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**ENGLISH LANGUAGE NEEDS ANALYSIS OF INFORMATION
TECHNOLOGY STUDENTS AT DEBRE MARKOS UNIVERSITY**

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INFORMATION TECHNOLOGY STUDENTS AT DEBRE
MARKOS UNIVERSITY**

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English Language Needs Analysis of Information Technology Students at
Debre Markos University

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List of Acronyms

EAP = English for Academic Purposes

EBE = English for Business and Economics

EBP = English for Business Purposes

EFL = English as Foreign Language

EGP = English for General Purposes

ELP = English for Legal Purposes

ELT = English Language Teaching

EMP = English for Medical Purposes

EOP = English for Occupational Purposes

EPP = English for Professional Purposes

ESAP = English for Specific Academic Purpose

ESL = English as a Second Language

ESP = English for Specific Purpose

ESS = English for the Social Sciences

EST = English for Science and Technology

EVP = English for Vocational Purposes

ICT = Information Communication Technology

IT = Information Technology

LSA = Learning Situation Analysis

PSA = Present Situation Analysis

TSA = Target Situation Analysis

Abstract

The main goal of this research was to assess the English language needs of Information Technology students in Debre Markos University. In this study, an attempt has been made to identify the major language skills and activities that are appropriate in academic and occupational settings. For this study, data were collected through five point likert scale questionnaire from students, subject area instructors and Information Technology graduates and through interview from English instructors who gave courses for IT students and coordinator of employees' in Ethio-Telecom Debre Markos branch. Additionally, data were gathered from evaluation of the existing English course materials which English instructors use to offer common English courses.

Results of the study indicated that learners do not have the required competence in most of the activities. However, almost all language skills are needed with great emphasis on receptive skills (listening and reading). Moreover learners preferred to have an English course with the contents of major subject area. They have also positive outlook for the existing English courses.

The study has also revealed that learners were not in good performance in accomplishing activities in the target language. Additionally, learners, subject area instructors, and graduates preferred a specific course for information technology field of study in academic and occupational settings.

Based on the findings, it has been recommended that syllabus designers should prepare specific English course for Information Technology students considering their academic and occupational needs. Additionally, English instructors and syllabus designers should assess the contents of the current English courses and make modifications considering the specific field of study of learners

Chapter One: Introduction

1.1. Background of the Study

English has become a widely accepted international language in various professional areas, such as business and technology, since the global economy started to prosper (Kim, 2008). According to Kim (2008), the need of a particular English for a specific group of learners is potentially important for learners to be effective in the global world. English for Specific Purposes involves teaching and learning the specific skills and language needed by particular learners for a particular purpose. The Purpose in ESP is always a professional purpose which considers a set of skills that learners currently need in their work or will need in their professional careers (Robinson 1991).

Clark (1987), mentions that English language teaching is required to serve the particular values of the learners in which it is placed. What may be found suitable in one context may not necessarily be found appropriate in another. What is found adequate for today may be considered of little use tomorrow. This is as true of language education as it is of any other area in the school curriculum. It is the current social value placed upon foreign language learning in general, and upon certain language in particular that will determine which languages to include, to whom to teach them and for how long, and what objectives to seek to achieve

Following, Hyland (2007) states that needs analysis is a defining element of its practices and a major source of its inter-disciplinarity which the use of systematic means to describe the specific sets of skills, texts, linguistic forms, and communicative practices that a particular group of learners must acquire is central to ESP, informing its curricula and materials and underlining its pragmatic engagement with occupational, academic, and professional realities.

However, In Ethiopian higher institutions, English courses such as Communicative English Skills and Basic Writing Skills are given to all first year students of the university without considering the needs of learners. These courses have been taught with the consent of equipping students to develop basic communication and writing skills.

The notion of English for Specific purpose has not been widely practiced in the higher institution of the country. Thus, Identifying the need of students in IT field of study may help syllabus designers to prepare courses in accordance with the type of English that learners need to a particular field of study.

1.2. Statement of the Problem

Littlewood (1981) states that communicative approach opens up a wider perspective on language learning. In particular, it makes us more strongly aware that it is not enough to teach learners how to manipulate the structures of the foreign language. They must also develop strategies for relating these structures to their communicative functions in real life situations and real time (Littlewood, 1981). This view supports the idea that the wider perspective of language teaching should takes us to the notion of developing English language courses in terms of learners' needs. According to Paltridge and Starfield (2013), English for specific purposes (ESP) pass on to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain. The teaching of English for specific purposes, in its early days, was largely motivated by the need to communicate across languages in areas such as commerce and technology.

Hence the researcher was geared towards conducting a research on needs analysis, in view of the fact that English language courses in higher institution of Ethiopia are prepared without considering the learners' needs. It was also believed that conducting research on English language needs of students is essential to pave the way for the syllabus designers to prepare courses in accordance with learners' needs and to focus on the specific language skills that could help students in their professional environment.

The researcher also had a chance to give common English courses for different fields of study at university level. It was clearly shown that similar courses were designed for all fields of study at first year level and the contents of the courses were not as such different from lower level grade courses. Hence, English language has been taught from primarily to preparatory level to all students of Ethiopia and the focus is on developing the students' general language skills. So, the courses which are given at university level should have been different form lower level grades. The researcher also taught English course for

Information Technology students and learners' were focusing on scoring good grade than paying attention to develop basic language skills. And also the focus on Information Technology field of study carries the notion that this field of study is the front field of study on swiftly changing the move of the world in the area of information communication technology. Thus, conducting a research on the English language needs of information technology students will have a positive effect on designing the appropriate English course that is helpful for both educational and professional environments.

Additionally, as far as the knowledge of the researcher is concerned, no research has been conducted in Debre Markos university in the area of English language needs analysis. Therefore, conducting a research on analysis of IT students' English needs is compulsory and still timely so that the English language courses will be designed in a way they meet the learners' specific needs.

As far as need assessment is the primarily level to develop ESP courses in Ethiopian higher education, the tradition of identifying learners' needs in each of the fields of study was believed to be paramount important. With this regard, different researches have been made locally. To begin with, Mekasha (1994), conducted a research entitled A study of the Syllabus of Unity Private Language School in Relation to the Need of the learners, Additionally, An Analysis of the Needs of Evangelical Theological Colleges in Teaching English: With Reference to Meserete Kristos College, (Tilahun , 2003). An Assessment of the English Language Needs of Computer Science Students: Gondar University in focus (Abebe, 2008), English Language Needs Analysis of Fine Art Students at Mekelle College of Teacher Education (Habtamu, 2008), English Language Needs Analysis of Construction Trainees in Entoto Technical Vocational Education and Training (TVET) College (Belachew, 2008), English Language Needs Assessment of Shashamanne Health Science College Students: 10+3 in focus (Tufaro, 2009), English Language Needs of Accounting and Finance Students: The case of Ambo University (Getachew, 2010), Assessing the Writing Needs of Business Students at Ethiopian Civil Service College (Abebe, 2011), Investigating Writing Needs of Undergraduate Economics Students: Samara University in focus (Tarekegn, 2013).

Although the above researchers have made an attempt to make needs analysis study in different field of study under different social groups, the researcher believed that needs analysis should be a routine assessment of different features of the language. And, identifying the English language needs of Information Technology students of Debre Markos University was on the exact moment to be studied.

1.3. Objectives of the Study

1.3.1. General Objective of the Study

The main purpose of the study was to investigate the English language needs of Information Technology students of Debre Markos University.

1.3.2. Specific Objectives of the Study

Particularly, the study was intended to:

- identify English language skills and areas of knowledge which are relevant to information technology department students
- identify the type of English activities that learners need and the competence of the learners dealing with the activities.
- examine whether the existing English courses address the learners' academic and future English needs.
- identify the attitudes of the learners towards taking the current English courses.
- identify the specific English parts that learners need in academic and occupational settings.

1.4. Research Questions

To achieve the purpose of this research, the researcher has attempted to answer the following important research questions.

- For what purposes do the Information Technology department students need English?
- What language skills and areas of knowledge, and activities do the learners need to their academic study?
- What language skills and areas of knowledge, and activities do the students need to their future career?
- Do the existing English courses meet the students need?

1.5. Significance of the Study

Primarily, since there is no specific syllabus designed particularly for information technology students, the outcome of the study helps syllabus designers and curriculum developers to design appropriate specific English course that help the learners in their academic studies and future career. Secondly, it will help researchers for further study on the area in detail. Thirdly, it may give a hand for instructors of both sides(English and subject area instructors) to be aware of the concept of ESP. More importantly the study paves a way to make need analysis in the area of English teaching as a tradition in higher institution.

1.6. Scope of the Study

The main area of this research was to investigate the English language needs of learners' of Information Technology field of Debremarkos University. The study was limited on a single field of study since incorporating other departments may require maximum energy and resource. The study also uses three approaches of English language needs analysis; Present Situation Analysis (PSA), Learning Situation Analysis (LSA) and Target Situation Analysis (TSA). These approaches were believed to be much important to conduct a research on identifying the English language needs of information technology

students. The study also remains under English language needs in terms of activities and the type of English learners' need in both academic and occupational settings.

1.7. Limitations of the Study

For this study, it could have been much worth to reach in conclusion in regard to the English language needs of IT students if samples from another universities were taken. It would be also more fruitful if a study was included graduates from different organization in addition to Ethio-Telecom. Hence, the study focused on Ethio-Telecom since graduates of IT in degree level were rarely found in other organizations. Additionally, it could have been more significant if SPSS were employed during the data analysis part. Nevertheless, study can be used as instance for further studies for ELT course designers.

Chapter Two: Review of Related Literature

2.1. Definition of ESP

Many scholars have given different definitions for ESP. However, Hutchinson and Waters (1987) states that before we give a definition to ESP, we need first of all to establish a context which will help us to see how ESP at the present time relates to the rest of ELT. We shall better identify the status of the citizens of ESP and its satellite settlements in relation to the general world of ELT. Whereas Bracaj, (2014), defines ESP as a term that refers to teaching or studying English for a particular career (like law, medicine, technology or for business) in general.

In the view of Hutchinson and Waters (1987), ESP must be seen as an approach than simply as a product. They argue for the idea that ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. It is an approach to language learning, which is based on learner need. They also state the idea that the foundation of all ESP is the simple question: Why does this learner need to learn a foreign language? Following this question they affirm this question will flow a whole host of further questions, some of which will relate to the learners themselves, some to the nature of the language the learners will need to operate, and some to the given learning context. But, this whole analysis derives from an initial identified need on the part of the learner to learn a language. ESP, then, is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.

However, for Ken Hyland (2007) , ESP refers to language research and instruction that focuses on the specific communicative needs and practices of particular social groups .A more specific definition which can provide a comprehensive framework for understanding the different contexts of ESP is developed by Dudley-Evans & St. John (1998) as cited in Macia, etal. (2006). ESP has both absolute and variable characteristics.

Absolute characteristics:

- ESP is designed to meet specific needs of the learner;

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

Variable characteristics:

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

Strevens (1988) cited in Kim (2008) identified four 'absolute' characteristics of ESP: It consists of English language teaching which is;

- a) designed to meet specified needs of the learner,
- b) related in content (in its themes and topics) to particular disciplines, occupations and activities
- c) centered on language appropriate to those activities in syntax, lexis, discourse, semantics and analysis of the discourse, and
- d) in contrast with 'general English (as cited in Kim, 2008).

2.2. The Development of ESP

According to Bracaj, (2014), English for Specific Purposes arose as a term in the 1960's as it became increasingly aware that general English courses frequently did not meet learner or employers needs. As English continues to dominate as the lingua franca of business, media, technology, medicine, education, and research, the demand for ESP is growing rapidly, particularly EFL countries where English is mainly used for instrumental purposes (Bracaj, 2014).

2.2.1. The Demands of a Brave New World

According to Hutchinson and Waters (1987), the end of the Second World War in 1945 heralded an age of enormous and unprecedented expansion in science, technical and economic activity on an international scale. This expansion created a world unified and relentless progress soon generated a demand for an international language. Hutchinson and Waters (1987) assert that for various reasons, most notably the economic power of the United States in the post-war world, this role fell to English. The effect was to create a whole new mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because English was the key to the international currencies of technology and commerce. Previously the reasons for learning English (or any other language) had not been well defined (Hutchinson and Waters, 1987).

2.2.2. A Revolution in Linguistics

At the same time as the demand was growing for English course tailored to specific needs, influential new ideas began to emerge in the study of language (Hutchinson and Waters, 1987). Traditionally the aim of linguistics had been to describe the rules of English usage, that is, the grammar. However the new studies shifted attention away from defining the formal features of language usage to discovering the ways in which language is actually used in real communication (Widowson, 1978) cited in (Hutchinson and Waters, 1987).

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

2.2.3. Focus on the Learner

New developments in educational psychology also contributed to the rise of ESP, by emphasizing the central importance of the learners and their attitudes to learning. (Rodgers, 1969) cited in (Hutchinson and Waters, 1987). Learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. This lent support to the development of courses in which 'relevance' to the learners' needs and interests was

paramount (Hutchinson and Waters, 1987). To support this idea, English++ project realized in the Jagiellonian Language Center by Monika Stawicka and computer science students learning English with her found that the project was interesting first of all, because it showed how to integrate learning English with professional development (Stawicka 2008). Hutchinson and Waters, 1987 also stress that the standard way of achieving this was to take texts from the learners' specialist area - texts about information technology for IT students etc. The assumption underlying this approach was that the clear relevance of the English course to their needs would improve the learners' motivation and thereby make learning better and faster.

2.3. Types of ESP

Different scholars have tried to classify ESP in many ways. To begin with, Dudley-Evans & St John (1999), cited in Kim (2008), categorizes ESP in two major areas, English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Additionally these authors formulate the sub areas for EAP and EOP. EAP again divided into English for Science and Technology (EST), English for Medical Purposes (EMP), and English for Legal Purposes (ELP). And EOP is categorized as English for Professional Purposes (EPP), and English for Vocational Purposes (EVP). Dudley-Evans & St John (1999), cited in Kim (2008), also formulated the sub areas of English for Occupational Purposes (EOP) as English for Medical Purposes, English for Business Purposes, Prevocational Purposes, and Vocational English. Additionally, Hutchinson and Waters (1987) and Robison (1991) divided ESP into two main categories: English for Academic Purposes (EAP) that help learners to pursue their academic studies and English for Occupational Purposes (EOP) that help them to function in their workplaces. However, another three large categories are identified by Hutchinson and Waters (1987): EST (English for Science and Technology), EBE (English for Business and Economics) and ESS (English for the Social Sciences). They suggest that the last one is not common, probably because it is not thought. Standing from the above points for ESP is not a matter of teaching 'specialized varieties of English. And the fact is that language is used for a specific purpose does not imply that it is a special form of the language, different in kind from other forms. Certainly, there are some features which can be identified as 'typical' of

a particular context of use and which, therefore, the learner is more likely to meet in the target situation. But these differences should not be allowed to obscure the far larger area of common ground that underlies all English use, and indeed, all language use (Hutchinson and Waters, 1987).

2.4. The Difference between ESP and EGP

For Hutchinson and Waters (1987) what distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need. 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. Thus, although it might appear on the surface that the ESP course is characterized by its content (Science, Medicine, Commerce, tourism etc.), this is, in fact, only a secondary consequence of the primary matter of being able to readily specify why the learners need English. Put briefly, it is not so much the nature of the need which distinguishes the ESP from the General course but rather the awareness of a need. Basturkmen (2010) mentions that The main concerns of ESP have always been, and remain, with needs analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study or work situation. On the contrary, In General English learner needs can't be specified and as a result no attempt is usually made to discover learners' true needs. Thus if we had to state in practical terms the irreducible minimum of an ESP approach to course design, it would be needs analysis, since it is the awareness of a target situation - a definable need to communicate in English - that distinguishes the ESP learner from the learner of General English. (Hutchinson and Waters, 1987). Basturkmen (2010) strengthens her idea by saying The General English syllabus is based on a conception of the kind of reality that the student has to deal with in English. For example, a General English course for teenagers will probably be written around the language-based activities of a stereotypical teenager. Finding out or even speculating on what these activities are is like taking the first step towards a needs analysis. Consciously or unconsciously, therefore, all sensible course designers must begin by trying to assess students' specific needs. ESP is simply a narrowing of this needs spectrum.

Additionally, Bustukmen (2010) argues that ESP courses are narrower in focus than general ELT courses because they center on analysis of learners' needs. This implies that ESP views learners in terms of their work or study demand for English and that ESP courses focus on work or study related needs, not personal needs or interests. That means every learner may have his/her own personal need or interest for learning English language writing while educational or work related needs require him or her to write different writing other than their personal need or interest. ESP is therefore focus on kind of language students are expected to use to carry out activities in their studies or at their workplaces, not individual needs or interests.

2.5. Current Trends in ESP

Recent developments in ESP indicate that there is now acceptance of many different approaches and a willingness to mix different types of materials and methodologies, unlike the early years when certain approaches dominated the field (Dudley-Evans & St John, 1999 as quoted in Kim, 2008). According to Kim (2008), one of the biggest changes is that EBP (English for Business Purposes) became the prevailing area of ESP, whereas the early development of ESP primarily concerned with EST (English for Science and Technology). This is mainly due to the expansion of global economy and the growth in international business. The advancement of technology and information science has also impacted today's ESP practice as it affected education and training in general. Benefits of technology adoption in language learning have been reported such as increased linguistic diversity, extended listening practice, global interaction with other learners and native speakers through e-mail, newsgroup and chat (Hanson-Smith, 1997 as cited in Kim, 2008). The field of ESP has rapidly developed recently to become a major part in English language teaching and research. Therefore, the needs to understand the requirements of other professions and willingness to adapt to these requirements make a specific group of learners prepare differently from those learning general English, because they need English for specific purposes rather than using it in daily life. Thus the ESP approach provides opportunities to the learners to acquire English naturally, which

means that, by working with language in a context that they comprehend and find interesting (Bracaj, 2014).

Another significant dimension of ESP today is the recognition of growing diversity and cross-cultural communication in various organizations (Kim, 2008). ESP instruction is bound to involve an exchange of cultural understanding among various stakeholders of the program. As ESP is often associated with curricular innovation in the target environment, the cultural appropriateness or compatibility of innovations with recipients' current practices always assumes crucial importance (Markee, 1997 cited in Kim, 2008). Rubdy (2000) as mentioned in Kim (2008) illustrates five case studies where socio-cultural factors can potentially impact on the success or failure of the program. Dilemmas in the five different contexts include

- ✚ product versus process,
- ✚ training as transmission versus training as joint decision making,
- ✚ insider versus outsider evaluation,
- ✚ authentic versus indigenous varieties of English, and
- ✚ monolingual versus multilingual models of language instruction.

