

ADDIS ABABA UNIVERSITY

COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND COMMUNICATION

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

A NEEDS ASSESSMENT OF ESP TO ADULT ENGLISH LANGUAGE LEARNERS: SANDFORD INTERNATIONAL SCHOOL ADULTS' EVENING EFL CLASSES IN FOCUS

BY

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A Needs Assessment of ESP to Adult English Language Learners: Sandford International School Adults' Evening EFL Classes in Focus

By

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Advisor: Dr. Berhanu Bogale

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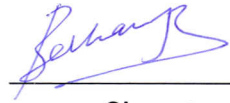
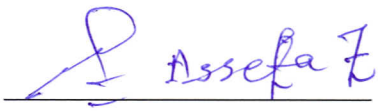
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ABSTRACT

The purpose of the study was to assess the needs of ESP to adult EFL learners; in focusing the Sandford International School's adult EFL evening program. Teaching EFL to adult learners in the evening class program has been started since three decades ago at Sandford School. Headway English course has been taught from Elementary to Upper-Intermediate levels to adult learners who joined the program to learn and use the language for different purposes. To achieve the objective, questionnaires, interview and evaluating the Headway English course book and dropout records were used as the main sources of the research. Adult learners' questionnaire was distributed to eighty-five students of which thirty-six returned the paper. All the sixteen EFL teachers have also filled in and returned the questionnaire. Five adult learners participated in the interview. Among the many issues that were discussed in this research were the learners' purpose of learning the language, their perceived importance of skills, their wants and lacks, the emphasized skills, etc,. In addition, the general course materials used and the skills focused were assessed to determine their suitability to the English needs of the adult EFL learners. Descriptive statistics (tables and bar charts) were employed in interpreting and analyzing the quantitative data while content analysis was applied to narrate the qualitative data. The results indicated that the perceived importance of English language skills by the learners is mismatched with what is being taught at Sandford EFL classes. Secondly, the English language skills the adult learners want to improve on and the skills that are given emphasis on actual teaching and learning practice are completely different. Moreover, the study identified the adult EFL learners were not satisfied enough in meeting their English language needs. As a result, the study reveals that there is a need for English courses with an ESP orientation in order to be able to meet the specific needs of the adult learners; (Intermediate and Upper- Intermediate levels) who believed their expectations were not met at all at Sandford International School evening class program.

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Operational Definitions of abbreviations

- EAP - English for Academic Purposes
- EBE - English for Business and Economics
- EEP - English for Educational Purposes
- EFL - English as a Foreign Language
- EGP - English for General Purposes
- EOP - English for Occupational Purposes
- ESL - English as a Second Language
- ESP – English for Specific Purposes
- ESS - English for the Social Sciences
- EST – English for Science and Technology
- GE – General English
- PSA- Present Situation Analysis
- TSA- Target Situation Analysis

CHAPTER ONE: INTRODUCTION

1.1 Background

1.1.1 Institutional Background

Sandford International School, otherwise known as SIS, is a non-profit making international school which was founded in 1948 by General Sandford's family, Mrs. Chris and Mr. Dan Sandford, with a name as "English School" then. The school was opened initially as a family school wherein the founders' children were the only students to learn. Soon, in September 1949, the English School officially opened as a school of everybody with over one hundred children, about ten teaching staff and a Board of Governors was set to oversee and help manage the finance. There was also a boarding section wherein the children of the aristocracy and other high officials of the country could be served as their parents had to travel to different provinces often for governmental duties, leaving their children behind. Gradually, when many people, national and international, showed interest to have places for their children, the school expanded its capacity and was able to give chances and accept students to join the school. As a result, the number of students increased and the demand of seeking places arose then the school which was opened for five children of the founders, Sandford's family, became a famous educational institution with a name 'Sandford International School', as it is now. The school at the moment has more than 800 students, from different nationalities of all over the world and over 100 national and international teaching staff.

For the last six decades, Sandford has been expanded and grown larger in its capacity and it has become to be a well known institution for its good quality of education. As a result, a

formal education has continued to be given to students of all citizens from the age range of 3-17, nursery to grade 13 or International Baccalaureate (IB) level.

In addition to the regular education program, there has also been evening program for adult students to learn English as a Foreign Language (EFL) at Sandford International School, since 1985 **(which is the concern to the study of this paper)**.

English as a Foreign Language (EFL) evening program was opened in 1985 at Sandford International School to anyone who was interested to learn and improve the level of English language usage. To be eligible for the attendance of the evening program, there are certain criteria the adult learners are required to fulfill before registration. The first criterion is the attendees must be adult within the age range of 18 and above. Secondly, a completion of 10^{th} grade is mandatory. The third criterion is the attendees had to take the entrance/ placement test and must be able to obtain a pass mark.

The courses are administered on term basis. Thus, there are three terms in a year with, more or less, three months long each term. Classes are conducted two days a week, Mon & Wed or Tue & Thu alternatively, for two hours each day from 5:45pm to 7:45pm: this would sum up to be 40 teaching days in a term.

1.1.2 Background of the Study

English language has become a global language these days. It has been in use for many decades as a language of communication almost all over the world. According to Howatt (1984) 'language teaching has a long history stretching back to ancient times', as cited by Hutchinson and Waters (1987). As we know from the history of linguistics, knowing the English language at

first (Grammar Translation Method time) was of vital importance and learners of the language were regarded as scholarly or elite. So people became interested to know about the language and as a result teaching the language became so important. Consequently, different teaching methodology and approaches were designed and used in different times. However, the English language teaching tradition has been subject to tremendous change, especially throughout the twentieth century. Thus, methodologies and approaches kept on changing from one type to another continually through time as a result of dissatisfaction of the approaches being used and demanding a better way of using the language. Hence, the teaching of the English language started from the classical or Grammar Translation Method and reached to where it is now to Communicative Language Teaching (CLT) approach. This shows that the users of the language and the linguists have never been satisfied with the way the English language was being taught or learnt. Moreover, none of the methods and approaches that have been used so far are said to be the best or the end product. So linguists have been working hard and trying their best to design a practical teaching approach with which the language can be learnt straightforwardly and purposefully. As a result, embedded on this notion, from the early 1960's, English for Specific Purposes (ESP) has evolved and grown to become one of the most prominent areas of EFL teaching today.

The researcher believed, however, ESP was not yet given much attention in our country's English language learning/teaching system. Hence, the approach that has been used to teach the language for many years was and still is English for General Purpose (EGP). One of the ingredients this approach (EGP) lacked to elicit in the teaching and learning process of the language was, not be able to consider the needs of the learners and the purpose of learning the

language. In general, this situation was worse in particular to adult learners who wanted to learn and improve their language ability in using English for their specific purposes they aimed to achieve within a short period of time. This was, therefore, the concern of the study which attempted to explore whether or not the shift of approach from EGP to ESP could play a big role to enhance the Sandford International School adult EFL learners' language usage.

1.2 Statement of the Problem

English as a Foreign Language (EFL) has been offered to adult learners at Sandford International School for the last nearly three decades. These adult learners were from different group of the society and they had different educational backgrounds and professions.

Though the primary purpose of learning the language for these heterogeneous groups was to improve specific skills of the language, which could help them in their careers eventually, the approach was static and seemed not to consider the purposes of the learning that the learners aimed to achieve.

Headway English course is the teaching/learning material which is being used to teach the adult learners with the EGP approach regardless of their needs and purposes of learning the language. In this teaching material, grammar is over emphasized and given more attention than the rest of the micro skills. Though, since the start of the Evening Class EFL teaching program (1985), many adult students have been attending and benefited a lot in improving their General English language skills, quite a number of adult EFL learners who aimed to learn and improve more on either speaking or writing skills seem unsatisfied with the general English teaching approach.

On the other hand, the rate of the dropout is very high and it keeps recurring every term. Thus, most of the adult learners quit from their classes in different times before they completed their target level. Some stay for a whole term but don't register for the next term. Others quit after sometime before the term ended. Few tell their reasons of dropping the course while others disappear without reporting.

As a result, the researcher felt that there are some uncertainties in the learning process (in the approach) that needs to be studied and investigated to discover the problems as well as the possible solutions.

1.3 Objectives

1.3.1 General Objectives

The main objective of this study primarily was to assess the needs of ESP to adult EFL learners. The investigation of the reasons that led the Sandford International School adult learners to dropout from their EFL classes was also one of the targets of the study.

1.3.2 Specific Objectives

The specific objectives of the study were to:-

1. assess the needs of ESP of Sandford International School's adult EFL Learners.
2. explore whether or not the learners were enjoying the way they were learning the language.
3. investigate if the learners had preferences of the skills they needed to study and achieve on.
4. find out the reasons why the adult learns quit from their classes.
5. examine whether or not the dropout situation had a relationship with the needs of ESP.

1.4 Research Questions

The breadth of the study that the researcher intended to deal with was formulated in accordance with the objectives of the study that are shown above. Therefore, the main research questions the researcher of this study would like to address were the followings:

- Do the adult EFL learners of Sandford International School have a special purpose to learn the English language?
- Do they enjoy the way they are being taught the language?
- Which of the skills do they need to improve on more?
- Why do they quit from their language classes persistently?
- Does the dropout situation have direct connection to the need or lack of ESP?

In over viewing the above questions, the researcher tried to investigate and find out whether or not the teaching approach (EGP), which was being used to teach the Sandford International School adult English language learners currently, did meet the interests of the learners and was a reason to the recurrent high dropout rates.

1.5 Significance of the study

The researcher believed that this study could reveal the reasons for dropout and could give a research based answers as to how the imposed problems could be solved. As a result, the study could elicit useful information and contributions to the teachers, the school (evening class program dept.), and to other researchers.

1. **To teachers**: the result of this study would hopefully provide information about students' perception and interest towards the evening class program particularly to their concern about the approach that was being practised in teaching the English language at Sandford.
2. **To the school**: the school particularly the evening class program department would benefit from the result of this study as it could help to review the current teaching strategies. Similarly, the study would also help in enhancing to formulate an appropriate syllabus that could help to minimize the rate of the dropout.
3. **To researchers**: the result of this study could provide information and serve as a foundation for conducting further research on the same area.

1.6 Scope of the study

The study was primarily aimed to assess the needs of ESP to EFL adult Learners. Sandford International School's EFL evening program was the main focus of the study. From twenty-five classes of different levels, Intermediate and Upper-Intermediate classes were taken as the subject of the study. One of the reasons of selecting these levels was in line with the characteristics and features of ESP on which Dudlley-Evans & St. John state that ESP is generally designed for intermediate or advanced adult learners who are assumed to have grasped the basic knowledge of the language already, as mentioned in this study on chapter two, pages 11&12. As a result, this research has only focused on Sandford EFL intermediate and upper Intermediate levels of adult evening classes.

1.7 Limitation of the study

In this study there are a few limitations observed. One of the main limitations is the focus of the study was restricted only on the adult EFL learners of Sandford School. As a result, it was not possible to include other classes in the city wherein adult and young learners are attending their English language course. It is obvious that the study could have been more valuable if the sample size expanded and included other adult EFL learners of other schools in Addis.

Secondly, as the average number of adult students attending at Sandford evening class program was about five-hundred each term, in twenty two to twenty five classrooms, it was difficult to include all the levels in the study as it requires a lot in terms of getting enough time and having adequate budget for the research. Therefore, the research has only focused on the adult learners of Intermediate and Upper-Intermediate levels.

CHAPTER TWO: LITERATURE REVIEW

2.1 What is ESP?

It has now been more than five decades since ESP has become to be an issue of discussion which as a result attracted many scholars of linguistics for further studies. Since then there have been many attempts that took place on implementing ESP in the teaching of foreign languages. Consequently, ESP has shown a continuous development and become a prominent approach all over the world. Thus, many countries have formulated ESP syllabus and started using it for the teaching of foreign language. ESP was designed primarily for learners who need to study the language purposefully in order to be able to use it in accomplishing certain specific works that have to be done in the day to day activities of their career. Moreover, the definition of ESP as stated by many scholars of the field is presented below in furthering the above discussion.

2.1.1 Definition of ESP

ESP is an acronym of English for Specific Purposes, which is one of the wings of ELT and it is always presented as contrasted with EGP, English for General Purposes. According to the Wikipedia, the free encyclopedia, ESP is defined as follows;-

> English for specific purposes (ESP), not to be confused with specialized English, is a sphere of teaching English language including Business English, Technical English, Scientific English, English for medical professionals, English for waiters, English for tourism, English for Art Purposes, etc.[1] Aviation English as ESP is taught to pilots, air traffic controllers and civil aviation cadets who are going to use it in radio communications.[2] ESP can be also considered as an avatar of language for specific purposes. (http://en.wikipedia.org/wiki/English_for_specific_purposes)

Moreover, many scholars of the field define ESP in many different ways though they have, more or less, the same conceptual view and communal understanding of what ESP is about.

These scholars, in general, agree that ESP is a "goal directed" language teaching "approach" which can be designed to meet the specific purpose and needs of the learners based on needs analysis and the use of appropriate language for the purpose it serves (Dudley-Evans, 1998; Hutchinson and Waters, 1987; Munby, 1978; Robinson, 1991).

As Robinson's view, ESP is "normally goal-directed" language teaching approach and the courses are developed by conducting needs analysis based on the purposes of what the learners actually need to do using the medium of English language. Secondly, Robinson has also emphasized that ESP courses are designed for "limited time period" in which the learners could achieve their objective. She added that ESP courses are given to adult learners in "homogeneous classes" in terms of the learners' work or field of studies (Robinson, 1991).

According to Munby (1978), ESP and EGP are two unlike approaches. As a result, he defines ESP in contrasting with EGP and states that ESP is specified by the prior analysis of learners' communicative needs while EGP is defined on the basis of predetermined goals set by the concerned institutions and other experts. He continues his explanations and states that;

> A language program which its syllabus and materials are predetermined by the communicative needs of the learners rather than predetermined preferences of teachers and institutions as a general English (EGP), which is treating English as part of general English(Munby, 1978).

Hutchinson & Waters (1987) also state and many of the scholars have the same opinion that ESP is an approach to language teaching which aims to consider the learners need and purposes of learning the language primarily. To them, ESP is an approach not a product which doesn't involve a particular kind of language, teaching material or methodology. Moreover, ESP is founded on the basis of possible answers to the question, "why does the learner need to learn a foreign language?"

However, these scholars have emphasized that there have been clear differences in how people interpret the meaning of ESP. Hence, some describe ESP as simply being the teaching of English for any purpose that could be specified. Others, however, are more precise and describe it as the teaching of English used in academic studies (EAP), or the teaching of English for vocational or professional purposes (EOP). Consequently, this indistinct notion of ESP attracts other researchers to study more about it.

2.1.2 Characteristics of ESP

Strevens (1988) defines English for Specific Purposes (ESP) by making a distinction between its **absolute** and its **variable characteristics**. According to him, in the English language teaching there are four absolute and two variable **characteristics of ESP as listed out below**:-

A. **The Absolute characteristic of ESP is:**

1. designed to meet specified needs of the learner;
2. related in content (i.e. themes and topics) to particular disciplines, occupations and activities;
3. centered on the language appropriate for those activities in syntax, lexis, discourse and semantics;
4. contrasted with General English.

B. The **variable characteristics** of ESP may be:

1. restriction to the language skills to be learned (reading only);
2. Use of no teaching methodology.

According to Dudley-Evans and St. John (1998), each definition quoted about ESP by Hutchinson and Waters (1987), Robinson (1991) and Strevens (1988) has validity and weaknesses. From these three definitions, however, they found the Strevens's view is the most comprehensive though they believe his definition could lead to confusion whereby he said that

content is one of the absolute characteristics. As a result, these scholars commented on this notion and stated that referring content as absolute characteristic may mean confirming to the false impression and belief that held by many teachers that ESP is always and necessarily related directly to subject content.

Dudley-Evans & St. John, having noted Strevens's notion, they modified and founded their definition of ESP by eliminating some of the absolute characteristics which was presented by Strevens and adding more variable characteristics. They asserted that ESP is not necessarily related to a specific discipline. Furthermore, ESP is likely to be used with adult learners although it could be used with young adults in a secondary school setting. These listed out characteristics signify the definition of ESP more practically in emphasizing its objectives among which are to meet specific needs of the learners, and it is likely to be designed for adult learners. According to them the characteristics could be described as shown below.

Absolute Characteristics

1. ESP is defined to meet specific needs of the learners
2. ESP makes use of underlying methodology and activities of the discipline it serves
3. ESP is centered on the language appropriates to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics

1. ESP may be related to or designed for specific disciplines
2. ESP may use, in specific teaching situations, a different methodology from that of General English
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems

2.1.3 Development of ESP

From the early 1960s, English for Specific Purposes (ESP) has grown to become one of the most prominent areas of EFL teaching today. As studies show, there are convincible grounds for ESP to emerge in the teaching and learning process of the foreign languages. According to Hutchinson and Waters (1987), there were three main reasons to the emergence of ESP in the world. In furthering this, these scholars state that the first motive was the rapid expansion of science and technology that took place at the very end of the Second World War in 1945 when expansion of science and economic activities unified the world. Thus, as science and technology expanded more there followed economy advancements in many countries. This circumstance led people all over the world to come together and needed more to communicate and interact rigorously in order to be able to exchange their goods and services on a worldwide scale. Consequently, this sense of globalization solicited one common language to communicate and countries whose economy was boomed and became dominant such as USA, for instance, took the upper hand to introduce their native language all over the world. Hence, English language, for this reason, became to be the language of business and science and technology.

