aggregate mean of importance seems to show more lacks in English for academic purposes. Thus, this would mean that the treatment of English for academic purpose seems to be a priority in syllabus design and material preparation of a course. As it might be so difficult to treat the four skills for the academic studies in one course, speaking (first) and writing (next) could be incorporated in the redesigning of the language course since both skills could be indispensable desirable skills.

4. The lower competence of students for academic life compared to future profession would also mean that the students' current competence or proficiency did not seem to help them too much in their academic studies.
5. Besides, all groups of respondents agreed on the high value of good grammar, specialist vocabulary, and pronunciation for the three careers of life, more importantly for academic studies, implying that these three micro skill are vital to the enhancement of the four language skills for which the students are reported to have average competence. There appears to exist a direct correlation between the perception of the importance of the four macro-skills, on the one hand, and the perception of the importance of grammar, vocabulary, and pronunciation, on the other hand, since all language skills are interrelated.
6. Next, English teachers showed some problems in classroom teaching, in motivating students, and giving feedback, and they did not try to renovate the course material. Thus, the teachers do not seem to meet students' needs and wants.
7. The fact that students had low confidence and motivation implies that language learning was not fully successful.
8. Listening to the lecture and writing down notes from the lecture also by and large dominated the classroom student activities. This would mean that students do not have enough time for speaking in group discussion, asking questions, asking clarifications, giving comments and writing practical compositions.
9. Finally, the fact that the course was not designed based on needs analysis and the basic considerations of an ESP text implies that it would be necessary to revise or redesign it.

### **5.3. Recommendations**

In view of the findings and their implications, the following recommendations are made.

1. In this study data gathered from relevant groups revealed that the language skills needed for the academic studies were found to be the priority language elements for students of fine art at MCTE. Therefore, syllabus designers ought to consider these language skills and their respective sub-skills in table 10 in order to design an appropriate language course important for students' academic life by taking into account students' problems identified in this study.
2. When a course is designed based on the identified needs, syllabus designers should consider the features of an ESP text material, like the relation ship between teachers and students, and flexibility of the material.
3. It should be noted that English teachers should be given training on teaching methodology, as well as on ways of building students' confidence and enhancing students' motivation.
4. Course designers and English Teachers must work together with the department of fine art so as to reach a consensus on piloting, implementing, and evaluating the English language program. Such attempts should be carried out a continually as possible in order to evaluate, assess, identify the ever changing language needs of students together with the elements of syllabus that suit the students needs, and implement innovative development change when and where necessary.
5. Before the design of a language course for the students of fine art, it should be noted that a detailed study on the language skills, the way languages are used in the field of fine art (or linguistic analysis, discourse analysis) should be carried out in order to identify the typical structure, that is, language elements of the genres to be treated in the syllabus.

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# APPENDICES

**Appendix A**  
**Student questionnaire**  
**Questionnaire on English Language Needs**

This questionnaire is designed to help identify the English language needs of diploma fine art students at Mekelle College of Teacher Education who come from the different parts of the region. As you are one of them, your responses are useful for the design and evaluation of the English course being offered.

Please answer each question based on your own opinions and learning experiences. You are guaranteed the confidentiality of your responses!

**Instruction:** For each item "tick" (✓) the appropriate space or "write" in the space provided. For equations where a scale is provided, please "circle" the relevant numbers.

Department \_\_\_\_\_ Course title: \_\_\_\_\_

Year: 1 ( ) 2 ( ) 3 ( ). Age: \_\_\_\_\_ Sex: M ( ) F ( )

**Academic Studies**

Use the following scale for column 1  
 5. Very important  
 4. Important  
 3. Moderately  
 3. Note important  
 1. Totally unimportant

Use the following scale for column 2  
 5. Very good  
 4. Good  
 3. Average  
 2. Note good  
 1. Poor

How would you rate the *importance of learning* each of the following for your academic studies?

How would you rate *yourself* interms of each of the following for your academic studies?