2.6. Needs and Needs Analysis

2.6.1. Language Needs

Different scholars give different concepts about needs based on their own standpoints in the area of ELT. For instance, Robinson (1991), explains that needs confide what the user institution or society at large regards as necessary or desirable to be learnt from a program of language instruction.

The term needs is not as straightforward as it might appear, and hence the term is sometimes used to refer to wants, desires, demands, expectation, motivations, lacks, constraints, and requirements (Brindley, 1984) as cited in (Richards, 2001). Needs are often described in terms of a linguistic deficiency, that is, as describing the difference between what a learner can presently do in a language and what he or she should be able to do. This suggests that needs have objective reality and are simply there waiting to be identified and analyzed.

Additionally, Hutchinson and Waters (1987) define needs by dividing them into two basic parts. These are target needs and learning needs. Target needs are knowledge and abilities students need to perform the required degree of competence in the target situation (needs that target situation demands). These scholars have viewed target needs in terms of necessities, lacks and wants. Necessities refer to what learner has to know in order to function effectively in the target situation. Lacks refer to the gaps between what learner knows already and what the target situation necessitates. Wants concerns with the learner's views and attitude towards taking a course. The second basic division of needs is learning needs that refer to what the learner needs to perform in order to learn. It focuses on how the target needs can be achieved. Thus, According to Hutchison and Waters (1987), both target needs and learning needs are important grounds for course design

On the other hand, perceptions of needs depend on two Issues: perceptions of who conducts the needs assessment and who gives information. A need assessor can be outsider or insider to the research setting.' Having outsider experts may have the advantages to gaining access to sources of information; bringing a fresh idea to a situation and making impartial assessment (Robinson, 1991). Hence needs rely on the group which initiates to assess needs and the group of people who respond to the need assessors.

2.6.2. Needs Analysis

An important principle of ESP approaches to language teaching is that the purposes for which a learner needs a language rather than a syllabus reflecting the structure of general English should be used in planning an English course. Rather than developing a course around an analysis of the language, an ESP approach starts instead with an analysis of the learner's needs (Richards 2001). Needs analysis is a crucial link between perception and practice, helping ESP to keep its feet on the ground by tempering any excesses of academic theory-building with practical applications (Hyland, 2007). Before we go through teaching courses, the first thing to do is to carry out a needs analysis (sometimes known as a skills audit). Needs analysis is normally more comprehensive, and includes many relevant details about the target learners and their needs and wants. If a needs

analysis for each and every learner is conducted well, then the chances of delivering a quality ESP course that will satisfy its participants are very high (Day and Krzanowski, 2011).

Dorda (2007), mentions that needs analysis in ESP now encompasses professional information about the learners, personal information about the learners, English language information about the learners, the learners' lacks, language learning information, and professional communication information about learners.

Long (2005), suggests that there should be no language-teaching program designed without a thorough needs analysis. Every language course should consider a course for specific purposes, varying only (and considerably, to be sure) in the precision with which learner needs can be specified in minute detail in the case of occupationally, academically, or vocationally-oriented programs for most adults. This implies that analyzing students' specific needs is the foundation for ESP course design

2.6.3. Target Population in Needs Analysis

In the view of Richards (2001), target population in a needs analysis refers to the people about whom information will be collected. Typically, in language programs these will be language learners or potential language learners, but others are also often involved depending on whether they can provide information useful in meeting the purposes of the needs analysis. For example, in conducting a needs analysis to determine the focus of an English program in schools of an EFL context, the target population might include: policy makers, ministry of education, teachers, students, employers, vocational training specialists, parents, influential individuals and pressure groups, academic specialists, and community agencies. Within each target group, subcategories of respondents might be needed to provide different perspectives on needs (Richards, 2001).

2.6.4. The Purposes of Needs Analysis

Richards (2001) says that needs analysis in language teaching may be used for a number of different purposes, for example:

- to find out what language skills a learner needs in order to perform a particular role, such as university student.

- to help determine if an existing course adequately addresses the needs of potential students.
- to determine which students from a group are most in need of training in particular language skills
- to identify a change of direction that people in a reference group feel is important
- to identify a gap between what students are able to do and what they need to be able to do
- to collect information about a particular problem learners are experiencing

This author also strengthens the concept that needs analysis may take place prior to, during, or after a language program. Much of the literature on needs analysis is based on the assumption that it is part of the planning that takes place as part of the development of a course. It assumes that time and resources are available to plan, collect, and analyze relevant information for a planned program of instruction. In some cases, however, long-term planning is not an option. Needs analysis has to be carried out as part of the delivery of the course. goals, content, and the teaching approach are shaped by information collected during the teaching of the courses. At other times, the bulk of the information that constitutes the needs analysis may be collected after the course is finished. The information collected is then analyzed in order to obtain a more comprehensive view of the learners' needs as a basis for evaluating and revising the program. For Hutchinson & Waters (1987), English language needs analysis can determine the language needs of students in a specific field. And also needs analysis is prerequisite for designing and developing a course, and the development of syllabuses and materials.

Additionally, Long (2005) mentions that needs analysis is carried out for the following reasons:

- to determine the relevance of a course material for learners' needs
- to justify the relevance of a course material for different stake-holders: teachers, students, parents, and administrators
- to account for differences among learners regarding their learning preferences and styles, and

- to design a syllabus that meets learners' needs within the learning context.

2.6.5. Approaches to Needs Analysis

In this section, three approaches of needs analysis have been discussed. Present Situation Analysis (PSA), Target Situation Analysis (TSA), and Learning Situation Analysis (LSA) are the major concerns for this section. Focus has been given for these approaches because the study was based on these three approaches of needs analysis.

2.6.5.1. Present Situation Analysis

According to Robinson (1991), Present Situation Analysis (PSA) seeks to establish what the students are like at the start of their language course, investigating their strengths and weaknesses. Richterich and Chancerel (1980) cited in Rahman (2012) formulate the most extensive range of devices for establishing the PSA. They suggest that there are three basic sources of information: the students themselves, the language-teaching establishment, and the 'user-institution', for example the students' place of work. For each of these, an ESP practitioner seeks information regarding students' respective levels of ability, resources and views on language teaching and learning. They also suggest that ESP practitioners might also study the surrounding society and culture: the attitude held towards English language and towards the learning and use of a foreign/second language (Richterich and Chancerel, 1980 cited in Rahman, 2012).

2.6.5.2. Target Situation Analysis (TSA)

Target Situation Analysis (TSA) is a form of needs analysis, which focuses on identifying the learners' language requirements in the occupational or academic situation they are being prepared for (Ewer and Hughes-Davies, 1971, cited in Rahman, 2012). Robinson (1991) argues a needs analysis, which focuses on students needs at the end of a language course, can be called a TSA (Target Situation Analysis). Dudley-Evans and St. John (1998) cited in Rahman, (2012) refer to TSA as tasks and activities where learners are/will be using English for target situation. According to them, TSA generally uses questionnaire as the instrument. Dudley-Evans and St. John (1998) quoted in Rahman (2012) also explain that TSA includes objective, perceived and product-oriented needs. Thus, the most common form of needs analysis is said to establish the learners' language requirements in the occupational or academic situation they are being prepared for.

2.6.5.3. Learning Situation Analysis (LSA)

Learning Situation Analysis (LSA) includes subjective, felt and process-oriented needs (Dudley-Evans & St. John 1998) cited in Rahman (2012). Learning Situation Analysis also refers to what do learners want to learn. Rahman (2012) also states that Learning Situation Analysis (LSA) refers to effective ways of learning language skills. According to him, LSA refers to why do learners want to learn. Subjective and felt needs are derived from insiders and correspond to cognitive and affective factors.

2.7. Course Material Evaluation

In the view of Hutchinson and Waters (1987), Evaluation is a matter of judging the fitness of something for a particular purpose. And it is, then, concerned with relative merit. There is not absolute good or bad - only degrees of fitness for the required purposes that is in any kind of evaluation, the decision finally made is likely to be the better for being based on a systematic check of all the important variables (Hutchinson and Waters 1987). Whereas, Cunningsworth, (1995) mentions that all sides of education is in a continuous change nowadays, and we need to evaluate our educational projects regularly. Evaluation is part of the program life cycle. This evaluation helps determine which program aspects or activities are most needed and for which population. It helps to determine who needs the program, how great the need is, and what can be done to best meet the needs and interests of students. It may also help make improvements in the general physical condition and design of the course books.

As materials can only be meaningfully evaluated in relation to their intended teaching situation, the first part of the evaluation involves assessing(or reassessing) the unique situation in which the materials will be used. (Richards, 2001). To make this idea more strong Hyland (2007), mentions that English for Specific Purpose has consistently provided grounded insights into the structures and meanings of course materials, the demands placed by academic or workplace contexts on communicative behaviors, and the pedagogic practices by which these behaviors can be developed.

Additionally, the following guidelines for the evaluation of course materials are developed by Cunningsworth, (1995: 15-17).

- Course materials should correspond to learners' needs. They should match the aims and objectives of the language-learning program.
- Course materials should reflect the uses (present or future) which learners will make of the language.
- Course materials should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid 'method'. Course materials help the learner to learn in a number of ways.
- Course materials should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner. Course materials facilitate learning, they bring the learner and the target language together, but in a controlled way.

2.8. Previous Studies on English Language Needs

The following part focuses on the previous studies conducted in relation with English language needs analysis in MA level. The significance of mentioning the result of previous studies would help to identify the gap between the present study with earlier studies and also to assess the focus areas regarding the need analysis of English language areas.

Mekasha (1994), conducted a research with the aim of assessing the English syllabus of Unity Privet Language School in relation to the needs of the learners. Data were gathered using questionnaires, interviews and classroom observation. The subjects included were teachers and the students. The findings placed the importance of the four macro-skills in the order of priority: speaking, listening, writing, and reading. It was indicated that the most emphasized item in the classroom lesson is grammar. And the most frequently used mode of classroom organization is the whole class. An academic English syllabus, integrating all skills with variable emphasis, was recommended.

Tilahun (2003), on his part conducted a research on investigating the needs of Evangelical theological colleges learners in teaching English considering the case of Meserete Kristos College. The instruments used to this study were questionnaires (to students and subject teachers), interview (to the English language teacher), and text analysis. Findings from the data analyses indicated that the students are expected to read

the Bible and evaluate, prepare and deliver sermons in English in addition to some other activities that appear more common to other academic contexts. They also seem to have 'wants' other than those demanded by the target studies. All the four English language skills seem to be necessary with greater emphasis on the receptive ones. Besides, all the four genre types are needed – exposition being first and following it argumentation, description and narration. Finally it was recommended that syllabus designers and material writers need to consider the English language needs, 'wants' and lacks of their students identified in the study in their attempt to produce appropriate syllabuses and materials.

Habtamu (2008), tried to identify the English language needs of the fine art students at Mekelle College of Teacher Education (MCTE). The students, English teachers, subject-area teachers and college deans were the researchers' chose participants on the study. The data were collected questionnaire, interview, focus - group discussion, and text material analysis. The study found that English for academic studies was the domain in which students' competence was on the lowest level. The study showed that students needed English for Academic Purposes (EAP) more than English for Occupational Purposes (EOP). Then the researcher recommended that syllabus designers should consider the sub-skills under the academic studies in designing the English course material for fine art students.

Belachew (2008), conducted a research with the purpose to explore English language needs of construction TVET trainees with particular reference to Entoto TVET College Tools to achieve the study the researcher designed questionnaires and distributed to trainees, major course instructors, construction graduates and employers and also he used interviews for trainees and English language instructors. Observations were also used in classroom lectures and field practices. The it was found that all language skills are needed with relatively more emphasis on listening and speaking. In addition, all genre types were needed for the trainees academic study with their respective order of importance, i.e description first, exposition second, argumentation third and narration fourth. The study also identified that the trainees had difficulties in giving oral reports, writing term papers, answering questions, understanding lectures, writing field and lab

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

Getachew (2010), conducted a research with the aim of assessing the English language needs of the students of Accounting and Finance department in their academic and future profession. The researcher selected third year students of Accounting and Finance department, employees and employers. Questionnaires, semi-structured interview for all groups were employed in the study. The main findings of the research revealed that business English is more important than general English and vocabularies specific to the students' field of study got the first attention in the students' academic study. Then the researcher recommended that materials developers including university teachers should take into account the English language needs of the students while preparing materials for different language courses, syllabus design and also curriculum development should go in line with the learner's preference of the English language

Finally, Tarekegn (2013), attempted to investigate English writing needs of economics students of Samara University. In this study, an attempt was made to evaluate whether the writing course the students were taking meets their academic and occupational needs. Questionnaire from students, subject area instructors and economics graduates and interview data from English instructors, business faculty dean, bank manager and bureau of finance and economic development head were taken. Besides, data were gathered through evaluation of course materials English instructors were using in offering writing course to the students. Findings revealed that the students face almost high or some difficulties in performing the writing activities. Additionally a gap was appeared between the students' writing needs and their writing competence. Lastly it was recommended that syllabus designers should prepare specific writing course for economics students considering their academic and occupational needs.

Thus, the findings of the above researches show that there is a gap between the students need and the English courses given for different departments. Additionally, there are

specific language skills to be emphasized in academic areas which are also helpful on occupational settings. The above studies also revealed that the English courses have been prepared without making needs assessment and that causes for the mismatch between the learners' needs and achieving the actual course objective requirements. So, there is a clear way to get in the notion of ESP (English for Specific Purposes) in both academic and occupation areas regarding the type of the study learners engaged with and also the kind of English which is required in occupational settings. And, this research is different from the above researches since no research has been conducted on Information Technology students and also specific areas in the learners' field of studies were not touched.

Chapter Three: Research Methodology

3.1. Research Design

During the assessment of the English needs of Information Technology students at Debre Markos University, both quantitative and qualitative data were gathered. Quantitative data were collected using questionnaire as a main source of information. On the other hand, qualitative data were collected using interview and the analysis of the existing course material. Quantitative data were used as main data for the study because sufficient information was expected to be found through questionnaire. Qualitative data were used to strengthen data gained from the quantitative data. According to Flood, et al (2005) Researchers use qualitative methods of data gathering to investigate how language teaching and language learning take place in the complexity of their natural settings. They may explore the process of language teaching and language learning as these occur in the classroom, the home, or the community.

3.2. Sampling

According to Abiy Zegeye, et al (2009), sampling is the process of selecting a number of study units from a defined study population. Often research focuses on a large population that, for practical reasons, it is only possible to include some of its members in the investigation. In this study, sampling was used since reaching all members of data source needs plenty amount of time and resource. In Ethiopia, there are 31 government universities. From these universities, the researcher selected Debre Markos University using purposive sampling technique for the study. The researcher selected this University because no research has been conducted on English language needs of students at the institution before. This might help instructors to be aware of ESP and the learners' language needs so that they support the learners accordingly. Additionally, the researcher expected better cooperation from all concerned bodies for the required information. It was also believed that the research could have been accomplished with least cost both in time and resource. Furthermore, Ethio-Telecom Debre Markos branch was intentionally chosen since many employees who are the graduate of Information Technology field of study were found.

Thus, data were collected from different sources. The sources of information in needs analysis are potential learners, specialist academic department, the language-teaching institution, individuals who are or will be concerned with students' specific job or study situation and past students who graduated in certain field under investigation (Robison 1991). Though the major concern of the study was assessing the English language needs of Information Technology field of study learners, taking information from different groups was thought to be important to draw conclusions. Because of this, data were collected from Information Technology students, Information Technology instructors, English language and literature instructors, graduates of IT, and Operator and Maintenance Coordinator.

In case of students, there are four groups in Information Technology field of study, namely; first year, second year, third year and fourth year students. The researcher left out first year students believing that the most required information would be gained from senior students. Second, third and fourth year students who were selected for the study were supposed to have better understanding about the need of English language skills for their academic studies and their future occupation too. And, in order to identify English language needs of Information Technology students, simple random sampling was employed among learners. According to Cresswell (2012), simple random sampling is the most popular and rigorous form of probability sampling from a population which the researcher selects participants for the sample so that any individual has an equal probability of being selected from the population. However, Wilkinson & The Task Force on Statistical Inference (1999) cited in Cresswell (2012) believes equal distribution in simple random sampling is not always possible.

It was believed that simple random sampling method would give opportunity for each year group member a chance to be included in the sample so that each group has its own representative. With this method, the required information was gathered by giving different levels of representativeness for each batch. Accordingly, out of 36 students, 32 (89%) from fourth year, out of 92 students, 33 (35%) from third year students, and out of 101 students, 30 (30%) students were given a chance to fill questionnaires.

Regarding instructors, out of fifteen (15) subject area instructors, Thirteen (87%) instructors were selected to gather data through questionnaire. On the side of English language and literature instructors, those of who got an opportunity to give common English language courses were chosen. Accordingly five instructors who have taught Communicative English Skills and Basic Writing Skills courses within two years were purposely selected.

Regarding to Information Technology field of study graduates, the existing ten employees from Ethio Telecom, Debre Markos Branch were taken to gather data through questionnaire. Additionally, Debre Markos Ethio Telecom Operation and Maintenance Coordinator was selected for interview since it was believed the coordinator could possibly assess the English language competence of employees' and the required English skills competence in the occupational settings.

3.3. Data Collection Instruments

3.3.1. Questionnaire

According to Kothari (2004), collecting data using questionnaire is quite popular, particularly in case of big enquiries when samples can be made use of and thus the results can be made more dependable and reliable. And it is also free from the bias of the interviewer. The researcher employed questionnaire as the major data collecting instrument. Additionally, Richards (2001) suggests that questionnaires are one of the most common instruments used with large numbers of subjects and used to illicit information about many different kinds of issues like language use, communication difficulties, preferred learning style, classroom activities, attitudes and beliefs. Thus, it is likely that questionnaires were used to seek information for present situation analysis, target situation analysis, and learning situation analysis. The researcher employed questionnaire as main data tools since it was trusted that major and large data were obtained through it.

The questionnaires include more of close-ended and some open-ended questions. Close- Ended questions that were constructed in likert scales were used. The questionnaires were used to collect data from students, Information Technology instructors and Information Technology graduates. Questionnaires were prepared in a 5-

point likert scale adapted from Abebe Asress (2008), Suleiman Salem (2004), and Belachew (2008). The researcher believed that the contents of these questionnaires were tested before and help in attaining the intended objectives since both of these researchers were involved with English language needs analysis research. And also some of the contents of the questionnaires were adapted from the course materials of IT subject area.