The second factor which contributed to the emergence of ESP was the shift of linguistics from the analysis of grammatical form to the communication aspect of the language. Following the advancement of science and technology, there was a great demand of knowing English language which influenced linguists' view of the language. According to Widdowson (1978), shifting from describing the rule of English usage, the new study focused on the ways of using the language in real communication. It is believed that the language we speak and write varies in a number of different ways, from one context to another. Therefore, there are different ways

of learning the English language for different field of studies such as English of commerce and English of engineering. As a result, ESP considers the English need of a particular group of learners in analyzing the linguistic characteristics of their specialist area of work or study. There is a say, taken as the guiding principle of ESP, “Tell me what you need English for and I will tell you the English that you need” (Hutchinson & Waters, 1987).

The new development in educational psychology, focus on the learner, is the third factor that contributed to the emergence of ESP. According to Rogers (1969), the central importance of the learners with their different interests and attitudes to learning need to be emphasized and considered as a prime focus in the teaching learning process. Thus, emphasizing the different needs and interests can play a big role in influencing on the learners motivation of their learning. This, in turn, had considerable impact on making the teaching learning process effective (Rogers, 1969, cited in Hutchinson and Waters, 1987:8).

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The assumption underlying this approach is that the clear relevance of the English course to their needs can improve the learners’ motivation and thereby make learning better and faster.

In general, the emergence of ESP and its growth was based on three important factors as Hutchinson and Waters (1987) stated below.

> The growth of ESP, then, was brought about by a combination of three important factors: the expansion of demand for English to suit particular needs and development in the fields of linguistics and educational psychology. All three factors seemed to point towards the need for increased specialization in language learning (Hutchinson and Waters, 1987:8).

2.1.4 Stages in ESP Development

Since its emergence, ESP has gone through different developmental phases. According to Hutchinson and Waters (1987), the first phase is register analysis. This stage took place mainly in the 19060's and early 1970's. The concept of register analysis is based on the belief that English of one field of study constitutes a special register which is different from other fields of study. Thus, the aim was to produce a syllabus which gave high priority to the language forms students would meet in their field of studies and in return would give low priority to forms they would not meet. Hence, syllabus is designed based on languages identified as special to certain field of study. Teaching materials are also said to be designed in such a way they can take the linguistics features as their syllabus. 'A course in Basic Scientific English' was taken as a good example of such syllabus which was developed by Ewer and Latorre(1969) as cited in Hutchinson and Waters (1987). In this syllabus, they found register analysis showed very little distinction between the sentence grammars of scientific English against the grammar of general English.

The second phase of ESP came into use based on the flaws observed from that of the first phase, register analysis based syllabus. As a result discourse analysis came to the stage with a

shift from word or sentence level to discourse level analysis. The basic assumption underlying in this phase was that the students' needs cannot be met by a course which simply provides further practice in the composition of sentences but only by one which develops knowledge of how sentences are used in the performance of different communicative acts (as Allen & Widdowson, 1974 are cited in Hutchinson & waters, 1987:10-11).

Thus, the main points that were considered in this stage were the discourse patterns of different subject areas and the development of teaching materials on the basis of these patterns. Students, therefore, were expected to realize textual patterns and theoretical markers in a text which is set with respect to their field of study.

The third phase of ESP is Target situation analysis. The whole point of TSA is to enable learners to meet their reason of learning. Thus, the primary purpose of ESP course is to help the learners to function effectively in a target situation. This stage aims to analyzing the linguistic feature that the learners could use to communicate in various purposes and situations. This phase is different from the earlier phases in that the analysis is closely related to learners' reasons of learning. Thus, syllabus design was based on the prior identification of the target situation followed by detailed analysis of the linguistic features of that situation.

Skills centered approach is the fourth phase of ESP. Unlike the earlier three phases this approach focuses on the underlying interpretive stages which enable learners to cope with the surface forms (Hutchinson & Waters, 1987:13). According to these scholars, this stage has been an attempt to look below the surface and to consider not the language but the thinking process that underline language use. In furthering this, Hutchinson and Waters (1987) state that, "The

characteristic exercises get the learners to reflect on and analyse how meaning is produced in and retrieved from written or spoken discourse.

The fifth phase of ESP, learner centered approach, focuses on learning unlike the other four which focus and are based on descriptions of language use. Here the main concern in ESP is not describing what the use of language is but how language can be learnt instead. The assumption was that as ESP is concerned with language learning, a mere description of language use doesn't enable learners learn (Hutchinson and Waters, 1987). Thus, what makes ESP successful is when it is based on understanding of how to teach the language already described.

2.1.5 Major ESP Categories

ESP is classified into two major categories: as English for Academic purposes, EAP and English for Occupational Purposes, EOP. In general, EAP is concerned with academic study needs while EOP deals with work and training needs (Robinson, 1999; Dudley Evans and St John, 1998).

Robinson (1991) divided ESP into further sub categories. Her classification of ESP is based on "experience" which shows how specific a course should be, how relevance the course could be regarding time and degree of training and whether a course should be given integratively or not. Moreover, Robinson's classification of ESP is illustrated as follows.

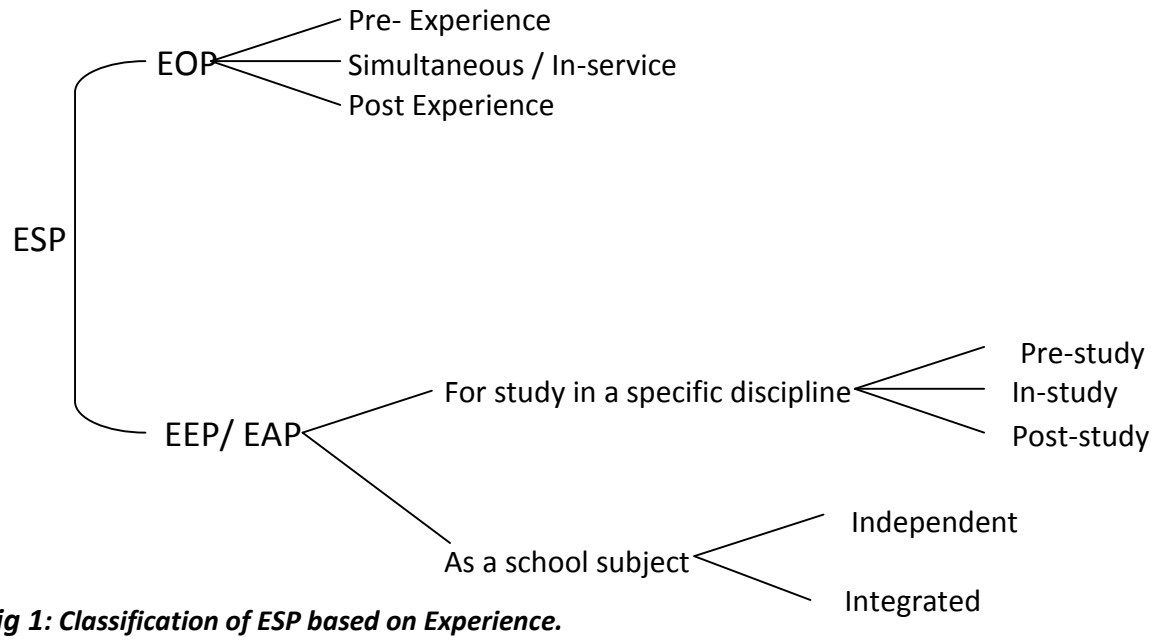


Fig 1: Classification of ESP based on Experience.
Source: Robinson (1991:3-4)

From the above classification we can see that a major distinction is drawn between EOP (English for Occupational Purposes), which deals with work related needs and training, and EAP (English for Academic Purposes), which involves in academic study needs. According to Robinson (1991), there is an important distinction between students who are newcomers to their field of work or study and students who are already expert. This distinction 'is between English which is instructional and English which is operational' (Strevens, 608, pp.139-4) as cited by Robinson, (1991:2)

Dudley Evans & St John (1998) classify ESP based on professional areas. They categorize ESP into two major areas as EAP and EOP and each of these categories are divided according to discipline or professional area as shown below.

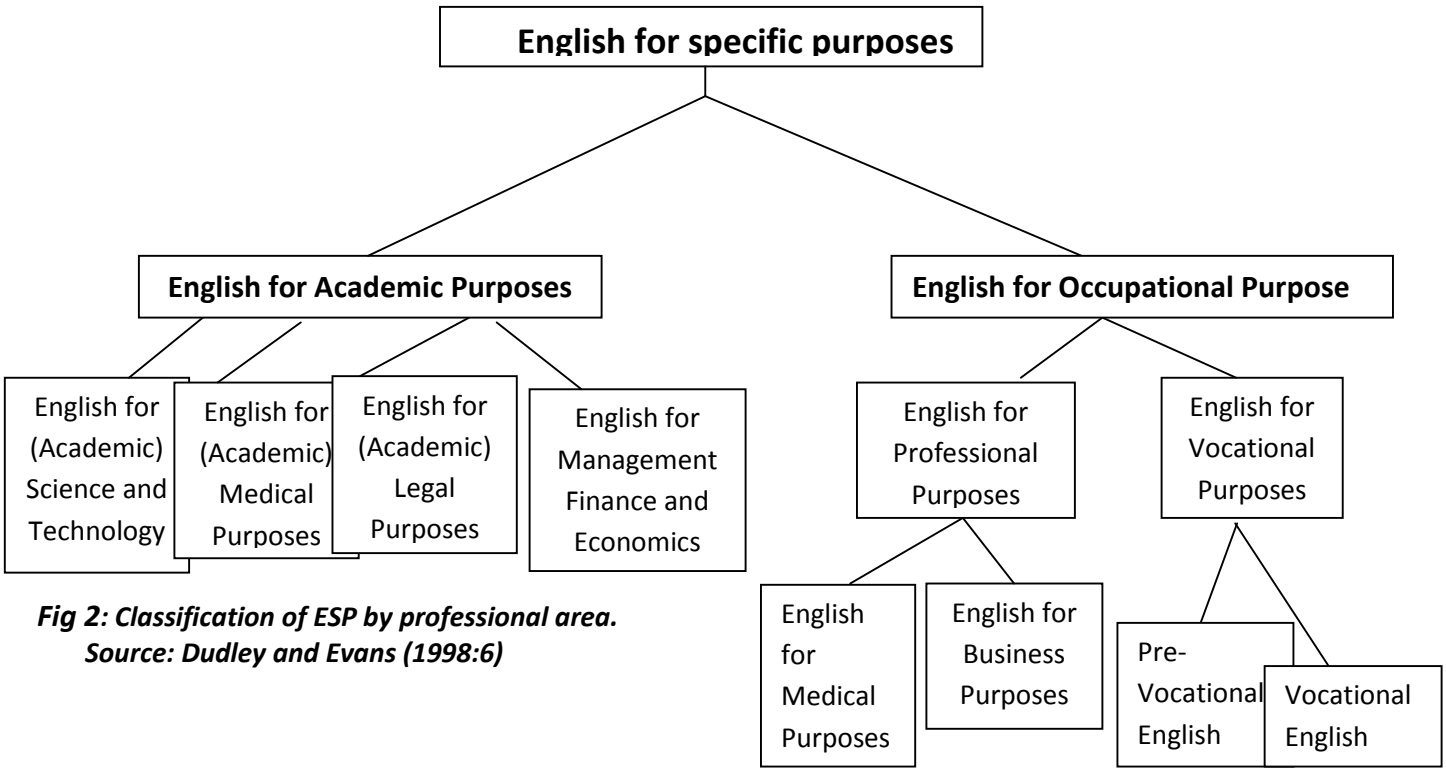


Fig 2: Classification of ESP by professional area.
Source: Dudley and Evans (1998:6)

As we can view from the above diagram, ESP is divided into two broad categories, EAP and EOP. Again these two categories subdivided into different professional branches as it is illustrated above on fig 2. English for Science and Technology (EST) is taken as the main area in EAP while the term EOP refers to English that is not for academic purposes in which learners learn the English language in order to be able to use it to perform their further job.

According to Munby (1978) and Kennedy & Bolitho (1984), EAP is implemented in educational situations where students need English to pursue part of all their studies while EOP refers to English that is not for academic purposes but the learners learn the language they will need to perform their further jobs.

ESP is also said to be categorized into three groups. Thus, according to Hutchinson & Waters (1987:16), ESP is further divided as EST, EBE and ESS

2.2 Distinction between ESP and EGP

Some writers have doubts as to believe there are significant differences between ESP and EGP as obviously ESP is an integral part of English Language Teaching (ELT) and it is not a completely different or special kind of English. According to Hutchinson & Waters (1987), it is not the existence of need that distinguishes ESP from EGP but its awareness of the need.

According to Dudley Evans (1997), ESP material designers and practitioners argue that all students are enrolled in EFL/ESL classes for particular reasons and that the students' target language situations have identifiable elements that could be discovered and used to deliver courses that are suitable for students. Regarding EGP, Hutchinson & Waters (1987) and Strevens (1988) argue that a general English course book cannot take the place of a syllabus which is designed to meet the specific needs of specific learners in a specific situation.

Extending his argument Strevens(1988,1-2) assert that, ESP unlike general English is relevant to the learner, it wastes no time, it is successful imparting learning and is more cost-effective than general English.

In addition to these, Dudley-Evans & St John (1998) regarding learners of ESP state that in the case of ESP, learners are usually adults who need to learn English in order to be able to communicate variety of professional skills which help them to perform a particular job related tasks. Whereas, in EGP learners are beginners who aspire to be certified for general competency (Ibid).

2.3 Implementation of ESP in Ethiopia

Though, since its emergence, ESP has been taken as an option and a new opportunity to meet most of the language learners' need, there has been little said about the implementation of ESP in our country, Ethiopia. One noticeable instance was the attempts that have been made in producing ESP teaching materials in 1959 and in 1977. Hence, according to Haile Mehari(1989), English teaching material was compiled with a title **Technical English** in 1959 by R.Wilson, who was an English lecturer at the Building College of Addis Ababa. The objective of compiling the text was to enable the students to have English language material which was appropriate for their field of study. Thus, this material was used by the Ethio-Swedish Institute of Building Technology of that time. Haile, however, didn't say for how long this material has been used and how effective it was. On the other hand, Haile mentioned another workbook that was compiled by Mrs. Rachel M. Osbiston and C. Clearly and N. Mortimer, all were members of the English department at AAU, in 1977 as a title **FIRE** (Freshman Intensive Remote English). The objective of this workbook was to be introduced intensively to English first year university students of science and Art sections. As Haile stated, this innovation has never materialized outside of the experimental stage (Haile Mehari,1989).

In addition to the above few attempts, there were a number of researches conducted about ESP and related fields by a few graduate students and a PhD dissertation. Morries B. (1982), "The English Language Communicative Needs of AAU Students"; Marew Zewde (1990)," The Teaching of English at the Tertiary Level with Special Reference to ESP(dissertation)"; Mekasha Kassaye (1994), " A Study of Syllabus of Unity Private Language School in Relation to the Need of the Learners£; Abraham Mena (1993), ESP for Aircraft; Abiy Yigzaw (1990), "The Communicative Needs of High Schools in Addis Ababa" Ephrem Tessema (2004), Governement

Nursing Schools English Course Analysis"; Anteneh Getachew (2005), "Determining English Language Needs of Trainees at Technical and Vocational College"; Tilahun Bekele (2003), "An Analysis of the Needs of Evangelical Theological college in teaching English: Meserete Kirstos college in focus"; Abebe Asres (2000), "ESP for Gondar Computer Science students" and Tesfaye Solomon(2004), "English for Academic purpose: a case study of English for Law"(dissertation) were among the briefly reviewed studies.

2.4 Language Needs

2.4.1 The concept of Language Needs

As many scholars agree the question that 'why do the learners need to learn English?' must be answered in order to be able to understand the concept of language needs. Though the need is the basic instrument to ESP implementation, Hutchinson & waters believe that it is not the existence of a need what distinguishes ESP from General English (GE) but it is rather an awareness of the need. These scholars extend their view and say

> If learners, sponsors and teachers know why the learners need English, that awareness will have an influence on what will be acceptable as reasonable content in the language course and, on the positive side, what potential can be exploited. (Hutchinson & Waters, 1991)

Robinson(1991) also defines needs from three perspectives-what learners' have to do to acquire the language, what a certain institution considers essentials for students to learn and what the learners need to perform with the language after learning it.

Brindley (1989) defines needs "the gap between what is and what should be." Brindley (1984) as cited in Richards (2001:54) also says that needs is "the term used to refer to wants, desires, demands, expectations, activations, lacks, constrains and requirements."

From the above definitions, it would be possible to understand the language needs are the rationale behind the desires of students to learn language.

