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ENGLISH LANGUAGE NEEDS ANALYSIS OF 10+3 TANK MECHANICS TRAINEES OF MAJOR GENERAL MULUGETA BULI TECHNICAL AND VOCATIONAL EDUCATION TRAINING COLLEGE

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DECLARATION

I, the undersigned, declare that this thesis is my own work and has not been presented for a degree in any other university.

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ABSTRACT

The aim of the study was to investigate the English language needs of the trainees of Major General Mulugeta Buli Technical and Vocational Education Training College. The needs analyses were carried out taking respondents from five groups: the English instructors, the trainers and tank mechanics trainees of MGMBC. The other two subjects – shop heads and technicians- are from Ministry of National Defence 40720 project.

The data gathering instruments employed were questionnaires, interviews and observations along with assessments of tank mechanics texts. The findings reveal that all the macro-English skills are very important. However, their relative importance to the trainees can be give as reading, speaking, writing, and listening in descending order. The specific activities are also identified and prioritized in a relation to the four macro language skills. So, the most important activities from each of the four macro sills are reading notes, asking questions, writing answers to easy type questions and listening to class discussions. The second important activities are reading manuals participating in pair/ group discussions, making notes, and listening to lectures to take notes. Concerning the ability of the trainees, they are relatively better in the receptive skills than in the productive skills. The most difficult skill is therefore, is speaking followed by writing, reading and listening. Regarding the micro-skills, giving oral presentations of project work, writing answers to easy type questions, reading manuals and listening to short talks at work shops are the most difficult ones, while giving oral instructions; writing project reports, reading instructions and listening to class discussions are less difficult than the former ones.

The trainees prefer a balance of general English and technical English. They also prefer communicative way of teaching and learning with the help of teaching aids. In occupational setting the relative importance of the macro skills in descending order are speaking, listening, writing and reading. Concerning the activities, the most important are speaking to foreigners, listening to foreigners, writing project reports and reading manuals.

Based on the above findings, it is essential to design an English course considering the relative importance and difficulty of the macro-and micro-skills and areas of language knowledge. In addition, course designers as well as English instructors should consider the trainees' learning preferences and wants when designing and teaching an English course.

ACRONYMS

CNA- Critical needs analysis

DNA – Descriptive needs analysis

DUC- Defence University College

EAP- English for academic purposes

EBE- English for business and economics

EGP- English for general purposes

ELT- English language teaching

EOP- English for occupational purposes

ESP- English for specific purposes

ESS- English for social sciences

EST- English for sciences and technology

EVP- English for vocational purposes

LA- Learning analysis

LSP- Language for specific purposes

MGMBC- Major General Mulugeta Buli College

MOND- Ministry of National Defnce

NA – Needs Analysis

PSA – Present situation analysis

TESP- Teaching English for specific purposes

TSA – Target situation analysis

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

According to the newsletter of Major General Mulugeta Buli Technical and Vocational Education Training College, the imperial Ethiopia government founded two army technical and vocational institutions in Holeta Genet in 1957 in order to give modernized training to the army and produce skilled manpower. The institutions were the Majesty Hailesellassie I Armament Store and Communication Technical and Vocational Institutions. In the former, short-term training in small armaments, heavy armaments, welding, car electric, tank electric and vehicle mechanics was given. In the latter, short-term trainings in radio and telephone mechanics was given.

With the help of West German in skilled manpower and materials, the two institutions were combined and upgraded to give training in certificate level in 1966. The institution was then named Major General Mulugeta Buli Technical and Vocational Institution. The training given was: machine technology, general mechanics, auto mechanics, industrial electricity, woodwork technology and building construction technology.

The Ministry of National Defence (DUC) established an additional college in 1996 which gives training at the degree level. Being one faculty of DUC, the institution got pre-accreditation of being a college in 2004.The training the College gives is armament, tank, automotive, building construction, electronics and communications, and general mechanics in 10+1, 10+2 and 10+3 levels.

Nowadays, English is the most widely used language in communicating ideas of science and technology. Taking its

importance into consideration, in Ethiopia English is taught from grade one to the higher educational institutions. In addition, recent approaches and methods have been introduced and used to help students develop their ability of the English language. These are aimed at helping them attend academic subjects successfully.

Widdowson (1978:21), cited in Hutchinson and Waters (1987), states that 'studies shifted attention away from defining the normal features of language usage to discover the ways in which language is actually used in real communication.' From this shift of attention, then came that the English language used for communication in different situation varies considerably. This necessitates English which is specific and suitable to a particular group of learners such as commerce, engineering and medicine.

Thus, English for Specific Purposes (ESP) come to existence in response to the needs of such learners and thereby develop cost-effective courses in terms of money and time.

Despite these, trainees of technical and vocational institutions have been given little or no attention to consider their needs in designing a course in response to their specific needs. Some attempts have been made in this respect. In Addis Ababa University, for example, there are researches carried out in response to the English language needs of students of different fields of study: communicative needs of AAU students by Morris (1983) , communicative needs of students of Ethiopian high schools by Abiy (1989), students of music by Hailemariam (1993) , students of aircraft by Abrham (1993), technical students by Abebe (1997), students of evangelical theology by Tilahun

(2003) , nursing students by Ephrem (2004), students of Agriculture by Fisseha (2004) , students of Agricultural TVET college by Haile (2006) and business area students of TVET Institutions by Yingu (2007).

Although this study also attempts to analyze the needs of students as that of the above researchers, its focus is different in that it tries to assess the needs of tank mechanics trainees.

1.2 Statement of the Problem

In Major General Mulugeta Buli Technical and Vocational Education Training College (MGMBC) English is given in four departments: military, construction, general mechanics, and electronics and communication technologies. These four departments make use of the English textbooks which are primarily prepared for secondary school-grade 11 and 12 preparatory students. These books divided into three parts and taught to these technical trainees. The books were not primarily prepared for use of technical trainees. The other thing is that these textbooks were being used before technical institutions and colleges were recognized anew. This implies that there may be a mismatch between the English language needs of the trainees and the English course they are taking currently

This has inspired me to conduct a research that attempts to assess the needs of tank mechanics trainees to help them attend their training and perform their jobs successfully in English.

1.3 Objectives of the Study

1.3.1 Main Objective

The main objective of this research is to investigate the needs of tank mechanics trainees of Major General Mulugeta Buli Technical and Vocational Education Training College.

1.3.2 Specific Objectives

The specific objectives of this study include:

- To identify the English Language skills/areas of language knowledge and activities that are very relevant to tank mechanics trainees
- To find out the register , function and genre used in tank mechanics courses
- To investigate the English Language difficulties of tank mechanics trainees
- To discover the purposes for which tank mechanics trainees need English
- To identify the trainees' English language learning preferences
- To discover attitudes of the trainees towards learning English.

1.4 Significance of the Study

It is believed that the Ministry of National Defence (MOND) in general and MGMBC in particular will benefit from this research. That is to say the College will benefit to design English language course on the basis of the research findings so that the trainees will get the necessary language knowledge, skills and strategies that will enable them to attend their training successfully and be effective and efficient

in the jobs that they are going to be assigned. It will as well give insight to syllabus designers and material developers in their course of designing syllabus and material production.

1.5 Delimitation of the Study

The research limits itself to studying the needs of tank mechanics trainees of MGMBC. This is because it is the only College in Ethiopia which gives military technology courses on tank mechanics training. The delimitations of the study on tank mechanics only will help the researcher to overcome possible time constraints

1.6 Limitations of the Study

This study would have been more valid and reliable if it had included respondents from Awash Arba and if tests had been administered in assessing the trainees' present English language ability.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Definition of ESP

Some scholars describe ESP simply as the teaching of English for any purpose that could be specified. Others, however, were more precise, describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes (Anthony,1999). Dudley-Evans defines ESP in terms of 'absolute' and 'variable' characteristics:

From absolute characteristics point of view ,ESP:

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

From variable characteristics perspective, ESP:

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

Dudley-Evans' definition is clearly influenced by that of Strevens (1980).But, he has improved it substantially by removing the absolute characteristic that ESP is "in contrast with General English" (Johns et al. 1991:298) and has included more variable characteristics .

The definition of ESP in terms of absolute and variable characteristics is very important in resolving some arguments about what is and is not ESP. From the definition, it can be seen that ESP can but is not necessarily concerned with specific discipline, nor does it have to be aimed at a certain age group or ability range. ESP should be seen simply as an attitude of mind as described by Dudley-Evans and St Johns. This is a similar statement to that made by Hutchinson and Waters (1987:19) who states, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning."

Scholars like Robinson (1991) and Hutchinson and Waters (1987) underline the prominence of needs in defining ESP. As is stated in Jordan (1998:3), "Need is defined by the reasons for which the student is learning English, which will vary from study proposes.... to work purposes...." Its foundation lies in the question "Why does this learner need to learn a foreign language?" (Hutchinson and Waters, 1987). The teacher and the planner must investigate the use to which the language will be put, to determine accurately what these specific purposes are. Then the teacher is one step nearer to translate these needs into linguistic and pedagogic terms in order to produce and teach an effective course. When the needs are clear, learning aims can be defined in terms of these specific purposes to which the language will be put, whether it will be reading scientific papers or communicating with technicians to determine the precise area of language required, skills needed and the

range of functions to which language is to be put. Thus, ESP is an approach to language learning based on learners' needs.

ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose. This purpose is usually defined with reference to some occupational requirements, or vocational training programs, or some academic or professional study. To give some examples are: for international operators, civil airline pilots, hotel and technical trades, engineering, medicine, law, etc.

2.2 The Origins of ESP

2.2.1 The Origins of ESP until 1945

The recognition of the importance of relating the teaching of language to the particular needs of students is not as recent as might be supposed by the notion of revelation which surrounds some writings on ESP According to Dudley-Evans and St Johns(1998:1),the origins of Language for Specific Purposes (LSP) can be traced as far back as the Greek and Roman Empires .

Strevens (1977) says that the history of SP-LT goes back 'at least half a century'. He goes on to say that SP-LT can be found in basically two forms: the traveler's language course-which he says goes back to the 16th century-and what he calls the 'German for science students' type of course. Perhaps more interestingly, he continues, saying that the Second World War engendered the need for specialist language courses where students only needed a very limited competence in a language in order to fulfill pre-set delimited tasks. He gives the example of Royal Air Force personnel being trained to listen to Japanese fighter aircraft radio dialogue. The personnel were trained only in listening skills and with a very limited amount of lexical input. As early as 1921, Palmer also makes

the crucial point of relating language teaching to particular needs of students:

> *We cannot design a language course until we know something about the students for whom the course is intended, for a program of study depends on the aim or aims of the students* (Palmer 1964:129 in Widdowson)

Palmer (1964:25) also notes that every calling or profession (clerk, waiter, and tourist) requires 'its own particular line and for each there will be particular aim'. Similarly Morris states that in a special course where the language is required for a known propose (e.g. communicating with foreigners, translation) it is possible to deal with one or several of the skills /ability exclusively.

What these authors state implies that language teaching based on the learners' needs and the purposes for which the language is required has started before the concept of ESP has been established and treated separately from general language teaching. Thus, the stage was set for the boom in this area that was to follow the Second World War.

2.2.2 Post-war ESP

Despite the long history hinted above, it is probably safe to say that the ESP moment is firmly placed in the second half of the 20th century. The rise of ESP can perhaps be seen as the result of two separate but related developments: one economic, the other educational.

(a) Economic: The first reason for the development of ESP was the rise in the 'currency' of the English language. This was brought about by the economic dominance of the United States after the Second World War. The vast arrival of US dollars into many countries around the world created with it as a by-product the need to communicate in English,

mainly in the world of science and technology. As a result a large percentage of journals and scientific data were to be found only in the English language.

(b) Educational: The second movement leading towards the rise of ESP was an educational one, where the learner was starting to be considered as more central to the educational process. Strevens (1977) notes:

> ….. *the existence of a major 'tide' in educational thought, in all countries and affecting all subjects. The movement referred to is the global trend towards 'leaner-centered education'* (Strevens 1977:152)

As both the world and concepts of education radically changed, English language teaching changed with it. The way in which it changed has been seen in the literature as series of distinct but overlapping stages. It is important to look at these stages.

2.3 Development of ESP

2.3.1 The Conception of Research: the Register Analysis Approach

To start, register is typically defined by formal properties of, grammar and lexis (Halliday et al 1964). From this definition one can say that the aim of register analysis is to identify the grammatical and lexical features of the students' specialist field that he intends to carry out his study on. As indicated in Hutchinson and Waters (1987) in science texts the language forms commonly found, for instance, are compound nouns, passives, conditionals, and anomalous finites (i.e. modal verbs). The need for register analysis for a research base for ESP was set out in one of the earliest discussions of ESP:

> *Registers …differ primarily in form…the crucial criteria of any given register are to be found in its grammar and lexis …Every one of these specialized needs requires, before it can be met by appropriate teaching materials, detailed studies of restricted languages or special registers carried out on the basis of large samples of language caused by the particular persons concerned* (Halliday, McIntosh and Strevens 1964:88 +190).

From this quotation, it can be noted that analyzing specialist texts, like auto tank mechanics texts, is helpful in establishing the dominantly used register. This in turn is beneficial in designing English course materials specific to the trainees flied of study, although as stated in West register analysis approach has the limitation that it conceives of text as register, restricting the analysis to the word and sentence levels as register. It is perhaps this limitation that initiates the existence of the next approach, i.e., discourse analysis.

2.3.2 The Conception of Text

Under this conception comes two approaches discourse and genre. Discourse analysis approach will be looked at and then genre analysis approach will be discussed.

2.3.2.1 Rhetoric or Discourse-Analysis Approach

As has been pointed out so far, the reaction against register analysis in the early 1970s concentrated on communicative values of discourse rather than the lexical and grammatical properties of register. The approach was clearly set out by two of its principal advocates- Allen and Widdowson as quoted in West(1995):

> *One might usefully distinguish two kinds of ability which an English course at this level should aim at developing. The first is the ability to understand the rhetorical functioning of language in use. The second is the ability to recognize and manipulate the formal devices which are used to combine sentences to create continuous passages of prose. We might say that the first has to do with rhetorical coherence of discourse, the second with grammatical cohesion of text* (Allen and Widdowson 1974:2).

The discourse analysis approach, in practice, tended to focus on 'how sentences are used in the performance of acts of communication' (West 1995) and to generate materials based on functions.

From the quotation it is possible to suggest that the common rhetoric markers or devices used in the specialist field need to be analyzed besides identifying the rhetorical functions such as description of devices, processes, classification. To make clear what rhetoric means I quote Trimble's (1985) definition: rhetoric is defined as 'the process a writer uses to provide a desired pieces of text. This process is basically one of choosing and organizing information for a specific set of purposes and a specific set of readers.'

According to Hutchinson and Waters (1987:12), 'the typical teaching materials based on the discourse approach taught students to recognize textual patterns and discourse markers mainly by means of text diagramming exercises.'