3.3.1.1. Questionnaire for Learners

The designed questionnaires were given to the selected 100 students and 95 of them were filled properly and given back to the researcher. The learners' questionnaire entails; their background information, the purpose for which they need English, about language skills and areas of knowledge, the type of activity regarding basic skills based on the degree of importance with their attained competence, and the type of English courses they prefer.

3.3.1.2. Questionnaire for IT Instructors

Fifteen questionnaires were delivered for subject area instructors. Out of fifteen questionnaires, thirteen questionnaires were filled out properly and returned back within three days. Three days were given for instructors to fill the questionnaires with the consideration of their time for regular classes. The questionnaires include the students' general need of English, basic language skills and areas of knowledge, the significance of activities performed under language skills, and the type of themes and vocabulary items that are relevant in the academic study and future career of the learners.

3.3.1.3. Questionnaire for IT Graduates

Questionnaires were designed and delivered for 10 graduates from IT field of study. These questionnaires were administered for workers found in Ethio-Telecom Debre Markos branch. The Operation and Maintenance Coordinator got questionnaires and delivered for them after the researcher gave him clear introduction about the subject matter since direct contact with workers in IT department of Ethio-Telecom prohibited legally. All of the questionnaires were filled out and returned back after two days. The questionnaires included information about the English language need of their career, the type of activities they perform regarding basic skills and their attained competence, and

the type of English course appropriate for their carrier that should be considered in Information Technology field of study.

3.3.2. Interview

Richards (2001) states that interview allows researchers to make more in-depth exploration of issues as compared to questionnaire though it is only feasible for small groups. Interview helps interviewer reflect to information given and seek clarification when required. It also partly allows the respondent to talk freely. The author also mentions that semi-structure interview helps the interviewer to guide the respondents in the way focused data can be obtained by giving them partial freedom to express their opinion. And the interview questions were adapted from Belachew Zerihun (2008) and Tarekegn Tesema (2013).

Hence, semi-structured interview was used to gather data from English instructors who were offering English common courses such as Communicative English Skills and Basic Writing Skills within two years. The interview was used to identify the type of contents in the current English courses which IT students need, whether the contents of the course satisfy their students need, the learners' performance in applying the basic language skills, the language problems and linguistic difficulties that students encounter while learning the language, and the gap between the students' need and the existing English courses. Additionally, there was an interview with Operation and Maintenance Coordinator of Ethio- Telecom, Debre Markos Branch. This was also used to identify the English competence of Employees, the importance of basic language skills, major activities that employees use English in their career, and the required English language proficiency of the employees' to carry out their tasks in English.

3.3.3. Evaluation of the Existing English Course Material

In addition to data obtained from questionnaires and interviews, the researcher evaluated the existing English course materials. The researcher got materials of Communicative English skills and Basic Writing Skills from Head Department Office of English Language and Literature. To make the evaluation, the researcher used course outlines, handouts, and reference books. Course material evaluation checklist were adapted from

Cunningsworth, 1995. Here, the researcher attempted to identify whether the Communicative English skills activities and Basic Writing Skills activities in the materials help the students to develop their specific English Skills to be effective in their academic studies and in their future career as well. Additionally, an attempt has been made whether the existing English courses satisfy IT students.

3.4. Data Collection Procedures

Before giving questionnaires for students, the researcher gave basic description about the objective and the reason of the research. Then, they filled the questionnaire under the supervision of the researcher. Next, subject area instructors and Information Technology graduates were given the questionnaire sequentially to fill it out within reasonable days . Days were given for them with the reason that the researcher presupposed instructors and graduates might be engaged to some other duties and failed to do in short period of time. Thus, providing days for them would help them getting time to fill questionnaires with great attention. Then the researcher arranged specific time and place for interview data gathering with English instructors. After interview was conducted with English instructors who gave Communicative English skills and Basic writing Skills Courses, the researcher made an interview with the Operation and Maintenance Coordinator of Ethio-Telecom, Debre Markos Branch. Finally, data about the existing course materials were gathered using course material evaluation checklist.

3.5. Methods of Data Analysis

The data taken from different sources (students, subject area instructors, English instructors, graduates, coordinator, and course materials) were analyzed using quantitative and qualitative methods of data analysis. Questionnaires were taken as major data gathering tools. And other sources of data such as interview and evaluating the existing English course materials were used to support the outcome of the questionnaire data.

All items in the questionnaire were prepared based on a five point Likert scale, from 5 to 1. (5) contained the highest value and (1) measured the least value. Following that, most of the data were analyzed based on a descriptive statistics, mean. It was believed that

mean gives the average value of all responses given to an item of questionnaire. Additionally, some of the quantitative data were analyzed using frequency, percentage and rank value. Moreover, The qualitative data collected through semi-structured interview and the existing English courses materials were analyzed and presented in the form of sections.

Chapter Four: Data Analysis and Discussions

For analyzing the collected data, both quantitative and qualitative methods were employed. Hence, data were collected thoroughly and analyzed in descriptive statistics manner. According to Cresswell, (2012) descriptive statistics would help the researcher summarize the overall trends or tendencies in the researchers' data, provide an understanding of how varied their scores might be, and provide insight into where one score stands in comparison with others.

4.1. Quantitative Data Analysis

In this part, data obtained from questionnaires were analyzed quantitatively. The results are presented based on the responses of Information Technology learners, subject area instructors and graduates who were on duty. Hereunder, the analysis are grouped into three ways. The primary section revolves around the present situation analysis of the result. Secondly, learning situation analysis was considered and thirdly, the target situation part takes a deal in line with the respondents' response in each part of the item.

4.1.1. Present Situation Analysis

4.1.1.1. Background Information about Students

In this section students were asked to provide information about their education level, sex and age. Asking information about their education level would help to identify whether learners were second year, third year, or fourth year. Students' responses regarding their background information are mentioned hereunder.

Table 4.1: Background information of students

Year	Sex	No.	Age				Total	
			17- 19	20 -22	23 -25	Above25		
Second	F	17	5	19	6	-	30	95 (100%)
	M	13					(31.5%)	
Third	F	6	-	28	5	-	33	
	M	27					(34.7%)	
Fourth	F	13	1	22	9	-	32	
	M	19					(33.6%)	

Key: F = Female M = Male

The above table assures that the study involved only second, third and fourth year students. As far as these group of students have taken common English Language courses such as; Communicative English Skills and Basic Writing Skills, it was hoped that they could identify the gaps of English given in the form of common course at freshman level. According to the source of the data, second year students cover 31.5% of the total respondents. On the other hand, third year students takes a portion of 34.7% while 33.6% of the respondents were fourth year students. In terms of gender ratio, 37.89% of respondents were female and the rest 62.1% of the students were male. Thus, this data shows that males were more in number than females in the specified field of study. As indicated in the above table, most of the students were found on the age between 20 - 22 years and it covers 72.63% of the total respondents.

4.1.1.2. English Skills and Areas of Knowledge on Education and Occupational Settings

Respondents (students, subject area instructors, and graduates) were asked to rank the need of basic language skills and areas of knowledge. They were required to give their response with the value 5= Very Frequently Needed, 4= Frequently Needed, 3= Sometimes Needed, 2= Rarely Needed, and 1= Never Needed.

Table 4.2: Mean scores and ranks of language skills and areas of knowledge

Language Skills and Areas of Knowledge	Mean Score			Rank		
	Stu	SAI	Grad	Stu	SAI	Grad
Listening	4.44	4.38	4.5	1	2	3
Speaking	4.23	4.53	4.4	3	1	4
Reading	4.44	4.38	4.7	1	2	2
Writing	4.16	4.15	4.9	4	5	1
Grammar	3.75	4.00	3.4	6	6	5
Vocabulary	3.83	4.30	3.0	5	4	6
Pronunciation	3.68	2.84	2.9	6	7	7

Key : *Stu= Students SAI= Subject Area Instructors Grad= Graduates*

As depicted in table 4.2, students, subject area instructors, and graduates gave 4.44, 4.38, and 4.5. mean scores for listening skill respectively. This result assures that the specified skill is frequently needed in academic study and job areas.

The mean score of speaking skill counts 4.23 for students, 4.53 for subject area instructors and 4.4 for graduates who are on duty. These mean score show that listening skill is frequently needed for students and graduates. Additionally, Subject Area Instructors' mean score claims that listening skill is very frequently needed.

On the part of reading skill, graduates provided the highest mean value, 4.7, almost the skill is very frequently needed in the day to day activity of their career. Following, students were ranked in the second position next to graduates which valued 4.44 mean score. In comparison to other basic language skills, students gave the first grade for reading skill which shares similar mean score with listening, 4.44 mean score.

Additionally, writing skill counted as very frequently needed skill for graduates 4.9 followed by reading skill. But, on the side of students and subject area instructors, the specified skill measured almost similar mean scores 4.16 and 4.15 respectively. Knowledge of grammar was better valued by subject area instructors, followed by learners and graduates 4.00, 3.75, and 3.4 respectively. The vocabulary aspect of the language was better acknowledged by subject area instructors but marked with least mean value by graduates. The mean score of vocabulary goes like, 3.83 for students, 4. 30 for subject area instructors, and 3.4 for graduates. The least skill required both in education

and work areas is pronunciation. Students, instructors, and graduates gave a mean value of 3.68, 2.84, and 2.9 respectively for the prevalence of pronunciation.

Thus, as discussed clearly in the above, students gave priority for listening and reading skills (receptive skills). And also speaking skill and writing skill (productive skills) were ranked next to receptive skills. Subject area instructors valued speaking skill as very important than the other skills followed by listening and reading (receptive) skills. Similar with the students' result, graduates ranked writing and reading higher than other respective language skills. Grammar, vocabulary, and pronunciation skills were given minimum results.

4.1.1.3. Learners' Attained Competence/Ability of Managing Activities/ Regarding Basic Language Skills

Parallel with letting students and instructors to rate the significance of activities under basic language skills, there was a chance also for both of them to rate students' attained competence. In this part, there were two different perspectives. The first perspective offered students to measure their own competence, and the second perspective was for instructors to label the competence of their students since it was believed that they knew the level of competence of their students in the circle of basic language skills. In this part, both students and subject area instructors used five scales to rate learners' level of competence i.e, 'Very Good', 'Good', 'Average', 'Poor', 'Very poor'. The mean score of each of the activities under basic English language skills have been presented in the table hereunder.

Table 4.3: Learners' attained competence of activities regarding basic English language skills as rated by students themselves and their subject area instructors

Type of Activity regarding basic skills	Mean Score		Rank	
	Stu	SAI	Stu	SAI
Listening Skill				
a. listening to course lectures in the classroom	3.60	3.46	2	1
b. listening instructions from audio lessons	3.30	3.07	3	2

c. listening to window media player instructions	3.69	2.92	1	3
Grand Mean	3.53	3.15		
Speaking Skill				
a. speaking to present individual and group works	3.66	3.46	1	1
b. speaking in class discussion	3.56	2.92	3	4
c. speaking to report system proposal	3.63	3.15	2	2
d. speaking to make communication outside classroom	3.49	3.00	4	3
Grand Mean	3.58	3.13		
Reading Skill				
a. reading information technology course materials	3.73	3.61	1	4
b. reading online websites about Information Technology	3.54	3.30	5	4
c. reading program instructions	3.70	3.61	2	4
d. reading theory of computations	3.62	3.23	4	5
e. reading diagrams written by system designers	3.43	3.92	7	1
f. reading Information technology monographs	3.24	3.76	9	3
g. reading manuals to install softwares	3.67	3.92	3	1
h. reading texts of social media (e.g. facebook, twitter, etc.)	3.44	3.76	6	3
i. reading to interpret texts written in English in term of specific register	3.40	3.23	8	6
Grand Mean	3.53	3.59		
Writing Skill				

a. writing project at the end of each of the courses	3.65	3.84	1	1
b. writing course assignment	3.44	3.38	4	6
c. writing seminar in Information Technology	3.47	3.46	2	4
d. writing program instructions	3.38	3.53	5	2
e. writing to develop webpage	3.46	3.30	3	7
f. writing codes, designs, etc.	3.31	3.53	7	2
g. writing email messages	3.37	3.46	6	4
Grand Mean	3.44	3.5		
Vocabulary				
a. to know new general vocabulary	3.37	3.46	1	1
b. learning 'specific technical vocabulary'	3.17	3.46	2	1
Grand Mean	3.27	3.46		

Learners and subject area instructors were given activities under listening skill to rate the competence of students. As indicated in the table, listening to course lectures in the classroom measured a mean score of 3.60 and 3.46 by students and subject area instructors respectively. This result shows that learners' believed they are on good level where as subject area instructors rated for the same activity in average position. The ability of students in listening instructions from audio lessons is found to be in average scale. The mean score of students and subject area instructors are 3.30 and 3.07 successively. The mean score of listening to window media player instructions is 3.69. This means students are good in the specified activity, but on the side of instructors the mean score is 2.92 which identifies learners as on average scale. Since subject area instructors were on better position to evaluate their students' competence, any result from them could be much considerable than students.

Under speaking skill section, four activities were provided in order to measure learners' competence. Among them, speaking to present individual and group works obtained the

first grade on the side of students as well as subject area instructors with the mean score 3.66 and 3.46 respectively. When it is situated under degree of competence, students are good in presentation of any form and subject area instructors mentioned students are in average level for the mentioned skill. For the competence speaking in class discussion, the mean score of students is 3.56 and the mean score of subject area instructors is 2.92. It can be deduced that students believed as they are good but on the side of instructors' response, learners' competence in class discussion lies on average level.

Students and subject area instructors ranked the activity, speaking to report system proposal on the second position with 3.63 and 3.15 mean scores. As results show, students are good in speaking when they are in class discussion as rated by themselves and still the side of subject area instructors show students are average for the same activity. The competence of students to make communication outside classroom is remaining average. Its mean score is 3.49 for students and 3.00 in the side of instructors. Thus, the result shows some lack of competences on speaking skill activities.

Among activities mentioned under reading skill, learners gave high mean value for reading information technology course materials, reading program instructions, and reading manuals to install softwares with mean score 3.73, 3.70, and 3.67 respectively. As can be inferred from this, students have good competence in reading course materials, program instruction, and manuals. Besides, subject area instructors rated the competences of students in accordance with certain reading activities. Consequently, reading diagrams written by system designers and reading manuals to install softwares are the two high rated activities in terms of learners' competence with 3.92 mean score. This result indicates students are good enough in reading manuals and diagrams. Next, subject area instructors gave 3.76 mean score for both reading texts from social media and reading to information technology monographs. Thus, learners are good in reading social media texts and reading monographs. On the other hand, students ranked reading information technology monographs on the last position with 3.24 mean score. Besides, subject area instructors believe that students are average on reading to interpret texts written in English in term of specific register and reading theory of computations with 3.23 mean scores.

Regarding writing skill activities, students and subject area instructors gave the same rank on the competence of writing project at the end of each of the courses. This implies that students are good at writing to projects at the end of each of the courses with the mean value of 3.65 for students and 3.84 for subject area instructors. For students, writing to course assignment counts 3.44 mean value. This result shows students have average competence when they write course assignments. Likely, the mean score of subject area instructors also assures students are average in writing course assignments. Additionally, students are remaining average on the competence of writing seminar in information technology area. For this regard the mean scores are 3.47 for students, and 3.46 for subject area instructors. The ability of students on writing program instructions, writing to develop webpage, and writing email messages are also under average level with mean score of 3.38, 3.46, and 3.37 on the side of learners' response. Additionally, student are on average competence for writing codes and designs.

Students and subject area instructors were also given to rate the vocabulary competence of students. Learning to know new general vocabulary counts 3.37 and 3.46 mean scores for students and instructors respectively. Whereas learning 'specific technical vocabulary' measured 3.17 for students and 3.46 for subject area instructors. Generally, students are not in good level in every aspect of learning new words.

The result of the grand mean score reveals that students gave equal mean value for listening and speaking skills (receptive skills) with 3.53 mean score. This result shows that learners' competence in receptive skills is on average level. Likewise, students are on average scale for the remaining language skills i.e. speaking 3.58. writing 3.44, and vocabulary 3.27. On the side of subject area instructors, the grand mean result of rating students' competence regarding basic skills is remaining under average scale too. They gave a grand mean score of 3.15 for listening skill, 3.13for speaking skill, 3.59 for reading skill, 3.5 for writing skill, and 3.46 for vocabulary competences.

4.1.2. Learning Situation Analysis

4.1.2.1. Students Satisfaction Regarding Common English Language Courses

In this section, only students were asked to measure their level of satisfaction on common English language courses which they have already taken at freshman level.

Table 4.4: Learners' satisfaction regarding common English language courses

Area	VS	S	UD	US	VU	Mean
	f	f	F	f	f	
Level of the course	21	39	15	15	5	3.58
Course materials	8	27	27	26	7	3.03
The way teachers teach you	10	26	25	22	12	3.00
Assessment system	13	35	21	16	10	3.26
Your achievement	16	33	20	19	7	3.33

Key: *f = frequency VS= Very Satisfied S= Satisfied UD= Undecided US= Unsatisfied VU = Very Unsatisfied*

In this part, students were asked to rate the level of the courses of English. And the mean score of the result is 3.58. The other part of the item was dealing about the adequacy of the course material. For this matter, learners gave 3.03 mean score. Another question raised for them was based on the way teachers taught them. For this part, students' were clearly undecided and they gave 3.00 mean score. Students also undecided on the assessment system with 3.26 mean score. The result for the achievement of students is 3.33. This can be still referred as students were undecided to mention about their achievement. As reflected in this section, students indicated some gaps in the situation instructors give English courses and the materials they provide.

4.1.2.2. The Type of Themes and Vocabulary Items Needed in Academic and Occupational Settings

Students, subject area instructors, and graduates were asked to rate the degree of importance of certain themes and vocabulary items that are believed to be important to English courses. For this part, five alternatives were given. i.e. 'Very Much Important', 'Much Important', 'Important', 'Less Important', and 'Not Important'. The number of respondents from each group and the mean score values are mentioned in the table below.