2.4.2 Types of Language Needs

Robinson (1991:7) says that many scholars have discussed the different types of needs, though the distinctions are not clear as to how one can put and justify what they are. However, Hutchinson & Waters (1987) classified language needs as necessities, lacks and wants under target needs.

Necessities according to these scholars are what the learners have to know to function effectively in the target situation. By observing the target situation and analyzing the constituent parts of them, one can gather information about necessities. The term lack, according to these scholars refers to the gap between the knowledge that the learner will need and the knowledge the learner presently has. Wants, on the other hand, refers to the learners' desire to learn which may or may not conflict with the way in which the course has been designed.

Similarly Richterich as cited in Brindley (1984:31) states objective needs are those which can be diagnosed by teachers on the basis of analysis of personal data about learners. Regarding to the subjective needs, Tudor (1996) states subjective needs are learners' beliefs and expressions of complex series of factors that affect the way in which learners perceive and approach their language study.

Hutchinson & Waters (1987) and Berwick (1989) view perceived needs as those knowledge and skills that institutes suppose their students need to acquire upon completion of a certain course or training. On the other hand, felt needs are viewed as "wants, desires and wishes of the

learner." Perceived needs, on the other hand, are viewed as judgments of certified experts about the educational gaps in other peoples' experiences (Ibid)

Goal oriented needs and process oriented needs are the other defined forms of needs. Widdowson (1981) as cited in Tudor (1996:96) describes those needs and say that goal oriented refers to "what the learner needs to do with the language once he/she has learned it." Process oriented need, on the other hand, refers to "what the learner needs to do to acquire the language."

From the scholars' discussion above, subjective, necessities, perceived and product oriented needs on one hand fall under the same category in that, all refer to what the learner needs to know to be effective in a target situation. Here need is considered as the end of learning not the means. Subjective, wants, felt and process oriented needs, on the other fall under the same category for the reason that they refer to the learners' wishes, attitudes, styles and strategies of learning as perceived by the learners themselves. Unlike the above ones, here need is taken as the means of learning not the end. Therefore, in order to conduct a comprehensive needs analysis, analysts should make a thorough examination on the different types of needs mentioned above (Robinson, 1991; Hutchinson & Waters, 1987).

2.4.3 Approaches to Needs Analysis

According to Dudley-Evans there are two types of approaches to language needs analysis. These approaches are present situation analysis (PSA) and target situation analysis (TSA). The present situation analysis (PSA) refers to what the learners already know and what they lack, what strengths and weaknesses they have in language skills and experiences

The target situation analysis (TSA), on the other hand, refers to what the learners need to do well in a given situation. This, however, fails to tell how the learner could learn the language items, skills and strategies he/she is exposed to use (Dudley-Evans, 2001; Hutchinson and Waters, 1987).

According to Robinson and Tuder, conducting present situation analysis (PSA) helps to gather data about the learners' language learning background, their motivation, interest, reasons for taking the course, learning styles, and the relation between the language course and learners' academic study and future occupation (Robinson, 1991; Tudor,1996).

Conducting target situation analysis (TSA), on the other hand, helps to identify the target situation and then to carry out a detailed analysis of the target tasks, linguistic features and knowledge requirement of the situation (Robinson, 1991:8). TSA according to Jordan (1997:25-26) also helps to obtain information about the situation in which the language will be used and discourse and linguistic features commonly used in this situations.

Therefore, the main concern of PSA is making the exhaustive needs analysis by providing additional information which TSA fails to consider like: the learners' current status, expectations from the course, language background etc. (Robinson, 1991; Tudor, 1996). Since PSA and TSA are complementary and make needs analysis comprehensive, need analysts are advised to carefully examine any of the approach before hand to the analysis (Robinson, 1991).

2.5 What is Dropout?

Dropout is operationally defined as students who give up or quit from their class for different reasons. There is a large literature on classroom drop-out and absenteeism from schools, somewhat less on college-level drop-out, and very little concerned with attrition [slow destruction] from adult language classes. From school drop-out research such as Fensham (1986) and Whelage & Rutter (1986) two factors stand out. One is students become alienated or separated from school because of various types of ***boredom*** and the other one, probably related, factor is that of ***perceived irrelevance*** (Lorna V., 1992:362-363).

Both Wenden (1986) and Knowles (1975) recognize that adults come into the classroom conditioned by their pervious experiences and 'frozen' into certain expectations about how language learning should take place. They suggest that an 'unfreezing' experience should be built into the early stages of a course to free adult students from their preconceived ideas (Lorna V., 1992).

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Sampling

This section deals with types of sampling that were used to collect the data for this particular research. Direct and indirect targeted participants, institution and other relevant resources were deployed as samples of this study as presented below.

3.1.1 Institutional sample

At present there are many language classes which are running in a day and evening program in the city. Sandford International School was selected as a sample of this study for three reasons. Firstly, the researcher had full access to the school as he has been working in the school as a teacher and has a direct relation and responsibility to the evening language teaching program. Secondly, English language is the official language of the school wherein authentic resources and situations is reflected and naturalized widely. Thirdly, teaching English for adult learners started thirty years ago in the School whereby this situation could make the Sandford Language teaching program unique from the rest of other language classes that have been opened in the city. Therefore, based on the above valuable and practical reasons, the researcher selected Sandford International School Adult EFL learners Evening program as a sample of the study.

3.1.2 Respondents

Two types of respondents were targeted for the study. Adult students who have been attending their language class in Intermediate and Upper-Intermediate classes were taken to be the main participants of the study. Secondly, the English language instructors who have been

teaching adult EFL learners at Sandford International School Evening Class program were also involved in this research.

There were two shifts wherein adult evening class learners were attending their English class during the Second Term of the year. Monday and Wednesday was one of the schedules and Tuesday and Thursday was the other alternative program. From both groups there were 160 students, of which 75 were from the Monday and Wednesday group and the rest 85 were from the Tuesday and Thursday group who were attending their language classes from Intermediate one to Upper-Intermediate Two levels. In order to be able to manage the research effectively, one of the groups which had a bigger number of students was selected to involve in the study. As a result, the Tuesday and Thursday group which consisted of 85 students was taken as the sample of the study, in line with the principle of the bigger sample would have the better outcome of the study.

All sixteen Evening EFL Teachers who were teaching currently from Elementary to Upper-intermediate classes were included in the sample.

3.2 Research Tools

3.2.1 Questionnaire

The two designed questionnaires were taken as the main tools in collecting the research data. Beforehand, a preliminary study was conducted by distributing questionnaire to all evening class students in order to be able to inspect and test the effectiveness of the questions that were prepared to collect data for this study. As a result, based on the outcome of the

piloting the researcher inspired to go ahead with the research and benefited a lot as he was able to identify some of the questions that were needed to be amended and modified.

3.2.1.1 Questionnaire for Adult Evening EFL Learners

The questionnaire was prepared to the Adult EFL learners merely to find out what was their basic interest and purpose of attending the language class. It has been emphasized in the questionnaire that if the learners had special purposes and reasons to learn the English language. Moreover, the questionnaire attempted to find out whether or not the learners required attending English classes because they wanted to learn specific English language skills of their preferences that could help them for their daily activities or jobs.

3.2.1.2 Questionnaire for Evening EFL class Instructors

A separate questionnaire was designed for the Instructors who have been teaching EFL to adult learners at Sandford International School currently. Most of the questions in this questionnaire were similar to that of the adult EFL learners. This was done to observe how differently or similarly some of the similar questions were treated and responded by the students and the instructors. Hence, it was believed that the outcome could be substantiated effectively by triangulating the responses from both groups. Secondly, as some of the respondents from the students' side were assumed to be novice and inexperienced in responding to research questions suitably, conducting this questionnaire for the instructors was very vital in order to be able to avoid any possible ambiguity and error in the responses. Moreover, the teachers were believed to be loyal to respond to the questionnaire effectively as they were well experienced in teaching EFL and were more familiar with the term ESP than the

students were. As a result, all the sixteen questionnaires that were distributed to the instructors were filled in properly and returned in time.

3.2.2 Interview

Semi-structured interview was prepared for the adult EFL learners who have been attending in Intermediate Two and above levels. The proficiency of communicating in English language was considered and assumed that the students who were in these levels could do the interview in English better than those in the lower classes. As a result ten adult learners, five from Intermediate and five from Upper-Intermediate levels were randomly selected for the interview. However, only five of them were able to be available for the interview while the rest declined to take part with their own reasons.

The interview was also prepared to have almost the same view and area of concerns the same as it was presented in the questionnaire. Secondly, to make life easier to the interviewees, they were given options of choosing a language, either English or Amharic language, to use for their interview. Almost all of them, as a result, were comfortable to use Amharic language for the interview as they thought they could be able to explain their view effectively.

3.2.3 Classroom observation

Classroom observation and analysis of the text book and other English teaching aids that have been used to teach the adult EFL learners at Sandford International School was also part of the study. By observing the classroom while the teaching and learning process was taking place, the researcher aimed to evaluate how the learners were reacting in their lessons. This wasn't, however, as easy as it was when the plan was designed. On my first visit to one of

intermediate classes, the learners were panicking and refrained from doing their activities so I had to leave the classroom after ten minutes. I gave this chance for the second time in a different classroom, upper intermediate class, but the situation was even worse than the previous class. When some of them see my presence in their class, they turned up to be looking very formal and took a big care not to try anything so they wouldn't make mistakes while they were being observed. As a result, I had to take the same action as I did previously so I left the room. Two individuals, both from intermediate class, told me the next day that they felt being observed by me (as a coordinator of the evening class) was embarrassing in case they made mistakes. So I was not able to continue using the classroom observation, regrettably.

3.2.4 Documentation

In the meantime, the Headway textbook was also examined for its coverage of the skills and the allotment of time set for each skill. The number of students enrolled in each term and the number of students dropped out in the same term has also been investigated in order to be able to have a clear view of the students' learning situations.

3.3 Data Organisation and Analysis

The data for the study were collected using two types of questionnaires: students' and instructors' questionnaire, interviewing, and documentations. Both questionnaires were collected and the responses were carefully tallied and tabulated. The number of tally of each question counted very carefully and entered into a prearranged excel table for further calculation whereby the data were summed up and the outcome put in percentage. To depict the required result of the data more readable, graph (bar chart) has also been used in addition to the table.

The interview that was conducted with the adult learners was recorded on a tape. Each response that was recorded on the tape was coded and given a special name. The names of the coded files were initialed with '**Intr**', that was to say interviewee, and then followed by a specially coded name of the person, the class level, and serial number which started from 001 for the first one and 005 for the last one. The recorded interviewees' responses were transcribed from Amharic into English language. Finally seven of the responses that were presented comprehensively were selected to be analyzed as it was believed that the main ideas of the rest of the questions were reflected through these selected ones.

Documentations such as evaluating of the textbook and investigating of the records of the dropout adult learners have also been used to collect data in triangulating the participants' responses that have been obtained from the questionnaire and interview. Headway textbook was examined for its coverage of the skills and evaluated the range of coverage that was given to the skills in each unit. Similarly, the dropout records that were collected from the 2013-2014 to 2014-2015 academic years were tabulated and the dropout rate of each term was compared and analyzed.

Finally each response that was gathered from the questionnaires, interview and documentations has been rearranged and put in order to narrate and analyse accordingly.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

This chapter deals with the presentation and interpretation of the data that were collected from adult EFL learners and instructors using the appropriate research tools such as questionnaire, interview and analysis of documentation. Each response that was obtained from the participant of this study is presented in tables and depicted with bar chart in such a way it could be interpreted vividly.

4.1 Analysis of the Questionnaires

4.1.1 Participants' Background Information

There were two types of participants (Adult EFL learners and Instructors) who have been directly involved in the teaching and learning process of the Evening EFL program which has been taking place at Sandford International School. Both participants have been provided with questions in separated questionnaires wherein they could fill in about their background information.

This background information was purposefully designed in the questionnaire in order to be able to make the study more reliable in figuring out how professional, experienced and familiar with Sandford International School Evening EFL class program the Instructors were. Similarly, it was also believed that the Adult EFL learners' background information was vital to the study in order to be able to know about their present situation such as their job, educational level, age group and gender.

4.1.1.1 Adult EFL Evening Class Learners' Background

The adult EFL learners who had been attending their English course classes at Sandford International School in the Evening class program were from both sex groups among which

Table 1. Adult EFL Evening Class Learners' Background

Sex		Age				Educational Background				
M	F	18-28	29-38	39-48	49+	10th complete	University student	Diploma	BA/BSc Degree	MA/MSC Degree
16	20	8	18	10	0	2	2	4	17	11
36		36				36				
44%	56%	22%	50%	28%	0%	6%	6%	11%	47%	31%
100%		100%				100%				

16(44%) were male and 20(56%) were female adult students. Their age ranged from 18 years old to 48. As it could be referred from Table 1 above or as depicted more visibly on the graph below, which was made in accordance with the responses that were obtained from the Adult EFL learners' questionnaire, half of the participants 18 (50%), were from 29 to 38 years old whereas 39 to 48 weighed 10(28%) and 18 to 28 was 8(21%). At the time of this study, there were no students who were aged 49 and above.

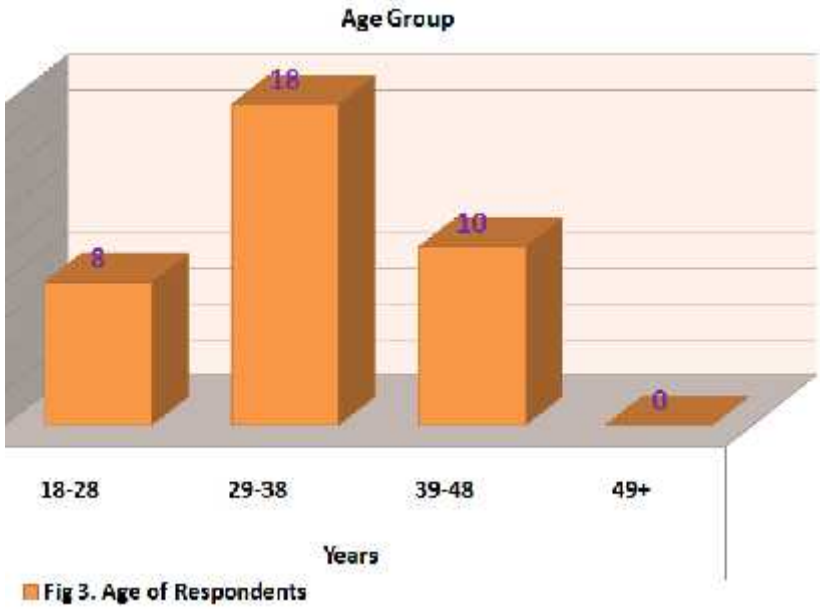


Fig 3. Age of Respondents

Their educational backgrounds were categorized from completion of 10th grade to graduation of tertiary level. From the total participants of this study 2(6%) of them were 10th grade completed, which is the same as those of university students (6%). BA/BSC degrees graduated were 17(47%), MA/MSC and diploma holders were 11(31%) and 4(11%) respectively. Most importantly,

almost half of the participants (47%) of this study were attending EFL classes though they were already BA/BSC degree holders in different fields of study. The MA/MSC holders were also the second large hit (33%) amongst the adult EFL learners. Therefore, one may ask why it is not enough to acquire and use the English language adequately for one who graduated in first and second degree. Moreover, one can imagine for how long these adults have been through educations in their life from elementary classes to secondary, diploma, baccalaureate and master degree completion. Through this journey, it is obvious that they had learnt the English language in one way or another as a subject or as a medium of instruction to study other subjects rather than English itself. So why these adult learners need to learn the English language again, is the question that needs to be underlined and addressed very well as it is one of the focal point of this study.

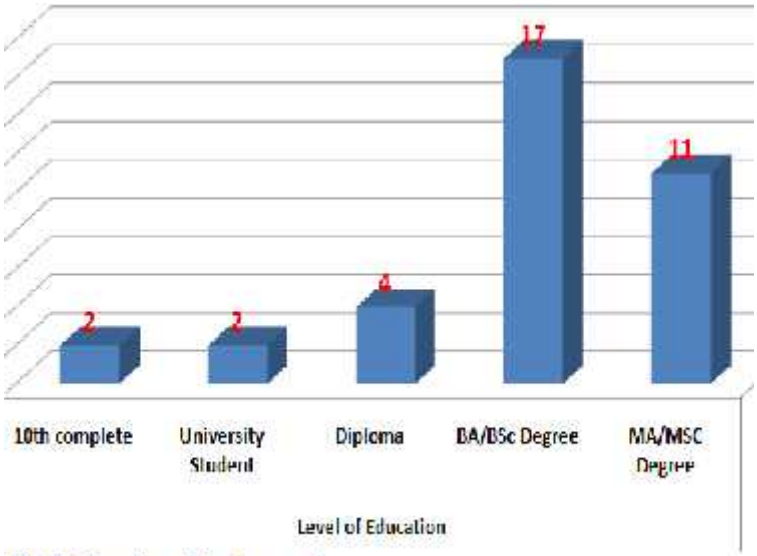


Fig 4. Educational Background

In addition, almost all of the respondents are engaged in different professional careers. Thus, they could be characterized heterogeneously in their profession though they have homogeneity nature as they are adult and all joined EFL evening class to learn or improve on their English language usage. Therefore, according to the information gathered from the questionnaire, question item 2, the respondents described themselves professionally as Lawyer, Marketing Research Analyst, Engineer, Secretary, Businessman/woman, Admin and

Finance Officer, Health Officer, Operational Manager, General Manager, Sales & Supply Officer, Banker and Accountant were among the occupations to mention a few.