As of West the main shortcoming of the approach was that its treatment remained fragmentary at sentence/utterance level but offering limited guidance on how functions and sentences/utterances fit together to form

text. Robinson strengthens the limitation of this approach by stating that 'we are given little idea of how these functions combine to make longer texts.' (1981:54).

2.3.2.2 Genre-Analysis Approach

As cited in Flowerdew(), Richards et al. (1985) define the term genre as a particular class of speech event which has certain features common to that particular event. Swales (1990), similarly, defines genre as a class of communicative event, the members of which share some set of communicative purpose. Martin's definition is not far from these scholars definitions but is rather similar: genre is a staged goal-oriented purposeful activity in which speakers engage as members of our culture (Martin 1984, in Kay and Dudley-Evans 1998).

According to Swales(1990), Martin(1984) and Richards et al. (1985), it is the communicative purpose which brings genre into existence, shaping 'beginning-middle-end' structure of the discourse, and influencing choices of content and style. As is stated in Allison (1999) Martin's definition focuses on social processes such as explain, describe, argue, which are viewed as genres in school context. Similarly Flowerdew (1993) states that in school setting broad narrative, descriptive, expository and argumentative genres are often identified in teaching and examinations.

From the definitions of genre, we can see the relevance of it in language teaching and learning. The importance of genre in language teaching especially in ESP has been explained by scholars such as Flowerdew and Weber. According to Flowerdew (1993) the application of genre analysis to English language teaching (ELT) has been very influential in English for specific purposes (ESP). Weber (2001:15) indicates that areas of ESP such as business English, medical English, technical English, etc. has its own genre-specific expressions, constructions and features, which

students are expected to master. Flowerdew (1993) adds that the typical ESP course focuses on one or a restricted number of genres.

From these authors statements, it can be arrived at the assumption that in EOP/EVP (specifically that of tank mechanics), it is possible to come up with one or limited number of genre. Thus, it is essential to conduct genre analysis, besides the above approaches, in order to develop an English language course for technical trainees.

As a development of discourse analysis, the genre-analysis approach seeks to see text as a whole rather than as a collection of isolated units:

> *If we are to teach the writing of certain very specific texts such as... the business letter or telex, or a business or technical report, we need a system of analysis that shows how each type of text differs from other types* (Dudley-Evans 1987).

This is achieved by seeking to identify the overall pattern of the text through a series of phases or moves (Johnson 1993:203). The difference between discourse analysis and genre analysis can be explained on the basis of business telephone calls analysis: discourse analysis identifies the functional components of the calls while genre analysis enables materials writer to sequence these functions into a series to capture the overall structure of such texts (ibid.).

According to West (1995) the limitation of genre analysis has been a disappointing lack of application of research to pedagogy-there are few examples of teaching materials based on genre-analysis research.

2.3.3 The Conception of Need: the Target-Situation Needs Analysis

Needs analysis, as stated in West, was firmly established in the mid-1970s as course designers came to see learners' purposes rather than specialist language as the deriving force behind ESP. As quoted in West, Chambers points out the following regarding target-situation analysis:

> *By the language I mean the language of the target situation. Thus needs analysis should be concerned with the establishment of communicative needs and their realizations, resulting from an analysis of the communication in the target situation-what I will refer to from now on as target situation analysis (TSA).* (Chambers 1980:29).

It can be said, on the basis of this quotation, that the analysis of the target situation is essential in the determination of the language to be taught to the learners in that particular situation. What Hutchinson and Waters (1987) supports this concept in that ESP course design process should proceed by first identifying the target situation and then carrying out rigorous analysis of the linguistic features of that situation so that a course based on such analysis enable learners to function effectively in the target situation.

2.3.4 The Concept of Authenticity: Skills and Strategies.

This stage of ESP, according to Hutchinson and Waters, has (seen) been an attempt to consider not the language itself but the thinking processes that underlie language use which the first two stages and to some extent the third stage have ignored.

According to West(1995), "the first generation of ESP materials appeared in the mid-1960s took skills as their principal means of selection,

arguing that ESP teachers would need to establish the skills priorities of students in order to develop appropriate ESP teaching materials."

This has the implication that a particular group of learners will need one of the skills (listening, speaking, writing, reading) more in accordance with the purpose they are learning the language. For this reason, our focus on the four language skills should be on the basis of the extent of the learners' needs of these skills.

2.3.5 The Conception of Learning: Learning-Centered Approach

All of the stages outlined so far have been fundamentally flawed, in that they are all based on the descriptions of language use (Hutchinson and Waters 1987:14).They continued saying:

> *our concern in ESP is not with language use although this will help to define the course objectives. Our concern is with language learning. We cannot simply assume that describing and exemplifying what people do with language will enable someone to learn it.... A truly valid approach to ESP must be based on an understanding of the processes of language learning* (ibid.).

Hutchinson and Waters call their approach 'learning-centered approach' and emphasize the importance of a lively, interesting and relevant teaching/learning style in ESP materials.

To conclude, as it has been seen, with the exception of the fifth stage or conception, all the rest four have limitations. It is the limitation of one which entails the emergence of another. These all five stages/conceptions are crucial in the development of ESP. Thus, the concepts in each of the stages have their own contributions in ESP course design, so one should take them into consideration in the process of gathering date relevant to the learners of specific disciplines like tank mechanics.

As is already indicated, a good starting point for designing an ESP course is an understanding of learners' needs. To do this, a research method called 'needs analysis' is used. This is going to be discussed in the coming section.

2.4 Branches of ESP

The term "Languages for Specific Purposes" is actually an umbrella term that applies to several different categories of courses which differ according to the learner's needs. Scholars such as Robinson (1991), Strevens (1977), as cited in Dudley-Evans and St Johns (1998), Johns classified ESP basically in a similar way, i.e. into EOP and EAP. Hutchinson and Waters' (1987)division of ESP is English for science and Technology (EST),English for Business and Economics (EBE), and English for social sciences. (ESS). They then sub divided each of the three in to EOP and EAP.

In sub-categorizing ESP most of these authors developed similar model which is based on professional classification, like EVP, EST, EPP. Robinson's sub-categories of ESP is, however, made on the basis of experience (when EOP/EAP takes place) such as pre-experience, in-service, post- experience, for study in specific disciple and so on. It is sound, I think, to provide diagrams of ESP classification as given by Robison and Johns respectively. Robinson's (1991) classification of ESP is as follows:

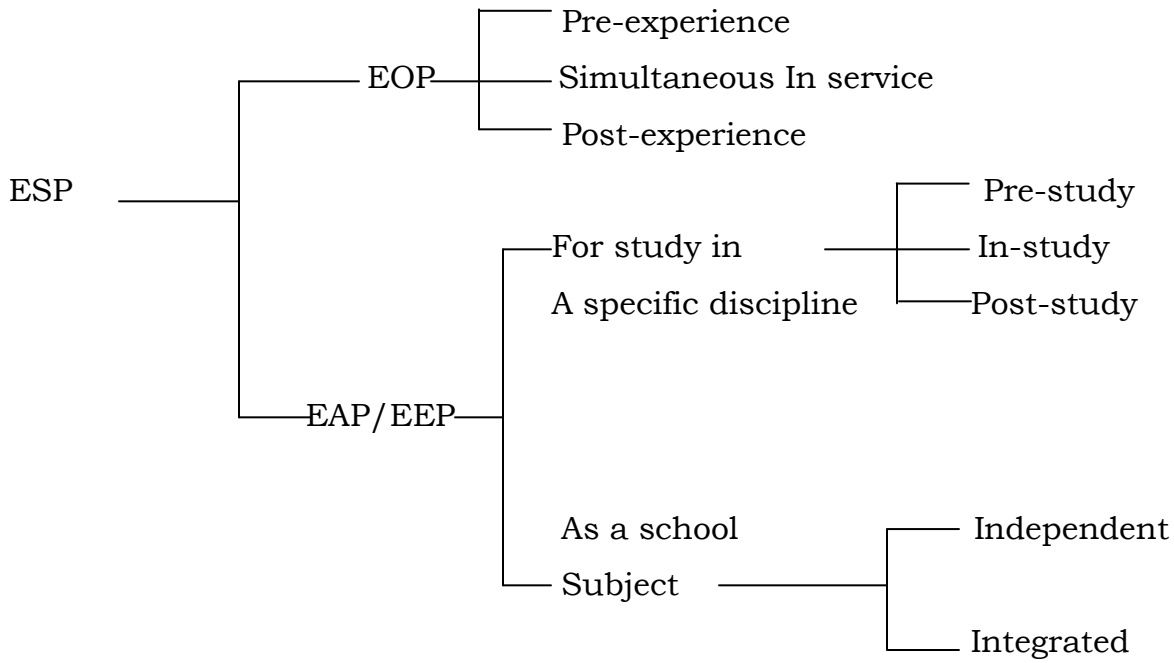

Fig.2.1. Categories of ESP by experience

As cited in Jordan(1997),Johns(1991) provides the following model for instruction in English, one that is widely used in US

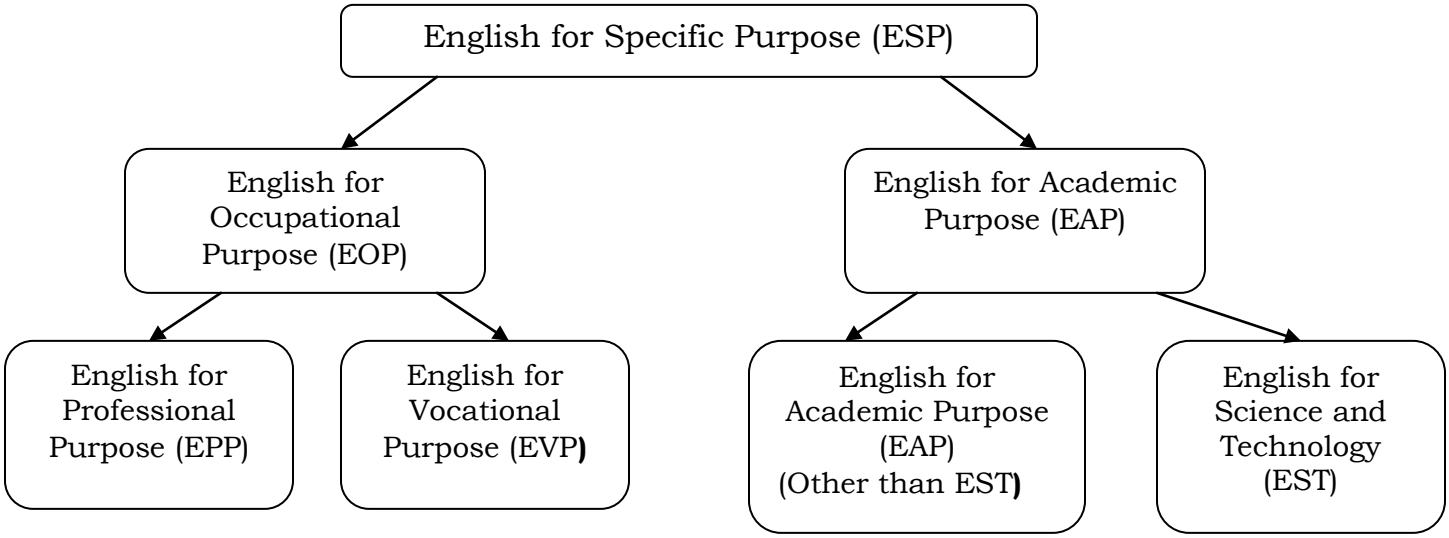

Fig.2.2 Categories of ESP by profession

As can be seen from figure 2.2, English for specific purposes (ESP) encompasses two types of instruction: English for Occupational Purposes (EOP) and English for Academic Purposes (ESP). Course in English for occupational purposes train individuals to perform on the job, using English to communicate. This type of course would be useful for, for instance, airline pilots or technicians or hotel staffs who need English to perform their professional duties. English for Academic Purposes, for instance, may be either "common core," stressing study skills that are applicable across a wide range of sidelines, or "Subject-Specific," in other words, addressing a particular academic subject, such as business or engineering. Subject-Specific courses typically cover language structure, vocabulary, the particular skills needed for the subject.

2.5 English for Specific Purposes (ESP) Versus English for General Purposes (EGP)

The major difference between ESP and EGP lies in the learners and their purpose for learning English. ESP students are usually adults who already have some familiarity with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions (Anthony,1999). An ESP program is, therefore, built on the assessment of purposes and needs and the functions for which English is required.

In ESP, 'purpose' refers to the eventual practical use to which the language will be put in achieving occupational and academic aims. It is essentially, therefore, a training concept (on line).While in EGP purpose is seen in educational terms as a formulation of objectives which will achieve a potential for later practical use.

As to training and education which have already dealt with as the discriminating point between ESP and EGP, Widdowson (1983 in White, 1988:18) sees the difference as that of conformity versus creativity. To repeat, ESP is for training, that is, the teaching of predetermined skills, whereas education, which is the focus of EGP, is meant to lead students to an understanding of underlying principles (Widdowson, ibid.).

As generally conceived, ESP is essentially a training operation which seeks to provide learners with a restricted competence to enable them cope with certain clearly defined tasks. These tasks constitute the specific purposes which the ESP course is designed to meet. The course, therefore, makes direct reference to eventual aims. EGP, on the other hand, is essentially educational operation which seeks to provide learners with a general capacity to enable them to cope with undefined eventualities in the future.

Hutchinson and Waters (1987) and Strevens (1980) concur. Hutchinson and Waters feel that ESP is based on one question: "Why does the learner need to use English" and that an ESP syllabus must start with specification of purposes which will determine content (ibid.: 2).

According to Widdowson (1983), EGP and ESP differ not only in the nature of the learner, but also in the scope of the goals of instruction. In EGP all four language skills are stressed equally, whereas in ESP a needs assessment determines which language skills are most needed by the students, and the program is focused accordingly. An ESP program might, for example, stress the development of reading skills in students who are preparing for graduate work in engineering; or it might stress the development of conversational skills in students who are studying English in order to become tour guides.

The distinction between EGP and ESP is summarized in tabular form as stated in Boston:

English for general purpose	English for specific purpose
- The focus is often on education - As the future English needs of the student's are impossible to predict, course content is more difficult to select. - Due to the above point, it is important for the content in the syllabus to have a higher *surrender value* (i.e. overall utility (value) of English taught by the end of a specific course)	- The focus is on training - As the English is intended to be used in specific vocational contexts, selection of appropriate content is easier (but not easy in itself) - Therefore, an ESP syllabus need only have a high surrender value linguistic content in terms of the English foreseen to be most relevant to the specific context. The aim may only be to create a restricted English competence.

Fig. 2.3 the distinction between EGP and ESP

In the coming sections, issues related to needs and needs analysis that, if implemented, should provide English language teachers and administrators with a well-rounded idea about their learners' needs will be discussed.

2.6 Definitions and Types of Needs

As presented in Haile (2006:13), scholars such as Richterich (1983),Lawson(1979), Mountford (1988),Richards(2001), Johnson (1981) note that it is difficult to provide a straight forward definition of needs applicable in all situations. However, Dudley-Evans and St John(1998) pointing out the primacy of needs in ESP, define it as the reasons for which the student is learning English, which will vary from study purposes to work purposes.