Table 4.5: Types of themes/ topics and vocabulary items appropriate for English courses

Item	Respondent	Number	Mean Score
Themes/topics related to major subject areas	Stu	95	4.29
	SAI	13	4.23
	Grad	10	4.3
Themes/topics which contain both parts	Stu	95	4.03
	SAI	13	4.15
	Grad	10	4.8
Vocabulary specific to learners' field of study	Stu	95	3.97
	SAI	13	4.23
	Grad	10	4
General vocabulary	Stu	95	3.95
	SAI	13	4.23
	Grad	10	4

In case of themes/topics related to major subject areas, the three groups of respondents (teachers, subject area instructors, and graduates) gave different mean values, that are, students 4.29, subject area instructors 4.23, and graduates 4.3. Most respondents have much positive replay regarding to English courses with themes or topics related to the major subject area. The second item is about finding English course which has the idea of containing general English and Specific language aspect that is essentially helpful students to be effective in the area of study. In this regard students gave a mean value 4.03, subject area instructors, 4.15, and graduates 4.8. Thus, graduates gave the highest mean value for this regard. On the contrary students are reaming under the level 'much important'. Hence, all respondents (students, subject area instructors, and graduates replied positively for the course containing the themes of major subject areas.

Regarding vocabulary items, students preferred both items of vocabulary; vocabulary specific to their field of study and general vocabulary with 3.97 and 3.93 mean scores respectively. On the side of subject area instructors, the same mean score is given for both parts 4.23. Graduates measured the significance of including both specific and general equally 4.00 mean score.. This shows that in job areas, both vocabulary items are

equally important. The results show that both items of vocabulary (general and specific) are important in academic and professional settings.

4.1.3. Target Situation Analysis

4.1.3.1. The Purpose for Which Students Need English Language

Regarding the purpose for which students need English language, students and subject area instructors were asked to rate their agreement or disagreement with five scales 5 = represents 'Strongly Agree', 4 = represents 'Agree', 3 = represents 'Not Sure', 2 = represents 'Disagree', and 1= represents 'Strongly Disagree'. The table below shows the summary of the result.

Table 4.6: Mean scores and ranks of students' and subject area instructors' response on the purpose they need English language learning.

Purposes	Mean Score		Rank	
	Stu	SAI	Stu	SAI
to be effective in other courses	4.25	4.23	4	2
for future academic purpose	4.43	4.46	3	1
to have better communication skills	4.44	4.23	2	2
for job opportunity	4.21	4.07	5	4
to understand new technologies	4.52	4.07	1	4
to have better performance in future job areas	4.31	3.61	4	7
to use English in everyday life	3.71	3.84	7	6

Key: *Stu = Students*

SAI= Subject Area Instructors

The above table shows the purpose for which students learn English language. In this part, the highest mean result for students goes to the statement which entails students learn English to understand new technology with 4.52 mean result. This result shows that students were strongly agreed for the statement they learn to know new technologies. Next to this, learners' gave more emphasis for the statement they learn English language

for the purpose of having better communication skills and for future academic purpose with mean score 4.44 and 4.43 respectively. Besides, students gave less mean result for using English in everyday life with 3.71 mean result. And learning English for job opportunity counts 4.21 mean score with slight difference with the conception of learning English to be effective in other courses 4.23 mean score. As inferred from the result, learners give much positive result regarding the purpose for which they learn English. Based on students response, the mean result is close to a response which stated as 'Agree'.

Furthermore, subject area instructors gave high mean score for the statement that the purpose for which students need learning English for future academic purpose with 4.46 mean score which it identifies they agree that students need English for future academic purposes. Next to this, respondents mention the purpose for which students learn English with giving equal mean score for the idea students learn English to be effective in other courses and to have better communication skills. The mean score for these two ideas is 4.23. In the fourth place instructors mentioned students learn English for job opportunity and to understand new technology with 4.07 mean score. On the other hand, subject area instructors gave relatively low mean score for the statements students need English language for better performance in the future job areas and to use English in everyday life with 3.61 and 3.84 mean scores respectively. hence, both students and subject area instructors agreed for the mentioned statements despite some minor differences.

4.1.3.2. Students' and Subject Area Instructors' Ratings of Preferred Type of English

In the mean while students, subject area instructors, and graduates were asked to rate the type of English which they believe is appropriate for information technology field of study. For this part three alternatives were provided. The first alternative was about general English. This type of English is much associated with the common courses which are given at fresh man level. The other part of English was mainly related with the notion of ESP; English for Information Technology field of study. The third choice was concerned with a type of English which includes major subject area contents (topics of IT) and general English parts. All parts of choices were given different scales, 'Very

High, 'High', 'Moderate', 'Low', and 'Very Low'. The mean score of the result is mentioned in the table below.

Table 4.7: Preferred type of English Courses

Type of English Courses	Mean Score			Rank		
	Stu	SAI	Grad	Stu	SAI	Grad
General English	4.09	4.00	4.2	2	2	2
English for IT	4.43	4.23	4.4	1	1	1
A balance between the two	3.84	3.61	3.8	3	3	3

Key: Grad = Graduates SAI: Subject Area Instructors Stu: Students

As indicated in the above table the assumption of English for IT got the first position. When we look at the mean score of the specified item, students' mean score is 4.43, subject area instructors gave a mean value of 4.23, and the mean score of graduates is 4.4. Hence, the significance of designing the course contained the idea English for IT is very high. Next, the mean result of both groups show that general English is more acceptable.

On the other hand, subject area instructors rated 4.23 mean score for the significance of developing specific language skill. But they also rated as having a knowledge of general English is also acknowledged, with mean score 4.2. The mean scores of students, subject area instructors, and graduates lies above 'moderate' level. As can be seen from table, 7, the least mean score is achieved on a course type which includes both parts.

4.1.3.3. Evaluating the Importance and Attained Competence of Graduates Regarding Activities in English (PSA &TSA)

Graduates were asked to rate the significance and their competence with regard to activities under the four basic language skills; listening, speaking, reading, and writing. In this regard, activities under each of the basic language skills were provided. Under degree of importance and evaluating their attained competence five scales were given. In rating the degree of importance, scales which are 'very much importance', 'much important',

important, Little important, and 'not important' were provided. On the other side, scales like 'very good', 'good', 'average', 'poor', and 'very poor' were given. The mean score of the respondents and the ranks they gave under each basic language skills are summarized in the following table.

Table 4.8: The degree of importance of activities and attained competence of graduates

Type of Activity regarding basic skills	Degree of Importance		Attained Competence	
	Mean Score	Rank	Mean Score	Rank
Listening Skill				
a. listening to meeting talks held in English	4.2	2	4.1	2
b. listening to instructions from audio lessons	4.3	1	3.7	3
c. listening to window media player instructions	4.2	2	4.6	1
Grand Mean	4.23		4.13	
Speaking Skill				
a. speaking through social media (e.g. skyp, viber)	4.1	3	3.8	2
b. speaking with coworkers	4.2	1	3.6	4
c. speaking to report system proposal	4.1	3	3.9	1
d. speaking to make communication with costumers	4.2	1	3.7	3
Grand Mean	4.15		3.75	
Reading Skill				
a. reading Information technology course materials	4.4	1	4.2	1
b. reading online websites about Information Technology	4.4	1	4.1	3
c. reading program instructions	4.4	1	4.2	1
d. reading diagrams written by system designers	4.4	1	3.9	5
e. reading Information technology monographs	4.3	5	3.9	5
f. reading manuals to install softwares	4.3	5	3.7	8
g. reading texts of social media (e.g. facebook, twitter, etc.	4.3	5	4.0	4

h. reading to interpret texts written in English in term of specific register	4.2	8	3.9	5
Grand Mean	4.33		3.98	
Writing Skill				
a. writing to notifications, or announcements	4.0	4	4.2	2
b. writing to projects, proposals	4.2	1	3.9	4
c. writing seminars in Information Technology areas	4.0	4	4.3	1
d. writing program instructions	3.6	7	3.9	4
e. writing to develop webpage	4.2	1	3.9	4
f. writing codes, desings etc.	4.0	4	3.9	4
g. writing email messages (yahoo, gmail etc.)	4.2	1	4.1	3
Grand Mean	4.02		4.02	

Graduates were asked whether listening to meetings held in English is important. In this part, they gave a mean score of 4.2. Graduates believed that listening in meetings held in work areas is much important. Additionally, they also put listening to instructions from audio lessons and listening to window media player under much important level. They also gave the first rank for listening to instructions from audio lessons with 4.3 mean score. In terms of their competence, listening to window media player got the highest mean score 4.6. and they gave 4.1 mean value for listening to talks of meetings held in English. And listening to instructions from audio lessons valued 3.7 mean score which is the least competence from listening skill activities. Thus, listening activities are needed in job areas.

Graduates were also asked to rate the significance of activities and measuring their competences on speaking skill activities. As depicted in the table, respondents gave similar mean score for the activities speaking through social media and speaking to report system proposal with 4.1 mean score. Whereas, speaking with coworkers and speaking to make communication with costumers, got a mean value of 4.2. These results show that these activities are important in Ethio-Telecom, Debre Markos Branch. On the other side, graduates were also required to evaluate their actual performances on the listed activities. The results reveal that graduates are good in all activities under speaking skill. These

count, speaking through social media 3.8, speaking with coworkers 3.6, speaking to report system proposal 3.9, and speaking to make communication with costumers 3.7 mean score.

Graduates believed that reading information technology course materials, reading online websites about information technology, reading program instructions, and reading diagrams written by system designers are equally important for their daily career with 4.4 mean value. Following that, they also rated reading information technology monographs, reading manuals to install softwares, and reading texts of social media, with 4.3 mean score. In last position, they put reading to interpret texts written in English in terms of specific register with 4.2 mean score. Hence, graduates confirmed that activities in relation to reading activities are much important to their profession.

On the side of rating graduates' attained competences on reading activities, all the mean score results show that they are in high performance in performing certain reading activities. However, there are minor differences among some of the activities. Respondents gave 4.2 mean score which is the highest result in reading activities regarding their competence for reading information technology course materials, and reading program instructions. Reading online websites about information technology and reading texts from social media follows one another with 4.1 and 4.0 mean scores. Lastly, they gave equal mean score for three activities measured 3.9 for activities like reading diagrams by system designers, reading information technology monographs, and reading to interpret texts written in English in terms of specific register. Generally, graduates are in a better position with the performance of accomplishing activities under reading skill.

Finally, the grand mean scores show that reading skill activities are ranked first for their significance in their career area with 4.33 mean score. Next, listening skill activities, speaking skill activities and writing skill activities follow one another with 4.23, 4.15, and 4.02 mean scores. Besides, graduates' grand mean score results reveal they are good in performing activities under the four macro English language skills. Additionally they pointed out that they are more better in listening activities than others with 4.13 grand mean score followed by writing skill with 4.02 grand mean score.

4.1.3.4. Significance of Activities Regarding Basic English Skills in Academic Setting

In this part, students and subject area instructors were asked to rate the importance of activities regarding basic English language skills and sub skill (listening, speaking, reading, writing, and vocabulary). The weight of scaling described as; 5= Very Much Important, 4= Much important, 3= Important, 2= Less Important, and 1= Not Important. The mean score and the rank of activities under each basic skill are including the grand mean result are mentioned in the following table

Table 4.9: Mean scores and ranks of activities regarding the significance of basic English Skills

Type of Activity regarding basic skills	Mean Score		Rank	
	Stu	SAI	Stu	SAI
Listening Skill				
a. listening to course lectures in the classroom	4.36	4.38	1	1
b. listening instructions from audio lessons	4.36	4.23	1	2
c. listening to window media player instructions	4.02	3.84	3	3
Grand Mean	4.24	4.16		
Speaking Skill				
a. speaking to present individual and group works	4.36	4.53	1	1
b. speaking in class discussion	4.27	4.23	3	3
c. speaking to report system proposal	4.33	4.53	2	1
d. speaking to make communication outside classroom	4.00	3.53	4	4
Grand Mean	4.24	4.20		
Reading Skill				
a. reading information technology course materials	4.36	4.61	3	1
b. reading online websites about Information Technology	4.46	4.38	2	6
c. reading program instructions	4.48	4.61	1	1
d. reading theory of computations	4.35	4.38	4	6
e. reading diagrams written by system designers	4.21	4.53	7	3

f. reading Information technology monographs	4.06	4.46	9	4
g. reading manuals to install softwares	4.27	4.46	5	4
h. reading texts of social media (e.g. facebook, twitter, etc.)	4.18	4.30	8	8
i. reading to interpret texts written in English in term of specific register	4.22	4.15	6	9
Grand Mean	4.28	4.43		
Writing Skill				
a. writing project at the end of each of the courses	4.56	4.23	1	1
b. writing course assignment	4.40	4.23	2	1
c. writing seminar in Information Technology	4.18	4.23	5	1
d. writing program instructions	4.27	4.15	4	5
e. writing to develop webpage	4.13	4.07	7	6
f. writing codes, designs, etc.	4.29	4.23	3	1
g. writing email messages	4.18	4.07	5	7
Grand Mean	4.28	4.17		
Vocabulary				
a. to know new general vocabulary	4.32	4.00	1	2
b. learning 'specific technical vocabulary'	4.23	4.07	2	1
Grand Mean	4.27	4.03		

As it is observed from the table 4.9, students and subject area instructors gave mean values 4.36 and 4.38 for listening to course lectures in the classroom respectively. This indicates that listening to course lectures in the class room is much important skill. Concerning listening instructions from audio lessons, students and subject area instructors valued 4.23, 4.36 mean scores. Hence, both students and subject area instructors believed listening instructions from audio lessons is much important. Furthermore, students and subject area instructors represented mean values for listening to window media player instructions as 4.02 and 3.83 respectively.

As far as activities in speaking skill concerned, five statements were provided for students and subject area instructors to value them accordingly. On the side of students, speaking to present individual and group works is the most significant activity under

speaking skill. Next to that, speaking to present system proposal, speaking to class discussion, and speaking to make communication outside classroom with the mean value of 4.33, 4.27, and 4.00 respectively are the choices of students under the specified skill. It can be deduced that speaking to make communication outside the classroom is not equally important with the mentioned activities.

On the side of subject area instructors, activities such as presenting individual and group works and speaking to system proposal got equal mean score, 4.53. Besides, speaking to class discussion and speaking to make communication outside classroom are the third and fourth choice of subject area instructors. It is clear that subject area instructors are in the better position to identify activities which are very important or less important for their learners.

Students and subject area instructors gave 4.36 and 4.61 mean score for reading information technology course materials. Besides, reading program instructions have been given the first rank by all respondents. Its mean value is 4.48 and 4.61 by students and subject area instructors respectively. Next, reading theory of computations got 4.35 and 4.38 mean scores for students and instructors respectively. Regarding other activities such as reading information technology monographs, reading texts of social media, and reading diagrams written by system designers are given least consideration than other reading activities by students with 4.06, 4.18, and 4.21 mean scores respectively. On the contrary, subject area instructors ranked reading to interpret texts written in English in term of specific register, reading texts from social media, and reading theory of computation on the last three positions with 4.15, 4.30, and 4.38 mean scores.

Students and subject area instructors were also asked to rate the significance of activities under writing skill. In this part, writing project at the end of each of the courses was ranked first by students and subject area instructors with 4.56 and 4.23 mean value respectively. For students, writing course assignment have been ranked second. But, on the side of subject area instructors, both writing project at the end of each of the courses, writing course assignment, writing seminar in information technology, and writing codes, designs, i.e. item a, b, c, and item f got the first rank though only item 'f' has different

mean score that is 4.23. Thus, all activities of the writing skill are under much important level in the side of both students and subject area instructors.

Having the knowledge of vocabulary is vital to be effective in the target language. So that two activities were given to rate their significance in academic setting. To know new general vocabulary measured 4.32 and 4.00 for students and subject area instructors. This result shows it is much important and there is no as such big difference between students' and instructors' response on the importance of learning English to know new general vocabulary. Additionally, learning specific technical vocabulary also measures above average levels in both sides. Hence, in the students' response, the mean score of the specified skill of vocabulary measures 4.23 which is a little lesser in comparison to learning to know new general vocabulary. On the other side, subject area instructors valued the importance of learning specific technical vocabulary more than the statement which says 'learning to know new general vocabulary'. Generally, learning both general and specific technical vocabulary are much important in the area of learning English language in information technology field of study. Although there are some differences between the responses of instructors and students. So, attention has to be paid to strengthen both conditions of learning vocabulary items.

4.2. Qualitative Data Analysis

Qualitative methods focus on small numbers of participants and a thorough understanding of small, complete units of social interaction (Flood, et al, 2005). With this prior conception the result of interview data and course material evaluation results are presented under this section. The interview data gathering system was used to investigate the overall conception of English language behalf of instructors who were giving common English courses for information technology students and the director of Operation and Maintenance section of Debre markos Ethio-Telecom branch. In the case of course material evaluation, common English course outlines and handouts were used whether they meet the need of information technology students.

4.2.1. Analysis of the Interview Data

In this part, data gathered from instructors of English language and literature field of study who had clear attachment with IT students and the Director of Operation and

maintenance department who was believed to be the one who knows the English competence of employees were analyzed sequentially.

4.2.1.1. The Interview Data Analysis of English Instructors

Conducting interview on English instructors was believed to be more significant with the assumption if the outcome would support questionnaire data results. For this part, five instructors who were involved with giving common English courses like Communicative English Skills and Basic Writing Skills were selected. The contents of the interview question required the reaction of instructors on the language competence of students, the type of English that information technology field of study requires, and the students ability regarding to the existing English courses. The responses of English instructors are reviewed in the following part.

The primary question of the interview was about the type of contents in the current English courses that information technology students need. In this part, respondents mentioned there are limited parts of the current English courses that information technology learners needed. From Communicative English course, themes that foster the communication skill of learners are needed. Additionally, some of the topics give students to develop self confidence. But, most of the contents of the course do not go with the learners need. The other part is found in Basic Writing Skills course. From the contents of this course students were assumed to be interested on the writing procedures that focus on the notion of general English and the writing procedures form sentence to essay writing level. Thus most respondents argue for the relevance of some of the contents of the existing course.

The second interview question focused on the learners' satisfaction on the existing English courses. In this regard some of the respondents mentioned that was not easy task to identify whether learners' were satisfied with the existing English courses. Others also believed that learners' did not satisfy with the courses. Respondents mentioned that students were keeping silent and they were also not motivated in English classes. They believed that this situation could be the best signal that learners' were not satisfied with the existing course. Additionally, respondents believed that contents of the existing

course material do not consider the background of students and activities do not increase learners' interest, and the contents of the courses do not go with major courses.

Third, instructors were also required to answer for the question whether activities in the courses are related to the learners' field of study. For this part, all most all respondents replied that none of the activities does go with the contents of the major courses. They believed that the activities of the courses are under general English category. Most of the activities are associated with health, culture, environment, and living situation than containing contents of information technology. Hence, respondents suggest that if the activities are designed with the consideration of major course contents, it would be much interesting for learners of the target language.