4.1.1.2 EFL Evening Class Instructors' Background

Almost all of the instructors who have been teaching at Sandford International School in the Evening EFL class program were employees of Government University. Hence, 75% or 12 of them were from Addis Ababa University, Foreign Language and Literature Department. The remaining 25% of the total teachers came from other private colleges who sometimes teach at AAU as part time teachers. These instructors have taught at Sandford for many years. As it can be seen at the table and the bar chart, 63% of the teachers have been teaching at Sandford from 1 to 5 years and 38% of them taught for 6 to 10 years. Again when we see their educational background, all of them have the right level of education which can make them well fit and relevant to teach EFL to adult learners at SIS evening class program. As the table shows above, among the total instructors who have been teaching EFL at SIS, 6(38%) were PHD holders and the rest 10 (63%) were MA holders.

Table 2. Instructors' Background

Educational Background		Where else do the Instructors teach?		Years of teaching at SIS EFL classes	
PHD	MA	Gov. Universities	others	1-5	6-10
6	10	12	4	10	6
16		16		16	
38%	63%	75%	25%	63%	38%

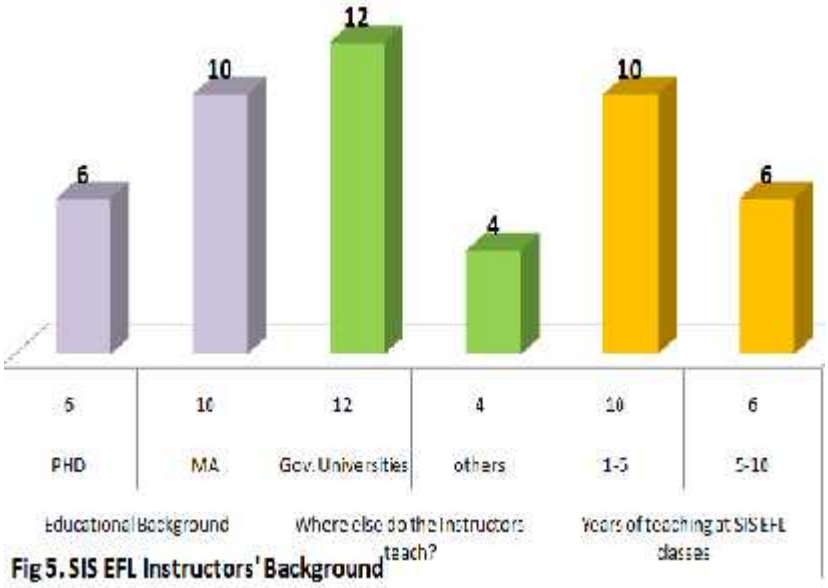


Fig 5. SIS EFL Instructors' Background

In general, we can deduce from the above fact that all of the instructors are well experienced, highly qualified and are very dedicated professionals who have had good familiarization with Sandford EFL evening class program.

4.2 Teaching and Learning Situation Perceived

4.2.1 Preliminary study

A preliminary study was conducted earlier to assess and find out the needs of learning to English language in which the adult EFL learners of SIS were motivated to learn. In addition to the background information such as gender, educational level, age group etc., there were two main questions included in the preliminary questionnaire aiming to obtain appropriate responses so the upcoming study could be founded on the outcome. These targeted questions were;-

1. What was the purpose of learning the English language?
2. What were the preferences of learning skills?

For the above two questions the students, who have been targeted for the preliminary study, have put their responses in statements which I summarized them as follow.

(Purposes of learning / References of learning)

- I want to learn English language as it could help me for my teaching career. I prefer to learn listening and speaking skills.
- I am a designer and I want to learn English language as it could help me to improve on my communication skills such as speaking, writing and grammar. I want to focus more on speaking and American English

- I am a businesswoman and I want to learn English language so that I can communicate with my foreigner costumers and with my children. I want to focus more on listening, speaking and grammar.
- I am an accountant in an NGO and I want to learn English language so that I can communicate with my foreigner colleagues. I want to study all the skills.
- I am an accountant and I want to learn English language because I want to be able to communicate effectively. Learning speaking and writing skills is my primary aim.
- I am a social worker I want to improve my speaking and writing skills.
- I am __?___ and I want to learn the language because I want to know English very well.
- I work as a Travel Agent and I want to learn English so I could improve my speaking skills because it is very important for my work.
- I am a General Manager and I want to learn English because I want to improve on my speaking and writing skills.
- I am a secretary at AAU and I want to learn English to improve and be fluent on my speaking, listening and writing skills.

The above statements are the most common type of responses that were gathered from the preliminary questionnaire. As a result, from the above ten statements we can observe that there are clear reasons for everyone to learn the language. When we see the language skills that were mentioned as choices/interest of study, we find almost all of them were the productive skills; from which speaking skills took the lead.

As a result, this research was inspired and built up based on the outcome of the preliminary study that was conducted earlier to find out what were the purposes of learning the language and the preferences of the skills to learn for adult EFL learners. Thus, at this stage, the idea of conducting a study of needs assessment to SIS Adult EFL evening class learners was fully granted and believed to be worthy.

Correspondingly, as the above two questions were very fundamental points for the study; they were designed and re-structured slightly different from the previous one and included in the final research questionnaire of the adult learners (item 2.1 and 2.2). Hence, these questions were taken as keynote items which were given prioritization to be discussed and analyzed in the proceeding chapters as follow.

4.2.2 Perception of Adult Learners about their Learning

Adult EFL learners were asked in the questionnaire to tell about their perceptions in their language learning situations. As expected they had differences in their interest, ability and attitudes towards the course. They, however, had reflected in their response on item 2.1 that they had special reasons (purposes) to study English language. Though they couldn't tell exactly what and how they wanted to learn, they showed some indications of interest of studying the language hoping somehow they may possibly be able to get something out of it. Almost all of the respondents stressed on their response that they believed learning the English language could help them know and use it effectively as quickly as possible so they could be able to perform their daily work better, as this was their ultimate goal of learning primarily.

As a result, adult students were provided with the following statements in the questionnaire for them to be able to reflect about the learning situations they perceived with which they could signify their interest and preferences of studying the English language micro-skills. They were asked to give their responses by selecting

Table 3. Reasons for Learning

Q. 2.2. Do you have special reasons to learn English Language at Sandford School? If yes, which one is more appropriate to you?	No. of Respondents	Responses in %
a. To be able to speak in English fluently	16	44%
b. To be able to write in English perfectly	12	33%
c. To be able to listen in English attentively	6	17%
d. To be able to read in English accurately	2	6%
	36	100%

(ticking) one of the four skills which they think was more appropriate reason for them to learn the language. Consequently, they responded quite well and verified their interest as it is shown from the above table clearly. Hence, one can see and deduce from the above table and the chart below, that the learners have target needs and reasons to join the evening classes and learn English language.

Moreover, the most favorable skills in accordance with the response given to this particular question was found to be speaking with (44%), while writing skills stood second with (33%). Listening and Reading skills are the third and fourth preferences of skills with 17% and 6% respectively. In general, we can draw from this that the adult learners have a special reason to learn English language with targeted preferences of micro-skills. According to the above displayed graph and data, it's apparent that the learners needed to learn more on productive skills (speaking and writing) than receptive skills (listening and reading).

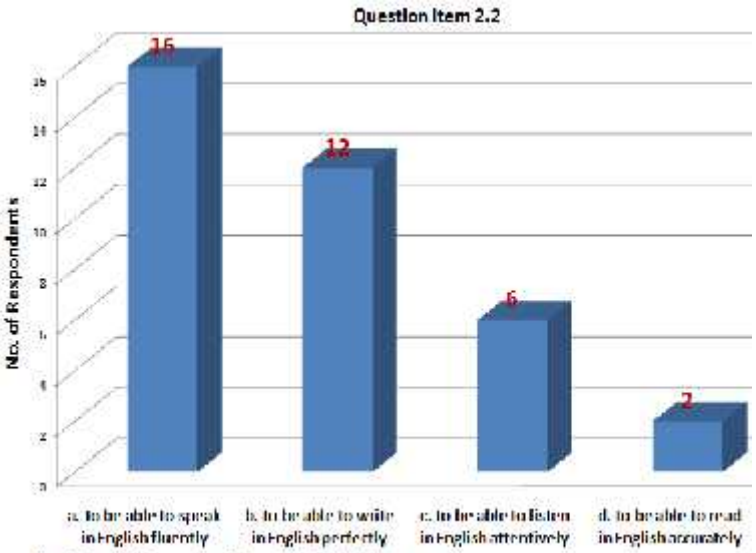


Fig. 6: Special Reasons of Learning English Language

4.2.3 Language Importance vs. Learning Expectations

As it has been discussed above, students have reasons to learn the English language. Their preferences of the type of skills they wanted to learn were also signified as to which particular skills they were interested to study and why. In furthering this, the adult learners

were asked two important questions with which they could show their belief on: whether or not the way they were being taught the language at SIS could meet their expectations, and if they considered English language important for them (for their job) to learn.

These two questions were designed deliberately; first to assess to what extent the importance of the language was and second to figures out which skills were aimed to study primarily. On the other hand, the second question was aimed to reinforce the first one in examining the learners' perception if they had specific skills they were interested in studying so they could evaluate whether or not the learning situation could fulfill their expectations which they aimed to learn initially.

Table 4. Adult English Language Learners' perceptions of teaching and learning Situations.Items 2.3 & 2.4

Statments	Yes	No	Total
Do you consider English language is important for your job?	36 100%	0 0%	36 100%
Do you think the way you are being taught the English language presently at SIS evening class can meet your expectation fully?	20 56%	16 44%	36 100%

Consequently, the outcomes that were deducted from the above two questions, as is depicted in on Table 4 above and on the graph below, were therefore very promising to the achievement of the findings of the ultimate course of this study. In furthering this, we see the responses given for the questions discussed above. Accordingly, all the 36(100%) of the participants of this study favored and answered 'yes' for the question they were asked if the English language was considered important to their job. There can't be any doubt that these learners were certainly genuine in their answer as they made this clear on the above discussed chapter (Table 2.) that they had reasons to join the evening class program to learn English. In

other words, the learners had reasons or purposes of studying the language so the language is obviously important to their job.

Secondly, the learners' belief whether or not the way they were learning the language was to their expectations, was entertained as 20(56%) with 'Yes' and 16(44%) with 'No' answers respectively.

Looking the above fact one may think this is the end of the research and no need of further investigation of needs assessment anymore as most of the learners (56%) answered that they were satisfied and believed their expectation in learning the language was fulfilled. This, however, needs to be seen very carefully as this idea could be interpreted inversely and could mean that the rest (44%) of the learners' responses are worthless.

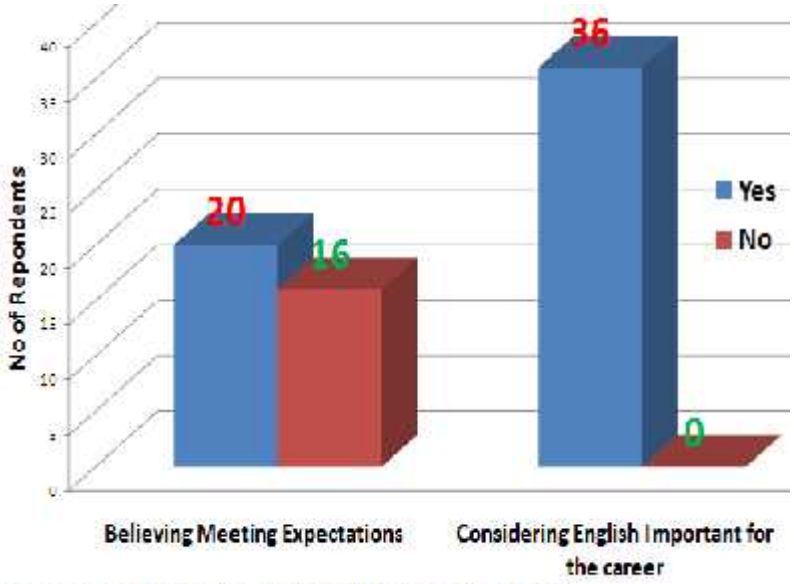


Fig. 7: Perception of Teaching and Learning Situations

Yet, we can still deduce from this fact that the learning situation is positive as the majority of the learners witnessed the courses that were being taught and the way the teachers have been teaching was to their expectations.

On the other hand, looking at the second response in which 44% of the learners showed their feelings that their expectations they aimed initially to learn the language never met in SIS evening class program. This result, however, doesn't mean it is the parametric finding and the end of this research but it is rather a very good indication that shows there was a need that

needs to be investigated further and move forward with the study in order to be able to know what the learners' language learning expectations could be.

4.2.4 Self Evaluation of Language usage

The learners were asked to evaluate how often they did use and apply the language skills at work and out of work places. They used a Likert rating scales for their responses with which they could circle from the given choices(Never use(NU), Rarely use(RU), Sometimes use(SU), Frequently use(FU) and Very frequently use(VFU)) for each micro-skills. Almost all of the skills were chosen with different scales from 'Never use' through to 'Very frequently use' as depicted in the table 3.

Table 5. Frequency of language usage

	How often do you use the English language skills ? Items 2.5 & 2.6											
	At your work place						Out of your work places					
Micro-skills	NU	Ru	Su	Fu	VFU	Total	NU	Ru	Su	Fu	VFU	Total
Listening	2	2	12	14	6	36	8	2	2	8	16	36
	6%	6%	33%	39%	17%	100%	22%	6%	6%	22%	44%	100%
Speaking	2	6	14	8	6	36	12	8	2	6	8	36
	6%	17%	39%	22%	17%	100%	33%	22%	6%	17%	22%	100%
Reading	4	10	4	10	8	36	8	10	2	4	12	36
	11%	28%	11%	28%	22%	100%	22%	28%	6%	11%	33%	100%
Writing	4	8	4	12	8	36	10	12	4	6	4	36
	11%	22%	11%	33%	22%	100%	28%	33%	11%	17%	11%	100%
Vocabulary	6	8	12	4	6	36	14	6	2	8	6	36
	17%	22%	33%	11%	17%	100%	39%	17%	6%	22%	17%	100%
Grammar	6	8	14	2	6	36	12	6	6	6	6	36
	17%	22%	39%	6%	17%	100%	33%	17%	17%	17%	17%	100%

On the adult learners questionnaire the above items, 2.5 and 2.6, were aimed purposefully to find out how the learners evaluated themselves in the use of the language skills both at work and out of work places. From the given options of the choices, the responses of the two extreme scales, Never use and Frequently use, were examined in order to be able to

see comparatively which skills were never used and which other skills were very frequently used both at work and out of work places. As the outcome could be seen on the chart right, reading and writing skills both with (22%) were found to be used very frequently at work place.

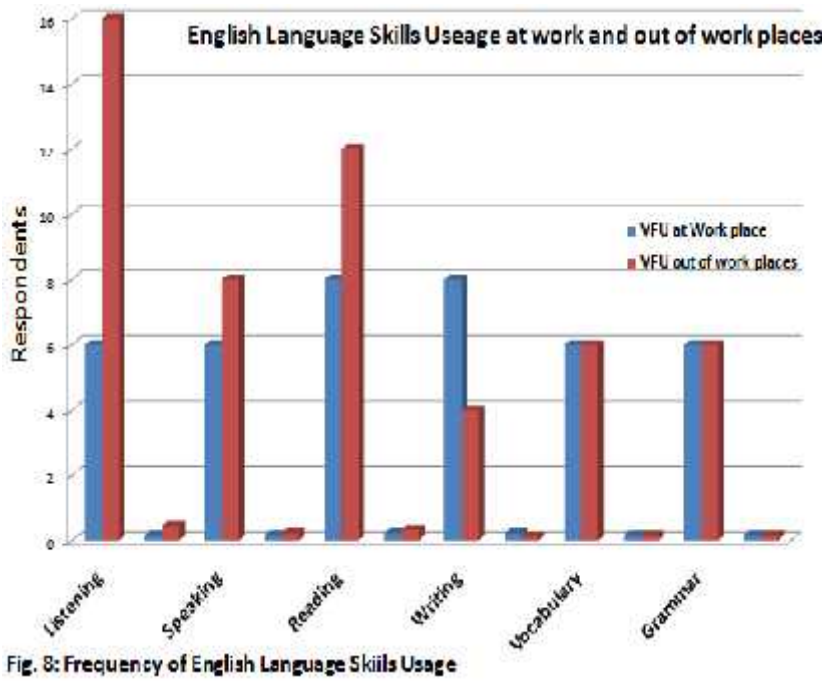


Fig. 8: Frequency of English Language Skills Usage

According to this result, listening, speaking, vocabulary and grammar skills were put equally at second place each with 17% of very frequently used status.