As it is stated in Robinson (1991:7), many scholars have discussed the different meanings or types of needs, adding that some types of needs are viewed as being paired and the members of each pair is seen as polar opposites, although the distinctions are not as clear cut as might be supposed (ibid.) To mention some are objective and subjective, felt and perceived, goal-oriented and process-oriented.

To begin with, target and learning needs are Hutchinson and Water's (1987) classifications of needs. They described *target needs* in terms of necessities, lacks and wants.

Necessities are what the learners have to know to function effectively in the target situations. By observing the target situations and analyzing the constituent parts of them, we can gather information about necessities. The term *lacks* refers to the gap between the knowledge that the learner will need and the knowledge that he or she now has. *Wants* represents that which the learner has a desire to learn, a perception that may or may not conflict with the way in which the course has been designed. Students may want to develop their speaking skills in the language even though they may only be required by their departments to be proficient in reading and writing the language.

As stated in Jordan (1997), both, 'necessities' and 'lacks' can be regarded as objective, whereas 'wants' can be taken as subjective needs of the learner. According to Robinson (1991), usually, it is the teachers who will perceive the objective needs and the learners who will perceive their subjective needs.

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

As cited in Kang (1995) Berwick distinguishes between the felt needs and perceived needs. Felt needs are those that learners have while perceived needs are judgments of certified experts about the educational gaps in other people's experience.

As to needs, goal-oriented and process-oriented are defined by (Widdowson 1981:1 in Tudor 1996:96) as follow: goal-oriented refers to 'what the learner needs to do with the language once he has learned it.' Process-oriented need, on the other hand, refers to 'what the learner needs to do to actually acquire the language.'

From what the scholars have explained, it is feasible to say that objective, perceived and goal-oriented mean almost the same thing in that all refer to what the learners need to know to be effective in a target situation and their deficiencies .Need here is viewed as being related to the ends of learning.

One the contrary, subjective, perceived and process-oriented needs refer to the learners' wishes, views, attitudes, styles and strategy of learning as perceived by the learners themselves. As opposed to the above types of needs, these are related to the means of learning.

2.7 Needs Analysis (NA)

One of the greatest contributions of English for Specific Purposes (ESP) to language teaching has been its emphasis on careful and extensive needs analysis for course design (John, 1991). Dudley-Evans and St John (1988:121) define needs analysis as the "process of establishing the what and how of a course.'

Similarly ,Richards, et al.(1992,PP.242 and 243) state that NA is the process of determining the needs for which a learner or group of learners requires a language and arranging the needs, according to priorities. In doing this, they illustrate, needs analysts gather information about the learner in order to know the objectives for which the language is needed, the situation in which the language will be used, with whom the language will be used, and the level of proficiency required. In another definition of needs analysis, Nunan (1988:13) focuses more on the information gathering process; he states that "techniques and procedures for collecting information to be used in syllabus design are referred to as needs analysis."

Researchers have realized that it is not practical to attempt to teach the whole of a foreign language, as this will require more time and effort than is practically possible for the majority of learners and teachers alike (On line). For this reason needs analysis should be the starting point for devising syllabuses, courses, materials and the kind of teaching and learning that takes place (Jordan 1997).

Accordingly, focusing on the reasons why learners need to learn the foreign language will better enable language teaching professionals to cater for their learners' specific needs and save a lot of wasted time and effort. The seminal work of Munby (1978) has led researchers, especially in the field of English for Specific Purposes (ESP), to propose different NA approaches and suggest various ways in which students' needs may be analyzed.

According to Hutchinson and Waters (1987), needs analysis started mainly in the field of ESP. Nevertheless, they argued that as far as needs analysis is concerned, there should not be any difference between ESP and General English (GE). They state that:

> *What distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need* (Hutchinson and Waters 1987, P.53).

Similarly, Richards, (1990) believes that "most of the literature on needs analysis originally came from the realm of TESP but needs analysis procedures have increasingly came to be seen as fundamental to the planning of general language courses." In order to practically support this argument, Seedhouse (1995) presents an example of how NA procedures could be implemented in the general English (GE) classroom. These procedures enabled the researcher to improve the language teaching curriculum so as to fulfill his students' psychosocial needs, something that is much more sophisticated than providing students with a certain set of lexical items or grammatical structures. Consequently, it seems plausible to argue that any course should be based on needs analysis of the learners, as this is how the procedures of ESP could be beneficial to general English. Having said this on what needs analysis is, I will introduce needs analysis approaches that could give the readers an idea of how needs analysis has been approached and delineated .

2.8 Approaches to Needs Analysis

Under the umbrella of needs analysis, various approaches have been integrated. Target-situation analysis present situation analysis and learning-needs analysis are only three of them.

2.8.1 Target- Situation Needs Analyses (TSA)

According to Robinson (1991:8), a needs analysis which focuses on students' needs at the end of language course can be called a target situation analysis (TSA). It proceeds by first identifying the target situation and then carrying out a rigorous analysis of the target tasks, linguistic features and knowledge requirement of that situation (ibid.). The best known requirement of that situation analysis is devised by Munby. The core of this framework is the "communication need processor" in which account is taken of the variables that affect communication needs and the dynamic interplay between them. After operating this framework, we can obtain a profile of students language needs and convert them into a "communicative competence specification" from which a syllabus is drawn up (Jordan, 1997) .

Jordan (1997:25-26) makes clear that target situation analysis would involve obtaining information about the situations in which the language will be used, and discourse components and linguistic features commonly used in them.

On the basis of what Jordan notes it possible to say that register, discourse, genre, and skills and strategies can fall under TSA .I need not to present these NA approaches here because they have been discussed in section 2.3 as stages of development of ESP along with their definitions and implications in ESP course design.

Hutchinson and Waters (1987) offer a target situation analysis framework that consists primarily of the following equations: Why is the language needed? How will the language be used? What will the content areas be? Who will the learner use the language with? Where will the language be used? When will the language be used?

2.8.2 Present-Situation Analysis (PSA)

Present-situation needs analysis (PSA) ascertains students' language proficiency at the beginning of the course. Information is sought on levels of ability, resources and views on language teaching /learning .The information sources include students themselves, the teaching establishment and the user institution (Jordan, 1997). PSA, according to Tudor (1996:67), is " a logical counterpoint to target situation analysis in that it involves the analysis of learners' current abilities with respect to their intended uses of language." It can involve prioritizing of activities identified in the TSA and detailed evaluation of learners' abilities in the relevant skill domain.

This is, therefore, essential in the identification of language skills and functions that are very important to the trainees, as well as, to find out the difficulties that trainees face in using the skills and functions in the target situation.

2.8.3 Learning-Centered Analysis (LCA)

Hutchinson and Waters (1987) claim that it is naive to base a course design simply on target objectives, and that the learning situation must also be taken into account. They add that the target situation alone is not a reliable indicator, and that the conditions of the learning situation, the learner's knowledge, skills, strategies, and motivation for learning are of prime importance.

The authors offer a similar framework as that of TSA for analyzing learning needs that comprises the following questions: Why are the learners taking the course? How do the learners learn? What resources are available? Who are the learners? Where will the course take place? When will the course take place?

Finally, a good point regarding NA has been stated by Benesch (1996). She distinguishes between descriptive needs analysis (DNA) and critical needs analysis (DNA).DNA is mainly concerned with a basis for curriculum design and/or curriculum development. In DNA therefore no attempt is made in order to change the status quo, and students are trained within the current state in order to fulfill the demands of the target situation. CNA, on the other hand, attempts to find ways that may modify the existing conditions and, consequently aspire to change the target situation. Benesch (1996) states that the majority of NA in the field of ESP/EAP is mainly descriptive. Another distinction has been endeavored by Sysoyev (2000) who prefers the term students' analysis to needs analysis. He states that the former does not only inform us of students' needs but it also acquaints us with other equally important factors such as: students' motivation, learning styles, field knowledge in the native /foreign language, etc. These concepts of needs analysis are all helpful to the researcher in the way of carrying out his research.

As stated in Jordan (1997),course designers are likely to want information concerning both TSA and PSA. Consequently, the resulting analysis will be a combination of the two approaches. This study will, therefore, make use of these two approaches besides learning needs analysis.

CHAPTER THREE

Methodology

3.1 Pilot Study

Prior to collection of data for the main study, pilot study was carried out. Thus, the trains were interviewed in the initial stage with the expectation that they would be able to offer an overview of the language needs over the entire course in light of their own experiences. In addition, they were asked to fill the questionnaires. The objective of the pilot was together basic, general information in the 10+3 programs in the college and the trainees' language needs. The intention was to avoid relying on conjecture as input for questionnaire items or in deciding what to collect.

Based on the information of these respondents, the questionnaires were improved incorporating the comments and suggestions of them. Some of the basic amendments made were rewiring the items that were ambiguous and replacing words and phrases which were unfamiliar to the trainees by familiar words and phrases.

The same procedures have been used in testing the questionnaires of the shop heads and the technicians to assure the validity and reliability of the instruments. The intention was to avoid relaying on conjecture as input for questionnaire items or in deciding what to collect.

3.2 Respondents

The respondents for the study were from two institutions: one from Major General Mulugeta Buli Technical and Vocational Education Training (MGMBC) and the other from MOND project 40720. From the former, 26 trainees, 7 trainers and two English instructors were the subjects for the study. One of the

English instructors has still been teaching in the college while the other has stopped teaching in the College since January 2007. From MOND project 40720, subjects who were on job were included. Among these respondents, four of them were shop heads and twenty of them were technicians who actually carry out tasks related to tank mechanics.

3.3 Data Gathering Instruments

3.3.1 Questionnaire

Each of the five groups of respondents' questionnaire had a cover page which stated the aim of the study. The trainees' questionnaire also included 11 closed and 1 opened-ended items. The trainers' questionnaire comprised 7 closed and 1open-ended items. Similarly, the English instructors' questionnaire encompassed 1 open and 8 closed-ended items. The technicians' and shop heads' questionnaires consisted of only closed ended items. In each of the five groups of respondents' questionnaires items that seek the respondents to rate the relative importance and difficulties of the activities, there were spaces in which they were asked to write and rank any other important activities.

The questionnaires, which were intended to be filled by the trainees, trainers and English instructors, were similar in that they were aimed at gathering information on trainees' needs and difficulties in the English language skills and activities. Unlike the trainers' questionnaire, the trainees' and English instructors' questionnaires were aimed at gathering information on the trainees' attitudes to learning English and the relevance of the existing English course. In contrast to the two respondents' questionnaires, the trainees' questionnaire comprised questions on their background, their purposes of learning English and their language learning preferences.

The shop heads' and the technicians' questionnaires were different from the above three subjects' questionnaires content wise and consisted of closed ended questions only. Both of the respondents were asked to rate the

importance of English language skills, areas of knowledge and activities. Unlike the shop heads, the technicians were also asked to rate their own difficulty in the language skills, areas of language knowledge and activities.

The questionnaires which were designed to be filled by the English instructors were focused on gathering information about the trainees English language ability, on trainees' attitude to learning English, on the relevance of the existing English course. The questionnaires which were intended to be filled by the trainees and the trainers were basically similar in that they were aimed at getting information on trainees' need and difficulties in the English language skills and activities. In addition, the trainees' questionnaire aimed at gathering information on background of the trainees, their purposes of learning English, their language learning preferences, their attitude to learning English, their language learning preferences, their attitudes to learning English, and relevance of the existing textbook to them.

The above respondents were all from the college who have taken part in the teaching learning process. Besides, respondents who were already on the job in MOND project 40720 were incorporated. These are the shop heads and the technicians. Both of them were asked to rate the importance of language skills/knowledge and activities. In addition, the technicians were asked to rate their own difficulty on the language skills/knowledge and activities.

The questionnaires were distributed to each of the five groups of respondents and all of them were filled and returned.

3.3.2 Interviews

In addition to the questionnaire, a semi-structured interview with outlined topics for discussions was used to gather data for the study. The purpose of conducting a semi-structured interview was to explore deeply the English language needs and wants of trainees. This was achieved through the interview with the trainees, trainers and English language instructors. The interview was

also held with the shop heads. The interview with the trainees was held in Amharic because the researcher thought that they express their ideas and opinions fully and freely in the language they know well.

The trainees' interview questions consisted of items on four topics. Three of them are the same as some of the issues raised in the questionnaire and one of them seek the trainees to express their preferences on the time the English course should be given. This question also differentiates the trainees' interview from the trainers' and the English instructors' interviews. The trainers' interview questions comprised six items from which five were similar to some of the issues dealt in the questionnaire. These five issues were raised in the English instructors' interview questions. The remaining interview questions of the trainers were different from that of the English instructors and the items in the trainers questionnaire in that it asked about the frequently used genre. The identification of frequently used genre was also made in major course text assessment.

The interview questions of the shop heads dealt with four topics from which two of them were directly related to some of the items in the questionnaire, where as, the remaining two focused on getting information on the ability of the technicians and the role of English in MOND project 40720.

3.3.3 Major Course Text Assessments

The text assessment was conducted to find out the dominant genre types, functions, structures and register, and the layout of the texts and the coverage of diagrams and tables in each of the texts that the tank mechanics trainees have been taking. The major courses given throughout the year are four; I tried to analyze all of the four texts in order to explore what I stated in the preceding statement. In finding out the genre types and functions, I took a sample of one page from each of the subtitles. Then counting the appearance of the different

functions has been made by talling. Regarding register analysis, the whole of each of the four texts were gone through to discover the frequently appearing vocabularies and structures of sentences. Similarly, in order to discover the coverage of diagrams and tables, the whole of each of the four texts was taken into consideration and counting of the pages that were wholly covered was carried out. Besides scattered diagrams were scanned and brought together to affirm their coverage so as to take the whole diagrams into consideration in analyzing their total coverage in the texts.

3.3.4 Sampling Techniques

The sampling techniques, which were employed, were purposive and random sampling. The purposive sampling, in some cases, was used because all the population was included in the study. For example, the target population of English instructors, and trainers and the trainees were not large so the researcher incorporated all of them in his study. The respondents from MOND project 40720 were selected randomly. From 80 technicians 20 were taken as sample and from the shop heads 4 were the respondents.

3.4 Data Organization and Analysis

The data gathered through questionnaires were presented in tables. Thus, the trainees', trainers' and English instructors' responses on the importance and difficulties of language skills/areas of knowledge and activities were presented together in the same table as the questions were similar. The tabulation items which were dissimilar were carried out in separate tables. Then some of the items was analyzed and interpreted based on mean scores and the others on percentages. The information gathered through the interviews was discussed along with the response obtained in the questionnaires in order to confirm the responses found through the questionnaires. However, the interview questions which were not similar to that of the questionnaires were discussed separately.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1 Background of the Trainees

In item 1, the trainees were asked to provide information regarding their sex, age, their English results and average grade points in ESLCE/ EGSECE, and their preferences for tank mechanics .Table 1 below presents the responses.