The fourth question was about rating students' performance in applying the basic language skills. In this regard, it was believed that instructors who were giving common English courses are in a better position to assess their students English competence in the area of basic language skills. Respondents were identified basic language skills such as listening, speaking, reading, and writing. To begin with, the speaking skill of students was believed to be below standard. In this section students are not better in the area of expressing ideas with appropriate speaking skill competence. Students also preferred to use local language (Amharic) instead to expressing with the target language. The listening skill of students believed to be low. As the interview data show, students do not comprehend listening texts. They are also very low in understanding talks held in English language in the classroom. Regarding to reading skill, respondents believed that this skill is the most challenging skill for students in terms of understanding the themes of the written text. It was also indicated that students are poor in managing reading skill comprehension questions during exam time. Writing skill is the other more challenging skill for learners. Students are poor in both fluency and accuracy during writing tasks. They are also poor in using appropriate grammar. Some of the students are suggested as poor as in writing the correct spelling of the words even. Thus, students are poor in the area of four basic English skills. Students are poor in both productive and receptive skills. Focus should be taken to foster the competence of learners' in each of the basic English skill.

In the fifth part, instructors were asked if the existing English courses help learners to develop specific language ability to carry out their academic work. For this query, respondents argue for the idea that the existing English course help learners to develop general language skills. These courses also help students to develop their general academic performance. This could help learners to have better skills in expressing views and to develop general writing skills for occupational settings too. As the existing English courses are given for all students of the university in any field of study, it would help them to be effective in the required place since English language is the language of Ethiopian higher institutions.

English instructors were also asked about the language problems and linguistic difficulties that students encounter while learning the target language. The responses are entirely revolves around the four basic language skills (listening, speaking, reading, and writing. The major difficulties learners' face during learning the target language includes, difficulties in understanding of the text, lack of vocabularies (dictionaries), challenging them on taking notes, lack of fluency/accuracy, and difficulty in using appropriate grammar. In this part instructors assured that learners are almost poor in using language skills appropriately. Thus, in order to make learners well equipped with basic language skills the language teaching programs should work to minimize language problems and linguistic difficulties. These could help learners to be effective in other disciplines since English is the medium used in every course of information technology field of study.

Instructors were asked to identify the most important parts of the existing English course for IT field of study. In this section, respondents' responses show that most of the language skills are equally important for both academic purposes and for learners future career. But, some of the respondents agreed that reading and writing skills are much more important for the specified field of study. Moreover, integrative way of teaching language skills was suggested to be much relevant for learners to bring the required language competences. Thus, focus should be given for mastering basic language skills and integrative way of language teaching is important for students competences.

The notion of ESP for information technology was endowed with the enquiry that the kind of English course which can go with the specified field of study. In this part

respondents suggested that courses which contain major subject area contents are highly important with the notion of English for Specific Purpose (ESP). But, some of the content of the existing courses are also important and they should be kept as it is since they foster the general language ability of learners. One of the respondents also suggested that language of technology should be incorporated in the parts of the courses. This can lead us to the emergency of English for specific Academic purposes (ESAP). Most of the respondents also suggested that different course materials should be designed basically with the notion of including specific themes in the courses.

Respondents were also asked whether there is a gap between the students English language need and the existing English course. The interview results suggested that there are some gaps between the existing English course and the learners' English language needs. The gap between the existing English courses and the students language needs is manifested by the learners situation in the involvement of classroom activities. Learners show low interest and also they lack motivation in classroom participations. So as most of the replies for the mentioned question assured as there is a gap between the existing English courses and the students English language needs, instructors mentioned possible solutions that will satisfy the learners' language needs. For instance, respondents reflected that courses should be designed in relation to their major subject courses. This means that the notion of ESP could be addressed if contents of the courses contain themes related information technology components. Additionally, task based activities should be encouraged to narrow the gap between the existing English courses and the information technology students language needs. Moreover, English courses are recommended to consider background knowledge of students.

4.2.1.2. The Interview Data Analysis of Operation and Maintenance

Coordinator of Debre Markos Ethio-Telecom

In this section, the interview which was made with the Operation and Maintenance Coordinator of Ethio-Telecom, Debre Markos branch has been analyzed. The subject matter of the interview was focusing on the competence of the information technology graduates of IT department in their office, the types of language skills mostly needed to carry out duties effectively in the IT sector, the major activities that IT graduates use

English on their position with rating their performance, and comments on the required English language proficiency of the employees in IT sector.

The first question was about rating the English competence of employees in the office. In this regard, the interviewee asserted that employees are found in good/average competence regarding to the basic language skills. In using English language, some of the employees are better in the skills of the language and others are below the required level in using the language. According to the data employees are good in receptive skills (listening and reading) and average in productive skills (speaking and writing). From this, we can deduce that information technology graduates have to be equipped with the basic language skills that are appropriate for the position in the office.

The second interview question was on identifying the most important language skills for the position that information technology graduates are required. For this part the interviewee responded that writing and reading skills are the most important skills than others for the required position. Even though writing and reading skills were believed to be the most important skills for the position, other skills (listening and speaking) are also very important in different situations. The result of the interview shows that prospective graduates should be focusing on the progress of basic English skills with special focus to reading and writing. These skills are thought to be more significant since documents, manuals and instructions are written in English. Additionally, the most frequent and less frequent language skills were identified on the position IT graduates are required. In this part, writing skills and reading skills are more frequently required skills followed by listening and speaking skills.

The interviewee was also asked to mention major activities that information technology graduates use English on their position. Listening activities held in work areas include; listening to audio manuals, listening talks from on job training, listening to discussions on laboratory, and listening to lectures on theories of computation. Speaking activities include; speaking to foreign customers, speaking in training centers, and speaking in company related meetings. With regard to reading skill activities, reading to manuals, reading to mails, reading to reports, and reading to references are the major reading activities commonly used in the office. Finally, writing skill activities entail; writing to

reports, writing to personal applications, writing to administration services, writing to plans, and writing to weekly reports. Thus, different activities are performed under the basic English language skills in the office of Ethio-Telecom, Operation and Maintenance stream. Next, the respondent was asked to assess the effectiveness of employees on using basic English language skills regarding to the mentioned activities. The respondent mentioned that the employees are better in some of the activities and they are also below the required performance in some of the activities.

Finally, the respondent was required to comment on the required English language proficiency of employees to accomplish their jobs effectively in their career. The result show that workers should be well equipped with basic language skills. It has been also said that employees should have better communicative competence. Generally, the interview data show that better competence in English language is essential in the field of Operation and Maintenance section of Ethio-Telecom, Debre Markos branch.

4.2.2. Result of the Existing English Course Material Evaluation

The final qualitative data analysis went to the analysis of course materials based on different criteria. The course material analysis was made in respect to the common English course materials; Communicate English Skills and Basic Writing Skills. Accordingly, course materials which are commonly used by instructors to give Communicative English Skills and Basic Writing Skills courses were analyzed using the evaluation checklist adapted from Cunningsworth (1995). These checklist were used to evaluate whether or not the course materials satisfy adequately the English language needs of information technology students. However, Richards and Rodgers, (1987) advise that English language teaching (ELT) material developers and evaluators need to take a wide range of factors into consideration before they make decisions on the materials they develop or select for particular contexts. Some of these factors include the roles of the learner, teacher, and instructional materials as well as the syllabus. The result of the evaluation has been presented hereunder.

The first criterion was to identify whether the course materials contain special language related to the major subject area. In this regard, thorough investigation has been made if themes or topics related to information technology are found in the contents of the course

material under the basic skills. It was found that there was no any subject area component in the contents of both Communicative English Skills and Basic Writing Skills courses that are special for the defined field of study. But, there were possible situations in the contents of the English course under basic skills, such as reading skill which possibly include subject matter contents. Additionally, in writing skills there were possible places which students could be required to include parts of information technology subject matters.

The second question was evaluating whether the objectives of the courses were specific in terms of content and performance. In the course outline of the common English courses, there are objectives mentioned which focus on the outcome of the courses after completing the terms. These objectives stated that learners would attain some level of competence following the end of the courses. Although objectives are believed to be essential, they are not adequately organized based on the contents mentioned throughout the course materials. On the side of Communicative English Skills, nearly five objectives are mentioned. All the objects are speaking about the language competence that can be developed from the four basic language skills. Besides, Basic writing Skills course entails four objectives which were entirely focusing on the writing contexts that learners should follow in the activities depicted in the entire course. From the objectives listed under Basic Writing Skills course, some of the objectives are less organized in the content areas and also less relevant when compared to the students' required competences.

The other evaluative criterion was assessing whether the course materials sufficiently flexible to meet the students' need. The need of English for information technology field of study can be also shaped by the adequacy and specificity of course materials. In this part, some of the contents of the course materials are essential to develop the general English skills of learners but it doesn't mean that these materials are prepared in accordance with the learners need since materials were not designed based on the learners' need. The information taken from the department of English Language and Literature show that need assessment has not been taken before they designed the course materials. Thus, without conducting needs analysis, there is little room to identify whether the existing English language courses sufficiently flexible to meet learners' need.

Next, an attempt has been made whether the existing course materials activities reflect learners' present and future situation. The activities in the course Communicative English Skills focus on equipping learners' with listening, speaking, reading, and writing skills. The actual usage of the materials do not help learners to develop their specific language abilities for information technology field of study. Besides, the effectiveness of the courses have not been measured by English language instructors in the area of language teaching. But, the learners' attained proficiency level in the mentioned courses could possibly measured the effectiveness of the course materials.

For the question that requires to measure the appropriateness of the course materials to the target situation, lies on the situation which course materials are believed to be appropriate to the students who are eligible to take common English courses. In the area of target situation, the levels of the courses do not suit to learners at higher education level since most part of the course material contents could have been possibly covered in lower grades however, course materials are believed to be appropriate to the specified field of study.

Finally, an assessment was made to identify whether the contents of the course materials go with the objectives stated. In this part, the objectives mentioned under the course outline of each of the courses were investigated whether they go with the activities mentioned. The results show that the activities are not entirely concurrent with the objectives stated in the course outlines. However, some of the activities do have connections with the objectives mentioned at the beginning part of the courses. Students are required to attain the mentioned objectives if they accomplish the activities successfully. Consequently, the tasks and activities in the materials do not equip learners with specific English abilities that help learners to perform English activities in their academic studies and future career.

4.2.3. Results from the Open-ended Items of the Questionnaire

4.2.3.1. Comments of Learners on the Existing English Language Learning

The students of Information Technology field of study students were asked to write comments with respect to the students' present language learning.

Summary of the given comments are listed below:

- Teachers do not use language teaching aids. Worksheets are not adequately used in classroom activities. Language classrooms should consider materials that learners can practice easily.
- Student centered approach is still not developed in the ELT classes. Teachers control language classes instead of facilitate learners.
- Contents of the course do not match with the major subject area courses. Themes or topics related to information technology are not incorporated in the actual language classes.
- Teachers do not focus on developing students language skill developments.

4.2.3.2. Subject Area Instructors Comments on the Need of English for IT Students

The instructors of Information Technology field of study were also required to comment on the English language needs of Information Technology students. In this regard, instructors gave different comments. The comments are summarized by compressing the main points from the given responses.

- The given English courses do not have relationship with the major courses. Contents were not organized considering thematic areas of the major courses
- Students are poor in most of the language skills. Language teaching practices are focusing on the basic language skills development.
- Students are careless on using the appropriate language forms.
- Students are poor in speaking in front of the class such as presenting assignments. So, teachers should provide students with the opportunity to practice speaking in front of the class.
- Students prefer to use local languages (Amharic) in the classes.

Chapter Five: Summary, Conclusions, and Recommendations

5.1. Summary of the Findings

The purpose of this study was to assess the English language needs of Information Technology students of Debre Markos University. In order to achieve the goal, data were collected from different sources with questionnaire, interview and course materials evaluation. Then, the collected data were analyzed and presented in percentage, frequency, and mean forms with explanations.

5.1.1. English Skills in Educational and Occupational Settings

In the study, respondents (students, subject area instructors, and graduates) were asked to rate the significance of each of English skills in academic and work places. In this regard, students gave the following mean scores: listening (4.44), speaking, (4.23), reading, (4.44), writing, (4.16), grammar (3.75), vocabulary (3.83), and pronunciation (3.68). On the other hand, subject area instructors were required to rate the importance of English skills and the mean score results are: listening (4.38), speaking (4.53), reading (4.38), writing (4.15), grammar (4.00), vocabulary (4.30), and pronunciation (2.84). In addition, the mean score of graduates measured listening (4.5), speaking (4.4), reading (4.7) writing (4.9), grammar (3.4), vocabulary (3.0) and pronunciation (2.9) mean scores.

5.1.2. Learners' Competence Regarding English Skills

Concerning learners' competence, students themselves and subject area instructors identified the level of competence of learners' in line with activities mentioned under English skills. The mean score of activities are: reading manuals to install softwares (3.67), listening to window media player instructions (3.69), speaking to present individual and group works (3.66), speaking in class discussion (3.56), speaking to report system proposal (3.63), reading information technology course materials (3.73), reading online websites about Information Technology, (3.54), reading program instructions (3.70) reading theory of computations (3.62), and listening to course lectures in the classroom (3.60). And also they are on average performance for activities like listening instructions from audio lessons (3.30), speaking to make communication outside classroom (3.49), reading diagrams written by system designers (3.43) reading

Information technology monographs (3.24) , reading texts of social media (3.44), reading to interpret texts written in English in term of specific register (3.40), writing project at the end of each of the courses (3.65), writing course assignment (3.44) writing seminar in Information Technology (3.47), writing program instructions (3.38), writing to develop webpage (3.46), writing email messages, (3.37), to know new general vocabulary, (3.37), and learning 'specific technical vocabulary', (3.17). On the contrary, the result of subject area instructors revealed students were found on average level in performing most of the activities in English (Table 4.3).

5.1.3. Significance of Activities Regarding English Skills in Academic and Occupational Settings

Findings of the study show that all activities are much important in the area of learning information technology courses which associated with English skills. These activities included listening to course lectures in the classroom (4.36), listening instructions from audio lessons (4.36), listening to window media player instructions (4.02), speaking to present individual and group works (4.36), speaking in class discussion (4.27), speaking to report system proposal (4.33), speaking to make communication outside classroom (4.00), reading information technology course materials (4.36), reading online websites about Information Technology, (4.46), reading program instructions (4.48) reading theory of computations (4.35) reading diagrams written by system designers (4.21) reading Information technology monographs (4.06) reading manuals to install softwares (4.27), reading texts of social media (3.44), reading to interpret texts written in English in term of specific register (4.22), writing project at the end of each of the courses (4.56), writing course assignment (4.40) writing seminar in Information Technology (4.18), writing program instructions (4.27), writing to develop webpage (4.13), writing email messages, (4.18), learning to know new general vocabulary, (4.32) learning 'specific technical vocabulary', (4.23) Additionally, subject area instructors also assured that the above activities are much important for information technology field of study learners (Table 4.9)

On the other hand, graduates' result shows that activities in English are important on the situation where English language is required. Major activities such as listening to meeting

talks held in English, listening to instructions from audio lessons, listening to window media player instructions, speaking through social media, speaking with coworkers, speaking to report system proposal, speaking to make communication with costumers, reading Information technology course materials, reading online websites about Information Technology, reading program instructions, reading diagrams written by system designers, reading Information technology monographs, reading manuals to install softwares, reading texts of social media, reading to interpret texts written in English in term of specific register, writing to notifications, writing to projects and proposals , writing seminars in Information Technology areas, writing program instructions, writing to develop webpage, writing codes and designs and writing email messages were identified as important activities in Ethio-Telecom Debre markos branch. Graduates identified they have good performance on managing the above activities (Table 4.8).

5.1.4. The Type of Themes and Vocabulary Items Required in Education and Work Areas

An attempt was also made to identify themes and vocabulary items that are required in education and work areas. Respondents (students, subject area instructors, and graduates) identified the importance of themes and vocabulary items. Mean scores of students counted as: themes related to major subject areas (4.29), themes which contain both parts (4.03), vocabulary specific to learners' field of study (3.97), and general vocabulary (3.95). Whereas the mean score of subject area instructors are: themes related to major subject areas (4.23), themes which contain both parts (4.15),vocabulary specific to learners' field of study (4.23), general vocabulary (4.23). Finally the mean results of graduates identified as, themes related to major subject areas (4.3), themes which contain both parts (4.8), vocabulary specific to learners' field of study (4.0), and general vocabulary (4.0)

5.1.5. Conceptions on the Type of English Courses for IT field of Study

Respondents were required to value the type of English course which possibly can go with IT field of study in education and profession areas. Three alternatives were provided. These include, general English course, English for IT, and A balance between the two. English for IT got 4.43, 4.23, and 4.4 mean score by students, subject area

instructors, and graduates respectively. Following, general English got 4.09, 4.00, and 4.2. respectively. At the end, a balanced course was ranked with a mean value of 3.84, 3.61, and 3.8 respectively.

Additionally, the interview data analysis and the Evaluation of course materials show that basic language skills are significant both in academic and occupational settings though students do not have the required competence regarding activities in English. And also the existing course materials do not help learners to develop specific language ability that would help learners for future career.

5.2. Conclusions

The following conclusions were drawn based on the findings of the data analysis.

➤ **English Language Needs for Academic and Occupational Settings of IT Area**

In information technology field of study, basic language skills and sub skills (listening, speaking, reading, writing, vocabulary, pronunciation) are essential. But, receptive skills (listening and reading) are the most important skills when compared to other skills. Whereas, grammar, pronunciation, and vocabulary are the least needed language sub skills in the specified field of study. On the other hand, in occupational settings, writing and reading skills are the most needed skills followed by listening and speaking skills. But, in the same manner with learners, language sub skills are rarely needed in career area: Ethio-Telecom Debre Markos branch.

➤ **Learners' Reaction towards Common English Language Courses**

Common English Courses were believed to be significant for information technology students. However, the contents of the courses are not fully sufficient to satisfy students. Contents of the existing course material do not consider learners' academic background. Additionally, activities do not increase learners' interest, and the contents of the courses do not go with major subjects. Students indicated some gaps in the situation English instructors give English courses and the materials they provide. Additionally, the method of teaching English courses and the assessment system teachers use do not satisfy IT learners. Hence, common English course do not consider the need of learners in the specified field of study.