On the other hand, the frequency of the use of the skills out of work places was also evaluated as shown on the same chart above. It is, therefore, noted that listening with 44% was the skill that was used very frequently out of work places. Similarly, reading was also the second skill that was used very frequently as responded by 33% of the respondents. Therefore, while reading and writing skills were said to be used very frequently equally at work place, listening and reading were recognized as the very frequently used skills out of work places.

As to compare the two extreme scales, the option 'Never use' the skills was also evaluated in the same way as was 'Very frequently use', for both at work and out of work places. As a result, from the total respondents points of view vocabulary and grammar were the skills that were said 'never use' on both at work and out of work places. When we see the detail, 17% of the respondents said vocabulary and grammar were not used at work place.

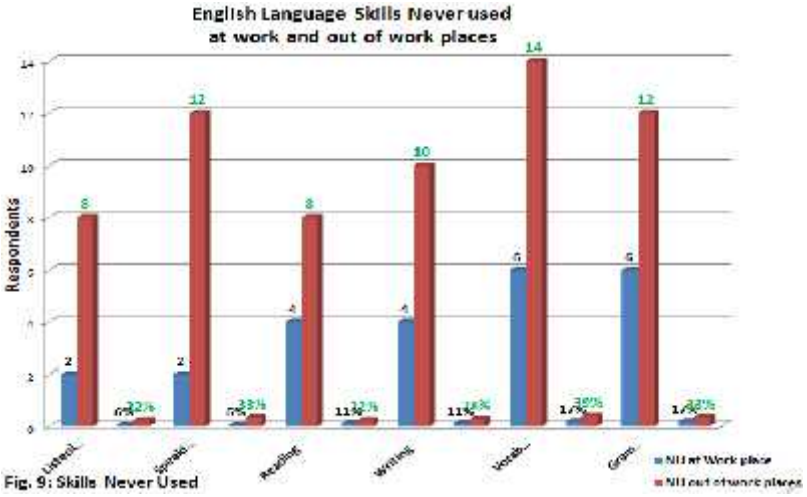


Fig. 9: Skills Never Used

Similarly, 39% of the respondents said vocabulary was not used while 33% of them viewed grammar was not used either to communicate out of work places.

In summarizing the above facts, it could be deduced from the two graphs above that while reading and writing (both at first place) and speaking (at second place) were said to be the very frequently used skills at work place, vocabulary and grammar were found to be never used skills at work place. Here one can argue that it is apparent that these skills, vocabulary and grammar, could also be, in one way or another, used whenever speaking and reading involve.

On the other hand, out of work places, listening skills (at first place) and reading (at second place) were noted as the very frequently used skills while vocabulary (at first place) and speaking and grammar (both at second place with equal points) were recognized as the never used skills out of work places.

4.2.5 Target needs evaluation

4.2.5.1 Confidence perceived vs. Wants

Adult learners were asked in the questionnaire (items 2.7 & 2.8) to share their view in evaluating their confidence of using the English language micro-skills and their most wants of the skills to improve on. They were provided with appropriate information on how they could rank the options with the scales given from 1-6, where 1 was for the most important while 6 was for the least important. As it could be viewed and referred from Table 6, all of the skills are filled in with numbers of respondents' references for the confidence and the wants options. All these data, however, were not needed to be analyzed as the researcher believed the responses given to some of the questions had less relevance to the study and were not capable enough to deduce meaningful outcomes. It is rather found to be worthwhile if the responses given to the 'least confidence' which is option 6th and the 'most wants' which is option 1st were taken to be analyzed in comparing and contrasting manner. Hence, from this data it could be easy to observe and understand simply which particular skills was noted as the respondents' least confidence and on which skills did they want to improve on most. According to this comparison investigation, 30% of the students clearly signified that they perceived they had least confidence in using the speaking language skills. At the same time writing 27% and grammar

***Table 6**. Target Needs Evaluation, items 2.7 & 2.8*

	Which of the following skills do you think you have confidence on to use ? (classify in order of importance, 1st for the most & 6th for the least)							Which skills do you want to improve on most?						
Micro-skills	1st	2nd	3rd	4th	5th	6th	Total	1st	2nd	3rd	4th	5th	6th	Total
Listening	10	0	4	6	6	3	29	2	5	2	1	1	6	17
Speaking	4	4	6	2	6	9	31	11	1	1	2	1	2	18
Reading	12	4	10	4	2	2	34	4	1	3	2	2	7	19
Writing	0	8	8	8	6	8	38	7	3	0	4	1	2	17
Vocabulary	2	2	12	8	2	2	28	4	4	4	1	3	4	20
Grammar	0	6	4	6	2	6	24	5	4	2	3	2	2	18

Table 7. Least confidence vs. Most Wants

	Least confidence	Most Wants
Listening	3	2
	10%	6%
Speaking	9	11
	30%	33%
Reading	2	4
	7%	12%
Writing	8	7
	27%	21%
Vocabulary	2	4
	7%	12%
Grammar	6	5
	20%	15%

with 20% were also perceived as second and third least confidence skills respectively. Similarly, the most wants option was favored for speaking skills with 33% which is almost the same result as that of the least confidence. Writing with 21% and grammar with 15% were also observed to be second and third most wants skills respectively.

From the above facts, we understand that the skills which the respondents perceived they have least confidence with was the same as the skills that was singled out to be the most wanted of the area which the learners needed to improve on in their language study. Very interestingly, the second and the third results of both enquiries are the same and identical. Thus, writing and grammar skills were found out to be the second and the third skills that the respondents believed they had the least confidence and perceived these skills were the most wanted.

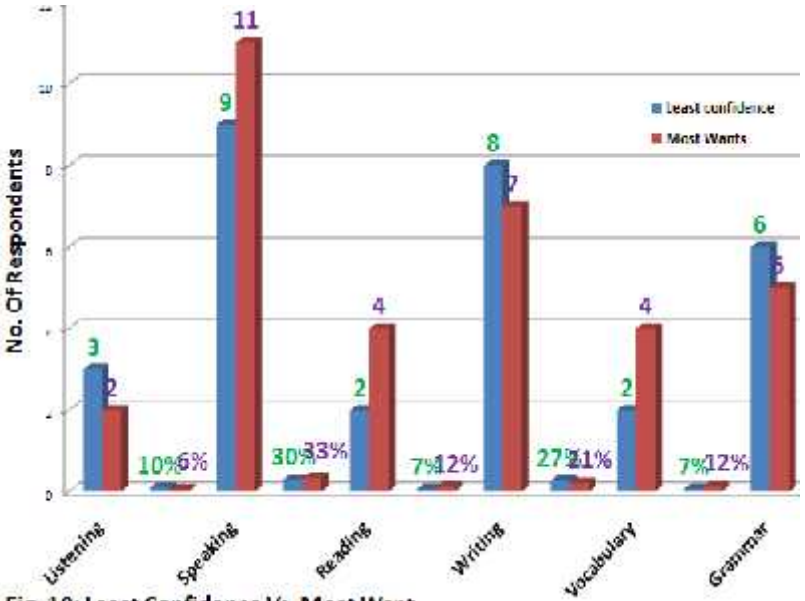


Fig. 10: Least Confidence Vs. Most Want

4.2.5.2 Emphasis given vs. Importance

Adult learners were asked to share their views on the emphasis given to the skills in their English (EFL) class and the importance of the skills for them to learn. On the questionnaire, items 2.9 & 2.10, they were provided with two questions to react on and put their choices according to the scales given that were ranked 1 to 5. The questions were designed to view the students' perceptions on as to what degree were the English language skills given emphases in their English class; and how important were the English language skills for them to learn.

Table 8. Emphasis given versus importance perceived of English language skill. Items 2.9 & 2.10

	To what degree are the English language skills given emphasis in your English class?					How important are the English language skills to you to learn?				
	Scales					Scales				
Micro skills	NE	LE	FE	VE	ExE	NI	LI	FI	VI	ExI
Listening	1	0	8	6	8	0	0	1	7	9
Speaking	1	2	8	3	1	0	0	1	5	12
Reading	1	1	10	5	2	0	1	1	10	5
Writing	1	0	13	2	1	0	0	1	8	9
Vocabulary	0	3	7	5	1	0	3	2	6	7
Grammar	0	2	2	5	11	0	2	1	5	8

According to the outcome of the questionnaire (question items 2.9 and 2.10) that was conducted by the adult learners, some skills have been observed to be over emphasized while their importance was insignificant. On the other hand, some other skills were least emphasized when their importance to the learners were very worthy. Furthermore, from the table 5 above are the responses given by the participants to each skills by ranking 1 to 5, where 1 was denoted as 'Not Emphasized(NE)' and 'Not Important (NI)' whereas 5 was to indicate 'Extremely Emphasized(ExE)' and ' Extremely Important(ExI)' for questions 2.9 and 2.10 respectively.

Table 9. Emphasis Vs. Importance

	Extremely Emphasised	Extremely Important
Listening	8 11%	9 12%
Speaking	1 1% 2	12 16% 5
Reading	3%	7%
Writing	1 1%	9 12%
Vocabulary	1 1%	7 9%
Grammar	11 15%	8 11%

According to the data that were gathered from the respondents of adult EFL learners, from all skills, grammar was extremely emphasized at Sandford International school EFL evening class program. Hence, 15% of the participants perceived that grammar was over Emphasized while speaking was highly demanded as witnessed by 16% of the adult learners. Similarly, while listening was said to be the second extremely emphasized skill s, it was also recognized equally with writing skills both 12% as extremely important as the adult learners witnessed. What makes this particular analysis very special and trustworthy is, there was no one who considered any of the skills as 'Not Important (NI)' to learn English language at Sandford International school EFL evening program.

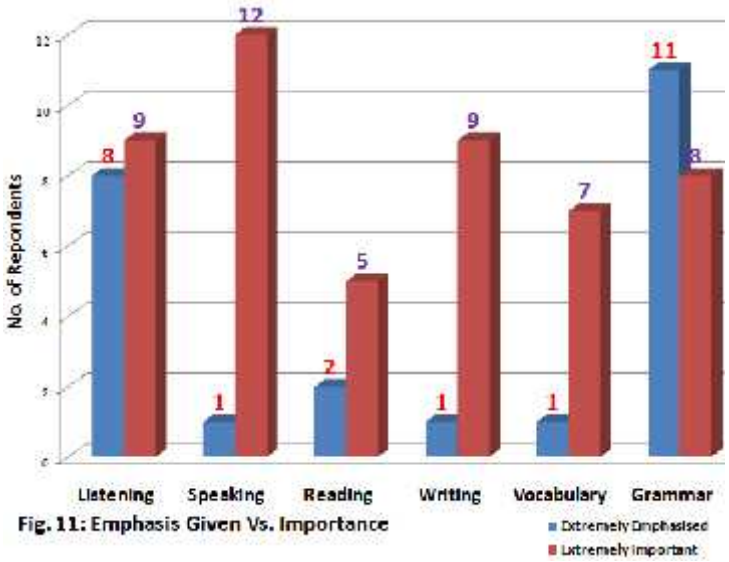


Fig. 11: Emphasis Given Vs. Importance

4.3 Adult EFL learners' Dropout Rates

From the adult learners' questionnaire responses that have been analysed above, we have learnt that though students perceived some challenges on their learning situations all of the participants totally admitted learning the English language is important unquestionably.

Secondly, more than half of the participants believed their expectations in learning the language were fulfilled. On the other hand, we observed also that quite a number of students mentioned their expectations in learning the language were not met fully at SIS evening class program. Having discussed these two focal points as above, dropout situation is the most crucial point which had to be raised and viewed here in order to be able to consolidate the two unlike perceptions of the learners regarding their learning expectations. How did the unmet expectation which has been witnessed by significant number of the learners affect the learning situation?

Table 10. Adult Learners Dropout Rates

Academic Years		Continuing Students Enrolled	New Students Enrolled	Total Enrolled	No of Dropouts	Dropouts in %
2012-2013	3rd Term	250	285	535		
2013-2014	1st Term	287	216	503	248	46%
	2nd Term	280	226	506	223	44%
	3rd Term	316	250	566	190	38%
2014-2015	1st Term	256	281	537	310	55%
	2nd Term	324	179	503	213	40%
	3rd Term	285	148	433	218	43%
					Average	44%

To answer this, adult EFL evening class learners' dropout record was one of the sources of this study that was aimed to be examined. As a result, the dropout rate records, starting from 2013-14 up to 2014-15 academic years, have been inspected and viewed as shown on Table 10 above and displayed in details on the chart below.

As shown above, the year 2012 -2013 was taken as an initial point. The total number of evening students who enrolled in the third term of same year was the target number on which the number of dropout students of 2013 -2014, the first term, was based on. Consequently, it was only 287 students registered for the first term of 2013 -2014 from the total number of 535 students who have attended in the third term of the earlier year. Hence, in other words, 248

students which was 46% of the total didn't register for the first term in 2013-2014. This meant almost half of the learners dropped out from their English class during the first term of 2013-2014. Similarly, there were significant number of dropouts recorded in the second and third terms of the same year; 44% and 38% respectively. In general the mean dropout rate that was recorded in all the three terms of the year 2013- 2014 was 43%, which was very significant.

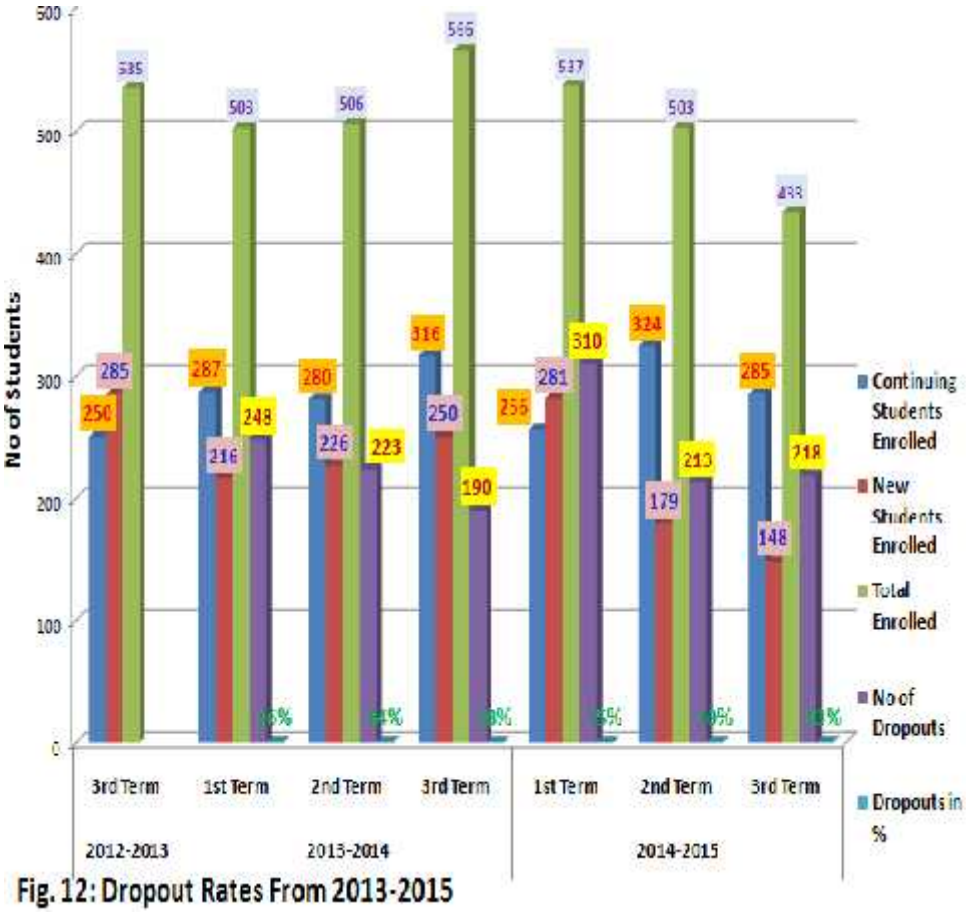


Fig. 12: Dropout Rates From 2013-2015

Year 2014- 2015 was also the other year that was viewed to investigate and evaluate whether the number of dropout rates declined or not. However, as the above data shows, there were very significant dropout rates recorded which could be said it was even worse than the previous year. In 2014-2015, first, second and third terms, 55%, 40% and 38% dropout was observed respectively with an average of 46% a term.

From the above fact we could imagine there might be problematic situations in the teaching and learning process that could lead the dropout rate reoccurs every term significantly.

4.4 Teachers' Perceptions of Adults' general learning situations

As it has been tried to discuss on the earlier chapters about adult learners' perception of their learning, here are also other important scenarios to be taken to evaluate teachers' perceptions towards the general learning situations of adult learners. In the teachers' questionnaire there were very decisive questions that were designed to collect teachers' belief on how the English language course could be taught better to adult learners. Henceforth, question items 2.1, 2.4 and 2.5 were viewed primarily and discussed as shown below based on the feedbacks that were gathered from the teachers' questionnaire.