**I. Reading**

- |   |           |           |
|---|-----------|-----------|
| a. newspapers   | 1 2 3 4 5 | 1 2 3 4 5 |
| b. magazines/periodicals<br>(e.g, Economist, New Scientist) | 1 2 3 4 5 | 1 2 3 4 5 |
| c. Academic texts<br>(e.g course books, journals)           | 1 2 3 4 5 | 1 2 3 4 5 |
| d. lecture handouts   | 1 2 3 4 5 | 1 2 3 4 5 |
| e. reference tools (eg dictionaries)                        | 1 2 3 4 5 | 1 2 3 4 5 |
| f. university prospectuses                                  | 1 2 3 4 5 | 1 2 3 4 5 |
| g. on the internet  | 1 2 3 4 5 | 1 2 3 4 5 |
| Others (please specify and rate)                            | _____     | _____     |

**Academic Studies**

Use the following scale for column 1  
 5. Very important  
 4. Important  
 3. Moderately  
 3. Note important  
 1. Totally unimportant

Use the following scale for column 2  
 5. Very good  
 4. Good  
 3. Average  
 2. Note good  
 1. Poor

**2. Listening:**

a. to the radio	1 2 3 4 5	1 2 3 4 5
b. to television programmes	1 2 3 4 5	1 2 3 4 5
c. to videos	1 2 3 4 5	1 2 3 4 5
d. to films	1 2 3 4 5	1 2 3 4 5
e. to course lectures	1 2 3 4 5	1 2 3 4 5
f. to seminars	1 2 3 4 5	1 2 3 4 5
g. at meetings	1 2 3 4 5	1 2 3 4 5
h. to presentations	1 2 3 4 5	1 2 3 4 5
i. class discussions	1 2 3 4 5	1 2 3 4 5
j. in tutorials	1 2 3 4 5	1 2 3 4 5
Others (please specify and rate):	_____	_____

**3. Speaking:**

a. in class discussions	1 2 3 4 5	1 2 3 4 5
b. with lecturers	1 2 3 4 5	1 2 3 4 5
c. at conferences	1 2 3 4 5	1 2 3 4 5
d. at seminars	1 2 3 4 5	1 2 3 4 5
e. at meetings	1 2 3 4 5	1 2 3 4 5
f. in tutorials	1 2 3 4 5	1 2 3 4 5
g. at presentations	1 2 3 4 5	1 2 3 4 5
Others (please specify and rate):	_____	_____

**4. Writing:**

a. letters	1 2 3 4 5	1 2 3 4 5
b. plays	1 2 3 4 5	1 2 3 4 5
c. course assignments	1 2 3 4 5	1 2 3 4 5
d. reports	1 2 3 4 5	1 2 3 4 5
e. short stories	1 2 3 4 5	1 2 3 4 5
f. on the internet	1 2 3 4 5	1 2 3 4 5
g. faxes	1 2 3 4 5	1 2 3 4 5
h. notes	1 2 3 4 5	1 2 3 4 5
i. examination papers	1 2 3 4 5	1 2 3 4 5
Others (please specify and rate):	_____	_____

**Future Profession**

Use the following scale for column 1  
 5. Very important  
 4. Important  
 3. Moderately  
 3. Note important  
 1. Totally unimportant

Use the following scale for column 2  
 5. Very good  
 4. Good  
 3. Average  
 2. Note good  
 1. Poor

How would you rate the *importance of learning* each of the following for your future profession?

How would you rate *yourself* in terms of each of the following for your future profession?

**5. Reading:**

a. newspapers	1 2 3 4 5	1 2 3 4 5
b. magazines/periodicals (e.g. Economist, New Scientist)	1 2 3 4 5	1 2 3 4 5
c. reference tools (e.g. dictionaries)	1 2 3 4 5	1 2 3 4 5
d. reports	1 2 3 4 5	1 2 3 4 5
e. e-mail messages	1 2 3 4 5	1 2 3 4 5
f. on the internet	1 2 3 4 5	1 2 3 4 5
g. plays	1 2 3 4 5	1 2 3 4 5
h. fictions	1 2 3 4 5	1 2 3 4 5
i. notices	1 2 3 4 5	1 2 3 4 5
j. letters	1 2 3 4 5	1 2 3 4 5
k. comics	1 2 3 4 5	1 2 3 4 5
l. short stories	1 2 3 4 5	1 2 3 4 5
m. advertisements	1 2 3 4 5	1 2 3 4 5
n. poems	1 2 3 4 5	1 2 3 4 5
o. company regulations	1 2 3 4 5	1 2 3 4 5
p. newsletters	1 2 3 4 5	1 2 3 4 5
Others (please specify and rate)		