➤ **Gaps Between the Importance of English Activities and Learners' Attained Competence Regarding Basic Skills**

Most activities under basic English skills are significant for Information Technology learners for academic purposes. But, they are not well equipped with the required skills their academic level necessitated. Although, students believed activities regarding basic English skills are significant for their academic success and future career, their competences are not yet developed. Additionally, learners are not motivated in the

classroom when English courses are provided. When we compare the gaps between competence and importance as rated by the students themselves, it was found out that there were gaps. The gaps show that the learners' competences in basic English skills are not valued as much as the significances of the basic English skills.

5.3. Recommendations

Based on the findings of the study, the following recommendations have been forwarded.

- An appropriate English language syllabus should be designed for Information Technology learners by taking into account the English language needs of the students in both the academic and future professional settings.
- The existing English courses should be revised to have a tendency to increase learners' English language competence; the activities in the course contents should entail themes from the major subject area (Information Technology), eg. reading texts should be prepared from IT contents.
- English instructors should identify the need of students before they prepare material to deliver the courses.
- English courses should be designed in the way the activities of the courses build learners' attained competences
- Syllabus designers and English instructors should develop a habit of conducting continuous needs assessment on the English language needs of information technology students. This would help to develop the efficiency of English courses

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Appendices

Appendix - 1

Statistical Computations Used in the Study

In the appendix part, summaries of statistical calculations and instruments which the researcher employed to gather data are presented. During the analysis and presentation of data, some standard and non-standard symbols were used deliberately. You are kindly requested to check what symbols represent if confusion happens.

f = frequency of response

x = numeric value which represent the rate of likert- scale counted from left to right with the value found between five and one (5 -1)

fx = frequency multiplied by a given value

$\sum f$ = summation of frequency (f)

$\sum fx$ = summation of (fx)

μ = mean

Level of Agreement

SA = Strongly Agree

A = Agree

NS = Not Sure

D = Disagree

SD = Strongly Disagree

Degree of Preference

VH = Very High

H = High

M = Moderate

L = Low

VL= Very Low

Degree of Need

VFN = Very Frequently Needed

FN = Frequently Needed

SN = Sometimes Needed

RN = Rarely Needed

NN= Not Needed

Level of Satisfaction

VS = Very Satisfied

S = Satisfied

Ud = Undecided

Us = Unsatisfied

VU = Very Unsatisfied

Degree of Importance

VMI = Very Much Important

MI = Much Important

I = Important

LI = Little Important

NI = Not Important

Level of Competence

VG = Very Good

G = Good

A = Average

P = Poor

VP = Very Poor

Appendix - 2

Statistical Analysis of Information Technology Students' Response

Table 1: The purpose for which students need English language

Purposes	Level of Agreement or Disagreement										$\sum f$	$\sum f x$	μ	Rank
	SA		A		NS		D		SD					
	f	fx	f	fx	f	fx	f	fx	f	fx				
to be effective in other courses	43	215	39	156	8	24	4	8	1	1	95	404	4.25	5
for future academic purpose	54	270	30	120	9	27	2	4	0	0	95	421	4.43	3
to have better communication skills	63	315	17	68	10	30	4	8	1	1	95	422	4.44	2
for job opportunity	42	210	38	152	10	30	3	6	2	2	95	400	4.21	6
to understand new technologies	59	295	28	112	7	21	1	2	0	0	95	430	4.52	1
to have better performance in future job areas	43	215	41	164	9	27	2	4	0	0	95	410	4.31	4
to use English in everyday life	29	145	34	136	15	45	10	20	7	7	95	353	3.71	7

Table 2: Preferred type of English for students

Type of English Courses	Degree of Preference										$\sum f$	$\sum f x$	μ	Rank
	VH		H		M		L		VL					
	f	fx	f	fx	f	fx	f	fx	F	fx				
General English (like the courses you have taken)	43	215	27	108	17	51	7	14	1	1	95	389	4.09	2
English for IT	59	295	23	92	8	24	5	10	0	0	95	421	4.43	1
A balance between the two	26	130	36	144	26	78	6	12	1	1	95	365	3.84	3

Table 3: Language skills and areas of knowledge on educational setting

Language Skills and Areas of Knowledge	Degree of Need										$\sum f$	$\sum f x$	μ	Rank
	VFN		FN		SN		RN		NN					
	F	fx	f	fx	f	fx	f	fx	f	fx				
Listening	52	260	33	132	10	30	0	0	0	0	95	422	4.44	1
Speaking	50	250	23	92	16	48	6	12	0	0	95	402	4.23	3
Reading	56	280	29	116	7	21	2	4	1	1	95	422	4.44	1
Writing	46	230	30	120	12	36	3	6	4	4	95	396	4.16	4

Grammar	30	150	28	112	22	66	14	28	1	1	95	357	3.75	6
Vocabulary	32	160	30	120	21	63	9	18	3	3	95	364	3.83	5
Pronunciation	30	150	24	96	26	78	11	22	4	4	95	350	3.68	7

Table 4: The degree of significance of activities with respect to basic language skills

Type of Activity regarding basic skills	Degree of Importance as rated by learners										Σf	$\Sigma f x$	μ	Rank	
	VMI		MI		I		LI		NI						
	f	fx	f	fx	f	fx	f	fx	f	fx					
4.1 Listening Skill															
a. listening to course lectures in the classroom	60	300	19	76	9	27	5	10	2	2	95	415	4.36	1	
b. listening instructions from audio lessons	33	165	35	140	23	69	3	6	1	1	95	415	4.36	1	
c. listening to window media player instructions	33	165	42	168	13	39	3	6	4	4	95	382	4.02	3	
4.2. Speaking Skill															
a. speaking to present individual and group works	56	280	22	88	13	39	4	8	0	0	95	415	4.36	1	
b. speaking in class discussion	46	230	35	140	9	27	4	8	1	1	95	406	4.27	3	
c. speaking to report system proposal	49	245	31	124	13	39	2	4	0	0	95	412	4.33	2	

d. speaking to make communication outside classroom	37	185	29	116	22	66	6	12	1	1	95	380	4.00	4
4.3. Reading Skill														
a. reading information technology course materials	59	295	19	76	11	33	5	10	1	1	95	415	4.36	3
b. reading online websites about Information Technology	53	265	34	136	7	21	1	2	0	0	95	424	4.46	2
c. reading program instructions	54	270	33	132	8	24	0	0	0	0	95	426	4.48	1
d. reading theory of computations	47	235	36	144	11	33	1	2	0	0	95	414	4.35	4
e. reading diagrams written by system designers	44	220	30	120	18	54	3	6	0	0	95	400	4.21	7
f. reading Information technology monographs	39	195	29	116	21	63	6	12	0	0	95	386	4.06	9
g. reading manuals to install softwares	48	240	30	120	12	36	5	10	0	0	95	406	4.27	5
h. reading social media (e.g. facebook, twitter, etc.	48	240	27	108	12	36	6	12	2	2	95	398	4.18	8
i. reading to interpret texts written in English in term of specific register	44	220	35	140	10	30	5	10	1	1	95	401	4.22	6
4.4. Writing Skill														
a. writing project at the end of each of the courses	60	300	29	116	6	18	0	0	0	0	95	434	4.56	1

b. writing course assignment	52	260	32	128	8	24	3	6	0	0	95	418	4.40	2
c. writing seminar in Information Technology	42	210	37	148	9	27	6	12	1	1	95	398	4.18	5
d. writing program instructions	48	240	29	116	14	42	4	8	0	0	95	406	4.27	4
e. writing to develop webpage	43	215	28	112	19	57	4	8	1	1	95	393	4.13	7
f. writing codes, designs, etc.	51	255	25	100	15	45	4	8	0	0	95	408	4.29	3
g. writing email messages	45	225	31	124	12	36	6	12	1	1	95	398	4.18	5
4.5. Vocabulary														
a. to know new general vocabulary	51	255	30	120	9	27	4	8	1	1	95	411	4.32	1
b. learning 'specific technical vocabulary'	40	200	40	160	12	36	3	6	0	0	95	402	4.23	2

Table 5: Learners attained competence on activities with respect to basic language skills

Type of Activity regarding basic skills	Learners' Attained Competence as Rated by Themselves										$\sum f$	$\sum fx$	μ	Rank	
	VG		G		A		P		VP						
	f	fx	f	fx	f	fx	f	fx	f	fx					
4.1 Listening Skill															
a. listening to course lectures in the classroom	20	100	36	144	25	75	10	20	4	4	95	343	3.60	2	
b. listening instructions from audio lessons	11	55	30	120	34	102	17	34	3	3	95	314	3.30	3	
c. listening to window media player instructions	18	90	34	136	28	84	13	26	2	2	95	338	3.69	1	
4.2. Speaking Skill															
a. speaking to present individual and group works	21	105	36	144	26	78	9	18	3	3	95	348	3.66	1	
b. speaking in class discussion	16	80	38	152	25	75	16	32	0	0	95	339	3.56	3	
c. speaking to report system proposal	18	90	33	132	36	108	7	14	1	1	95	345	3.63	2	
d. speaking to make communication outside classroom	21	105	24	96	36	108	9	18	5	5	95	332	3.49	4	
4.3. Reading Skill															
a. reading information technology course											95	355			

materials	23	115	31	124	34	102	7	14	0	0			3.73	1
b. reading online websites about Information Technology	20	100	28	112	34	102	10	20	0	0	95	334	3.54	5
c. reading program instructions	23	115	34	136	27	81	9	18	2	2	95	352	3.70	2
d. reading theory of computations	17	85	35	140	34	102	8	16	1	1	95	344	3.62	4
e. reading diagrams written by system designers	17	85	28	112	32	96	15	30	3	3	95	326	3.43	7
f. reading Information technology monographs	14	70	29	116	35	105	13	26	4	4	95	321	3.24	9
g. reading manuals to install softwares	22	110	30	120	34	102	8	16	1	1	95	349	3.67	3
h. reading social media (e.g. facebook, twitter, etc.	20	100	26	104	31	93	12	24	6	6	95	327	3.44	6
i. reading to interpret texts written in English in term of specific register	17	85	25	100	36	108	13	26	4	4	95	323	3.40	8
4.4. Writing Skill														
a. writing project at the end of each of the courses	20	100	32	128	33	99	10	20	0	0	95	347	3.65	1
b. writing course assignment	12	60	35	140	33	99	13	26	2	2	95	327	3.44	4
c. writing seminar in Information Technology	12	60	33	132	39	117	10	20	1	1	95	330	3.47	2

d. writing program instructions	16	80	23	92	40	120	14	28	2	2	95	322	3.38	5
e. writing to develop webpage	18	90	28	112	33	99	12	24	4	4	95	329	3.46	3
f. writing codes, designs, etc.	10	50	30	120	37	111	16	32	2	2	95	315	3.31	7
g. writing email messages	17	85	27	108	30	90	17	34	4	4	95	321	3.37	6
4.5. Vocabulary		100												
a. to know new general vocabulary	9	45	31	124	34	102	17	34	4	4	95	309	3.37	1
b. learning 'specific technical vocabulary'	15	75	15	60	39	117	24	48	2	2	95	302	3.17	2

Table 6: learners level of satisfaction on the existing English language courses

Area	Level of Satisfaction										$\sum f$	$\sum f x$	μ
	VS		S		Ud		Us		VU				
	f	fx	f	fx	f	fx	f	fx	f	fx			
Level of the course	21	105	39	156	15	45	15	30	5	5	5	341	3.58
Course materials	8	40	27	108	27	81	26	52	7	7	7	288	3.03
The way teachers taught you	10	50	26	104	25	75	22	44	12	12	12	285	3.00
Assessment system	13	65	35	140	21	63	16	32	10	10	10	310	3.26
Your achievement	16	80	33	132	20	60	19	38	7	7	7	317	3.33

Table 7: The type of themes and vocabulary items needed in the academic area

Item	Degree of Importance										$\sum f$	$\sum f x$	μ
	VMI		MI		I		LI		NI				
	f	fx	f	fx	f	fx	f	fx	f	fx			
Themes/topics related to major subject areas	47	235	35	140	8	24	4	8	1	1	95	408	4.29
Themes/topics which contain both parts	33	165	37	148	20	60	5	10	0	0	95	383	4.03
Vocabulary specific to your field of study											95	378	

	35	175	32	128	20	60	7	14	1	1			3.97
General vocabulary	36	180	31	124	18	54	8	16	2	2	95	376	3.95

Appendix 3

Statistical Analysis of Subject Area (IT) Instructors' Response

Table 1: The purpose for which students need English language as rated by Subject area instructors

Purposes	Level of Agreement or Disagreement										Σf	$\Sigma f x$	μ	Rank
	SA		A		NS		D		SD					
	f	fx	f	fx	f	fx	f	fx	f	fx				
to be effective in other courses	7	35	2	8	4	12	0	0	0	0	13	55	4.23	2
for future academic purpose	7	35	5	20	1	3	0	0	0	0	13	58	4.46	1
to have better communication skills	7	35	3	12	2	6	1	2	0	0	13	55	4.23	2
for job opportunity	4	20	7	28	1	3	1	2	0	0	13	53	4.07	4
to understand new technologies	5	25	4	16	4	12	0	0	0	0	13	53	4.07	4
to have better performance in future job areas	3	15	4	16	4	12	2	4	0	0	13	47	3.61	7
to use English in everyday life	5	25	2	8	5	15	1	2	0	0	13	50	3.84	6

Table 2: Basic English skills and areas of knowledge for academic area

Language Skills and Areas of Knowledge	Degree of Needs of basic skills										$\sum f$	$\sum f x$	μ	Rank
	VFN		FN		SN		RN		NN					
	F	fx	f	fx	f	fx	f	fx	f	fx				
Listening	8	40	3	12	1	3	1	2	0	0	13	57	4.38	2
Speaking	8	40	4	16	1	3	0	0	0	0	13	59	4.53	1
Reading	5	25	8	32	0	0	0	0	0	0	13	57	4.38	2
Writing	5	25	5	20	3	9	0	0	0	0	13	54	4.15	5
Grammar	3	15	8	32	1	3	1	2	0	0	13	52	4.00	6
Vocabulary	5	25	7	28	1	3	0	0	0	0	13	56	4.30	4
Pronunciation	0	0	4	16	4	12	4	8	1	1	13	37	2.84	7

Table 3: the degree of importance of activities regarding basic English skills

Type of Activity regarding basic skills	Degree of Importance for Learners										$\sum f$	$\sum f x$	μ	Rank	
	VMI		MI		I		LI		NI						
	f	fx	f	fx	f	fx	f	fx	f	fx					
4.1 Listening Skill															
a. listening to course lectures in the classroom	8	40	2	8	3	9	0	0	0	0	13	57	4.38	1	
b. listening instructions from audio lessons	4	20	8	32	1	3	0	0	0	0	13	55	4.23	2	
c. listening to window media player instructions	5	25	3	12	4	12	0	0	1	1	13	50	3.84	3	
4.2. Speaking Skill															
a. speaking to present individual and group works	7	35	6	24	0	0	0	0	0	0	13	59	4.53	1	
b. speaking in class discussion	6	30	4	16	3	9	0	0	0	0	13	55	4.23	3	
c. speaking to report system proposal	7	35	6	24	0	0	0	0	0	0	13	59	4.53	1	
d. speaking to make communication outside classroom	4	20	4	16	5	15	0	0	0	0	13	51	3.53	4	
4.3. Reading Skill															

a. reading information technology course materials	8	40	5	20	0	0	0	0	0	0	13	60	4.61	1
b. reading online websites about Information Technology	6	30	6	24	1	3	0	0	0	0	13	57	4.38	6
c. reading program instructions	9	45	3	12	1	3	0	0	0	0	13	60	4.61	1
d. reading theory of computations	6	30	6	24	1	3	0	0	0	0	13	57	4.38	6
e. reading diagrams written by system designers	9	45	2	8	2	6	0	0	0	0	13	59	4.53	3
f. reading Information technology monographs	7	35	5	20	1	3	0	0	0	0	13	58	4.46	4
g. reading manuals to install softwares	8	40	3	12	2	6	0	0	0	0	13	58	4.46	4
h. reading social media (e.g. facebook, twitter, etc.	5	25	7	28	1	3	0	0	0	0	13	56	4.30	8
i. reading to interpret texts written in English in term of specific register	5	25	5	20	3	9	0	0	0	0	13	54	4.15	9
4.4. Writing Skill														
a. writing project at the end of each of the courses	6	30	4	16	3	9	0	0	0	0	13	55	4.23	1
b. writing course assignment	7	35	2	8	4	12	0	0	0	0	13	55	4.23	1
c. writing seminar in Information											13	55		

Technology	6	30	4	16	3	9	0	0	0	0			4.23	1
d. writing program instructions	5	25	5	20	3	9	0	0	0	0	13	54	4.15	5
e. writing to develop webpage	5	25	4	16	4	12	0	0	0	0	13	53	4.07	6
f. writing codes, designs, etc.	5	25	6	24	2	6	0	0	0	0	13	55	4.23	1
g. writing email messages	5	25	4	16	4	12	0	0	0	0	13	53	4.07	6
4.5. Vocabulary														
a. to know new general vocabulary	6	30	4	16	3	9	0	0	0	0	13	55	4.00	2
b. learning 'specific technical vocabulary'	5	25	4	16	4	12	0	0	0	0	13	53	4.07	1

Table 4: Learners' attained competence on activities under basic English skills

Type of Activity regarding basic skills	Learners' Attained Competence as rated by SAI										$\sum f$	$\sum f x$	μ	Rank	
	VG		G		A		P		VP						
	f	fx	f	fx	f	fx	f	fx	f	fx					
4.1 Listening Skill															
a. listening to course lectures in the classroom	0	0	6	24	5	15	2	4	0	0	13	43	3.46	1	
b. listening instructions from audio lessons	0	0	4	16	6	18	3	6	0	0	13	40	3.07	2	
c. listening to window media player instructions	0	0	3	12	7	21	2	4	1	1	13	38	2.92	3	
4.2. Speaking Skill															

a. speaking to present individual and group works	1	5	5	20	6	18	1	2	0	0	13	45	3.46	1
b. speaking in class discussion	0	0	3	12	6	18	4	8	0	0	13	38	2.92	4
c. speaking to report system proposal	0	0	5	20	5	15	3	6	0	0	13	41	3.15	2
d. speaking to make communication outside classroom	0	0	5	20	4	12	3	6	1	1	13	39	3.00	3
4.3. Reading Skill														
a. reading information technology course materials	2	10	5	20	5	15	1	2	0	0	13	47	3.61	5
b. reading online websites about Information Technology	2	10	3	12	5	15	3	6	0	0	13	43	3.30	7
c. reading program instructions	4	20	2	8	5	15	2	4	0	0	13	47	3.61	5
d. reading theory of computations	0	0	5	20	6	18	2	4	0	0	13	42	3.23	8
e. reading diagrams written by system designers	5	25	3	12	4	12	1	2	0	0	13	51	3.92	1
f. reading Information technology monographs	2	10	7	28	3	9	1	2	0	0	13	49	3.76	3
g. reading manuals to install softwares	5	25	4	16	2	6	2	4	0	0	13	51	3.92	1
h. reading social media (e.g. facebook, twitter, etc.	4	20	4	16	3	9	2	4	0	0	13	49	3.76	3
i. reading to interpret texts written in English in term of specific register	2	10	3	12	4	12	4	8	0	0	13	42	3.23	8