4.4.1 Teachers' beliefs responses analysis

The teachers were asked in the questionnaire, item 2.1, if they believed adults came to EFL class to learn specific skills. According to the responses that were observed as shown on the chart below, out of 16 teachers 14 of them said 'yes' while only 2 of the respondents declined and answered 'no'. In this regard, therefore, 88% of the respondents believed adult learners came to attend their English language class aiming to learn specific skills of the language while the rest 12% were reluctant and didn't believe adult learners had preferences of skills to learn. Similarly, the teachers have also responded for the question item 2.4, which inquired the teachers'

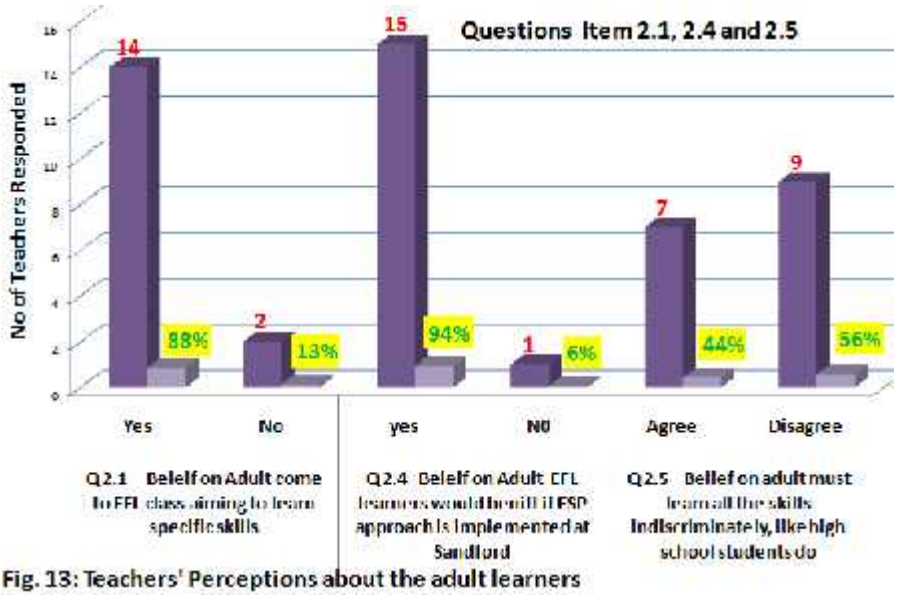


Fig. 13: Teachers' Perceptions about the adult learners

beliefs on the implementation of ESP approach to Sandford International School adult EFL learners. As a result 15 (94%) of them were certain that adult EFL learners would benefit more if English for Specific Purposes (ESP) approach was implemented at Sandford evening class program. On the other hand, one of the respondents didn't accept the idea of implementing ESP as he preferred the present approach (EGP) was to continue.

Question item 2.5 was also treated as shown on the bar chart above (Fig. 13). This question was also taken as equally as important as the previous ones. Hence, the teachers were asked to react on their beliefs whether or not the adult EFL learners had to learn all the English language skills indiscriminately, the same as the high schools students used to do. There were 9 teachers who disagreed on the idea of teaching adult learners all the skills regardless the desires of the learners indiscriminately. These 9 teachers, 56% of the participants, believed that the adult learners would benefit more if they were given chances to choose the skills of their interest to learn. To this contrary, 44% of the participants responded and said 'agree' as they believed all the skills are integrated. They actually wondered how it was possible to think learning writing skills without learning or using grammar skills, for instance. These participants, however, responded 'yes' when they were asked if they believed adult learners came aiming to learn specific skills(item 2.1). Once again, almost all except one also accepted positively and replied 'yes' for the question that was raised to ask about their beliefs on the idea of implementing ESP to Sandford adult EFL learners. Therefore, this particular response lacked consistency and was illogical response as it was varied with responses of similar questions that were presented differently as shown above on questions item numbers 2.1 and 2.4. In general, though variation on responses was observed as stated above, the responses from the majority

number of the participants (56%) still could show that the adult learners didn't have to learn all the skills indiscriminately.

4.4.2 Teachers' evaluations on the skills given more emphasis

Teachers were asked in the questionnaire, question item 2.6, 2.7 and 2.8 to evaluate the type of skills which they perceived was extremely emphasized and the skills students wanted to learn most. For the first two questions, likert rating scales were used to tick 1-5 which was denoted as Not Emphasized, Least Emphasized, Fairly Emphasized, Very Emphasized and Extremely Emphasized respectively. According to the responses viewed by the teachers for question item 2.6, grammar was found to be the more emphasized skills in the Headway book and in other teaching materials that have been used to teach the adult learners. Thus, as shown above on Table 11, 48% of the respondents observed that grammar was more emphasized from all the skills. Similarly, when speaking and listening skills were said to be the next emphasized skills in the Headway book with 21%, writing skills was taken as none emphasized skills. Having observed this, question item 2.7 was also followed to be investigated as to know which skills did the teachers emphasis while they were teaching the adult learners in their class. The teachers, accordingly, responded and 40% of them said they emphasized more on speaking. Grammar was also the second emphasized skills

Table 11. *Skills given emphasis;-*

	Q 2.6 by the Headway English Course book		Q 2.7 by the teacher		Q 2.8 students want to learn	
Listening	6	21%	6	20%	1	5%
Speaking	6	21%	12	40%	12	60%
Reading	1	3%	1	3%	1	5%
Writing	0	0%	0	0%	4	20%
Vocabulary	2	7%	1	3%	0	0%
Grammar	14	48%	10	33%	2	10%
	29	100%	30	100%	20	100%

by the teachers with 33% while writing was not given any emphasis similarly as in the Headway book.

Most importantly, question item 2.8, was designed to see the wants of the learners in comparison to the emphasis given to the skills in the Headway book as well as by the teachers. As a result, teachers believed that speaking (60%) was the skill the learners wanted more to be emphasized.

4.4.3 Teaching Methods used and Dropout rates perceived

Teachers were asked about the teaching methods they used and their perceptions on the dropout rates. The first question that was taken by the teachers was to find out what language teaching methods have been used to teach the adult EFL learners of SIS. As a result 14 of the teachers mentioned the teaching methods they did use while 2 didn't respond to this particular question. Hence, as it could be viewed from Table 12 above, 9 teachers said they used CLT and the rest 5 said they did use Eclectic, which is 56% and 31% respectively. The remaining 13% was noted as no response.

Table 12. Teachers' responses of question items 3.1, 3.4 and 3.5

Q 3.1 Language Teaching Methods used			Q 3.4.2 The rate of dropout		Q 3.5 The reasons of dropout		
CLT	Eclectic	No response	Significant	Insignificant	Personal problem	Expectation gaps	Other
9	5	2	8	8	8	6	2
16			16		16		
56%	31%	13%	50%	50%	50%	38%	13%

The second question that was treated by the teachers was to evaluate the effect of dropout rates (question item 3.4.2). The teachers viewed this particular question based on their experiences of their class and the attendances they took for each contact time they had in each

term. Consequently, as witnessed on Table 12 above, 50% of the respondents believed the dropout rate was significant while the other 50% said the dropout rate was insignificant. This result, however, might need to be viewed in considering the number of teachers involved in the questionnaire in each level. Thus, there were 10 teachers in Elementary and pre-intermediate classes wherein dropout rate was assumed to be less compare to upper classes. In the upper classes, intermediate and upper intermediate, most of the teachers responded there was a significant number of dropout rate as witnessed by five teachers out of six teachers who took part in the questionnaire.

Similarly, these teachers were also asked to tell what might be the reasons of the dropout. From 16 teachers 8 (50%) believed the reasons might be personal that the adult learners couldn't continue learning their English courses. Other 6 (38%) of them suggested that the learners quit because of the unmet expectations during the course. 'Very unrealistic expectations of learners….' and 'the learners think they fit the level, actually they don't', were also among the responses that were witnessed by 2 (13%) of the teachers as it could be seen in Table 12, question item 3.5 under 'other' category.

4.5 Interview

4.5.1 Transcription of Adult learners' interview

Form the ten targeted and scheduled interviewees only five of them were able to make the interview. The rest five, three males and two female students, didn't show up for the interview. Two of them sent me emails to inform me they couldn't come for the interview but the rest three didn't say a word why they couldn't make it. Very disappointingly, these

absentees were not willing even to take my calls when I repeatedly called them to know why they were late and if that lateness meant they cancelled the appointment. I was so happy, however, as the other five students were able to come and participate in the interview as they promised.

Even though it was planned initially that these interviewees could make their interview in English language with the assumption of their English class level they were attending in, (Intermediate and Upper Intermediate), my advisor suggested that options of languages had to be there for them to choose with which they were more comfortable with, to use for the interview. As a result, the interviewees were told they could choose and use either English or Amharic language for their interview. All of them preferred to use Amharic language so they could be able to express their beliefs and ideas with confidence and without restrictions. Here are, therefore, the transcriptions of the interviews that were made with the five adult EFL learners at SIS evening class program.

From the whole questions that have been handled by the interviewees, seven of them were selected to be analyzed here as they were well presented comprehensively by the interviewees and it was believed that the main ideas of the rest of the questions were reflected through these selected ones.

Each of the interviewee's response was recorded on a tape and was coded with different names. The names of the coded files were initialed with 'Intr' that was to say interviewee, and then followed by a specially coded name of the person, the class level and

serial number which started from 001 for the first one and 005 for the last one, as they are presented below.

Tape scripts

- **Intr Al UI-2 001** **Intr Ed UI-3 002** **Intr Ey UI-1 003**
- **Intr Gb I-4 004** **Intr Ye UI-1 005**

When we see the general profiles of the interviewees, all of them were professionals who have been working in different organizations such as security guard of Embassy, officers, market researcher, banker and preacher job positions. Their educational backgrounds were ranged from diploma to Masters Degrees. All of them took the entrance exam and they have been attending their English course at SIS evening class in intermediate and upper intermediate levels, from one term to two and half years.

4.5.2 Interviewees' Reponses

Below are the responses of the interviewees that were recorded during the interview. Each question's response was transcribed from Amharic language into English and put in the table against the coded interviewees' identifications as shown in the appendices.

The first question (interview question item 3) was asked to find out why the adult learners wanted to learn English language. This question was raised to observe if there were reasons for the adult learners to attend evening class program and learn English language. As a result, almost all of them said they wanted to learn speaking skill as they believed it could help them to communicate and perform their jobs better. For instance, one of the respondents, (**Intr Ey UI-1 003),** said '**I want to learn English in order t*o be able to develop more on writing and speaking skills as they help me on my works as I have presentations almost every week***.*'* We

can infer from this response that there were reasons to learn particular skills that were highly demanded for the job, speaking and writing in this case.

Similarly, in the case of interviewee **Intr Ye UI-1 005**, learning the language, particularly speaking skill, was very important for daily communications at work places. Hence, this idea was elaborated by the interviewee as follow.-

> ***I work as a loan officer so I meet many types of customers including foreigners who speak English. So in order to be able to communicate with my customers, I wanted to learn English language so I could be able to develop my Speaking skill more.***

Secondly, these interviewees were also asked which skills were more important for their work, as described on the interview question item 8. All of them mentioned what were their preferences of the skills with the reasons why they wanted to learn. On this regard, interviewee **Intr Al UI-2 001** said that writing and listening skills were important for his work. This interviewee went on telling the reasons why he chose these skills as follow.

> ***As my job situation has direct relation to writing I prefer to learn and improve more on writing skill. Secondly, we need to listen in the meeting regardless speaking as this part is often taken by our bosses so listening is my second choice to learn.***

For this same question, item 8, another interviewee (**Intr Gb I-4 004)** affirmed his preferences of the skills he wanted more to study. Thus he said ***'As I am a preacher I want to improve more on Speaking first so I could be able to serve my audiences in preaching. Writing is my second choice as I want to use it for my letter writing and emailing purposes.'***

Another question, interview question item 11, was asked to draw the interviewees' opinion if they did think learning the language skills indiscriminately was useful. The question was elaborated enough for them to understand what it meant by indiscriminately so they could go ahead with their responses confidently. As a result, all of the interviewees answered 'No'

and they even went to the extent of saying learning the whole skills indiscriminately, as similarly as they were used to do in high school classes, was a waste of time. Thus, interviewee **Intr Ey UI-1 003** stated this and said;-

> ***No I wouldn't think this is right. Adult learners including myself, have other works [***things***] to do for our life. We have already learnt the basic knowledge of English from our lower classes starting from elementary so now we need to learn what we want in terms of our interest. We don't have enough time as most of us may have to go to other schools or university to study other things. I would think learning all the skills together [***indiscriminately] ***is waste of time.***

The interviewees were also asked an extended question to tell what would be their first choice of a skill if the four skills (listening, speaking, reading and writing) were given separately. In answering this question, most of the interviewees said they would choose for speaking skill. Interviewee **Intr Ye UI-1 005,** however, wanted two skills for the following reasons as stated below.

> ***I would choose two in this particular question, speaking first and reading second. Because we have learned writing and spellings since our childhood so we don't have problems on this regard. Secondly it is the same for listening as we have had experiences from our elementary classes when our teachers make speeches for us and we often hear news in radio and television so we don't have problems. However, reading as I observed from others, there are problems in pronunciations as we don't know how to read so I think it would be worthy if reading is taken into considerations.***

Here was again another question the interviewees were asked to find out what were their expectations they came with initially to Sandford EFL evening class program. All of the

interviewees replied short and precise that they expected to learn and improve on their speaking skill. In this regard, interviewee **Intr Ed UI-3 002** said ***'My expectation was to be able to be fluent in speaking within two years.'***

In reinforcing the above responses, they were also asked to justify if their expectations came true when they actually started learning the language at SIS. There were mixed feelings that some of them believed they perceived some changes but others didn't. As it was stated by the interviewee **Intr Ed UI-3 002,** for instance, she declined and said;-

> ***No, it's only grammar I could say that I improved better but no on other skills because the way these skills are taught here is inappropriate. You are only asked to make a speech based on your previous knowledge in front of the class and you do that but you are not even given any corrections for the mistakes you made on your speech..that is it….***

Finally, the interviewees were asked if they knew any adult learner who dropped out from the English course at SIS and what could be the reasons. Some of the respondents said they knew friends who dropped out because of personal reasons. Interviewee **Intr Ye UI-1 005,** however, presented this differently and said, ***'Yes I know a friend. She told me she has been attending here starting from lower classes but had to stop because she was bored..she said the learning was boring.'*** Similarly, interviewee **Intr Ed UI-3 002** also confirmed '**Yes**' and the reason for this was the dissatisfaction of interest. Thus, she said, ***'I know friends who dropped out. They dropped out because their expectations were not met.'***

In general, therefore, from the interview responses that were attempted to analyze above, the adult learners had reasons to learn English language with their preferences of skills they were interested to study. As it was discussed and analyzed from the above preceding

chapters, the same result was also observed here that speaking and writing skills were reflected mostly as important skills for which adults came to SIS evening class program, as witnessed by the interviewees as transcribed and analyzed above.

4.6 Documentations

4.6.1 New Headway English Course Book

New Headway English course book, the third edition, was the main teaching resource that has been used to teach EFL adult learners at SIS evening class program. There are two types of books; student's book and workbook. The student's book is highly integrated with tapescript (audio CD) which the students must listen to and do the activities. Similarly, the activities in the workbook are also associated with a CD with which the students could listen and fill in the answers of exercises in the book. The use of this CD, however, is not as essential as the other one. Hence, the students could crosscheck their work with the answers provided at the end of the book, alternatively.

The New Headway workbook and student's book are divided into units. Each unit is also classified into different skills of study. There are 12 units in each Intermediate and upper-intermediate workbook and student's book. Each unit consists of the micro-skills such as grammar, vocabulary, reading, speaking, listening, writing and everyday English in addition. The teacher's book is also another excellent resource in which the necessary guide, on how to start and teach each unit, is given. Moreover, this book makes the teacher's life easier as all the answers of the exercises and even the possible errors that learners could make are there to be referred.

When we see the intermediate student's book, unit 1, as an example, starts with grammar activities such as auxiliary verbs, naming the tenses, questions and negatives etc. Moreover, from the whole focused themes in the workbook units, there are 8 subunits under auxiliary verbs, 3 under vocabulary, 2 under pronunciations and 1 preposition. These activities are also supported by a tapescript in which listening skill is involved simultaneously. Overall, the grammar skill takes the biggest coverage in unit 1 while the rest of the skills are discussed in this unit unevenly. This situation is also applied similarly in all the units (Unit 1-12) throughout the intermediate workbook.

Upper-intermediate English course book has also more or less the same structure as the intermediate. There are 12 units and in each unit lengthy explanations are given to grammar in all skills' activities. For instance, other skills are presented unified in different pages of the book such as listening and speaking; Vocabulary and Speaking; reading and speaking; vocabulary and pronunciation and everyday English use. In these unified skills the language focus in each activity is always on the structure of the grammar. Writing skill is presented in the book into different genre in which formal and informal letter writing, writing emails, narrative writing, report writing and the likes are included. The objective of teaching the writing skill, however, is highly bounded by the use of the correct grammar skill. Thus, on the mentioned genres, for example, using adverbs in narrative writing and applying conjunctions on linking ideas are given more emphasis than learning other techniques of writing.