Table 1 Background of the Trainees

	f	%

Sex	M	26	100
	F	-	-
Age	18-24	13	50
	25-30	11	43
	>30	2	8
Average grade points in ESLCE/ EGSECE	2.00-2.5	18	69
	2.6-2.99	6	23
	3.00-3.50	1	4
	3.6-4.00	1	4
Grade they scored in English in ESLCE/ EGSECE	A	3	12
	B	11	42
	C	12	46
	D	-	-
	F	-	-
Was tank mechanics your first choice?	Yes	11	42
	No	15	58

As table 1 shows, all the trainees are male. Half of them were between eighteen to twenty- four years of age, and 43% of them were twenty- five to thirty years of age. The remaining 2% were above thirty years old. Table 1 shows that the majority of the trainees (69%) scored between 2.00-2.50 in ESLCE/ EGSECE, and 23% of them had an average grade point between 2.60 and 2.99. Only 8% of the trainees had average grade point above 3.00. Regarding their English language result, 46% of them scored a 'C' grade and 43% a 'B' grade. The rest 4% scored an 'A' grade in English. Table 1 also depicts that for 58% of the trainees, tank mechanics was not their first choice.

On the basis of the above discussions, it is possible to arrive at the conclusion that most of the trainees are between 18 and 24 years of age, average in their general academic performance and good in their English language performance.

4.2 Importance of English Language Skills, Areas of

Language Knowledge and Activities

In this section an attempt has been made to prioritize the English language skills/areas of knowledge and activities. The data obtained through the questionnaires of trainees and the questionnaire and interview of the trainers on the importance of the English language skills/areas of knowledge and activities are discussed. When there is discrepancy in the responses of the trainees and the trainers, the latter's responses are taken into consideration because they are believed to have better knowledge of the target situation, that is, they are believed to know what is required in the training to function successfully.

No.	Language Skills/Knowledge	Subjects			
		Trainees		Trainers	
		Mean	Rank	Mean	Rank
1	Listening	3.54	4	3.00	4
2	Speaking	3.73	2	3.86	1
3	Reading	3.77	1	3.86	1
4	Writing	3.62	3	3.86	1
5	Grammar	2.92	5	3.29	5
6	Vocabulary	2.62	6	3.14	6
7	Pronunciation	2.54	7	2.86	7

4.2.1 Importance of English Language Skills and Areas of Language Knowledge

The trainees and trainers were asked to indicate the extent of importance of the language skills/areas of knowledge as 'very important', 'important', 'hardly important,' and 'unimportant'. The results of the analysis of both subjects are presented in table 2.

Table 2: Trainees' and trainers' Responses on the Importance of English Language Skills and Areas of Knowledge

It is obvious from the trainees' responses that reading and speaking are first and second in importance with mean scores 3.77 and 3.73 followed by writing and listening skills with mean scores 3.62 and 3.54.The trainees ranked the areas of language knowledge-grammar, vocabulary and pronunciation-fifth, sixth and seventh in importance with mean scores2.92, 2.62 and 2.54 respectively. The trainers considered that speaking, reading and writing as the first important skills with the same mean score 3.86. The interview conducted with them, however, show that reading is more important than speaking and writing .The next important skill is listening with mean score 3.00. Looking at the trainers' responses concerning the areas of knowledge reveal that grammar is fifth with mean scores 3.29. Vocabulary and pronunciation stand sixth and seventh with mean scores 3.14 and 2.86. The interviewees' responses result, nevertheless, indicated that listening is more important than grammar.

Even though there is some disparities between the trainees' and the trainers' responses regarding the importance of speaking and writing we can generally

conclude that reading, speaking, writing, listening, grammar, vocabulary, and pronunciation are important in attending the tank mechanics training in the order they are listed.

4.2.2 Importance of Activities in English

In this section, it was also the trainees' and the trainers' response that were discussed with respect to the importance of the activities. They were asked to rate them as 'very important', important', 'hardly important', 'unimportant'.

Table 3: Trainees' and Trainers' Responses on the Importance of Activities in English

No.	Activities in English	Subjects			
		Trainees		Trainers	
		Mean	Rank	Mean	Rank
	Listening				
1	Lectures to take notes	3.73	1	3.71	2
2	Instructions	3.58	3	3.00	4
3	Class discussions	3.65	2	3.86	1
4	Short talks at workshops	3.23	5	2.86	5
5	Class presentations of project work	3.43	4	3.29	3
	Speaking				
6	Asking questions	3.58	1	3.71	1
7	Answering questions	3.42	4	3.14	5
8	Participating in pair/group discussions	3.58	2	3.43	2
9	Giving oral presentations of project reports	3.42	4	3.29	4
10	Giving instructions	3.27	6	3.14	5
11	Describing diagrams/charts	3.58	2	3.43	2

	Reading				
12	Notes/summaries	3.62	3	4.00	1
13	Books/handouts	3.77	1	3.86	2
14	Manuals	3.65	2	3.86	2
15	Charts/diagrams	3.35	5	3.86	2
16	Instructions	3.42	4	3.57	5
17	Technical articles in journals	3.19	6	2.86	6
	Writing				
18	Writing answers to essay-type questions	3.54	3	3.86	1
19	Making notes(from books/handouts)	3.77	1	3.57	2
20	Labeling diagrams	3.23	5	3.43	4
21	Writing project reports	3.69	2	3.57	2
22	Writing letters	3.42	4	3.14	5

As shown in table 3, according to the trainees' responses, the listening activities appear in the following order of importance: listening to lectures to take notes, to class discussions, to instructions, to class presentations of project work and to short talks at workshops. The mean scores of each of these activities are 3.73, 3.65, 3.58, 3.42 and 3.23 sequentially. The trainers' rated listening to class discussions as the most important listening activity with mean score 3.86. The next one is listening to lectures to take notes with mean score 3.71. The third one is listening to class presentations of project work with mean score 3.29 and listening to instructions is fourth with mean score 3.00. The least important is listening to short talks at workshops with mean score 2.86.

From the responses of both subjects one can say that listening to short talks at workshops is the least important of the activities. In order to put the remaining activities in order of importance it will be difficult but for the sake of prioritizing I depend much on the trainers' responses as mentioned earlier. In addition I try to consider the average of the scores of the two subjects in conjunction with the interview results. Consequently, the most important listening activity is

listening to class discussions. The next activities in their order of importance are listening to lectures to take notes, class presentations of project work, instructions and short talks at workshops.

Concerning speaking activities, the trainees perceived that asking questions is the most important with mean score 3.85.This is followed by participating in pair/group discussions and describing diagrams/charts with the same mean score 3.58. Then come answering questions and giving oral presentations of project reports with mean scores 3.42.Finally appears giving instructions with mean score 3.27. The trainers' responses also reveal the same result as that of the trainees in that the first and second important activities are asking questions, and participating in pair/group discussions and describing diagrams with mean scores 3.71and 3.58 respectively. Giving oral presentations of project work is also fourth in rank as that of the trainees with mean score 3.29; however, answering questions is the fifth important activity in the trainers' rating with mean score 3.14. In the fifth place comes another speaking activity, i.e., giving instructions with mean score 3.14.

In trainers' responses above, there are two activities that have the same rank. To decide which one is more important, an interview has been held with the trainers and they explain that participating in pair/group discussions is more important than describing diagrams.

The trainees' as well as the trainers' responses showed that the first three important activities are: asking questions, participating in pair/group discussions and describing diagrams/charts. Giving oral presentations of project work is the fourth important speaking activity, while both answering questions and giving instructions are fifth in their importance.

As can be seen from the trainees' ratings of reading activities, it is reading books/handouts which stands first in importance and the second one is reading manuals with mean scores 3.77 and 3.65 respectively. In the third position comes reading notes/summaries with mean score 3.62. The remaining reading activities in descending order of importance are reading instructions,

reading charts/diagrams and reading technical articles in journals with their respective mean scores 3.42,3.35,and 3.19. The trainers' responses show that reading notes/summaries is most important with mean score 4.00. Reading manuals, books/handouts and charts/diagrams with same mean score of 3.86 become second in importance. The last two ranks are taken by reading instructions and technical articles in journals with mean scores 3.57 and 2.86 respectively.

It is clear from trainers' responses that prioritizing the reading activities is difficult. So the researcher conducted an interview to solve this problem. Based on the result of the interview and the responses of both subjects in the questionnaires, the activities can be put in order of importance as follows: reading notes/summaries, manuals, books/handouts, diagrams/charts, instructions and technical articles in journals.

Regarding the writing activities, note-making, writing project reports and answers to essay type questions are placed first to third in rank with respect to the trainees' responses. The fourth and fifth important ones are writing letters and labeling diagrams respectively.

According to trainers' responses, the most important activity is, however, writing answers to essay type questions and the second important activities are note-making and writing project reports with mean score 3.57. Next comes labeling diagrams with mean score 3.43. The least important writing activity is writing letters with mean score 3.14.

Considering the trainers' responses as discussed in section 4.2, the writing activities can be sequenced from the most important to the least important as writing answers to essay type questions, note making, writing project reports, labeling diagrams and writing letters.

4.3 Assessment of English Language Ability of the

Trainees

The trainees were asked to rate their own ability of English. In addition, the trainers and the English instructors were given the same questions as that of the trainees and asked to rate the trainees ability of attending course taught in English. The findings are given in tables 4 and 5.

4.3.1Assessment of Trainees' General English Language Ability

Table 4: Trainers', English Instructors' and Trainees' Responses on How Often the Trainees' Use English

Item	subject	Always		Often		Sometimes		Rarely		Never	
		f	%	f	%	f	%	f.	%	f	%
How often do the trainees use English?	Tr	1	14	2	29	4	57	-	-	-	-
	Ei	-	-	-		1	50	1	50	-	-
	Tn	7	27	9	35	6	23	4	15	-	-

Key: Tr=trainers, Ei=English Instructors, Tn=trainees

As can be seen from the above table, most (57%) of the trainers respond that the trainees use English sometimes. 29% of them say that the trainees use English always. With respect to English instructors' responses, the trainees use English sometimes as given by one of the instructors while the other one say they use English rarely. Most (35%) of the trainees on the other hand respond that they use English often and 27% of them say that they use English always. However, the interview held with the trainees show that they use English sometimes. This is because the trainees have difficulties in using the English language.

Table 5: Trainers', English Instructors' and Trainees' Responses on General English Language Ability

	subj	Very well	Well	Difficulty	Much difficulty

Item		No.	%	No.	%	No.	%	No.	%
How well do you think most of the trainees understand courses taught in English?	Tr	1	14	6	86	-	-	-	-
	Ei	-	-	2	100	-	-	-	-
	Tn	10	38	7	27	6	23	3	12

Key: Tr=trainers, Ei=English Instructors

Most of the trainers (86%) and both of the English instructors say that the trainees understand courses taught in English well. The remaining 14% of the trainers reply that the trainees understand courses taught in English very well. This is so probably because most of trainees' prior English language performance is good as it is discussed in section 4.1.On the contrary, most of the trainees (38%) say that they understand courses taught in English very well and 27% of them reply that they understand courses taught in English well. 23% of the trainees respond that they understand course taught in English with difficulty and with the remaining 12% of them understand courses taught in English with much difficulty. The response of these three groups of subjects implies that most of the trainees are good at the English language.

4.3.2 Trainees' Abilities in the English Language Skills and Areas of Language Knowledge

The English instructors were asked to evaluate trainees' abilities in the language skills/areas of knowledge as 'very good', 'good', 'weak' and 'very weak'. Similarly, the trainers rated the abilities of the trainees on the same scale. Besides, the trainees rated their deficiencies in English as 'no difficulty', 'little difficulty', 'much difficulty' and 'very much difficulty'. The findings are given in the table below.

Table 6: Trainees', Trainers', and English Instructors' Responses on Ability of Trainees in English Language Skills and Areas of Language Knowledge

No.	English Language Skills and areas of Knowledge	Subjects					
		Trainees		Trainers		English Instructors	
		Mean	Rank	Mean	Rank	Mean	Rank
1	Listening	3.12	7	3.14	5	3.00	4
2	Speaking	2.69	3	2.57	2	2.00	1
3	Reading	3.00	6	3.00	4	2.50	3
4	Writing	2.92	4	2.71	4	3.00	4
5	Grammar	2.92	4	3.34	5	3.00	4
6	Vocabulary	2.50	2	2.57	2	3.00	4
7	Pronunciation	2.27	1	2.43	1	2.00	1

The information in table 6 above showed that the most difficult language skills as rated by the trainees is speaking with mean score 2.69. This is followed by writing, reading and listening with mean scores 2.92, 3.00and 3.12 respectively. From the areas of knowledge, the most difficult one is pronunciation with mean score 2.00. Then come vocabulary and grammar with their respective mean scores 2.50 and 2.92.

From the overall trainees' rating of their ability, pronunciation is the most difficult one. The rest can be ranked in descending level of difficulty as: vocabulary, speaking, grammar and writing, reading, and listening.

The responses of the trainers also indicated that pronunciation is the most difficult areas of language knowledge with mean score 2.43. This is followed by vocabulary and grammar with mean scores2.57 and 3.14. From the language skills the most difficult one is speaking followed by writing , reading and listening with their respective mean scores 2.57,2.71,3.00 and 3.14.The English language instructors' responses reveal that pronunciation and speaking to be the first in difficulty. Following these comes reading skill. The remaining skills and areas of knowledge have the same level of difficulty with

mean score 3.00.

From the three groups of respondents' responses it is possible to conclude that pronunciation is relatively the most difficult one. These subjects' responses also indicate that speaking is the second difficult activity followed by vocabulary, writing, reading, listening and grammar.

4.3.3 Trainees' Abilities in the Activities of English

Both the English instructors and trainers were asked to provide information on the abilities of the trainees in carrying out different activities in English on the scale mentioned in section 4.3.2. The trainees were also asked to rate their difficulties in the activities as 'no difficulty', 'little difficulty', 'much difficulty' and 'very much difficulty'.