**6. Listening:**

a. to the radio	1 2 3 4 5	1 2 3 4 5
b. to television programmes	1 2 3 4 5	1 2 3 4 5
c. to videos	1 2 3 4 5	1 2 3 4 5
d. to films	1 2 3 4 5	1 2 3 4 5
e. at meetings	1 2 3 4 5	1 2 3 4 5
f. theater	1 2 3 4 5	1 2 3 4 5
g. to presentations	1 2 3 4 5	1 2 3 4 5
h. on the telephone	1 2 3 4 5	1 2 3 4 5
i. at conferences	1 2 3 4 5	1 2 3 4 5
j. to music	1 2 3 4 5	1 2 3 4 5
Others (please specify and rate):		

**Future Profession**

Use the following scale for column 1  
 5. Very important  
 4. Important  
 3. Moderately  
 3. Note important  
 1. Totally unimportant

Use the following scale for column 2  
 5. Very good  
 4. Good  
 3. Average  
 2. Note good  
 1. Poor

**7. Speaking:**

- a. at stage
- b. at conferences
- c. at rehearsal
- d. at seminars
- e. on the telephone
- f. at meetings
- g. in informal situations
- Others (please specify and rate):

1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5

1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5

**8. Writing:**

- a. letters
- b. diaries
- c. short stories
- d. agendas
- e. notices
- f. application letters
- g. resumes/CVs
- h. reports
- i. e-mail messages
- j. on the internet
- k. plays
- l. instruction booklets
- m. poems
- n. newsletters
- Others (please specify and rate)

1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5

1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5  
 1 2 3 4 5

**Social/Private life**

Use the following scale for column 1

- 5. Very important
- 4. Important
- 3. Moderately
- 3. Note important
- 1. Totally unimportant

Use the following scale for column 2

- 5. Very good
- 4. Good
- 3. Average
- 2. Note good
- 1. Poor

How would you rate the *importance of learning* each of the following for your social/private life?

How would you rate *yourself* in terms of each of the following for your social/private life?

**9. Reading:**

- a. newspapers 1 2 3 4 5
- b. magazines/periodicals 1 2 3 4 5
- c. fiction 1 2 3 4 5
- d. comics 1 2 3 4 5
- e. personal letters 1 2 3 4 5
- f. business letters 1 2 3 4 5
- g. e-mail messages 1 2 3 4 5
- h. on the internet 1 2 3 4 5
- i. notices 1 2 3 4 5

Others (please specify and rate):

- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5

**10. Listening:**

- a. to the radio 1 2 3 4 5
- b. to television programmes 1 2 3 4 5
- c. to music 1 2 3 4 5
- d. to videos 1 2 3 4 5
- e. to films 1 2 3 4 5
- f. on the telephone 1 2 3 4 5
- g. to religious services 1 2 3 4 5
- h. at religious social functions 1 2 3 4 5
- i. while travelling in taxi 1 2 3 4 5
- j. in shops/restaurants 1 2 3 4 5
- k. at clubs/pubs 1 2 3 4 5
- l. at social functions 1 2 3 4 5

Others (please specify and rate):

- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5

**11. Speaking:**

- a. with non-Tigrina speaking friends 1 2 3 4 5
- b. with family 1 2 3 4 5
- c. with acquaintances 1 2 3 4 5
- d. with strangers 1 2 3 4 5
- e. in shops/restaurants 1 2 3 4 5
- f. at clubs/pubs 1 2 3 4 5
- g. at religious social functions 1 2 3 4 5
- h. on the telephone 1 2 3 4 5
- i. while travelling abroad 1 2 3 4 5
- j. at social functions 1 2 3 4 5

Others (please specify and rate):

- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5

**12. Writing:**

- |                                   |           |           |
|-----------------------------------|-----------|-----------|
| a. personal letters               | 1 2 3 4 5 | 1 2 3 4 5 |
| b. business letters               | 1 2 3 4 5 | 1 2 3 4 5 |
| c. e-mail messages                | 1 2 3 4 5 | 1 2 3 4 5 |
| d. on the internet                | 1 2 3 4 5 | 1 2 3 4 5 |
| e. faxes                          | 1 2 3 4 5 | 1 2 3 4 5 |
| f. diaries                        | 1 2 3 4 5 | 1 2 3 4 5 |
| g. notes/messages                 | 1 2 3 4 5 | 1 2 3 4 5 |
| Others (please specify and rate): |           |           |
- 
- 
- 

Use the following scale to rate statements 13 to 15:

- |                      |
|----------------------|
| 5. Strongly agree    |
| 4. agree             |
| 3. Moderately agree  |
| 2. disagree          |
| 1. strongly disagree |

- |     |   |           |
|-----|---|-----------|
| 13. | a. A good knowledge of English grammar is essential for my academic studies.              | 1 2 3 4 5 |
|     | b. A good knowledge of English grammar is essential for my future profession.             | 1 2 3 4 5 |
|     | c. A good knowledge of English grammar is essential in my private/social life.            | 1 2 3 4 5 |
| 14. | a. Specialist vocabulary is essential for my academic studies.                            | 1 2 3 4 5 |
|     | b. Specialist vocabulary is essential for my future profession.                           | 1 2 3 4 5 |
|     | c. A good general knowledge of English vocabulary is essential in my private/social life. | 1 2 3 4 5 |
| 15. | a. Good English pronunciation is essential for my academic studies.                       | 1 2 3 4 5 |
|     | b. Good English pronunciation is essential for my future profession.                      | 1 2 3 4 5 |
|     | c. Good English pronunciation is essential in my private/social.                          | 1 2 3 4 5 |

16. My main problem(s) in learning English is/are: (e.g. making myself understood in English, thinking in Cantonese).

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17. Please feel free to add below any comments or views that you think have not been covered in this questionnaire.

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***Thank you!!***

**Appendix B**  
**English teachers, subject area teachers and College Deans' questionnaire**  
**Questionnaire on English Language Needs**

This questionnaire is designed to help identify the English language needs of diploma fine art students at Mekelle College of Teacher Education. Your responses are useful for the design and evaluation of the English course being offered.

Please answer each question based on your own opinions and experiences. You are guaranteed the confidentiality of your responses!

**Instruction:** For each item "tick" (✓) the appropriate space or "write" in the space provided. For equations where a scale is provided, please "circle" the relevant numbers.

Position \_\_\_\_\_ Age: \_\_\_\_\_ Sex: M ( ) F ( )

**Academic Studies**

Use the following scale for column 1  
 5. Very important  
 4. Important  
 3. Moderately  
 3. Note important  
 1. Totally unimportant

Use the following scale for column 2  
 5. Very good  
 4. Good  
 3. Average  
 2. Note good  
 1. Poor

How would you rate the *importance of learning* each of the following for students' academic studies?

How would you rate *students' competence* in terms of each of the following for their academic studies?

**I. Reading**

- |   |           |           |
|---|-----------|-----------|
| h. newspapers   | 1 2 3 4 5 | 1 2 3 4 5 |
| i. magazines/periodicals<br>(e.g. Economist, New Scientist) | 1 2 3 4 5 | 1 2 3 4 5 |
| j. Academic texts<br>(e.g. course books, journals)          | 1 2 3 4 5 | 1 2 3 4 5 |
| k. lecture handouts   | 1 2 3 4 5 | 1 2 3 4 5 |
| l. reference tools (eg dictionaries)                        | 1 2 3 4 5 | 1 2 3 4 5 |
| m. university prospectuses                                  | 1 2 3 4 5 | 1 2 3 4 5 |
| n. on the internet  | 1 2 3 4 5 | 1 2 3 4 5 |
| Others (please specify and rate)                            | _____     | _____     |

**Academic Studies**

Use the following scale for column 1  
 5. Very important  
 4. Important  
 3. Moderately  
 3. Note important  
 1. Totally unimportant

Use the following scale for column 2  
 5. Very good  
 4. Good  
 3. Average  
 2. Note good  
 1. Poor

**2. Listening:**

k. to the radio	1 2 3 4 5	1 2 3 4 5
l. to television programmes	1 2 3 4 5	1 2 3 4 5
m. to videos	1 2 3 4 5	1 2 3 4 5
n. to films	1 2 3 4 5	1 2 3 4 5
o. to course lectures	1 2 3 4 5	1 2 3 4 5
p. to seminars	1 2 3 4 5	1 2 3 4 5
q. at meetings	1 2 3 4 5	1 2 3 4 5
r. to presentations	1 2 3 4 5	1 2 3 4 5
s. class discussions	1 2 3 4 5	1 2 3 4 5
t. in tutorials	1 2 3 4 5	1 2 3 4 5
Others (please specify and rate):	_____	_____