In general, the Headway English course is highly supported by different extract information and different reading passages, colourful photos and pictures, audio CDs and other photocopiable materials. In having all these teaching aids, the Headway English course could be

said it is a well contended language teaching resource. However, as it tries to teach all the skills indiscriminately with more emphasis on grammar, the needs of learning any preferences of skills within a short period of time as demanded by adult learners is not considered in it. Moreover, the whole passages and teaching context is very authentic which as a result the non-native adult learners get frustrated to understand the activities of each skill easily.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the major conclusions that were reached based on the findings of the study that have been presented from the previous chapters. The recommendation is also inevitable to be made on the foundation of the conclusions derived.

5.1 Conclusions

The research was aimed initially to study the needs assessment of the adult EFL learners of Sandford International School evening class program. It was believed that in this study all the research questions which were the basic objectives of the study could be answered satisfactorily. Therefore, in order to be able to draw the conclusion, recalling the main objectives of the study, as formulated as research questions as below, is essential at this very last stage of the study.

- Do the adult EFL learners of Sandford International School have a special purpose to learn the English language?
- Do they enjoy the way they are being taught the language?
- Which of the skills do they need to improve on more?
- Why do they quit from their language classes persistently?
- Does the dropout situation have direct connection to the need or lack of ESP?

The researcher believed that this study could play a big role in answering the above research questions explicitly. On the other hand, it was also believed that the study could reveal the reasons for dropout and could give a research based answers as to how the imposed problems could be identified and solved. Eventually, the study was aimed to be able to elicit useful information and contributions to the teachers, the school (evening class program dept.), and to other researchers.

As a result, in answering the research questions discussed above, the study has yielded some interesting results as shown below.

- The study primarily revealed that the adult learners have special reasons to learn English language at Sandford International School EFL evening class program.
- However, even though the use of the general English role is said to be crucial and this was seconded by 56% of the learners, quite significant number of students said they were not satisfied with the learning situations as the way they were being taught was not to their expectations.
- The adult learners made themselves clear that they joined evening class program at Sandford to learn specific skills for their specific purposes. Thus, 44% of the learners asserted that they wanted to learn and improve on their speaking skill primarily which was followed by 33% of the learners who demanded writing skill for their job related uses.
- Grammar skill was found to be overemphasised in the teaching while speaking and writing skills were highly demanded.
- The present practice of learning all the language skills indiscriminately was not found to be the appropriate approach to adult learners whose needs were to learn a specific skill for their specific purposes.
- The dropout rate of the adult learners was revealed it reoccurred every term with an average rate of 44%. It was also noted that the reasons for some of the adult learners to dropout from their Course were unmet expectations and boredom of the learning, as a result.
- The Headway English was found to be a highly integrated and a well organized teaching resource which gives more emphasis to grammar than other micro-skills similarly as the teachers do.
- The emphasis of skills given by the teachers and by the Headway teaching materials, however, was commented for its uncertainty in fulfilling the preferences of English language skills that were demand by the adult learners.

5.2 Recommendations

Based on the above findings and conclusions, the following major recommendations have been made.

- Sandford International School should consider the needs of the adult learners largely in order to be able to meet their expectations fully. Facilitating to have ESP orientation program, for instance, is the main one.
- Special classes must be opened to teach integrated specific skills (speaking & listening, and writing & grammar) to Intermediate and Upper-Intermediate classes, whereby the adult learners could achieve in learning a specific skill for their specific purposes within a limited span of time.
- Hence, students who are assigned in these levels are believed to have grasped the basic concept of the language so they could benefit more in this innovation. Classes could be categorised as per the level such as Beginner, Intermediate and Advanced, to be completed in a year (three terms).
- The necessary teaching materials and syllabus that could support the special classes in teaching specific skills to Intermediate and Upper-Intermediate levels must be prepared.
- Headway general English courses can still continue to be used for Elementary and Pre-Intermediate levels. The teachers, however, must be able to prepare lesson plans that could consider their students' mood of learning, and the learning must be more interactive wherein the students' role of learning and participations could be enhanced at large.

- The entrance exam should be formulated in such a way it could address and measure all the skills so the learners could be assigned into their appropriate level with their preferences of the skills to learn.
- The teachers must be able to find out the adult learners' target needs so they could tailor their lesson plans accordingly. A type of diagnosing test or Present Situation Analysis (PSA) should be done in order to be able to know about the adult learners' objectives of learning the language, like what do they want the English language for. In doing so, the learners' preferences of skills and level of expressing ability using the language could be inspected so the teacher knows who, what and how to teach. This could be done at the very first period the teacher meets the class.

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Appendix 1: Adult Students' Questionnaire

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

College of Humanities, Language Studies, Journalism and Communication

DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

Questionnaire for Adult EFL Learners

Dear student,

This questionnaire is part of my research project which is designed to gather data regarding the teaching and learning practice of English as a Foreign Language (EFL) at Sandford International School, in the Evening Class Program. This research project attempts to conduct **A Needs Assessment of ESP (English for Specific Purposes)** to Sandford International School Evening Class Program of Adult EFL Learners. Therefore, your genuine response to the questions will have significant contribution for the success of this research. Your responses will be kept confidential and will only be used for this study.

Notice: You do not need to write your name on this questionnaire.

Thank you very much for your time and cooperation!

……

Part One: Background Information

1. What is your job/profession?

   _____

2. What is your educational level?

☐ 10th complete ☐ Diploma ☐ BA/BSc degree ☐ MA/MS ☐ University student

☐ Other_____ (Explain)

3. How old are you?

   Between ☐ 18-28 ☐ 29-38 ☐ 39-48 ☐ Above 49

4. Gender : Male ☐ Female ☐

Part Two: Teaching and Learning situation perceived

2.1 Why do you need to learn English language?

_____

2.2 Do you have special reason to learn English language at Sandford School? If yes, which one is more appropriate to you?

a. ☐ To be able to speak in English fluently
b. ☐ To be able to write in English perfectly
c. ☐ To be able to listen in English attentively
d. ☐ To be able to read in English accurately

2.3 Do you think the way you are being taught the English language presently at Sandford evening class can meet your expectation fully?

☐ Yes ☐ No

2.4 Do you consider English important for your Job?

☐ Yes ☐ No

2.5 How often do you use the following English language skills at work place?

1= Never use	2= Rarely use	3=Sometimes use	4= Frequently use		5=Very frequently use	
2.5.1 Listening		5	4	3	2	1
2.5.2 Speaking		5	4	3	2	1
2.5.3 Reading		5	4	3	2	1
2.5.4 Writing		5	4	3	2	1
2.5.5 Vocabulary		5	4	3	2	1
2.5.6 Grammar		5	4	3	2	1

2.6 How often do you apply the following English skills out of your work place?

1= Never use	2= Rarely use	3= Sometimes use	4= frequently use		5= very frequently use	
2.6.1 Listening		5	4	3	2	1
2.6.2 Speaking		5	4	3	2	1
2.6.3 Reading		5	4	3	2	1
2.6.4 Writing		5	4	3	2	1
2.6.5 Vocabulary		5	4	3	2	1
2.6.6 Grammar		5	4	3	2	1

2.7 How confident are you in using the following language skills, do you think?
(Please, classify in order of importance, 1 for the most important and 6 for the least important)

1= First	2= second	3=third	4= forth	5=fifth	6=sixth
2.7.1 Listening			6 5	4 3	2 1
2.7.2 Speaking			6 5	4 3	2 1
2.7.3 Reading			6 5	4 3	2 1
2.7.4 Writing			6 5	4 3	2 1
2.7.5 Vocabulary			6 5	4 3	2 1
2.7.6 Grammar			6 5	4 3	2 1

2.8 Which one of the English language skills and areas of knowledge do you particularly want to improve on most? Circle the ranks.

1= First	2= second	3=third	4= forth	5=fifth	6=sixth
2.8.1 Listening			6 5	4 3	2 1
2.8.2 Speaking			6 5	4 3	2 1
2.8.3 Reading			6 5	4 3	2 1
2.8.4 Writing			6 5	4 3	2 1
2.8.5 Vocabulary			6 5	4 3	2 1
2.8.6 Grammar			6 5	4 3	2 1

2.9 To what degree are the English language skills given emphasis in your English class?

1= Not emphasized	2= Least emphasized	3= Fairly emphasized	4= Very emphasized	5=Extremely emphasized
2.9.1 Listening		5	4 3	2 1
2.9.2 Speaking		5	4 3	2 1
2.9.3 Reading		5	4 3	2 1
2.9.4 Writing		5	4 3	2 1
2.9.5 Vocabulary		5	4 3	2 1
2.9.6 Grammar		5	4 3	2 1

2.10 How important are the English language skills to you to learn?

1= Not important	2= Least important	3= Fairly important	4= Very important	5=Extremely important
2.10.1 Listening		5	4 3	2 1
2.10.2 Speaking		5	4 3	2 1
2.10.3 Reading		5	4 3	2 1
2.10.4 Writing		5	4 3	2 1
2.10.5 Vocabulary		5	4 3	2 1
2.10.6 Grammar		5	4 3	2 1

2.11 How does your teacher organize the classroom and what are the ways he/she uses in teaching the English?

1= Never use	2= rarely use	3=Sometimes use	4= frequently use		5=very frequently use		
2.11.1 Individual work			5	4	3	2	1
2.11.2 Pair work			5	4	3	2	1
2.11.3 Small group work			5	4	3	2	1
2.11.4 Whole class, (working with the teacher in asking and answering questions from the exercise books)			5	4	3	2	1

2.12 What teaching materials does the teacher use while teaching English in your class?

1= Never use	2= rarely use	3=Sometimes use	4= Regularly		5=very regularly		
2.12.1 Teachers' and students' books			5	4	3	2	1
2.12.2 Tape recorders			5	4	3	2	1
2.12.3 Videos			5	4	3	2	1
2.12.4 Written extracts			5	4	3	2	1
2.12.5 Overhead projector			5	4	3	2	1
2.12.6 A language Laboratory			5	4	3	2	1
2.12.7 Materials suggested/brought by students			5	4	3	2	1

2.13 How would you like to evaluate the learning environment?

1= Excellent	2= Very good	3=Good	4= Not bad		5=un acceptable		
2.13.1 Number of students in a class			5	4	3	2	1
2.13.2 The quietness of the classroom			5	4	3	2	1
2.13.3 The brightness of the room			5	4	3	2	1

2.14 To what extent are you satisfied with the following activities while learning your English course at Sandford School?

1= very dissatisfied	2= dissatisfied	3=Neutral	4= satisfied		5=very satisfied		
2.14.1 Teachers' classroom management			5	4	3	2	1
2.14.2 Teachers' encouragement to you			5	4	3	2	1
2.14.3 Teachers relationship with class			5	4	3	2	1
2.14.4 Varity of learning activities			5	4	3	2	1

2.14.5 Relation of topics to your job	5	4	3	2	1
2.14.6 Relation of English language skills to your job	5	4	3	2	1
2.14.7 Relevance of passages and exercises to your job	5	4	3	2	1

2.15 Do you find the number of hours provided by Sandford School Evening class program for English learning:

- ☐ Too much?
- ☐ Sufficient?
- ☐ Just reasonable?
- ☐ Not sufficient?

2.16 Do you feel like dropping out from your English course?

☐ Yes ☐ No

If yes, why?_____
_____
_____
_____
_____
_____

Appendix 2: Instructors' Questionnaire

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

College of Humanities, Language Studies, Journalism and Communication

DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

Questionnaire for Evening Class Instructors

Dear Teachers,

This questionnaire is part of my research project which is designed to gather data regarding the teaching and learning practice of English as a Foreign Language (EFL) at Sandford International School, in the Evening Class Program. This research project attempts to conduct **A Needs Assessment of ESP** (**English for Specific Purposes**) at Sandford International School EFL for Adult Learners Evening Class Program. Therefore, your genuine response to the questions will have significant contribution for the success of this research. Your responses will be kept confidential and will only be used for this study.

Thank you very much for your time and cooperation!

……

Part One: Background Information

1.1 Which level do you teach at the moment at Sandford evening EFL adult class?

☐ Elementary Level ☐ Pre-Intermediate Level ☐ Intermediate Level
☐ Upper-Intermediate Level

1.2 How long have you been teaching at Sandford evening EFL adult classes?

Below 1 Year	1 Year	If more than a year please specify	

1.3 Did/Do you teach EFL classes other than Sandford? If yes, where else?

High school ☐ Private colleg ☐ Government univers ☐

Other, please specify

Part Two: Teaching and Learning situation perceived

2.1 Do you believe adults come to EFL class aiming to learn specific skills?

Yes ☐ No ☐ Don't know ☐

2.2 Have you ever tried to diagnose your students' needs in order to be able to find out whether or not they aim to learn specific skills of English language?

Yes ☐ No ☐

2.3 Do you feel that your students have joined in the evening EFL class to learn specific skills?

Yes ☐ No ☐

2.4 Do you think the adult EFL learners would benefit more if English for Specific Purposes (ESP) approach is implemented at Sandford?

a. Yes, because…….

b. No, because…..

2.5 Do you agree adult English language learners must learn all the English language skills indiscriminately, the same as high school students do?

Scales	Your reasons briefly
strongly disagree	
Disagree	
Agree	
Strongly agree	

2.6 Which skills do you reckon are given more emphasis in the Headway English course book?

1= not emphasized	2= least emphasized	3= Fairly emphasized	4= very emphasized	5=extremely emphasized

2.6.1	Listening	5	4	3	2	1
2.6.2	Speaking	5	4	3	2	1
2.6.3	Reading	5	4	3	2	1
2.6.4	Writing	5	4	3	2	1
2.6.5	Vocabulary	5	4	3	2	1
2.6.6	Grammar	5	4	3	2	1

2.7 To what degree do you give emphasis to the following English language skills in your English teaching class at Sandford School?

1= not emphasized	2= least emphasized	3= Fairly emphasized	4= very emphasized	5=extremely emphasized

2.7.1	Listening	5	4	3	2	1
2.7.2	Speaking	5	4	3	2	1
2.7.3	Reading	5	4	3	2	1
2.7.4	Writing	5	4	3	2	1
2.7.5	Vocabulary	5	4	3	2	1
2.7.6	Grammar	5	4	3	2	1

2.8 Which one of the English language skills and areas of knowledge do you think your students particularly want to learn most?

1= First	2= second	3=third	4= forth	5=fifth	6=sixth

2.8.1	Listening	6	5	4	3	2	1
2.8.2	Speaking	6	5	4	3	2	1
2.8.3	Reading	6	5	4	3	2	1
2.8.4	Writing	6	5	4	3	2	1
2.8.5	Vocabulary	6	5	4	3	2	1
2.8.6	Grammar	6	5	4	3	2	1

2.9 How important do you think are the English language skills to adult EFL learners?

1= not important	2= least important	3= Fairly important	4= very important	5=extremely important

2.9.1	Listening	5	4	3	2	1
2.9.2	Speaking	5	4	3	2	1
2.9.3	Reading	5	4	3	2	1

2.9.4	Writing	5	4	3	2	1
2.9.5	Vocabulary	5	4	3	2	1
2.9.6	Grammar	5	4	3	2	1

2.10 How often do you assess your students' performance of the following English skills?

1= Never assess	2= Sometimes	3= Once a month	4= Once a week	5=At the end of the term

2.10.1	Listening	5	4	3	2	1
2.10.2	Speaking	5	4	3	2	1
2.10.3	Reading	5	4	3	2	1
2.10.4	Writing	5	4	3	2	1
2.10.5	Vocabulary	5	4	3	2	1
2.10.6	Grammar	5	4	3	2	1

Part Three: General

3.1 What Language Teaching Method do you use to teach English to adult EFL learners at Sandford?

_____

3.1 How do you organize the classroom and what are the ways you use in teaching English at Sandford?

1= Never use	2= rarely use	3=Sometimes use	4= frequently use	5=very frequently use

3.1.1	Individual work	5	4	3	2	1
3.1.2	Pair work	5	4	3	2	1
3.1.3	Small group work	5	4	3	2	1
3.1.4	Whole class, (working with the teacher in asking and answering questions from the exercise books)	5	4	3	2	1
3.1.5	Individual/group presentation	5	4	3	2	1

3.2 What teaching materials do you use while teaching English in your class?

1= Never use	2= rarely use	3=Sometimes use	4= Regularly	5=very regularly

3.2.1	Teachers' and students' books	5	4	3	2	1
3.2.2	Tape recorders	5	4	3	2	1
3.2.3	Videos	5	4	3	2	1
3.2.4	Written extracts	5	4	3	2	1

3.2.5	Overhead projector	5	4	3	2	1
3.2.6	A language Laboratory	5	4	3	2	1
3.2.7	Materials suggested and/or brought by students	5	4	3	2	1

3.3 How would you like to evaluate the learning environment?

1= Excellent	2= Very good	3=Good	4= Not bad	5=un acceptable

3.3.1	Number of students in a class	5	4	3	2	1
3.3.2	The quietness of the classroom	5	4	3	2	1
3.3.3	The brightness of the room	5	4	3	2	1
3.3.4	Supply of teaching resources	5	4	3	2	1
3.3.5	Coordination and support of the evening program office	5	4	3	2	1

3.4 How do you evaluate the attendance and the dropout rates?

1= very insignificant	2= insignificant	3=significant	4= very significant

3.4.1	The frequency of absenteeism in class?	4	3	2	1
3.4.2	The rate of dropout from your class	4	3	2	1

3.5 What do you think the main reasons could be that a number of students drop out from their English courses?

_____
_____
_____
_____

3.6 Is there anything else you want to say about the need to introduce ESP at Sandford International School EFL for Adult Learners Evening Class Program?