Table 7: Trainees', Trainers', and English Instructors' Responses on Ability of Trainees in Carrying out Learning Activities in English

	Reading						
12	Notes/summaries	2.88	5	3.43	5	3.00	2
13	Books/handouts	2.62	3	3.14	2	2.00	1
14	Manuals	2.31	1	3.29	4	3.00	2
15	Charts/diagrams	2.65	4	3.14	2	3.00	2
16	Instructions	2.58	2	3.57	6	3.00	2
17	Technical articles in journals	2.88	5	2.14	1	3.00	2
	Writing						
18	Writing answers to essay-type questions	3.08	5	3.00	3	2.00	1
19	Making notes(from books/handouts)	2.73	3	3.29	3	3.00	3
20	Labeling diagrams	2.92	5	3.43	4	2.00	1
21	Writing project reports	2.88	4	3.00	2	2.00	1
22	Writing letters	2.46	2	3.00	4	3.50	5
	Listening						
1	Lectures to take notes	2.23	1	2.43	1	4.00	4
2	Instructions	2.65	3	3.43	5	2.50	2
3	Class discussions	2.62	1	2.57	1	2.50	2
4	Short talks at workshops	2.62	1	3.00	3	4.00	4
5	Class presentations of project work	2.73	4	2.85	2	3.00	3
	Speaking						
6	Asking questions	2.96	6	3.71	6	2.50	3
7	Answering questions	2.73	5	3.29	4	3.00	5
8	Participating in pair/group discussions	2.96	6	3.29	4	3.00	5
9	Giving oral presentations of project reports	2.42	1	2.71	1	2.00	1
10	Giving instructions	2.46	2	3.00	2	2.50	3
11	Describing diagrams/charts	2.65	3	3.14	3	3.00	5

		Subjects					
		English					
		Trainees		Trainers		Instructors	
No.	Activities in English	Mean	Rank	Mean	Rank	Mean	Rank

As can be seen from table 7, the trainees' ratings of their own ability show that listening to lectures to take notes, with mean score 2.23, is the most difficult of the five listening activities. Listening to class presentations of project work and listening to instructions are the second and third difficult activities having mean scores 2.46 and 2.73 respectively. The next two ranks go to listening to short talks at workshops and class discussions with mean scores 2.88 and

2.92 respectively. The trainers rank listening to lectures to take notes first in difficulty with mean score 2.43. Following this is listening to short talks at workshops with mean score 3.00. The third difficult activity is listening to instructions with mean score 3.29. Listening to class discussions and presentations of project work are the least difficult listening activities with the same mean score 3.43.The English instructors' ratings of the trainees' proficiency indicate that listening to class discussions and short talks at workshops are the most difficult with mean score 2.00, whereas listening to class presentations of project work is the least difficult with mean score of 3.5. Between these appear two activities- listening to lectures to take notes and instructions with the same mean score 3.00.

From these three subjects' responses of the questionnaires together with the interview held with the English instructors, the following conclusion regarding the trainees' listening ability can be arrived at. The order of the activities beginning from the most to the least difficult is listening to: short talks at workshops, lectures to take notes, class discussions, instructions and class presentations of project work.

Concerning speaking activities, the trainees' ratings show that the most difficult of all is giving oral presentations of project work followed by giving oral instructions, describing diagrams/charts, answering questions and participating in pair/group discussions. The least difficult one is asking questions. The trainers' rank giving oral presentation, giving instructions, and asking questions in the same way as the trainees do. They, however, put describing diagrams/charts and answering questions and participating in pair /group discussions in third and fourth difficulty level respectively. Similar to the trainees' and trainers' responses, the English instructors indicate that giving oral presentations of project work is the most difficult speaking activity with mean score 2.00. The second difficult activities are asking questions and giving instructions with the same mean score 2.5. The least difficult activities

are answering questions, participating in pair/group discussions and describing diagrams.

The three groups of respondents' responses along with the result of the interview held with the English instructors and trainers' show the difficulties of the speaking activities in decreasing order as: giving oral presentations of project work, giving oral instructions, describing diagrams/charts, asking questions, answering questions and participating in pair/ group discussions.

Regarding the reading activities, the trainees' responses make vivid that reading manuals and instructions are first and second in rank with respect to difficulty with mean scores 2.31 and 2.58. The third and fourth are reading charts/diagrams and books/handouts with mean scores 2.62 and 2.69 respectively. The fifth and the sixth difficult ones are reading technical articles in journals and notes/summaries with mean scores 2.88 and 3.15 respectively. The trainers' ranking reveal that the trainees have difficulty in the reading activities with decreasing sequence and with their respective mean scores in brackets: reading technical articles in journals (2.14), books/handouts and charts/diagrams (3.14), manuals (3.29), notes/summaries (3.43) and instructions (3.57). It is clear from table 7 that the English instructors perceived that reading books/handouts to be more difficult than the other activities. This has mean score that matches with the scale given to 'much difficulty'. All the rest five activities have the same mean score 3.00 which fits with the scale given to 'little difficulty'.

To conclude, the most difficulty reading activity is reading books/handouts. Reading charts/diagrams, technical articles and notes/summaries are the fourth, fifth and sixth difficult activities.

As to writing related activities, the trainees' responses mean scores show that writing project reports and writing letters with mean score 2.62 becomes the first in difficulty. The next three ranks go to labeling diagrams, making notes and writing answers to essay type questions with mean scores 2.65, 2.73 and 3.07 respectively. Similarly, the trainers consider writing project reports as the most difficult writing activities with score 2.57. Note-making is the second difficult writing activity with mean score 2.85. In the third place come both 'writing answers to essay type questions' and 'writing letters' with the same mean score 3.00. Labeling diagrams is the least difficult as perceived by the trainers. The English instructors' responses made clear that writing answers to essay type questions is the most difficult. Following this appear two activities: writing project reports and labeling diagrams. Note-making and writing letters are relatively the easiest activities with the same mean score 4.00.

For the purpose of sequencing the writing activities from the most to the least difficult, I made use of the English language instructors' responses supplemented by the trainers' responses where there is overlapping of ranks in the English language instructors' rating. It is, therefore, writing answers to essay type questions which is the most difficult followed by writing project reports, labeling diagrams, note-making and writing letters respectively.

4.4 Trainees' Preferences of English Types

In this section, information concerning the relevance of English types to the trainees is presented. The trainees were given three English types and asked to rank them as 1st (most relevant), 2nd (relevant), 3rd (least relevant).

Table 8: Trainees' Responses on the Relevance of English Types

No.	Items	M.Rel		Rel		L. Rel		Σf	Σfx	Mean	Rank
		f	fx	f	fx	f	fx				
1	General English (What you are learning now)	6	18	8	16	12	12	26	46	1.77	2
2	Technical English (related to your field, of study)	5	15	6	12	15	15	26	42	1.62	3
3	A balance of general English and technical English	5	15	11	22	10	10	26	47	1.81	1

Key: M.Rel=more relevant, Rel=relevant, L.Rel=Least relevant

The trainees' first preference, as can be seen from table 8, is a balance of general English and technical English. Technical English is the least preferred English type. This is probably because most of the trainees' first choice has not been tank mechanics. For this reason, they will need the language for purposes other than getting training as tank mechanics technicians. Such result has been observed in Mead's needs analysis of agriculture and veterinary students whose first choice had not been the departments they were enrolled in (Hutchinson and Waters, 1987).

4.5 Learning Preferences of the Trainees

Under this section come the results of the responses of the trainees' learning preferences as rated by themselves on the scale 'strongly agree', 'agree', 'not sure', disagree', and 'strongly disagree'. For making discussions easier, the preferences are divided into four: classroom, outside classroom, learning styles and topics preferences.

Table 9: Trainees' Responses on Their Learning Preferences

No	Learning preferences	SA		A		NS		D		SD		Σf	Σfx	μ	rank
		f	fx	f	fx	f	fx	f	fx	f	fx				
Inside classroom															
1	I like learn by reading	6	30	13	52	4	12	3	6			26	100	3.85	3
2	I like to listen and use cassettes	3	15	14	56	5	15	1	2	3	3	26	91	3.50	5
3	I like to learn by games	3	15	4	16	6	18	7	14	6	6	26	69	2.65	6
4	I like to learn by conversations	10	50	10	40	2	6	4	8			26	104	4.00	2
5	I like to learn by pictures, diagrams	13	65	5	20	5	15	3	6			26	106	4.08	1
6	I want to write every thing in my note book	10	50	3	12	6	18	7	14			26	94	3.62	4
Out of Classroom															
7	I like to learn by reading newspapers	12	60	8	32	4	12	1	2	1	1	26	107	4.12	3
8	I like to learn by watching TV in English	8	40	15	60	3	9					26	109	4.19	2
9	I like to learn by studying English books	7	35	14	56	1	3	4	8			26	102	3.92	6
10	I like to learn by talking to friends in English	14	70	10	40	2	6					26	116	4.46	1
11	I like to learn by listening to radios broadcast in English	8	40	14	56	2	6	2	4			26	106	4.08	4
12	I like to learn English by using it outside the classroom	6	30	16	64	2	6	1	2	1	1	26	103	3.96	5
Learning styles															
13	I like the teacher to explain every thing to us	7	35	9	36	3	9	7	14			26	94	3.62	7
14	I like the teacher to give us problem to work on	9	45	15	60	0	0	2	4			26	109	4.19	3
15	I like the teacher to let me find my mistakes	10	50	9	36	5	15	2	4			26	105	4.04	4
16	I like to study English by my self (alone)	6	30	4	16	4	12	9	18	3	3	26	79	3.04	9
17	I like to learn English by talking in pairs/groups	20	100	3	12	3	9					26	121	4.65	1
18	I like to study grammar	0	0	13	52	5	15	7	14	1	1	26	82	3.15	8
19	I like to learn English words by hearing them	9	45	5	20	8	24	4	8			26	97	3.73	5
20	I like to learn English words by seeing them	9	45	5	20	8	24	3	6	1	1	26	96	3.69	6
21	I like the teacher to use teaching aids	14	70	10	40	2	6					26	116	4.46	2
Prefered Topics															
22	I like to topics related to my field of study	12	60	11	44	2	6	1	2			26	112	4.31	1
23	I like to topics of any kind	9	45	10	40	6	18	1	2			26	105	4.04	3
24	I like to learn scientific and technical vocabularies	11	55	12	48	2	6	1	2			26	111	4.27	2

Key: SA=Strongly Agree, A=Agree, NS=Not Sure, D=Disagree, SD=Strongly Disagree

4.5.1 Classroom Preferences

As can be seen from table 7, the trainees prefer to learn mostly by conversations, and by the use of pictures and diagrams whose mean scores are between 5 and 4. This implies that the trainees want to learn through conversation. Following these come other three classroom learning preferences with mean scores between 4 and 3. These are learning by: reading, writing everything in notebooks, and listening and using cassettes. The trainees' responses also depict that they do not like to learn by games.

4.5.2 Outside Classroom Preferences

The trainees' most liked out of class activities are learning by: talking to friends in English, watching TV broadcast in English , reading news papers , listening to radio broadcast in English and by studying English books with mean scores 4.46,4.19,4.12,4.08 3.96 and 3.92 respectively.

4.5.3 Preferred Learning Styles

As the mean scores in the above table point out, the most preferred styles of learning are: learning English by talking in pairs/groups (4.65), through teaching-aids (4.46), through problem-solving (4.19), studying grammar (4.15), and finding out their mistakes by themselves (4.04). Next to these the trainees prefer learning English words by hearing, by seeing, through the teacher explanations of every thing, and studying English by themselves (alone). These activities mean scores are 3.73, 3.62, 3.15 and 3.04 sequentially.

4.5.4 Preferred Topics

The trainees' first preference is topics related to their fields of study. Secondly,

they prefer to learn technical vocabularies. Learning by listening to, reading, writing and speaking on topics of general nature is the least preferred. We, however, saw in section 4.4 that a balance of general English and technical English was the trainees' first preference. It is, therefore, essential to develop English language course materials in line with the references of the trainees. That is to say the English textbooks prepared for tank mechanics need to incorporate topics related to their fields of study and topics of general nature.

As Tudor (1996) stated, learners who like to involve in activities such as talking to friends, conversations, discussing in pairs/groups are communicative learners. The activities exemplified in Tudor are the most preferred ones by the trainees as can be seen from table 9. This implies that the trainees like communicative methods of teaching which has already been put into practice. Their second preferences (using pictures/ (diagrams, watching TV in English, learning through teaching aids) show that the trainees like to learn with the help of instructional aids. In this respect they are referred as concert learners according to Tudor. Regarding topic preferences, the trainees like topics related to their felids of study.

4.6 Trainees' Attitudes to Learning English

To investigate the trainees attitudes to learning English, ten statements were provided to them. Five of them reflect positive attitudes and the rest five negative attitudes. They were asked the degree to which they agree to each statement on the same scale as in section 4.4. In addition, the English instructors were also asked to indicate the trainees' attitude towards learning English. The results are presented in table 10.

Table 10: Trainees' Attitude towards Learning English

No.	Activities in English	SA		A		NS		D		SD		Σf	Σfx	μ	Rank
		f	fx	f	fx	f	fx	f	fx	f	fx				
1	I like to learn English very much	17	85	8	32	1	3	-	-	-	-	26	120	4.62	4

2	Learning English is very important	23	115	3	12	-	-	-	-	-	-	26	127	4.88	2
3	Learning English helps to learn other courses	24	120	2	8	-	-	-	-	-	-	26	128	4.92	1
4	Learning English is waste of time	0	0	1	4	0	0	4	8	21	21	26	33	1.27	8
5	I dislike learning sh	-	-	-	-	-	-	3	6	23	23	26	29	1.12	10
6	I do not like to attend English classes	-	-	-	-	1	3	3	6	22	22	26	31	1.19	9
7	I like to study English because it is interesting	17	85	6	24	2	6	1	2	-	-	26	117	4.50	5
8	Learning English is useful for future jobs	18	90	7	28	1	3	-	-	-	-	26	121	4.65	3
9	Learning English is difficult	2	10	1	4	5	15	9	18	9	9	26	56	2.15	6
10	I do not want to spend my time in studying English	0	0	1	4	5	15	7	14	13	13	26	46	1.77	7

Key: SA=Strongly Agree, A=Agree, NS=Not Sure, D=Disagree, SD=Strongly Disagree

As can be seen from table 10, the trainees' responses to statements which express positive attitudes to learning English language show their agreement with mean scores between 4.92 and 4.50. The mean scores imply that the trainees' attitudes to learning English is high. This is confirmed by mean scores of the opposing statements. To make this clear, let us take the mean scores of the statements which express unfavorableness. The mean scores of these statements are between 2.00 and 1.00 which fall within the scale given to 'disagree' and 'strongly disagree'. However, the mean score of their responses to item 9-learning English is difficult–is between 'not sure' and 'disagree', that is, 2.15. These mean scores confirm that the trainees have a strong interest of learning English.

Table 11: English Instructors' Response on Trainees' Attitude to Learning English

Item	Positive	Neutral	Negative

	No.	%	No.	%	No.	%
Trainees attitude to the English course	2	100	-	-	-	-

Both of the instructors say that the trainees' attitude to the English course is positive. From these two groups of respondents' responses, it is possible to conclude that the trainees are motivated to learn English.

4.7 Purpose of Giving English to Tank Mechanics Trainees

To identify the proposes of the English course in the college the trainees, the trainers and the English Instructors were provided with some options for the purposes of the English course. The trainees were given the alternatives 'strongly agree', 'agree', 'not sure' 'disagree' and 'strongly disagree'. The trainers and the English Instructors were given the rating scale: 'very much', 'much' 'little' and 'none'. The results of the trainees' responses are presented in table 12, and that of the trainers' and the English instructors' responses are given in table 13.