**3. Speaking:**

h. in class discussions	1 2 3 4 5	1 2 3 4 5
i. with lecturers	1 2 3 4 5	1 2 3 4 5
j. at conferences	1 2 3 4 5	1 2 3 4 5
k. at seminars	1 2 3 4 5	1 2 3 4 5
l. at meetings	1 2 3 4 5	1 2 3 4 5
m. in tutorials	1 2 3 4 5	1 2 3 4 5
n. at presentations	1 2 3 4 5	1 2 3 4 5
Others (please specify and rate):	_____	_____

**4. Writing:**

j. letters	1 2 3 4 5	1 2 3 4 5
k. plays	1 2 3 4 5	1 2 3 4 5
l. course assignments	1 2 3 4 5	1 2 3 4 5
m. reports	1 2 3 4 5	1 2 3 4 5
n. short stories	1 2 3 4 5	1 2 3 4 5
o. on the internet	1 2 3 4 5	1 2 3 4 5
p. faxes	1 2 3 4 5	1 2 3 4 5
q. notes	1 2 3 4 5	1 2 3 4 5
r. examination papers	1 2 3 4 5	1 2 3 4 5
Others (please specify and rate):	_____	_____

**Future Profession**

Use the following scale for column 1

5. Very important
4. Important
3. Moderately
3. Note important
1. Totally unimportant

Use the following scale for column 2

5. Very good
4. Good
3. Average
2. Note good
1. Poor

How would you rate the *importance of learning* each of the following for students' future profession?

How would you rate *students' competence* in terms of each of the following for their future profession?

**5. Reading:**

q. newspapers	1 2 3 4 5	1 2 3 4 5
r. magazines/periodicals (e.g, Economist, New Scientist)	1 2 3 4 5	1 2 3 4 5
s. reference tools (e.g, dictionaries)	1 2 3 4 5	1 2 3 4 5
t. reports	1 2 3 4 5	1 2 3 4 5
u. e-mail messages	1 2 3 4 5	1 2 3 4 5
v. on the internet	1 2 3 4 5	1 2 3 4 5
w. plays	1 2 3 4 5	1 2 3 4 5
x. fictions	1 2 3 4 5	1 2 3 4 5
y. notices	1 2 3 4 5	1 2 3 4 5
z. letters	1 2 3 4 5	1 2 3 4 5
aa. comics	1 2 3 4 5	1 2 3 4 5
bb. short stories	1 2 3 4 5	1 2 3 4 5
cc. advertisements	1 2 3 4 5	1 2 3 4 5
dd. poems	1 2 3 4 5	1 2 3 4 5
ee. company regulations	1 2 3 4 5	1 2 3 4 5
ff. newsletters	1 2 3 4 5	1 2 3 4 5
Others (please specify and rate)		

**6. Listening:**

k. to the radio	1 2 3 4 5	1 2 3 4 5
l. to television programmes	1 2 3 4 5	1 2 3 4 5
m. to videos	1 2 3 4 5	1 2 3 4 5
n. to films	1 2 3 4 5	1 2 3 4 5
o. at meetings	1 2 3 4 5	1 2 3 4 5
p. theater	1 2 3 4 5	1 2 3 4 5
q. to presentations	1 2 3 4 5	1 2 3 4 5
r. on the telephone	1 2 3 4 5	1 2 3 4 5
s. at conferences	1 2 3 4 5	1 2 3 4 5
t. to music	1 2 3 4 5	1 2 3 4 5
Others (please specify and rate):		

**Future Profession**

Use the following scale for column 1  
 5. Very important  
 4. Important  
 3. Moderately  
 3. Note important  
 1. Totally unimportant

Use the following scale for column 2  
 5. Very good  
 4. Good  
 3. Average  
 2. Note good  
 1. Poor

**7. Speaking:**

h. at stage	1 2 3 4 5	1 2 3 4 5
i. at conferences	1 2 3 4 5	1 2 3 4 5
j. at rehearsal	1 2 3 4 5	1 2 3 4 5
k. at seminars	1 2 3 4 5	1 2 3 4 5
l. on the telephone	1 2 3 4 5	1 2 3 4 5
m. at meetings	1 2 3 4 5	1 2 3 4 5
n. in informal situations	1 2 3 4 5	1 2 3 4 5
Others (please specify and rate):	1 2 3 4 5	1 2 3 4 5
_____	_____	_____