_____

Appendix 3: Interview of Adult Learners

Interview to Sandford Adult EFL Learners

Dear student,

This interview is part of my research project which is designed to gather data regarding the teaching and learning practice of English as a Foreign Language (EFL) at Sandford International School, in the Evening Class Program. This research project attempts to conduct **A Needs Assessment of ESP (English for Specific Purposes)** at Sandford International School Evening Class Program. Therefore, your genuine response to the interview will have significant contribution for the success of this research. Your responses will be recorded and kept confidential and will only be used for this study.

Thank you very much for your time and cooperation!

……

5. What is your educational background? **የትምህርት ደረጃህ/ሽ ምንድን ነው?**

   _____

6. Which level are you attending in your English class at the moment? **አሁን የትኛውን የ ንግሊዝኛ ክፍል ደረጃ ነው የምትከ ተለው/ይው?**

   _____

7. Why do you want to learn English language? **ንግሊዝኛ ቋንቋ መማር ለምን ፈለክ/ክሽ?**

   _____
   _____
   _____

8. Did you take an entrance test to join Sandford EFL evening class? If yes, do you believe you are placed at the right level based on your result? **በሳንድፎርድ የማ ው የ ንግሊዝኛ ቋንቋ ትምህርት ክፍል ለመግባት የመግቢያ ፈተና ወስደሃል/ሻል? ከወሰድክ/ሽ አሁን የተመደብክበት/ሽበት የክፍል ደረጃ ትክክለኛና በፈተናህ/ሽ ውጤት መሰረት መሆኑን ምናለህ/ ምኛለሽ?**

   _____
   _____
   _____

9. How long have you been attending your English class at Sandford? **በሳንድፎርድ ለምን ያህል ጊዜ የ ንግሊዝኛ ቋንቋ ትምህርትህን/ሽን ተከ ተልክ/ተከ ተልሽ?**

   _____

10. Does the English language you learn here help you to do your job well? ዚህ የምትማረው/ሪው የ ንግሊዝኛ ቋንቋ ስራህን/ሽን በደንብ ንድትሰራ/ሪ ይረዳሃል/ይረዳሻል?

a. if 'Yes', briefly explain **how** "አዎ" ከሆነ ባጭሩ ግለጽ/ግለጭ

_____

_____

_____

b. If 'No', briefly state **what** and **how** you would like to learn. "አይረዳም" ከሆነ ባጭሩ ምን ና ንዴት መማር ንደምትፈልግ/ጊ አብራራ/አብራሪ።

_____

_____

_____

11. What do you propose the Evening English Language Program must do to help you learn better? የሳንድፎርድ የማ ው የ ንግሊዝኛ ቋንቋ ትምህርት ክፍል ትምህርቱን በተሻለ ለመስጠት ምን ማድረግ አለበት ብለህ/ሽ ስባለህ/ ስቢአለሽ?

_____

_____

_____

12. Which skills of the English Language are more important to you/your work and why? ከ ች ከተመለከቱት የ ንግሊዝኛ ቋንቋ ክህሎች ለስራህ/ሽ በጣም አስፈላጊ የሆኑት የትኖቹ ናቸው? ለምን?

a. ☐ Listening: why? _____

_____

b. ☐ Speaking: why? _____

_____

c. ☐ Reading: why? _____

_____

d. ☐ Writing: why? _____

_____

e. ☐ Vocabulary: why?

_____

_____

f. ☐ Grammar: why? _____

13. Which one of the skills would you be interested more to learn if it is given separately? Tick (Ě) ከ ች ከተመለከቱት የ ንግሊዝኛ ቋንቋ ክህሎች መካከል በተናጠል ቢሰጡ ለመማር በጣም ፍላጎት ያለህ/ሽ በየትኞቹ ላይ ነው?

☐ Listening ☐ Reading ☐ Writing ☐ Speaking

14. Do you think the way you are learning the English language at Sandford currently can help you improve your English ability? በሳንድፎርድ የማ ው የ ንግሊዝኛ የቋንቋ ትምህርት መርሃ ግብር የሚሰጠው የትምህርት አቀራረብ ዘዴ የ ንግሊዝኛ ችሎ ህን ያሻሽልልኛል ብለህ/ሽ ስባለህ/ ስቢያለሽ?

a. Yes, because አዎ፤ ምክንያቱም

_____

_____

_____

_____

b. No, because አላስብም፤ ምክንያቱም

_____

_____

_____

_____

15. Do you think adult English language learners, like you, must learn all the English language skills indiscriminately, as in high school? ንዳንተ በሳንድፎርድ የማ ው የ ንግሊዝኛ የቋንቋ ትምህርት የሚማሩ ጎልማሶች ልክ ሁለተኛ ደረጃ ተማሪዎች ንደሚማሩበት ሁኔ ሁሉንም የ ንግሊዝኛ ቋንቋ ክህሎች ሳይነጣጠሉ መማር አለባቸው ብለህ/ሽ ስባለህ/ ስቢአለሽ?

a. Yes, because አዎ፤ ምክንያቱም

_____

_____

_____

_____

b. No, because አላስብም፤ ምክንያቱም

_____

_____

_____

_____

16. Do you see any change in your ability and usage of the language since you have started attending your English class? ንግሊዝኛ ቋንቋ መማር ከጀመርክ/ሽ ጊዜ ጀምሮ የቋንቋ አጠቃቀም ችሎ ህ/ሽ ላይ ለውጥ ንዳመጣህ/ህ ይ ይሃል/ሻል?

a. Yes, because አዎ፤ ምክንያቱም

_____

_____

b. No, because **አላመጣሁም፤ ምክንያቱም**

_____

_____

17. Do you know a student who dropped out from the English course at Sandford? If yes, what do you think the reasons might be? **የ ንግሊዝኛ ቋንቋ ትምህርቱን በሳንድፎርድ መከ ተል ከጀመረ በኋላ አቋርጦ የወጣ የም ውቀው/ቂው ተማሪ አለ? የም ውቅ/ቂ ከሆነ ያቋረጠበት ምክንያት ምን ሊሆን ይችላል ብለህ/ሽ ስባለህ/ ስቢያለሽ?**

_____

_____

_____

18. Do you sometime feel like dropping out your English course? If yes, why? **አንተስ/ቺስ አንዳንዴ የቋንቋ ትምህርትህን/ሽን የማቋረጥ ስሜት አድሮብህ/ሽ ያውቃል? ከሆነስ ለምን?**

_____

_____

_____

19. Do you have any idea to suggest about; **ለሚከተሉት ሃሳቦች የምትለው/የምትይው ነገር አለህ/ሽ?**

a. The type of English you like to learn? **መማር የምትፈልገው/ የምትፈልጊው የ ንግሊዝኛ አይነት ወይም ክህሎት?**

_____

_____

_____

b. The way you like to learn? **መማር የምትፈልግበት/ የምትፈልጊበት የትምህርቱ አሰጣጥ መንገድ?**

_____

_____

c. The number of hours you would like to learn in a week? **በሳምንት ውስጥ ቋንቋውን ለመማር የሚያስፈልገው ጊዜ ስንት ሰአት ንዲሆን ትፈልጋለህ/ትፈልጊአለሽ?**

_____

_____

_____

20. What were you expecting to learn when you first started learning English in Sandford? **በሳንድፎርድ ለመጀመሪያ ጊዜ የ ንግሊዝኛ ቋንቋ መማር ስትጅምር/ሪ የጠበከው/ሽው ምን ለመማር ነበር?**

_____

_____

_____

21. Did your expectations come true when you actually started learning? **በሳንድፎርድ መማር ከጀመርክ/ሽ በኋላስ የጠበክው/የጠበቅሽውን አገኘህ/አገኘሽ?**

a. If 'Yes', explain how; "**አዎ" ከሆነ፤ ንደ?ት?**

_____

_____

_____

b. If 'No', explain why; " **ንደጠበኩ-ት አልሆነልኝም"፤ለምን?**

_____

_____

_____

22. Is there anything else you would like to say regarding the teaching and learning of English situations you have observed at Sandford evening class program? If yes explain briefly. **በሳንድፎርድ ት/ቤት በማ ው ክፍለ ጊዜ ለጎልማሳ ተማሪዎች በሚሰጠው የ ንግሊዝኛ ቋንቋ ትምህርት አጠቃላይ ሁኔ ላይ ያስተዋልከው/ሺው ልትለው/ልትይው የምትፈልገው/የምትፈልጊው ነገር ካለህ/ሽ ባጭሩ ግለጽ/ጭ፡**

_____

_____

_____

Appendix 4: Interview Transcription 1 and 2

Table 13.

Q1. Why do you want to learn English language?
(ንግሊዝኛ ቋንቋ መማር ለምን ፈለክ/ክሽ?)

Interviewees' identification	***Reponses as transcribed from Amharic to English***
Intr Al UI-2 001	*As it is known English is the world's communicative language. I wanted to learn the language so I could communicate well and to be able to use it more for my work. I like the language…*
Intr Ed UI-3 002	*To be confidence and fluent speaker*
Intr Ey UI-1 003	*To be able to develop more on writing /Reading/and speaking skills as they help me on my works as I have presentations almost every week.*
Intr Gb I-4 004	To be able to speak well
Intr Ye UI-1 005	*I work as a loan officer so I meet many types of customers including foreigners who speak English. So in order to be able to communicate with my customers, I wanted to learn English language so I could be able to develop my Speaking skill more.*

Table 14.

Q2. Which skills of the English Language are more important to you/your work and why?
(ከ ች ከተመለከቱት የ ንግሊዝኛ ቋንቋ ክህሎች ለስራህ/ሽ በጣም አስፈላጊ የሆኑት የትኖቹ ናቸው? ለምን?)

Interviewees' identification	***Reponses as transcribed from Amharic to English***
Intr Al UI-2 001	*As my job situation has directly relation to writing I prefer to learn and improve more on writing skill. Secondly, we need to listen in the meeting regardless speaking as this part is often taken by our bosses so listening is my second choice to learn.*
Intr Ed UI-3 002	*Listening first then speaking. I believe you must learn listening first so you know the words then you can speak well.*
Intr Ey UI-1 003	*Speaking first for my presentation purpose and writing second. I have presentation almost every week.* ***[The interviewee admitted there was a mistake on the first question that reading was mentioned as a reason of learning.]***
Intr Gb I-4 004	*As I am a preacher I want to improve more on Speaking first so I could be able to serve my audiences in preaching. Writing is my second choice as I want to use it for my letter writing and emailing purposes.*
Intr Ye UI-1 005	*Speaking is my preference as I want to be able to communicate with people and I want to use it* ***[most importantly]*** *to communicate with my customers.*

Appendix 5: Interview Transcription 3

Table 15.

Q3. Do you think adult English language learners, like you, must learn all the English language skills indiscriminately, as in high school?

(ንዳንተ በሳንድፎርድ የማ ው የ ንግሊዝኛ የቋንቋ ትምህርት የሚማሩ ጎልማሶች ልክ ሁለተኛ ደረጃ ተማሪዎች ንደሚማሩበት ሁኔ ሁሉንም የ ንግሊዝኛ ቋንቋ ክህሎች ሳይነጣጠሉ መማር አለባቸው ብለህ/ሽ ስባለህ/ ስቢአለሽ?)

Interviewees' identification	***Reponses as transcribed from Amharic to English***
Intr Al UI-2 001	*No I don't support this idea. Adults have already completed at least high school so they have the basic knowledge on the language. So everybody needs to learn on their preferences in accordance with their gaps they feel. There are students who have problems on listening, speaking and others on writing. All have different problems and interests in the language.*
Intr Ed UI-3 002	*Yes I would think learning all the skills is useful ….but adult learners come to learn specific skills like listening and speaking so these must be considered.*
Intr Ey UI-1 003	*No I wouldn't think this is right. Adult learners including myself, we have works to do and we have already learnt the basic knowledge of English from our lower classes starting from elementary so now we need to learn what we want in terms of our interest. We don't have enough time as most of us may have to go to other schools or university to study other things. I would think learning all the skills together is waste of time.*
Intr Gb I-4 004	*No I wouldn't think this is right, I would rather think if the skills are given separately as in my case I aimed to learn speaking and listening skills.*
Intr Ye UI-1 005	*No as there is no doubt many people (adult learners) came to evening class after learning writing and listening skills from lower class. But reading and speaking skills are the problems many people want to improve. So everybody must learn towards the gap observed.*

Appendix 6: Interview Transcription 4 and 5

Table 16.

Q4. Which one of the skills would you be interested more to learn if it is given separately? Tick (Ě) ከ ች ከተመለከቱት የ ንግሊዝኛ ቋንቋ ክህሎች መካከል በተናጠል ቢሰጡ ለመማር በጣም ፍላጎት ያለህ/ሽ በየትኞቹ ላይ ነው?)

Interviewees' identification	*Reponses as transcribed from Amharic to English*
Intr Al UI-2 001	*Writing is my first choice*
Intr Ed UI-3 002	*Speaking*
Intr Ey UI-1 003	*Speaking*
Intr Gb I-4 004	*Speaking*
Intr Ye UI-1 005	*I would choose two in this particular question, speaking first and reading second. Because we have learned writing and spellings since our childhood so we don't have problems on this regard. Secondly it is the same for listening as we have had experiences from our elementary classes when our teachers made speeches for us and we often hear news in radio and television so we don't have problems. However, reading as I observed from others, there are problems in pronunciations as we don't know how to read so I think it would be worthy if reading is taking into consideration.*

Table 17.

Q5. What were you expecting to learn when you first started learning English in Sandford? (በሳንድፎርድ ለመጀመሪያ ጊዜ የ ንግሊዝኛ ቋንቋ መማር ስትጀምር/ሪ የጠበከው/ሽው ምን ለመማር ነበር?)

Interviewees' identification	Reponses as transcribed from Amharic to English
Intr Al UI-2 001	*To improve on my general language usage.*
Intr Ed UI-3 002	*My expectation was to be able to be fluent in speaking within two years.*
Intr Ey UI-1 003	*I expected to be able to speak and write well.*
Intr Gb I-4 004	*I expected to be able to handle my speaking skill.*
Intr Ye UI-1 005	*Speaking of course!!*

Appendix 7: Interview Transcription 6 and 7

Table 18.

Q6. Did your expectations come true when you actually started learning?
(በሳንድፎርድ መማር ከጀመርክ/ሽ በኋላስ የጠበከውን/የጠበቅሽውን አገኘህ/አገኘሽ?)

Interviewees' identification	Reponses as transcribed from Amharic to English
Intr Al UI-2 001	*Yes; I am using the language now.*
Intr Ed UI-3 002	*No, it's only grammar I could say that I improved better but no on other skills because the way these skills are taught is inappropriate. You are only asked to make a speech based on your previous knowledge in front of the class and you do that but you are not even given any correction for the mistakes you made on your speech..that is it….*
Intr Ey UI-1 003	*Yes, I noticed I improved on my writing skills as I was able to modify my CV. I could also say no because it is only below 50% that I feel my expectations of learning speaking and writing came true.*
Intr Gb I-4 004	*Yes partially but not all in all*
Intr Ye UI-1 005	*Yes: I felt my speaking ability was improved when I used it in the class practice. I also use it for my work.*

Table 19.

Q7. Do you know a student who dropped out from the English course at Sandford? If yes, what do you think the reasons might be? **የ ንግሊዝኛ ቋንቋ ትምህርቱን በሳንድፎርድ መከ ተል ከጀመረ በኋላ አቋርጦ የወጣ የም ውቀው/ቂው ተማሪ አለ? የም ውቅ/ቂ ከሆነ ያቋረጠበት ምክንያት ምን ሊሆን ይችላል ብለህ/ሽ ስባለህ/ ስቢያለሽ?**

Interviewees' identification	Reponses as transcribed from Amharic to English
Intr Al UI-2 001	*Yes I know friends who dropped out from their course because their work schedules didn't fit to the class schedules.*
Intr Ed UI-3 002	*Yes I know friends who dropped out. They dropped out because their expectations were not met.*
Intr Ey UI-1 003	*Yes I know a friend who dropped out. She dropped out because of her personal reasons.*
Intr Gb I-4 004	*No, I don't know*
Intr Ye UI-1 005	*Yes I know a friend. She told me she has been attending here starting from lower classes but had to stop because she was bored..she said the learning was boring.*