Tables 12: The Trainees' Purpose of Learning English

No.	Purposes	SA		A		NS		D		SD		Σf	Σfx	μ	Rank
		f	fx	f	fx	f	fx	f	fx	f	fx				

1	for study common course subjects	6	30	10	40	5	15	5	10	-	-	26	95	3.65	4
2	for future job	14	60	6	24	8	24	-	-	-	-	26	108	4.13	2
3	for training	12	60	6	24	8	24	-	-	-	-	26	108	4.15	2
4	for a combination of these	14	70	6	24	6	18	-	-	-	-	26	112	4.31	1
5	for promotion	6	30	6	24	2	6	12	24	-	-	26	84	3.23	6
6	for translation	6	30	6	24	2	6	12	24	-	-	26	84	3.23	6
7	for examination	7	35	6	24	8	24	5	10	-	-	26	93	3.57	5

Key: SA=Strongly Agree, A=Agree, NS=Not Sure, D=Disagree, SD=Strongly Disagree

From table 12, it is clear that the trainees' purposes of learning English first goes to the combinations of future job, studying, and attending common and major curses. Secondly, they need English both for future job and for attending their training. Next in the rank order is for studying common courses followed by for examinations. The mean score also makes vivid that promotion and translations are the least preferred purposes with the same mean score 3.23.

Table 13: Trainers' and English Instructors' Responses on the Reasons the Trainees Need English.

No.	Items	Trainers		English Instructors	
		Mean	Rank	Mean	Rank

1.	Understand lectures in their field of study in English	3.42	3	4.00	1
2.	Take part in oral discussions in English	3.71	1	4.00	1
3.	Read textbooks in their field of study	3.57	2	3.00	2
4.	Write answers to examination questions	3.28	4	3.00	2

As can be seen from table 13, the trainers respond that taking part in oral discussions in English was the first objective that English was needed, followed by reading text books in their fields of study. The third and fourth in the rank order are to understand lectures and to write answers to examination questions respectively. Similarly the English instructors' replies show that taking part in oral discussions in English is first in rank. However, their responses also indicate that to understand lectures in their field of study in English is also first in rank. Next come the remaining two purposes with the same mean score 3.00.

It is, therefore, possible to say that to take part in oral discussions is the first required one to the trainees, followed by reading books in their fields of study. This also implies that speaking and reading skills are the ones that are most important to the trainees.

4.8 The Degree of Relevance of the English Course Given at Present to Tank Mechanics Trainees

In this section, the trainees' and English instructors' responses on the relevance of the existing English course are discussed.

Table 14: Relevance of the English Course to the Trainees of Tank Mechanics Trainees as Given by the English Instructors

Items	SA		A		NS		D		SD		Σf	Σfx	μ	Rank
	f	fx	f	fx	f	fx	f	fx	f	fx				
The objective stated in the English course to tank mechanics trainees	-	-	-	-	-	-	2	4	-	-	2	4	2.00	1
The English course to trainees future job	-	-	-	-	1	3	-	-	1	1	2	4	2.00	1
The topics in the English text books	-	-	-	-	-	-	1	2	1	1	2	3	1.5	3

Key: SA= Strongly Agree, A= Agree, NS= Not sure, D=Disagree, SD= Strongly disagree

As the English instructors' responses mean scores imply, the English course currently in use is not as such relevant to the tank mechanics trainees for their future job. In addition, the objectives stated in the English course, they think, do not match with that of the tank mechanics trainees' English language needs. Moreover, the topics in the English textbooks are not relevant to the trainees' preferred type of topics. This has the implication that the existing English course is not as such relevant to the tank mechanics trainees.

Table: 15 Trainees' Responses on the Relevance of the Existing English Course

No.	Items		Alternatives	
			Yes	No
1	Do you feel the existing English	f	23	3

	course helps you much?	%	88	12	
			Completely	Partially	Not at all
2	To what extent are you satisfied in the existing English course?	f	11	14	1
		%	42	54	4
		%	46	54	_

Regarding the relevance of the English course for studying the major courses, most (88%) of the trainees express that they feel the existing English course helps them to attend the course given in English. Only 12% of them responded that it doesn't help them much. Concerning their degree of satisfaction with the English course given at present, 42% of the trainees said that it satisfies them much. However, 54% of them showed that it satisfies them partially. Only 4% of them answer that it doesn't satisfy them at all.

The responses of both the English instructors and the trainees imply that the existing English course needs to be changed in the way that can address their needs. Concerning the relevance of the existing English language courses (grade 11 and grade 12 English books), local researches done by Asnakech (2006), Haile (2006) and Yirgu (2007) showed that the English textbooks do not match with the needs of the technical and vocational trainees. Since tank mechanics trainees are amongst technical and vocational trainees, the same can be true of them as well.

Finally the trainees have been requested too provide any suggestions for making the English course more effective and useful to them. Accordingly, they comment that the textbooks need to be designed by giving more attention to conversation, short talks on different topics, presentation of project work, group discussions. Besides, the course ought to focus on writing and vocabulary lessons. The trainees also suggested using video and recording.

4.9 Factors for the Success of Teaching English

In this section, the English instructors' responses on conditions and facilities that exist in the College and their extent of usefulness in the teaching of tank mechanics trainees are discussed.

Table 16: Factors for the Success of Teaching English to Tank Mechanics Trainees

Factors	V. Imp		Imp		H. Imp		Un imp		Σf	Σfx	μ	Rank
	f	fx	f	fx	f	fx	f	fx				
Smaller class	1	4	1	3	-	-	-	-	2	7	3.50	2
Adequate teaching facilities	1	4	1	3					2	7	3.50	2
The trainees have been well trained in secondary schools	-	-	1	3	1	2	-	-	2	5	2.50	4
Trainees are strongly initiated in learning English	2	8	-	-	-	-	-	-	2	8	4.00	1
Good teaching texts are available	-	-	-	-	1	2	1	1	2	3	1.50	3

The English instructors' replies show that the success of teaching English in the department of tank mechanics is the trainees' motivation to learn English. What is considered to be second in importance, in being successful in teaching the trainees, are the small class size and the availability of adequate teaching facilities. The English instructors say that the English texts (Grade 11 and 12 books) are not much helpful to tank mechanics trainees. They also think that the trainees have not been well trained in secondary schools.

From the above discussion it is possible to say that the English text books are not helpful to trainees of tank mechanics trainees, so these need to be revised,

and replaced by other texts that incorporate the needs of the tank mechanics trainees.

4.10 Importance of English Language Skills, Areas of Language Knowledge and Activities

The technicians and shop heads were asked to rate the importance of the English language skills/areas of knowledge and activities as 'very important', 'important', hardly important' and 'unimportant'. The results are presented in the coming two sections: 4.10.1 and 4.10.2.

4.10.1 Importance of English Language Skills and Areas of Language Knowledge

Table 17: Technicians' and Shop heads' Responses on Importance of Language Skills and Areas of Language Knowledge

Key: Tc= Technicians, Sp=shop heads

No.	Language Skills and Knowledge	Subjects	Much Important		Important		Hardly Important		Unimportant		Σf	Σfx	Mean	Rank
			f	fx	f	fx	f	fx	f	fx				
		Tc	18	72	2	6	-	-	-	-	20	78	3.90	2
1	Listening	Sp	2	8	2	6	-	-	-	-	4	14	3.50	3
		Tc	19	76	1	3	-	-	-	-	20	79	3.95	1
2	Speaking	Sp	3	12	1	3	-	-	-	-	4	15	3.75	1
		Tc	16	64	4	12	-	-	-	-	20	76	3.80	3
3	Reading	Sp	2	8	2	6	-	-	-	-	4	14	3.50	3
		Tc	15	60	5	15	-	-	-	-	20	75	3.75	4
4	Writing	Sp	1	4	3	9	-	-	-	-	4	13	3.25	5
		Tc	7	28	8	24	4	8	1	1	20	61	3.05	6
5	Grammar	Sp	1	4	2	6	1	2	-	-	4	12	3.00	6
		Tc	8	32	7	21	5	10	-	-	20	63	3.15	5
6	Vocabulary	Sp	3	12	1	3	-	-	-	-	4	15	3.75	1
		Tc	6	24	9	27	4	8	1	1	20	60	3.00	7
7	Pronunciation	Sp	1	4	2	6	1	2	-	-	4	12	3.00	6

As can be seen from the table above, the technicians say that speaking is relatively the most important skill followed by listening with their respective mean scores 3.95 and 3.90. The third one, according to their responses, is reading and the fourth one is writing with mean scores 3.80 and 3.75 respectively. The areas of language knowledge -vocabulary, grammar and pronunciation-are fifth, sixth and seventh in the order they appear. These have scores between important and hardly important while the skills scores fall in between most important and important. This implies that the skills take precedence in importance over areas of language knowledge for occupational purposes.

The shop heads' responses also indicate that speaking is the most important skill along with vocabulary with the same mean score 3.75.

The next ones in importance are reading and listening with mean score 3.50. Grammar and pronunciation with mean score 3.00 become the least important

preceded by writing which has mean score 3.25.

In the interview held with two of the shop heads, it is found out that the most important skill are speaking and listening. Communicating with foreigners mostly takes place through speaking and listening. Thus, the two skills are very crucial for the technicians to perform their jobs effectively and efficiently. Besides, operations of new machines are explained through seminars. This is still done through speech. The next relevant skills for them as well as the technicians are reading and writing, though the latter is a little more important than the former. This is because most activities are done through writing than reading. They cited writing catalogues, specifications, requisitions for plans and designs for new models and reports as examples; whereas, the activities carried out by reading are reading manuals, reference books and safety rules in workshops.

Concerning grammar, vocabulary and pronunciation, they failed to rank them as they are related, in one way or the other, with the four skills above. They, nonetheless, related their difficulties in speaking and listening to pronunciation problems, and their inefficiency in writing to their grammar knowledge. They, on the other hand, indicate that vocabulary is important to be effective in all of the four skills.

4.10.2 Importance of Activities in English

In this section, the relative importance of activities in occupational setting is presented based on the responses of technicians and shop heads.

Table 18: Technicians' and Shop heads' Responses on the Importance of Activities in English

No.	Activities in English	subjects	M. Imp.		Imp.		H.Imp.		Unimp		Σf	Σfx	mean	Rank
			f	fx	f	fx	f	fx	f	fx				
	Listening													
1	Lectures/explanations	Tc	15	60	3	9	2	4	-	-	20	73	3.65	4
		Sp	2	8	2	6	-	-	-	-	4	14	3.50	3
2	Instructions	Tc	16	64	3	9	1	2	-	-	20	75	3.75	2
		Sp	3	12	0	0	1	2	-	-	4	14	3.50	3
3	TV/radio broadcast in English	Tc	8	32	4	12	5	10	3	3	20	57	2.85	7
		Sp	1	4	3	9	-	-	-	-	4	13	3.25	5
4	Foreigners	Tc	18	72	2	6	-	-	-	-	20	78	3.90	1
		Sp	3	12	1	3	-	-	-	-	4	15	3.75	1
5	Short talks at workshops/seminars	Tc	16	64	3	9	1	2	-	-	20	75	3.75	2
		Sp	3	12	1	3	-	-	-	-	4	15	3.75	1
6	Telephone/radio calls	Tc	11	44	4	12	4	8	1	1	20	65	3.25	5
		Sp	1	4	3	9	-	-	-	-	4	13	3.25	5
7	An interviewer	Tc	11	44	4	12	3	6	2	2	20	64	3.20	6
		Sp	1	4	3	9	-	-	-	-	4	13	3.25	5
	Speaking													
8	Giving Lectures/explanations	Tc	13	52	6	18	1	2	-	-	20	72	3.60	3
		Sp	2	8	2	6	-	-	-	-	4	14	3.50	1
9	Presenting technical reports	Tc	13	52	4	12	3	6		0	20	70	3.50	5
		Sp	2	8	2	6	-	-	-	-	4	14	3.50	1
10	Giving instructions	Tc	15	60	4	12	1	2	-	-	20	74	3.70	2
		Sp	2	8	2	6	-	-	-	-	4	14	3.50	1
11	Speaking to Foreigners	Tc	17	68	3	9	-	-	-	-	20	77	3.85	1
		Sp	2	8	2	6	-	-	-	-	4	14	3.50	1
12	Making short talks at workshops/seminar	Tc	13	52	6	18	1	2	-	-	20	72	3.60	3
		Sp	2	8	1	3	1	2	-	-	4	13	3.25	5
13	Making telephone/radio calls	Tc	13	52	4	12	3	6	-	-	20	70	3.50	5
		Sp	1	4	2	6	1	2	-	-	4	12	3.00	6
	Reading													
14	Reference books	Tc	16	64	4	12	-	-	-	-	20	76	3.80	3
		Sp	1	4	3	9	-	-	-	-	4	13	3.25	5
15	Articles in journals	Tc	14	56	4	12	2	4	-	-	20	72	3.60	4
		Sp	1	4	3	9	-	-	-	-	4	13	3.25	3
16	Manuals	Tc	18	72	2	6	-	-	-	-	20	78	3.90	1
		Sp	2	8	2	6	-	-	-	-	4	14	3.50	1
17	Charts/diagrams	Tc	17	68	3	9	-	-	-	-	20	77	3.85	2

		Sp	2	8	1	3	1	2	-	-	4	13	3.25	3
		Tc	14	56	4	12	1	2	1	1	20	71	3.55	5
18	Workshop regulations/rules	Sp	2	8	1	3	1	2	-	-	4	13	3.25	5
		Tc	14	56	3	9	2	4	1	1	20	70	3.50	6
19	Letters	Sp	1	4	2	6	-	-	1	1	4	11	2.75	6
	Writing													
		Tc	16	64	4	12	-	-	-	-	20	76	3.80	1
20	Writing technical reports	Sp	3	12	1	3	-	-	-	-	4	15	3.75	1
		Tc	12	48	6	18	2	4	-	-	20	70	3.50	5
21	Writing minutes	Sp	0	0	3	9	-	-	1	1	4	10	2.50	5
		Tc	14	56	5	15	1	2	-	-	20	73	3.65	3
22	Writing/preparing plans and designs	Sp	1	4	2	6	1	2	-	-	4	12	3.00	3
		Tc	14	56	5	15	-	-	1	1	20	72	3.60	4
23	Making notes	Sp	1	4	3	9	-	-	-	-	4	13	3.25	2
		Tc	16	64	3	9	-	-	1	1	20	74	3.70	2
24	Completing formats	Sp	0	0	3	9	1	2	-	-	4	11	2.75	4
		Tc	11	44	6	18	2	4	1	1	20	67	3.35	6
25	Writing lettrs	Sp	0	0	2	6	1	2	1	1	4	9	2.25	6

Key: Tc= Technicians, Sp=shop heads

According to the technicians' responses, listening to foreigners is taken as the most important of all. Following this appear two listening activities with the same score of 3.75. These are listening to: instructions and short talks at workshops/seminars. The fourth one is listening to lectures/explanations with mean score 3.65. The rest three important activities are listening to: telephone calls, interviewer and TV/radio broadcast with mean scores: 3.6, 3.55 and 2.85 respectively. The shop heads' replies confirm the importance of listening to foreigners with mean score 3.75. It is also indicated that listening to short talks at workshops/ seminars is as important as the first activity. Then come listening to: lectures/ explanations and instructions with mean score 3.5. The remaining three activities have the same score 3.25 and they are the least important.