4.4. Writing Skill														
a. writing project at the end of each of the courses	4	20	3	12	6	18	0	0	0	0	13	50	3.84	1
b. writing course assignment	2	10	3	12	6	18	2	4	0	0	13	44	3.38	6
c. writing seminar in Information Technology	3	15	3	12	5	15	1	2	1	1	13	45	3.46	4
d. writing program instructions	1	5	6	24	5	15	1	2	0	0	13	46	3.53	2
e. writing to develop webpage	3	15	1	4	6	18	3	6	0	0	13	43	3.30	7
f. writing codes, designs, etc.	1	5	7	28	3	9	2	4	0	0	13	46	3.53	2
g. writing email messages	2	10	4	16	5	15	2	4	0	0	13	45	3.46	4
4.5. Vocabulary														
a. to know new general vocabulary	3	15	4	16	3	9	2	4	1	1	13	45	3.46	1
b. learning 'specific technical vocabulary'	1	5	5	20	6	18	1	2	0	0	13	45	3.46	1

Table 5: Preferred type of English course for IT learners

Type of English Courses	Degree of Preference										$\sum f$	$\sum f x$	μ	Rank
	VH		H		M		L		VL					
	f	fx	f	fx	f	fx	f	fx	f	fx				
General English (like the courses you have taken)	4	20	6	24	2	6	1	2	0	0	13	52	4.00	2
English for IT	7	35	2	8	4	12	0	0	0	0	13	55	4.23	1
A balance between the two	3	15	4	16	4	12	2	4	0	0	13	47	3.61	3

Table 6: Type on themes and vocabulary items needed for IT field of study

Item	Degree of Importance										$\sum f$	$\sum f x$	μ	
	VMI		MI		I		LI		NI					
	f	fx	f	fx	f	fx	f	fx	f	fx				
Themes/topics related to major subject areas	7	35	3	12	2	6	1	2	0	0	7	13	55	4.23
Themes/topics which contain both parts	5	25	5	20	3	9	0	0	0	0	5	13	54	4.15
Vocabulary specific to learners' field of study	5	25	6	24	2	6	0	0	0	0	5	13	55	4.23
General vocabulary	5	25	6	24	2	6	0	0	0	0	5	13	55	4.23

Appendix 4
Statistical Analysis of Graduates' Response

Table 1: Degree of basic English skills and areas of knowledge needed in occupational setting

Language Skills and Areas of Knowledge	Degree of Need										$\sum f$	$\sum f x$	μ	Rank
	VFN		FN		SN		RN		NN					
	F	fx	f	fx	f	fx	f	fx	f	fx				
Listening	5	25	5	20	0	0	0	0	0	0	10	45	4.5	3
Speaking	4	20	6	24	0	0	0	0	0	0	10	44	4.4	4
Reading	7	35	3	12	0	0	0	0	0	0	10	47	4.7	2
Writing	9	45	1	4	0	0	0	0	0	0	10	49	4.9	1
Grammar	2	10	3	12	3	9	1	2	1	1	10	34	3.4	5
Vocabulary	0	0	3	12	5	15	1	2	1	1	10	30	3.0	6
Pronunciation	0	0	3	12	5	15	0	0	2	2	10	29	2.9	7

Table 2: Significance of activities regarding English skills in work place

Type of Activity regarding basic skills	Significance of Activities as rated by graduates										$\sum f$	$\sum f x$	μ	Rank	
	VG		G		A		P		VP						
	f	fx	f	fx	f	fx	F	fx	f	fx					
2.1 Listening Skill															
a. listening to meeting held in English	4	20	4	16	2	6	0	0	0	0	10	42	4.2	1	
b. listening to instructions from audio lessons	5	25	3	12	2	6	0	0	0	0	10	43	4.3	3	
c. listening to window media payer instructions	4	20	4	16	2	6	0	0	0	0	10	42	4.2	1	
2.2. Speaking Skill															
a. speaking through social media (e.g. skype, viber)	3	15	5	20	2	6	0	0	0	0	10	41	4.1	3	
b. speaking with coworkers	4	20	4	16	2	6	0	0	0	0	10	42	4.2	1	
c. speaking to report system proposal	3	15	5	20	2	6	0	0	0	0	10	41	4.1	3	
d. speaking to make communication with costumers	3	15	6	24	1	3	0	0	0	0	10	42	4.2	1	
2.3. Reading Skill															
a. reading Information technology course materials	5	25	4	16	1	3	0	0	0	0	10	44	4.4	1	
b. reading online websites about Information Technology	5	25	4	16	1	3	0	0	0	0	10	44	4.4	1	

c. reading program instructions	5	25	4	16	1	3	0	0	0	0	10	44	4.4	1
d. reading diagrams written by system designers	5	25	4	16	1	3	0	0	0	0	10	44	4.4	1
e. reading Information technology monographs	4	20	5	20	1	3	0	0	0	0	10	43	4.3	2
f. reading manuals to install softwares	6	30	2	8	1	3	1	2	0	0	10	43	4.3	2
g. reading texts of social media (e.g. facebook, twitter, etc.	4	20	5	20	1	3	0	0	0	0	10	43	4.3	2
h. reading to interpret texts written in English in term of specific register	4	20	4	16	2	6	0	0	0	0	10	42	4.2	8
2.4. Writing Skill														
a. writing to notifications, or announcements	2	10	6	24	2	6	0	0	0	0	10	40	4.0	4
b. writing to projects, proposals	5	25	2	8	3	9	0	0	0	0	10	42	4.2	1
c. writing seminars in Information Technology areas	2	10	6	24	2	6	0	0	0	0	10	40	4.0	4
d. writing program instructions	2	10	5	20	3	9	0	0	0	0	10	39	3.9	6
e. writing to develop webpage	4	20	4	16	2	6	0	0	0	0	10	42	4.2	1
f. writing codes, desings etc.	3	15	4	16	3	9	0	0	0	0	10	40	4.0	4
g. writing email messages (yahoo, gmail etc.)	4	20	4	16	2	6	0	0	0	0	10	42	4.2	1

Table 3: Graduates' attained competence on managing activities regarding English skills

Type of Activity regarding basic skills	Graduates' Attained Competence										Σf	$\Sigma f x$	μ	Rank	
	VG		G		A		P		VP						
	f	fx	f	fx	f	fx	f	fx	f	fx					
2.1 Listening Skill															
a. listening to meeting held in English	3	15	5	20	2	6	0	0	0	0	10	41	4.1	2	
b. listening to instructions from audio lessons	3	15	4	16	3	9	0	0	0	0	10	37	3.7	3	
c. listening to window media payer instructions	5	25	3	12	2	6	0	0	0	0	10	46	4.6	1	
2.2. Speaking Skill															
a. speaking through social media (e.g. skype, viber)	3	15	2	8	5	15	0	0	0	0	10	38	3.8	2	
b. speaking with coworkers	0	0	6	24	4	12	0	0	0	0	10	36	3.6	4	
c. speaking to report system proposal	5	25	0	0	4	12	1	2	0	0	10	39	3.9	1	
d. speaking to make communication with costumers	1	5	5	20	4	12	0	0	0	0	10	37	3.7	3	
2.3. Reading Skill															
a. reading Information technology course materials	5	25	2	8	3	9	0	0	0	0	10	42	4.2	2	

b. reading online websites about Information Technology	3	15	5	20	2	6	0	0	0	0	10	41	4.1	3
c. reading program instructions	6	30	2	8	2	6	0	0	0	0	10	44	4.4	1
d. reading diagrams written by system designers	3	15	3	12	4	12	0	0	0	0	10	39	3.9	5
e. reading Information technology monographs	2	10	5	20	3	9	0	0	0	0	10	39	3.9	5
f. reading manuals to install softwares	3	15	3	12	2	6	2	4	0	0	10	37	3.7	8
g. reading texts of social media (e.g. facebook, twitter, etc.	3	15	4	16	3	9	0	0	0	0	10	40	4.0	4
h. reading to interpret texts written in English in term of specific register	3	15	3	12	4	12	0	0	0	0	10	39	3.9	5
2.4. Writing Skill														
a. writing to notifications, or announcements	4	20	4	16	2	6	0	0	0	0	10	42	4.2	2
b. writing to projects, proposals	2	10	5	20	3	9	0	0	0	0	10	39	3.9	4
c. writing seminars in Information Technology areas	4	20	5	20	1	3	0	0	0	0	10	43	4.3	1
d. writing program instructions	2	10	5	20	3	9	0	0	0	0	10	39	3.9	4
e. writing to develop webpage	3	15	5	20	2	6	0	0	0	0	10	38	3.8	7
f. writing codes, desings etc.	2	10	5	20	3	9	0	0	0	0	10	39	3.9	4

g. writing email messages (yahoo, gmail etc.)	4	20	3	12	3	9	0	0	0	0	10	41	4.1	3
-----------------------------------------------	---	----	---	----	---	---	---	---	---	---	----	----	-----	---

Table 4: Type of English courses needed for IT professionals

Type of English Courses	Degree of Preference										$\sum f$	$\sum fx$	μ	Rank
	VH		H		M		L		VL					
	f	fx	f	fx	f	fx	f	fx	f	fx				
General English (like the courses you have taken)	4	20	4	16	2	6	0	0	0	0	10	42	4.2	2
English for IT	5	25	4	16	1	3	0	0	0	0	10	44	4.4	1
A balance between the two	2	10	5	20	2	6	1	2	0	0	10	38	3.8	3

Table 5: The type of themes and vocabulary items required for IT graduates

Item	Degree of Importance										$\sum f$	$\sum fx$	μ	Rank
	VMI		MI		I		LI		NI					
	f	fx	f	fx	f	fx	f	fx	f	fx				
Themes/topics related to major subject areas	4	20	5	20	1	3	0	0	0	0	10	43	4.3	2
Themes/topics which contain both parts	6	30	3	12	1	3	0	0	0	0	10	48	4.8	1
Vocabulary specific to your career	3	15	5	20	1	3	1	2	0	0	10	40	4.0	3
General vocabulary	3	15	5	20	1	3	1	2	0	0	10	40	4.0	3

Appendix - 5

Addis Ababa University

College of Humanities, Language Studies, Journalism and communication

Department of Foreign Languages and Literature

Graduate Program

Questionnaire for Information Technology students

The main aim of this questionnaire is to collect data that is essentially helpful to analyze the English language needs of Information Technology students of Debre Markos University. As far as you are part of this department, the information you provide would help the research to identify the need of English that information technology field of study requires. I would be very grateful for your time and the honest response you provide. I'm also very thankful for attempting all the questions provided. The information you give me in any form will be treated as strictly confidential.

The researcher,

I. Background Information

Direction: Please put a tick mark (✓) in one of the given boxes with the item that best suits you.

1. Age: 17 - 19 20 - 22 23 - 25 Above 25
2. Year: First Second Third Fourth
3. Sex: Female Male

II. Information about your English Language Needs

The following items are related to your English language needs. Please give your responses by following the instructions given.

1. What is the purpose for which you need the English language? please show your agreement or disagreement by circling the number in the box of your choice.

5= Strongly Agree = SA

4= Agree = A

3= Not Sure = NS

2= Disagree = D

1= Strongly Disagree = SD

No.	Purposes	SA	A	NS	D	SD
1.1	to be effective in other courses	5	4	3	2	1
1.2	for future academic purpose	5	4	3	2	1
1.3	to have better communication skills	5	4	3	2	1
1.4	for job opportunity	5	4	3	2	1
1.5	to understand new technologies	5	4	3	2	1
1.6	to have better performance in future job areas	5	4	3	2	1
1.7	to use English in everyday life	5	4	3	2	1
1.8	others (please specify) _____					

2. Which of the following language skills and areas of knowledge do you need more for studying your major and supportive courses? please show the frequency of your need by circling the number in the box of your choice.

5 = Very Frequently Needed (VFN) 4= Frequently Needed (FN) 3= Sometimes Needed (SN) 2=Rarely Needed (RN) 1= Never Needed (NN)

No.	Language Skills and Areas of Knowledge	VFN	FN	SN	RN	NN
2.1	Listening	5	4	3	2	1
2.2	Speaking	5	4	3	2	1
2.3	Reading	5	4	3	2	1
2.4	Writing	5	4	3	2	1
2.5	Grammar	5	4	3	2	1
2.6	Vocabulary	5	4	3	2	1
2.7	Pronunciation	5	4	3	2	1
2.8	Others (please specify) _____ _____					

3. How satisfied are you with the common English language courses which are given at freshman level? Please circle the number in the box of your choice to show the extent of your satisfaction or dissatisfaction.

5= Very Satisfied = VS

4= Satisfied = S

3= Undecided = Ud

2= Unsatisfied = Us

1= Very Unsatisfied =VU

No.	Area	VS	S	Ud	Us	V U
3.1	Level of the course	5	4	3	2	1
3.2	Course materials	5	4	3	2	1
3.3	The way teachers taught you	5	4	3	2	1
3.4	Assessment system	5	4	3	2	1
3.5	Your achievement	5	4	3	2	1
3.6	Others (please specify) _____					

4. Please rate the significance of the following activities and your attained competences in your academic study regarding with basic English language skills. please circle the number in the box of your choice.

Importance

5=Very Much Important = VMI

4=Much Important = MI

3=Important = I

2= Less Important = LI

1= Not Important = NI

Competence

5= Very Good = VG

4= Good = G

3= Average = A

2= Poor = P

1= Very Poor = VP

Type of Activity regarding basic skills	Degree of Importance					Your attained Competence				
	VM I	MI	I	LI	NI	V G	G	A	P	VP
4.1 Listening Skill										
a. listening to course lectures in the classroom	5	4	3	2	1	5	4	3	2	1
b. listening instructions from audio lessons	5	4	3	2	1	5	4	3	2	1
c. listening to window media player instructions	5	4	3	2	1	5	4	3	2	1
d. others (please specify) _____										
4.2. Speaking Skill										
a. speaking to present individual and group works	5	4	3	2	1	5	4	3	2	1
b. speaking in class discussion	5	4	3	2	1	5	4	3	2	1
c. speaking to report system proposal	5	4	3	2	1	5	4	3	2	1

d. speaking to make communication outside classroom	5	4	3	2	1	5	4	3	2	1
e. others (please specify) _____										
4.3. Reading Skill										
a. reading information technology course materials	5	4	3	2	1	5	4	3	2	1
b. reading online websites about Information Technology	5	4	3	2	1	5	4	3	2	1
c. reading program instructions	5	4	3	2	1	5	4	3	2	1
d. reading theory of computations	5	4	3	2	1	5	4	3	2	1
e. reading diagrams written by system designers	5	4	3	2	1	5	4	3	2	1
f. reading Information technology monographs	5	4	3	2	1	5	4	3	2	1
g. reading manuals to install softwares	5	4	3	2	1	5	4	3	2	1
h. reading texts of social media (e.g. facebook, twitter, etc.	5	4	3	2	1	5	4	3	2	1
i. reading to interpret texts written in English in term of specific register	5	4	3	2	1	5	4	3	2	1
j. others (please specify) _____										
4.4. Writing Skill										
a. writing project at the end of each of the courses	5	4	3	2	1	5	4	3	2	1
b. writing course assignment	5	4	3	2	1	5	4	3	2	1
c. writing seminar in Information Technology	5	4	3	2	1	5	4	3	2	1
d. writing program instructions	5	4	3	2	1	5	4	3	2	1
e. writing to develop webpage	5	4	3	2	1	5	4	3	2	1
f. writing codes, designs, etc.	5	4	3	2	1	5	4	3	2	1
g. writing email messages	5	4	3	2	1	5	4	3	2	1
h. others (please specify) _____										
4.5. Vocabulary										
a. to know new general vocabulary	5	4	3	2	1	5	4	3	2	1
b. learning 'specific technical vocabulary'	5	4	3	2	1	5	4	3	2	1
c. others (please specify) _____										

III. The type of English course students need for academic study

3.1. Which type of English does your academic training need? please circle the number which is appropriate for you based on the given scale.

5= Very High = VH 4= High = H 3=Moderate = M 2= Low = L
 1=Very Low = VL

NO	Type of English Courses	Degree of Preference				
		VH	H	M	L	VL
3.1.1	General English(like the courses you have taken)	5	4	3	2	1
3.1.2	English for IT	5	4	3	2	1
3.1.3	A balance between the two	5	4	3	2	1

3.2. The type of themes or topics and vocabulary items that are needed in your academic study. Please rate the degree of importance of the given items by circling the identified number.

5=Very Much Important = VMI 4= Much Important = MI 3= Important = I
 2= Less Important = LI 1= Not Important = NI

NO	Item	Degree of Importance				
		VM I	MI	I	LI	NI
3.2.1	Themes/topics related to major subject areas	5	4	3	2	1
3.2.2	Themes/topics which contain both parts	5	4	3	2	1
3.2.3	Vocabulary specific to your field of study	5	4	3	2	1
3.2.4	General vocabulary	5	4	3	2	1

Please add any comments on the importance of English courses offered to Information Technology department students. _____

Thank you for your cooperation

Appendix - 6
Addis Ababa University
College of Humanities, Language Studies, Journalism and communication
Department of Foreign languages and Literature
Graduate Program
Questionnaire for Information Technology Instructors

The main aim of this questionnaire is to collect data that is essentially helpful to analyze the English language needs of Information Technology students of Debre Markos University. As far as you are part of this department, the information you provide would help the research to identify the need of English that information technology field of study requires. I would be very grateful for your time and the honest response you provide. I'm also very thankful for attempting all the questions provided. The information you give me in any form will be treated as strictly confidential.

The researcher,

I. Background Information

Direction: Please put a tick mark (✓) in one of the given boxes with the item that best suits you.

1. Your level of Education : Degree MSc. PhD
2. Work Experience: 1- 3 years 4- 6 years 7-10 years above 10 years

II. Information about English Language Needs of Your student

The following items are related to English language needs of your student. Please give your responses by following the instructions given.

1. What is the purpose for which your students need the English language? please show your agreement or disagreement by circling the number in the box of your choice.