**8. Writing:**

o. letters	1 2 3 4 5	1 2 3 4 5
p. diaries	1 2 3 4 5	1 2 3 4 5
q. short stories	1 2 3 4 5	1 2 3 4 5
r. agendas	1 2 3 4 5	1 2 3 4 5
s. notices	1 2 3 4 5	1 2 3 4 5
t. application letters	1 2 3 4 5	1 2 3 4 5
u. resumes/CVs	1 2 3 4 5	1 2 3 4 5
v. reports	1 2 3 4 5	1 2 3 4 5
w. e-mail messages	1 2 3 4 5	1 2 3 4 5
x. on the internet	1 2 3 4 5	1 2 3 4 5
y. plays	1 2 3 4 5	1 2 3 4 5
z. instruction booklets	1 2 3 4 5	1 2 3 4 5
aa. poems	1 2 3 4 5	1 2 3 4 5
bb. newsletters	1 2 3 4 5	1 2 3 4 5
Others (please specify and rate)	1 2 3 4 5	1 2 3 4 5
_____	_____	_____

**Social/Private life**

Use the following scale for column 1

- 5. Very important
- 4. Important
- 3. Moderately
- 3. Note important
- 1. Totally unimportant

Use the following scale for column 2

- 5. Very good
- 4. Good
- 3. Average
- 2. Note good
- 1. Poor

How would you rate the *importance of learning* each of the following for students' social/private life?

How would you rate *students' competence* in terms of each of the following for their social/private life?

**9. Reading:**

- j. newspapers 1 2 3 4 5
- k. magazines/periodicals 1 2 3 4 5
- l. fiction 1 2 3 4 5
- m. comics 1 2 3 4 5
- n. personal letters 1 2 3 4 5
- o. business letters 1 2 3 4 5
- p. e-mail messages 1 2 3 4 5
- q. on the internet 1 2 3 4 5
- r. notices 1 2 3 4 5

- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5

Others (please specify and rate):

---

**10. Listening:**

- m. to the radio 1 2 3 4 5
- n. to television programmes 1 2 3 4 5
- o. to music 1 2 3 4 5
- p. to videos 1 2 3 4 5
- q. to films 1 2 3 4 5
- r. on the telephone 1 2 3 4 5
- s. to religious services 1 2 3 4 5
- t. at religious social functions 1 2 3 4 5
- u. while travelling in taxi 1 2 3 4 5
- v. in shops/restaurants 1 2 3 4 5
- w. at clubs/pubs 1 2 3 4 5
- x. at social functions 1 2 3 4 5

- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5

Others (please specify and rate):

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**11. Speaking:**

- k. with non-Tigrina speaking friends 1 2 3 4 5
- l. with family 1 2 3 4 5
- m. with acquaintances 1 2 3 4 5
- n. with strangers 1 2 3 4 5
- o. in shops/restaurants 1 2 3 4 5
- p. at clubs/pubs 1 2 3 4 5
- q. at religious social functions 1 2 3 4 5
- r. on the telephone 1 2 3 4 5
- s. while travelling abroad 1 2 3 4 5
- t. at social functions 1 2 3 4 5

- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5

Others (please specify and rate):

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**12. Writing:**

h. personal letters	1 2 3 4 5	1 2 3 4 5
i. business letters	1 2 3 4 5	1 2 3 4 5
j. e-mail messages	1 2 3 4 5	1 2 3 4 5
k. on the internet	1 2 3 4 5	1 2 3 4 5
l. faxes	1 2 3 4 5	1 2 3 4 5
m. diaries	1 2 3 4 5	1 2 3 4 5
n. notes/messages	1 2 3 4 5	1 2 3 4 5
Others (please specify and rate):		

Use the following scale to rate statements 13 to 15:

5. Strongly agree
4. agree
3. Moderately agree
2. disagree
1. strongly disagree

13. a. A good knowledge of English grammar is essential for my academic studies. 1 2 3 4 5  
b. A good knowledge of English grammar is essential for my future profession. 1 2 3 4 5  
c. A good knowledge of English grammar is essential in my private/social life. 1 2 3 4 5
14. a. Specialist vocabulary is essential for my academic studies. 1 2 3 4 5  
b. Specialist vocabulary is essential for my future profession. 1 2 3 4 5  
c. A good general knowledge of English vocabulary is essential in my private/social life. 1 2 3 4 5
15. a. Good English pronunciation is essential for my academic studies. 1 2 3 4 5  
b. Good English pronunciation is essential for my future profession. 1 2 3 4 5  
c. Good English pronunciation is essential in my private/social. 1 2 3 4 5

16. My main problem(s) in learning English is/are:

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17. Please feel free to add below any comments or views that you think have not been covered in this questionnaire.