It is possible to conclude that listening to foreigners, to short talks at workshops/seminars, to instructions, to lectures or explanations, to telephone calls, to an interviewer and to TV/radio broadcast in English are the important listening activities in the order the appear.

Concerning speaking activities, the technicians' replies indicate that speaking to foreigners is the most important activity as that of listening to foreigners. This implies that there is a need of interaction with foreigners at work. As stated in section 4.4, the trainees' purpose of learning English is for future job, for training and study. For this reason, these activities which are very important at work need to be given considerable attention when training tank mechanics trainees. These can be achieved using instructional aids such as recordings of foreign speakers' speech in similar situations as their work place. The second is giving instructions with mean score 3.70 followed by making short talks at workshops/seminars and giving lectures/explanations with mean score 3.60. As the above activities, presenting technical reports / papers, and making telephone calls have the same score 3.50 and are the least important. According to the shop heads' replies on the importance of the speaking activities, there are overlaps of giving lectures/explanations, presenting technical reports/papers, giving instructions and speaking to foreigners with mean scores 3.50. The remaining speaking activities are making short talks at workshops/ seminars and making telephone calls. The former's mean score is 3.25 and the latter's 3.00.

It can be concluded that the importance of the speaking activities in descending order are speaking to foreigners, giving instructions, making short talks at workshops/seminars and giving lectures/explanations, presenting technical reports, and making telephone calls.

With regard to reading activities, reading manuals is the most important activity for the technicians, whereas, reading charts/ diagrams is the second important activity with mean scores 3.90 and 3.85. The third one is reading reference books with mean scores 3.80. The last three activities are reading: articles in journals, workshop regulations/rules and letters with mean scores 3.60, 3.55 and 3.50 respectively. In the shop heads' rating the last ones are reading workshop regulations/rules and letters, and the first is reading manuals as that of the technicians' rating with mean scores 3.00, 2.75 and

3.50 respectively. Next to reading manuals come three activities with the same mean score 3.25. These activities are reading: reference books, articles in journals, charts/diagrams.

The responses of these two subjects imply that reading manuals is the most important activity, while the second one is reading charts/diagrams and the third is reading reference books. These are the first three activities which have to be given emphases, and the remaining three are reading: technical articles in journals, workshop regulations/ rules and letters in descending order of importance.

The writing activities, according to the technicians' replies, are listed as follow in order of importance with their respective mean score in brackets: writing technical reports/papers (3.80), competing formats (3.70), writing /preparing plans and designs (3.65), making notes (3.60), writing minutes (3.50) and writing letters (3.35). In the activities which have been discussed under each of the three macro skills, there has been double rankings. But in the case of the writing activities, there is no any double ranking. More over the technicians' and the shop heads' responses bring about the same rank order for all of the activities except note-making and completing formats which are second and fourth in the latter's rating and it is the reverse in the former's rating.
To conclude, the writing activities in descending order of importance are writing plans and designs, making notes, writing minutes, and writing letters.

4.11 Assessment of Technicians' Ability in the English Language Skills, Areas of Language Knowledge and Activities

The technicians rated their deficiencies in the English language skills/ areas of knowledge and activities as 'none', 'little', 'much' and 'very much'.

4.11.1 Assessment of Technicians' Ability in the English Language Skills and Areas of Language Knowledge

The technicians were given four English language skills and three areas of language knowledge and were asked to express their difficulties on the scale mentioned above. The results are presented in table 19.

Table 19: Technicians' Responses on Difficulty of Language Skills/Knowledge

No.	English Language Skills and Areas of Knowledge	None		Little		Much		Very Much		Σf	Σfx	Mean	Rank
		f	fx	f	fx	f	fx	f	fx				
1	Listening	2	8	10	30	3	6	5	5	20	49	2.45	3
2	Speaking	1	4	10	30	4	8	5	5	20	47	2.35	1
3	Reading	9	36	5	15	2	4	4	4	20	59	2.95	7
4	Writing	2	8	8	24	8	16	2	2	20	50	2.50	4
5	Grammar	2	8	8	24	8	16	2	2	20	50	2.50	4
6	Vocabulary	4	16	3	9	13	26	0	0	20	51	2.55	6
7	Pronunciation	4	16	3	9	10	20	3	3	20	48	2.40	2

As it is stated in section 4.10.1, the most important skill is speaking. However, the technicians have relatively much difficulty in this skill compared to the rest. Following speaking appear pronunciation and listening with mean scores 2.40 and 2.45 respectively. These two have great connection with speaking as they basically involve sound production and reception. In the fourth place are double ranking of writing and grammar with mean score 2.50. The least in difficulty is reading preceded by vocabulary with mean scores 2.95 and 2.55 respectively.

4.11.2 Assessment of Technicians' Difficulties in the English Activities

As already mentioned in section 4.10.2, the technicians rated their language difficulties as 'none', 'little', 'much' and 'very much'. In this section, the results

of their responses on the difficulties that they face in carrying out specific activities in English are presented and discussed below.

Table 20: Technicians' Responses on the Difficulty of Activities in English

No.	Activities in English	None		Little		Much		Very Much		Σf	Σfx	Mean	Rank
		f	fx	f	fx	f	fx	f	fx				
	Listening												
1	Lectures/explanations	4	16	3	9	10	20	3	3	20	48	2.40	1
2	Instructions	5	20	6	18	3	6	6	6	20	50	2.50	5
3	TV/radio broadcast in English	5	20	3	9	8	16	4	4	20	49	2.45	3
4	Listening to foreigners	2	8	8	24	6	12	4	4	20	48	2.40	1
5	Short talks at workshops/seminars	6	24	6	18	5	10	3	3	20	55	2.75	7
6	Telephone calls	4	16	8	24	5	10	3	3	20	53	2.65	6
7	Listening to an interviewer	5	20	4	12	6	12	5	5	20	49	2.45	3
	Speaking												
8	Giving lectures/explanations	3	12	5	15	7	14	5	5	20	46	2.30	2
9	Presenting technical reports /papers	6	24	3	9	7	14	4	4	20	51	2.55	6
10	Giving Instructions	3	12	7	21	5	10	5	5	20	48	2.40	4
11	Speaking to foreigners	3	12	6	18	5	10	6	6	20	46	2.30	2
12	Making short talks at workshops/seminars	2	8	4	12	10	20	4	4	20	44	2.20	1
13	Making telephone calls	4	16	4	12	8	16	4	4	20	48	2.40	4
	Reading												
14	Reference books	7	28	3	9	4	8	6	6	20	51	2.55	2
15	Articles in journals	8	32	0	0	7	14	5	5	20	51	2.55	2
16	Manuals	8	32	4	12	8	16	0	0	20	60	3.00	6
17	Charts/diagrams	7	28	3	9	4	8	6	6	20	51	2.55	2
18	Workshop regulations/rules	5	20	6	18	3	6	6	6	20	50	2.50	1
19	Letters	8	32	4	12	8	16	0	0	20	60	3.00	6
	Writing												
20	Writing technical reports /papers	6	24	4	12	2	4	8	8	20	48	2.40	1
21	Writing minutes	6	24	4	12	7	14	3	3	20	53	2.65	3
22	Writing /preparing plans and designs	6	24	4	12	8	16	2	2	20	54	2.70	4
23	Making notes	6	24	7	21	6	12	1	1	20	58	2.90	5
24	Completing formats	6	24	4	12	4	8	6	6	20	50	2.50	2
25	Writing letters	6	24	8	24	6	12	0	0	20	60	3.00	6

According to the technicians' replies, listening to lectures/explanations and listening to foreigners are relatively the most difficult activities with mean score 2.40. The next difficult activities are listening to: TV/radio broadcast in English

and listening to an interviewer. Next come three activities in the following order of difficulty-listening to instructions, telephone calls, and short talks at workshops.

It is obvious that listening to foreigners need to be given more attention as it is the most difficult activity and as indicated in section 4.10.2, the most important activity.
According to the technicians' response, the most difficult activity is making short talks at workshops/seminars, whereas it is third in importance. In the next ranks, there are overlaps of giving lectures/ explanations and speaking to foreigners which have been third and first in importance respectively. Presenting technical reports/paper and giving instructions are both fourth in rank with mean score 2.40. Relatively the simplest is presenting technical reports with mean score 2.55.

Here it is important to note that making short talks at workshops/seminars is the most difficult. Then come speaking to foreigners which is the most important and giving lectures/explanations which is third important activity. And both of these activities, as discussed in the preceding paragraph, are second in difficulty. This implies that these three activities need to be dealt with much more focus than the rest.

Among the reading activities, the most difficult one is reading workshop regulations/rules which is fifth in importance. The second in difficulty are reading: reference books, articles in journals and charts/ diagrams which are third, fourth and second in importance respectively. This implies that emphasis should be placed on reading charts/diagrams and reading reference books respectively as the difference between the mean scores of the most difficult and second difficult is only 0.05 but in importance they have higher score comparatively to others. The rest two activities reading manuals and reading letters are relatively easy having the same mean score 3.00.

Regarding writing activities, the technicians' responses show what the technicians and shop heads consider the most important is also the most difficult. This activity is writing technical reports/papers. What the technicians assume second and sixth in importance are second and sixth in difficulty, too. These are completing formats and writing letters. The third, fourth and fifth in difficulty are writing minutes, preparing plans/designs and making notes which are fifth, third and fourth in importance successively.

4.12 Interview Results

In this section, the interview results obtained from the trainees and trainers, and the shop heeds are discussed in paragraphs one and two respectively

The trainees replied that they prefer the English course to be given before the major courses begin. They explained that if the English course is given before they started major courses, they would get the required skills to attending their trainings. They, however, responded that if the English course is given concurrently with their major course, they prefer it to be given once a week and two periods/hours successively with ten minutes break after 50 minutes. Concerning how often they use English, the interviewees replied that they rarely use English. Their reason is that their ability in the language is very limited, so they are usually compelled to use Amharic. Regarding the genre types frequently used the trainers said that it is describing processes which is mostly used. They also stated that there are arguments among the trainees when they are carrying out practical training in the workshops.

From the interview of the shop heads, the researcher has found activities that are dominantly used during operations. The interviewees say that speaking and listening are the most important skills used while they are on job. Following these come reading and writing respectively. Concerning the importance of the activities carried out in English, the shop heads report that writing description

of equipments/ devices is the most important activity for them. Then they say that giving description of how a certain machine works is the second important activity. Talking and listening to foreigners are considered as the third important activity. Writing reports and design for requisitions of material manufacturing is another important activity, which is ranked fourth by all of the interviewees. They considered reading reference books to be fifth in importance.

4.13. Assessment of Major Course Texts

The texts which have been in use in the trainings of tank mechanics were assessed. These texts were assessed in order to identify the layout, functions, genre and structures dominantly used. The findings of text analysis related to function and structures are indicated in tables with examples taken from the texts.

4.13.1 Assessment of Power Plant Text

The 'power plant textbook' is mainly composed of diagrams and texts. The texts are of two types: prose and note form. Most part of the text is covered in short note form; whereas, prose occurs less frequently. In terms of coverage diagrams stand next to prose.

The coverage of these is analyzed in terms of the pages covered by each of them. Thus, from the total of 72 pages 36 is in note form, 9 in prose and the remaining 33 page are occupied by diagrams.

Table 21: Assessment of English Language Functions

Functions	Number of instances	Percentage of instances	Examples

Descriptions	55	41	The case has two holes arranged at a square angle to each other. The holes terminate in flanges to which the cylinders are attached by means of studs.
Definitions	2	2	Tank engine B-5-B is a source of mechanical energy driving to vehicle
Inclusions	10	7	The basic components of the oil-and-moisture separator are: housing 1, fitter element 2, screen 6 and screen filter 7.
Comparison	4	3	This (BHK-12r) pump is similar in design to fuel pump (BHK-12TK)
Purposes	12	9	For connecting the required group of fuel tanks, place cock handle 5 in the appropriate position.
Instructions	25	19	Check the joints of cooling system for leakage.
Conditions	12	9	Check fuel pipeline if it is blocked with ice.
Directions	4	3	The middle fuel tank is located in the fighting compartment at the right side of the hull.
Sequences	10	7	The tubes are arranged in seven rows in a corridor way.

In 'power plant' text, the most frequently used function is descriptions followed by instructions. Following these come two functions-expressing purposes and conditions. The remaining functions inclusions, sequences, directions and definitions appear rarely as can be seen from the data in the above table.

Table 22: Assessment of English Language Structures

Structures	**Number of instances**	**Percentage of instances**	**Examples**
Imperatives	50	21	Open the root plate over the engine.
Present simple passive	78	34	The tank is provided with a centrifugal fan.
Present simple active	29	12	The fuel distributing cock is of a plug type.
Infinitive phrase	13	6	To insure complete draining of coolant from the radiator, the header positions have certain clearances.
Conditional clause	31	13	If water gets into the fuel system, it may cause corrosion of the fuel system parts.
Time clause	20	9	When lifted, the radiator is fixed with a special clamp.

Relative clause	12	5	The tanks communicate with the atmosphere through the front tank whose vent pipe is brought inside the left-hand tank-rack.

Concerning the structures used in this text, they can be presented from most to least frequent as present simple passive, imperative, conditionals, present simple active time clauses, infinitive phrases and relatives.

4.13.2 Assessment of Power Armament Text

As that of 'power plant', 'Armament' textbook is also composed of diagrams ad texts. The relative coverage of prose, diagrams and note form in the text is in the order they are presented here.

This means that prose appears more frequently covering 14 pages out of 32; whereas, diagrams covers 13 pages and note form 5 pages.

Table 23: Assessment of English Language Functions

Functions	**Number of instances**	**Percentage of instances**	**Examples**
Descriptions	60	32	In the initial position the frame is lowered and locked with catch 5 on stationary guard 14.
Inclusions	16	9	The ammunition rack consists of two partitions 10 with seats 8 for the flanges of the round case bases.
Purposes	18	10	Two brackets 14 welded to bushing 7 serves to secure the springs.

Results	5	3	As a result, contacts 10 are closed.
Instructions	48	25	Load the gun with another round.
Warnings	7	4	Never ram the round by striking on the case base.
Conditions	10	5	Replace the rounds, if the body is badly dented.
Directions	15	8	Attached to the right side of the machine gun bracket is the magazine case frame with a belt guide.
Sequences	10	5	The latches are arranged over the chute to prevent case jumping from the gripper upwards.

As can be seen from table 23,the functions used in 'Armament' text from most to least frequent are descriptions, instructions, purposes, inclusions, directions, conditions and sequence, warning and result.

Table 24: Assessment of English Language Structures

Structures	Number of instances	Percentage of instances	Examples
Imperatives	30	20	Examine the disassembled machine gun.
Present simple passive	35	24	They are stowed in special racks in the hull and turret of the tank.
Present simple active	23	16	The tank turret mounts all 5mm smoothbore stabilizer gun 2A20 (Y5-TC).
Infinitive phrase	18	12	To prepare the gun for firing remove grease from the barrel bore.
Conditional clause	12	8	Lubricate the barrel if it has not been lubricated.
Time clause	20	14	The frame with the empty case rises until cam of touches the cam place surface.