5= Strongly Agree = SA 4= Agree = A 3= Not Sure = NS
 2= Disagree = D 1= Strongly Disagree = SD

No.	Purposes	SA	A	NS	D	SD
1.1	to be effective in other courses	5	4	3	2	1
1.2	for future academic purpose	5	4	3	2	1
1.3	to have better communication skills	5	4	3	2	1
1.4	for job opportunity	5	4	3	2	1
1.5	to understand new technologies	5	4	3	2	1

1.6	to have better performance in future job areas	5	4	3	2	1
1.7	to use English in everyday life	5	4	3	2	1

2. Which of the following language skills and areas of knowledge do your students need more for studying their major and supportive courses? please show the frequency of their need by circling the number in the box of your choice.

5 = Very Frequently Needed (VFN) 4= Frequently Needed (FN) 3= Sometimes Needed (SN) 2= Rarely Needed (RN) 1= Never Needed (NN)

No.	Language Skills and Areas of Knowledge	VFN	FN	SN	RN	NN
2.1	Listening	5	4	3	2	1
2.2	Speaking	5	4	3	2	1
2.3	Reading	5	4	3	2	1
2.4	Writing	5	4	3	2	1
2.5	Grammar	5	4	3	2	1
2.6	Vocabulary	5	4	3	2	1
2.7	Pronunciation	5	4	3	2	1

3. Please rate the significance of the following activities for your students and their attained competences in their academic study regarding with basic English language skills. Please circle the number in the box of your choice.

Importance

Competence

5=Very Much Important = VMI

5= Very Good = VG

4=Much Important = MI

4= Good = G

3=Important = I

3= Average = A

2= Less Important = LI

2= Poor = P

1= Not Important = NI

1= Very Poor = VP

Type of Activity regarding to basic skill	Degree of Importance					Learners' attained Competence				
	VM I	MI	I	LI	N I	V G	G	A	P	VP
3.1 Listening Skill										
a. listening to course lectures in the classroom	5	4	3	2	1	5	4	3	2	1
b. listening to instructions from audio lessons	5	4	3	2	1	5	4	3	2	1
c. listening to window media player instructions	5	4	3	2	1	5	4	3	2	1

d. Others (please specify) _____										
3.2. Speaking Skill										
a. speaking to present individual and group works	5	4	3	2	1	5	4	3	2	1
b. speaking in class discussions	5	4	3	2	1	5	4	3	2	1
c. speaking to report system proposal	5	4	3	2	1	5	4	3	2	1
d. speaking to make communication outside classroom	5	4	3	2	1	5	4	3	2	1
e. Others (please specify) _____										
3.3. Reading Skill										
a. reading information technology course materials	5	4	3	2	1	5	4	3	2	1
b. reading online websites about IT	5	4	3	2	1	5	4	3	2	1
c. reading program instructions	5	4	3	2	1	5	4	3	2	1
d. reading theory of computation	5	4	3	2	1	5	4	3	2	1
e. reading diagrams written by system designers	5	4	3	2	1	5	4	3	2	1
f. reading information technology monographs	5	4	3	2	1	5	4	3	2	1
g. reading manuals to install softwares	5	4	3	2	1	5	4	3	2	1
h. reading texts of social media (e.g. facebook, twitter, etc.	5	4	3	2	1	5	4	3	2	1
i. reading to interpret texts written in English in terms of specific register	5	4	3	2	1	5	4	3	2	1
k. Others (please specify) _____										
3.4. Writing Skill										
a. writing project at the end of the course	5	4	3	2	1	5	4	3	2	1
b. writing course assignment	5	4	3	2	1	5	4	3	2	1
c. writing seminars in Information Technology	5	4	3	2	1	5	4	3	2	1
d. writing program instructions	5	4	3	2	1	5	4	3	2	1
e. writing to develop webpage	5	4	3	2	1	5	4	3	2	1
f. writing codes, designs, etc.	5	4	3	2	1	5	4	3	2	1
g. writing email messages (yahoo, gmail, etc.)	5	4	3	2	1	5	4	3	2	1
h. others (please specify) _____										
3.5. Vocabulary										
a. to know new general vocabulary	5	4	3	2	1	5	4	3	2	1

b. learning 'specific technical vocabulary'	5	4	3	2	1	5	4	3	2	1
c. Others (please specify) _____										

III. The type of English course which your students need for their academic study

1. Rate the type of English which the field study of your students require both now and after graduation. Please circle the number which is appropriate for you based on the given scale.

5=Very High = VH 4=High = H 3=Moderate = M 2=Low = L 1=Very Low = VL

No.	Type of English Courses	Degree of Preference				
		VH	H	M	L	VL
1.1	General English(like the courses they have taken)	5	4	3	2	1
1.2	English specific to Information Technology	5	4	3	2	1
1.3	A balance between the two	5	4	3	2	1

2. Rate the type of themes/ topics and vocabulary items that are relevant in the academic study and future career of your student. Please rate the degree of importance of the given items by circling the identified number.

5=Very Much Important = VMI 4= Much Important = MI 3= Important = I
 2= Less Important = LI 1= Not Important = NI

No.	Item	Degree of Importance				
		VMI	MI	I	LI	NI
2.1	Themes/topics related to major subject areas	5	4	3	2	1
2.2	Themes/topics which contain both parts	5	4	3	2	1
2.3	Vocabulary specific to learners' field of study	5	4	3	2	1
2.4	General vocabulary	5	4	3	2	1

3. Please add any comments on the need of English for Information Technology department students _____

Thank you for your cooperation

Appendix - 7

Addis Ababa University

College of Humanities, Language Studies, Journalism and communication

Department of Foreign languages and Literature

Graduate Program

Questionnaire for Information Technology Graduates

The main aim of this questionnaire is to collect data that is essentially helpful to analyze the English language needs of Information Technology students of Debre Markos University. Taking information about English from employees who are graduates of Information technology is vital to have multi perspective ideas for this research. The information you provide would help the research to identify the need of English that Information Technology field of study requires. I would be very grateful for your time and the honest response. I'm also very thankful for attempting all the questions provided. The information you give me in any form will be treated as strictly confidential.

The researcher,

I. Background Information

Direction: Please put a tick mark (✓) in one of the given boxes with the item that best suits you.

1. Your level of Education : Degree MSc. PhD
2. Work Experience: 1- 3 years 4- 6 years 7-10 years above 10 years

II. Information about the English Language Need of your career

1. Which of the following language skills and areas of knowledge do you need more in your work place?

5 = Very Frequently Needed =VFN 4= Frequently Needed FN

3= Sometimes Needed=SN 2= Rarely Needed RN 1= Never Needed=NN

No.	Language Skills and Areas of Knowledge	VFN	FN	SN	RN	NN
1.1	Listening	5	4	3	2	1
1.2	Speaking	5	4	3	2	1
1.3	Reading	5	4	3	2	1
1.4	Writing	5	4	3	2	1
1.5	Grammar	5	4	3	2	1

1.6	Vocabulary	5	4	3	2	1
1.7	Pronunciation	5	4	3	2	1

2. Please rate the significance of the following activities and your attained competences in your occupation regarding with basic English language skills Please circle the number in the box of your choice.

Importance

Competence

5=Very Much Important = VMI

5= Very Good = VG

4=Much Important = MI

4= Good = G

3=Important = I

3= Average = A

2= Less Important = LI

2= Poor = P

1= Not Important = NI

1= Very Poor = VP

Type of Activity regarding basic skills	Degree of Importance					Your attained Competence				
	VMI	MI	I	LI	NI	VG	G	A	P	VP
2.1 Listening Skill										
a. listening to meeting held in English	5	4	3	2	1	5	4	3	2	1
b. listening to instructions from audio lessons	5	4	3	2	1	5	4	3	2	1
c. listening to window media payer instructions	5	4	3	2	1	5	4	3	2	1
d. Others (please specify) _____										
2.2. Speaking Skill										
a. speaking through social media (e.g. skype, viber)	5	4	3	2	1	5	4	3	2	1
b. speaking with coworkers	5	4	3	2	1	5	4	3	2	1
c. speaking to report system proposal	5	4	3	2	1	5	4	3	2	1
d. speaking to make communication with costumers	5	4	3	2	1	5	4	3	2	1
e. Others (please specify) _____										
2.3. Reading Skill										
a. reading Information technology course materials	5	4	3	2	1	5	4	3	2	1
b. reading online websites about Information Technology	5	4	3	2	1	5	4	3	2	1
c. reading program instructions	5	4	3	2	1	5	4	3	2	1
d. reading diagrams written by system designers	5	4	3	2	1	5	4	3	2	1

e. reading Information technology monographs	5	4	3	2	1	5	4	3	2	1
f. reading manuals to install softwares	5	4	3	2	1	5	4	3	2	1
g. reading texts of social media (e.g. facebook, twitter, etc.	5	4	3	2	1	5	4	3	2	1
h. reading to interpret texts written in English in term of specific register	5	4	3	2	1	5	4	3	2	1
i. Others (please specify)_____										
2.4. Writing Skill										
a. writing to notifications, or announcements	5	4	3	2	1	5	4	3	2	1
b. writing to projects, proposals	5	4	3	2	1	5	4	3	2	1
c. writing seminars in Information Technology areas	5	4	3	2	1	5	4	3	2	1
d. writing program instructions	5	4	3	2	1	5	4	3	2	1
e. writing to develop webpage	5	4	3	2	1	5	4	3	2	1
f. writing codes, desings etc.	5	4	3	2	1	5	4	3	2	1
g. writing email messages (yahoo, gmail etc.)	5	4	3	2	1	5	4	3	2	1
h. Others (please specify)_____										

III. The type of English course you need for your work

1. which type of English does your profession need? please circle the number which is appropriate for you based on the given scale.

5=Very High = VH

4=High = H

3= Moderate = M

2= Low = L

1= Very Low = VL

Type of English Courses	Degree of Preference				
	VH	H	M	L	VL
1.1. General English(like the courses you have taken)	5	4	3	2	1
1.2. English for IT	5	4	3	2	1
1.3. A balance between the two	5	4	3	2	1

2. The type of themes or topics and vocabulary items that your career need. Please rate the degree of importance of the given items by circling the identified number.

5=Very Much Important = VMI

4= Much Important = MI

3= Important = I

2= Less Important = LI

1= Not Important = NI

Item	Degree of Importance				
	VMI	MI	I	LI	NI
2.1. Themes/topics related to major subject areas	5	4	3	2	1
2.2. Themes/topics which contain both parts	5	4	3	2	1
2.3. Vocabulary specific to your career	5	4	3	2	1
2.4. General vocabulary	5	4	3	2	1

Thank you for your cooperation

Appendix - 8

Addis Ababa University

College of Humanities, Language Studies, Journalism and communication

Department of Foreign languages and Literature

Interview for English Instructors

The main aim of this interview is to collect data that is essentially helpful to analyze the English language needs of Information Technology students of Debre Markos University. As far as you have experience on giving common courses for Information technology students, the information you are going to provide would help the research to identify the need of English that information technology field of study requires. I would be very grateful for your time and the reliable information you provide. I'm also very thankful for your cooperation.

1. What type of contents in the current English courses do Information Technology students need?
2. Do the contents of the course satisfy your students need?
3. Are the activities in the course related to the learners' field of study
4. How do you rate the students performance in applying the basic language skills?
5. Do you think English courses help learners to develop specific language ability to carry out their academic work?
6. What are the language problems and linguistic difficulties your students encounter while learning the language.
7. Which parts of the language skills are important for students of Information technology?
8. What kind of English course is important for the specified department?
9. Is there any gap between the students need and the existing English courses?
10. If your answer for number '9' is 'yes' what kind of English course should be designed to narrow the gap between the students' needs and their current English courses?

Appendix - 9

Addis Ababa University

College of Humanities, Language Studies, Journalism and communication

Department of Foreign languages and Literature

Interview for Operation and Maintenance Coordinator

The main aim of this interview is to collect data that is essentially helpful to analyze the English language needs of Information Technology students of Debre Markos University. As far as you have experience on coordinating IT graduates in your office, the information you are going to provide would help the research to identify the need of English that information technology graduates' positions require. I would like to express my deepest appreciation to you, for your time and the reliable information you provide. I'm also very thankful for your cooperation.

1. How do you rate the English competence of your employees to carry out their work effectively?
2. Which of the Following language skills is (are) more important to Information Technology graduates to carry out duties effectively in your organization? (Listening, Speaking, Reading, and Writing)
3. Mention major activities that Information Technology graduates use English on their position. (Listening activities, Speaking activities, Reading activities, and Writing activities)
4. Which skills are most frequent and which of them are less frequent in performing activities in English?
5. How effective are they on using basic English language skills?
6. What is your comment on the required English language proficiency of your employees to accomplish their jobs effectively in your organization?

Appendix - 10

Transcription of the Interview Data

Transcription of the Interview Data Taken from English Instructors

Questions:

11. What type of contents in the current English courses do Information Technology students need?
12. Do the contents of the course satisfy your students need?
13. Are the activities in the course related to the learners' field of study
14. How do you rate the students performance in applying the basic language skills?
15. Do you think English courses help learners to develop specific language ability to carry out their academic work?
16. What are the language problems and linguistic difficulties your students encounter while learning the language.
17. Which parts of the language skills are important for students of Information technology?
18. What kind of English course is important for the specified department?
19. Is there any gap between the students need and the existing English courses?
20. If your answer for number '9' is 'yes' what kind of English course should be designed to narrow the gap between the students' needs and their current English courses?

Answers:

Instructor - 1

1. Contents that help them to be effective in other courses and topics which help them to develop the ability of communication.
2. It is not easy task to identify whether learners are satisfied with the contents of the courses. But there is a signal that students look unsatisfied. They keep silent in class activities and they are not motivated in class participation and these may the symptom that they are unsatisfied.
3. They are not related with the learners' field of study. They focus on social lives.
4. Students are not good in all basic language skills. Only few students are capable of managing activities effectively.
5. "Certainly", the courses help students to develop general language skills.

6. Students encounter problems on understanding on the meaning of the text. Students get problems in using most of the language skills. They are poor in grammar and vocabulary as well.
7. All language skills are important for students.
8. Courses related to Information Technology and Writing courses are more important.
9. Yes,
10. If courses are designed based on the interest of the courses, they will be helpful.

Instructor - 2

1. It is difficult to identify to know the contents that IT students need.
2. The respondent didn't believe that the contents satisfy students need.
3. "Definitely no."
4. They are not in good performance in the basic skills. Their background and the way they have been taught at lower grades may be the case for this issue.
5. Courses may help them to develop language abilities for academic purpose.
6. Lack of vocabulary, misunderstanding of the text, grammar problems , and poor in language markers.
7. All skills are important. But reading and writing skills are more important for them.
8. Courses related to major courses. ESP courses are important for them.
9. "Yes there is a gap."
10. ESP courses may narrow the gaps.

Instructor - 3

1. Students need some of the contents from basic English skills. These are introducing each other, writing letters, identifying sentence errors, and writing different types of genres.
2. They don't satisfy the need of students since there are not standardized course modules. The contents of the courses do not go with the learners background.
3. It is challenged to say that because the contents of the courses are common for every department of first year students.

4. They are better in speaking and reading but they get difficulty on writing and listening skills.
5. It may help them to develop general language ability. Students can develop their communication and writing abilities.
6. They are very weak in grammar. And also they are poor in pronunciation and vocabulary besides to other basic language skills.
7. All language skills are equally important for students. There should be a way to learn basic language skills integratively.
8. Some of the existing course content should remain as it is and it could be much worth if themes of the courses relate to their major courses.
9. There are gaps between the existing English courses and the learners' needs.
10. English courses should go with their major area courses. Some parts of IT subjects should be incorporated there.

Instructor - 4

1. It is difficult to identify the contents of the courses that IT students need. But, they are more interested on learning grammar parts than other sections of the course.
2. They have never satisfied on the contents of the course. Activities and contents do not go with the learners' interest.
3. No, they are not related with the learners' field of study.
4. They are average in the competence of basic language skills. But they are very poor in listening.
5. It could help them to increase their performance in their academic area.
6. Students are poor in English skills (listening, speaking, reading, and writing). They are also not good in grammar, punctuation, take notes and punctuation.
7. All language skills are significant for learners. Integrative way of teaching basic English skills is very important but special emphasis on reading and writing skills.
8. A course related to their field of study is needed for learners. Specific terms and the 'language of technology' should exist in the courses.

9. There might be some gaps.

10. Designing appropriate course for IT field of study is worth to mention. Courses should be task based, participant, and related to background knowledge of the learners.

Instructor - 5

1. Students need contents which make them to be effective in everyday communication.

2. Students' interests are very difficult to identify because many of them are careless.

3. The activities of the courses do not match with their major field of study. Activities are related to general English items.

4. The performance of students was in medium level when compared with other department students.

5. Knowing English would help students to be effective in other courses.

6. Their background knowledge was very difficult to attend the courses. They do not have well established vocabulary and grammar. They are also poor in language skills.

7. All language skills are equally important.

8. A course which have all important language items is necessary.

9. There is a gap may be sourced from the preparation of courses which doesn't consider the previous knowledge of learners.

10. The courses should be designed adding important language contents for students.

Transcription of Interview Data Taken from Operation and Maintenance Coordinator

Questions:

7. How do you rate the English competence of your employees to carry out their work effectively?

8. Which of the Following language skills is (are) more important to Information Technology graduates to carry out duties effectively in your organization? (Listening, Speaking, Reading, and Writing)

9. Mention major activities that Information Technology graduates use English on their position. (Listening activities, Speaking activities, Reading activities, and Writing activities)
10. Which skills are most frequent and which of them are less frequent in performing activities in English?
11. How effective are they on using basic English language skills?
12. What is your comment on the required English language proficiency of your employees to accomplish their jobs effectively in your organization?

Answers:

1. Some of the employees are at good level in their English competence and others are labeled under average competence. They are good in receptive skills and average in productive skills.
2. Writing and reading skills are the most required skills in the position. Other skills (listening and speaking) are also important in other situations.
3. Writing [reports, plans, notices, maintenance reports, admin. and services], Reading [manuals, mails, official letters, references, reports, etc], Listening and speaking [audio manuals, meetings, guests, laboratory and theory classes]
4. Reading and writing skills are most frequent followed by listening and speaking skills.
5. Employees are better in some of the activities and they are also below the required performance in some of the other activities.
6. Workers should be well equipped with basic language skills. They should also have better communicative competence in their job.

DECLARATION

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

Name: **Zelalem Amanu Minalhegn**

Signature: _____

Date: May 30, 2014