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***Thank you!!***

**Appendix C**  
**Addis Ababa University**  
**School of Graduate Studies**  
**Institute of Language Studies**  
**English Teacher Interview**

Dear Teacher:

Good Morning/ Good afternoon. My name is Habtamu Desta. I have come from Addis Ababa University, School of Graduate Studies, to study the English language needs of the fine art students at Mekelle College of Teacher Education.

Your true responses are very crucial for the success of the research. Thus, you are cordially requested to provide real responses to the questions I ask you. You are guaranteed the confidentiality of your responses. Thank you very much for sparing your valuable time and effort in this interview.

**I. Information about yourself**

- A. Sex: \_\_\_\_\_
- B. Age: \_\_\_\_\_
- C. Qualification: \_\_\_\_\_
- D. Teaching experience: \_\_\_\_\_
- E. Are you part-timer of full timer staff? \_\_\_\_\_

## **II. Information on Current Situation**

- A. What are the contents you teach in this course?
- B. Do you think that the contents of the course are relevant to the students' level?
- C. Are the tasks, activities, and examples in the course related to the students' field of study?
- D. Do you think that the course helps to enhance the students' communication abilities in their academic life and future profession?
- E. What teaching aids do you use to assist teaching?
- F. How do you find the students' interest in this course? Why?  
high  average  low
- G. What teaching material do you use to teach the course?
- H. What measures should be taken to bridge the gap between the course title and the contents of the course in order to satisfy the needs of the students?
- I. Feel free to give your comments regarding the course vis-a-vis the needs of the students.

*Thank you*

## **Appendix D**

**Addis Ababa University**

**School of Graduate Studies**

**Institute of Language Studies**

### **Students' Focus Group Discussion on Language Needs**

Dear Students:

Good morning! Good afternoon. My name is Habtamu Desta. I have come from Addis Ababa University, School of Graduate Studies, to study the English Language needs of the Fine Art Students at Mekelle College of Teacher Education who have come from the different parts of the Tigray region. You are members of these students and your discussion and answers to the questions are very crucial for the design and evaluation of the English course you are learning.

Thus, you are cordially requested to provide real responses to the questions I ask you through the discussion you are going to make. You are guaranteed the confidentiality of your responses. Thank you very much for sparing your valuable time and effort in this group discussion.

#### **Points for Focus Group Discussion**

1. What were your previous English language experience?
2. What were your expectations of the English Course?
3. What do you want from the course?
4. How do you like English?
5. Does the course meet your needs? If not, what needs are not included?
6. Do you think that the contents of the course are relevant to your level?
7. Are the tasks, activities, and examples related to your field of studies? If yes, how?
8. What teaching aids do teachers use to assist the teaching? (tape recorders, videos, realia, language laboratory lessons or overhead projectors).
9. Does the course encourage you to discuss in pairs/groups issues related to your field of study?
10. How is your interest in the course? High, average, low and why?
11. Feel free to give your comments regarding the course vis-a-vis your language needs.

*Thank you*

**Appendix E**  
**Addis Ababa University**  
**School of Graduate Studies**  
**Institute of Language Studies**

**ESP Text Material Evaluation Checklist**  
**(Adapted from Cunningsworth, 1995: 135)**

1. Is the material based on a careful analysis of the learners needs?
2. Is the content appropriate to learners' needs? Does it have credibility? (Face validity).
3. Is there a body of 'core' specialist language related to the subject area?
4. Are the learners equipped with skills and strategies that will allow them to operate effectively in English in professional situation?
5. Is there a balance between subject specific language items (grammar, vocabulary, discourse structure) and operational skills and strategies in language use?
6. Does the material consider the relationship between teachers and students? If so, is a collaborative approach encouraged?
7. Is the material sufficiently flexible to meet the constraints often found in ESP work, for example, by having a modular structure of non-sequential units?
8. Can the material be used for individual study? If so, are teachers given guidance on how to use the material in this way?
9. To what extent do the learning activities mirror real life situations, for example, through task-based and skill based activities?
10. Do learning activities have outcomes or products which will help learners to evaluate their performance?