Relative clause	9	6	As the frame rises, flap disengages from catch 5.

Regarding the structures, the first and second dominantly used are present simple passive and imperatives like that of 'power plant'. The next five ranks are taken by conditionals, present simple active, time clauses, infinitive phrases and relatives.

4.13.3 Assessment of 'Tank Gun Stabilizes Meteor-M' text

The Tank Gun stabilizer "Meteor-M"' material also comprises diagrams and texts as the two texts disscussed in sections 4.14.1 and 4.14.2. From 55 pages, 36 pages are covered by prose, 14 pages by diagrams and 10 pages by note form.

Table 25: Assessment of English Language Functions

Functions	Number of instances	Percentage of instances	Examples
Descriptions	97	28	While preparing the gun for firing, the gunner should close the firing circuit, switch on the turret board, and place the switch on the empty case ejection box in the AUTO position.
Definitions	11	3	Speed transmitter is a gyroscopic device designed to measure the angular speed of gun deflection.
Inclusions	20	6	Stator 5 and rotor 2 consists of six groups; each group includes three poles of the stator and one bar of the rotor.
Comparisons	5	1	The gun moves at first in the some direction as in the course of laying.

Purposes	30	9	To elevate the gun, pull the upper ends of the hands grips
Results	37	11	Open switch on the control unit. As a result the amplidyne stops.
Rules	5	1	Resistance must equal to zero
Instructions	103	29	Switch on the stabilizer
Warnings	5	1	Never switch on and use the stabilizer when the mains voltage is below 22 V.
Conditions	17	5	If the barrel is cracked or bulged, it is not allowed to fire the gun.
Directions	9	3	Actuating cylinder is located to the left of the gun.
Contrasts	9	3	Unlike the latter, it has a rack of another length, and a switch of another type.

In 'Tank Gun stabilizer Meteor-M' text, most part of the text is occupied by instructions followed by descriptions. In the third and fourth positions come results and purposes respectively. The fifth one is inclusions. The rest seven functions cover a small portion of the text. These functions are giving directions, definitions and expressing contrast with 5% coverage; and expressing comparisons, rules and warnings with 2% coverage.

Table 26: Assessment of English Language Structures

Structure	Number of instances	Percentage of instances	Examples
Imperatives	25	13	Drive the tank only with the driver's hatch closed
Present simple passive	41	22	The gyro unit consists of two angle transmitters
Present simple active	36	19	The gyro unit is attached to the gun crade from below by three bolts through special shock absorbers

Infinitive phrase	20	11	To lay the gun, the gunner should turn the control unit hand grips around the horizontal axis
Conditional clause	18	9	If the stabilizers proves to operate abnormally, switch it off and eliminate the trouble at first opportunity
Time clause	40	21	When the gun becomes unstabilized the stabilizing mirror of the light becomes uncapped
Relative clause	9	5	The cylinder moves the gun to the preset position at which the pulse potential is reduced to zero

The order of the structures used in this text most to least frequent are present simple active, time clauses, present simple passive, imperative, infinitive phrase, conditionals and relatives.

4.13.4 Assessment of 'Sighing, Vision and Orientation Devices' Material

In 'sight, vision and orientation devices' the relative coverage of diagrams, prose and not from are 14, 9 and 7 pages respectively.

Table 27: Assessment of English Language Functions

Functions	Number of instances	Percentage of instances	Example
Descriptions	40	19	Replace the prism, open lock 10, turn the lower part of the body to the horizontal position, remove the upper prism and install a spare one.
Definitions	10	5	Gyro motor is an asynchronous three-phase

			electric motor with a balanced heavy rotor
Inclusions	15	7	The basic components of the vision device are: prisms 1 and 8, body, movable prism 5, forehead rest 6 and handle 7.
Comparisons	4	2	As compared with gyroscopic drift indicator I ПК-48, gyroscopic drift indicator I Пkg has the following specific features.
Contrasts	6	3	The upper mirror is stationary, while the stabilizer mirror is free to turn about its exist.
Purposes	19	9	Drive the tank so that the scale zero is always kept under index.
Reasons	4	2	The target image in the field of view of the sight remains motionless since the sight head is rigidly connected with the gun stabilized in both places.
Results	6	3	Therefore, do not switch off the device unless necessary.
Rules	9	4	The deviation should not exceed 30 during 15 minutes.
Instruction	71	33	Check to see whether the device is caged.
Warning	4	2	Do not switch on the indicator in the upper position.
Condition	14	6	If the number of dots is not great, point them over the black point.
Direction	4	2	To connect the tie-rod, pull the retainer and turn it clockwise.
Sequence	6	3	Arranged inside the upper portion of the body are three objectives.

Like the text in section 4.13.3, instructions and descriptions are the first and

second dominant functions used in this text. The third and fourth functions are expressing purposes and inclusions followed by conditions. Giving definitions and expressing rules are the sixth and seventh frequently used functions. The rest seven functions appear very rarely, i.e. they cover 2 to 3 percent of the text.

Table 28:Assessment of English Language Structures

Structure	Number of instances	Percentage of instances	Examples
Imperatives	87	31	Close the switch on the device body
Present simple passive	35	13	After the desiccators is saturated with moisture, it cannot absorb moisture.
Present simple active	69	25	On finding the range to the target, the gunner sets the angle of elevation by the scale
Infinitive phrase	20	7	To raise or lower the vision block, pull and turn the lock
Conditional clause	17	6	If the deviation is negative, the scale proves to deviate to the left.
Time clause	45	16	As the depressed lock is turned clockwise through 90 degree, side screw 26of lock 25 enters the slot of pressure nut 32.
Relative clause	6	2	The vision device u a binocular combination periscope whose image counters system permits observation both in day time and at night

Concerning structures, imperatives, present simple active and passive are the first three frequent ones in the rank order they are listed here. Similar to that of 'Tank Gun stabilizer Meteor-M' text, time clauses, infinitive phrases, conditionals and relatives stand fourth, fifth, sixth and seventh respectively.

Based on the results of text assessments, it is possible to put the functions used from most to least frequent as giving descriptions, instructions, expressing purposes, inclusions, result, giving directions, expressing sequence, definitions, warnings, contrast, comparison, rule, and reasons.

Regarding structures, the first three in rank with respect to their coverage in the text are present simple passive, imperatives and present simple active. Time clauses, conditionals, infinitives and relative clauses are fourth, fifth, six and seventh in their frequency of appearing in the texts respectively.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

Based on the data presentation and discussion the following conclusions have been drawn:

a. English Language Skills and Activities Relevant to the Tank Mechanics Trainees

In the training setting, the language skills and areas of language knowledge that are needed by tank mechanics trainees are reading, speaking, writing, listening, vocabulary, grammar and pronunciation in descending order of importance. Specific activities are also identified and prioritized in relation to the four macro-language skills. The activities in descending order of importance are: reading notes/summaries, manuals, books/handouts, charts/diagrams, instructions and technical articles in journals; asking questions, participating in pair/group discussions, describing charts/diagrams, giving oral presentations of project work, answering questions and giving instructions; writing answers to essay type questions,

note-making, writing project reports, labeling diagrams and letters; listening to class discussions, lectures to take notes, class presentations of project work , instructions and short talks at workshops.

Speaking which the most difficult skills to the trainees is the most important one in future job. The next is listening followed by writing and reading respectively. Vocabulary, grammar and pronunciation are fifth, sixth and seventh respectively with respect to importance. Under the macro-skill are identified such activities as speaking to foreigners, giving instructions, making short talks at workshops/seminars and giving lectures/explanations, presenting technical reports, and making telephone calls in decreasing order of importance. Regarding the listening activities, the most important one is listening to foreigners followed by listening: to short talks at workshops/seminars, to instructions, to lectures/explanations, to telephone calls, to an interviewer, and to TV/radio broadcast in English. Similarly, writing plans and designs, making notes, writing minutes, and writing letters are the important writing activities at work in descending order of importance. The sequences of the reading activities in decreasing ordered of importance are reading: manuals, charts/diagrams, reference books, technical articles in journals, workshop regulations/rules and letters.

b. Register, Functions, and Genre used in Tank Mechanics Studies

The technical vocabularies that are frequently used in texts of tank mechanics are identified and presented along with some prefixes and suffixes used in the (see appendices 12 and 13).

The language functions dominantly required by the trainees are: descriptions, instructions, purposes, conditions, inclusions, results, directions, sequences,

definitions, warnings, contrasts, comparisons rules and reasons. These functions are listed in descending order of frequency.

The language structures mostly required by the trainees can be presented in decreasing order of frequency as present simple passive, imperatives, present simple active, time clauses, conditionals, infinitive phrases and relatives.
Concerning genre, the most frequently used is descriptions followed by arguments.

c. Trainees Purpose of Learning English

The trainees' reasons for learning English are primarily for a combination of future job, training and study.

d. Trainees' Attitude

The trainees' attitude to learning English is positive despite the fact that it is difficult to them.

e. The Trainees Learning Preferences

The trainees prefer to be given an English course composed of topics from both general English and technical English. The English language instructors' responses show that an English language course which is related to the trainees' fields of study ought to be designed and produced in order to help the trainees become successful in their training.

The trainees prefer most to learn by conversations and the use of pictures and diagrams. In addition, the trainees want to be taught with the aid of recordings. As the technicians' responses indicate, speaking to foreigners and listening to foreigners are the most important activities at work. However, those two activities are difficult to the technicians. It is, therefore, essential to use recordings of speech of foreign speakers to familiarize them to pronunciations

of foreigners. It is also essential to create situations that allow them to practising conversations and listening to broadcasts in English outside classroom.

As it is pointed out in section 4.5, the trainees' preference is still related to speaking skill, i.e. learning English by talking in pairs/groups. This implies that the trainees have great desire to improve their speaking ability which is very important for future job as discussed in section 4.9.

Concerning the trainees' preferences of topics, it is found out that they like to learn vocabularies and topics related to their fields of study though their preferred type of English is a balance of general English and technical English.

f. Lacks of the Trainees and Technicians

The trainees' face much difficulty in speaking, pronunciation, writing, reading, listening, grammar and vocabulary. Under the macro-skills are activities in descending order of difficulty. These are giving oral presentations of project work, giving oral instructions, describing diagrams/charts, asking questions, answering questions and participating in pair/group discussions. The second difficult skill is writing as shown above and the activities which come under this skill can be prioritized as: writing answers to essay type questions, writing project reports, labeling diagrams, making notes and writing letters. From the reading activities the most difficulty one is reading books/handouts. Reading charts/diagrams, technical articles and notes/summaries are the fourth, fifth and sixth difficult activities. The order of the listening activities from the most to the least difficult are listening to: short talks at workshops, lectures to take notes, class discussions, instructions and class presentations of project work.

Like the trainees, the technicians have much difficulty in speaking. Next to this appears pronunciation followed by listening. The fourth difficult skill is writing.

Grammar, vocabulary and reading are fifth, sixth, seventh respectively. From the speaking activities the most difficult is making short talks at work shops followed by speaking to foreigners. Then come giving lectures/explanations, presenting technical reports, giving instruction, and making telephone calls. Concerning the listening activities, it is possible to put them from the most to the least difficult as listening to lectures/explanations, to foreigners, to TV/radio broadcast in English, to an interviewer, to instructions, to telephone calls and short talks at work shops. Regarding the writing activities, the most difficult one is writing technical reports/papers followed by completing formats, writing minutes, writing plans/designs, making notes and writing letters. The most difficult reading activity to the technicians is reading workshops regulations/rules. Next come reading reference books, articles in journals and charts/diagrams.

g. Relevance of the English Course Given Currently

The relevance of the English course being in use at present is suitable to the trainees only partially as expressed by most of the trainees. Concerning this, local researches done by Asnakech (2006), Haile (2006) and Yirgu (2007) show that the texts are primarily prepared for secondary school second-cycle students so they do not address the needs of technical and vocational education trainees as it does not incorporate their needs.

5.2 Recommendations

Based on the above findings, the following recommendations are made:

1. The English language syllabuses and text books for tank mechanics trainees ought to be designed taking into consideration the relative

importance of the English language skills and activities. In addition, course designers should take into account the relative frequency of functions, language structures, genre, the vocabularies and affixes

2. Course designers as well as English instructors need to take into account the purposes of the trainees in learning English when designing and teaching an English course.
3. Course designers and the English instructors ought to be informed about the trainees' difficulties and find ways of tackling them.
4. The English language instructors should recognize the learning preferences of the trainees and act accordingly in order to make the teaching of English appealing to the trainees.
5. It is advisable to incorporate what the trainees will need in future job when designing and when teaching an English course.

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APPENDICES

Appendix 1

ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

Questionnaire to be Filled by Tank Mechanics Trainees of Major General Mulugeta Buli Technical Collage

Dear Trainee,

The purpose of this questionnaire is to collect data regarding the English Language needs of tank mechanics trainees. The information gathered will also be used for the research conducted for the partial fulfillment of MA degree in Teaching English as a Foreign Language. The result gained will be very useful in the process of designing an English language course relevant to the trainees. So, your honest and frank response is very crucial.

I want to assure you that the information you provide in the questionnaire is highly confidential.

I. Background Information

1. Please give information about yourself in the spaces provided.
   - ❖ Sex: _____
   - ❖ Age: _____
   - ❖ Year average grade point in EGSECE/ESLCE _____
   - ❖ Your grand in English in EGSECE/ESLCE(Give your response by giving a tick mark (✓) in the box)

     A ☐ B ☐ C ☐ D ☐ F ☐
   - ❖ When you joined the college, was auto tank mechanics your first choice? (Give your response by giving a tick mark (✓) in the box)

     Yes ☐ No ☐

II. Information about Your English Language Needs and Difficulties

2. How often do you use English in the classroom?

   A. always B. often C. sometimes D. rarely E. never

3. To what extent do you understand the courses that are given in English? Please circle the letter of your choice.

   A. Very Well B. Well

   C. With difficulty D. With much difficulty

4. What purpose(s) do you learn English for?

   Please Write 5 for 'strongly agree', 4 for 'agree', 3 for 'not sure', and 2 for' disagree', 1 for 'strongly disagree' in the blank spaces.

   A. for study common course subjects _____
   B. for future job _____
   C. for training (attending major course) _____
   D. for a combination of these _____
   E. for promotion _____
   F. for translation _____
   G. for examination _____

5. Indicate the extent of difficulty that you face in the English language skills/ areas of knowledge by putting a tick mark (✓) in the column of your choice. (4=no difficulty, 3=little difficulty, 2=much difficulty, 1=very much difficulty)

No.	English Language Skills/ Knowledge	4	3	2	1
5.1	Listening				
5.2	Speaking				
5.3	Reading				
5.4	Writing				
5.5	Grammar				
5.6	Vocabulary				
5.7	Pronunciation				

6. Indicate the relative importance of each English language skill/knowledge in accomplishing your training (tank mechanics). Rank them by putting a tick mark (✓) in the column of your choice: 4 = most important, 3 = important, 2 = hardly important, 1=unimportant.

No.	English Language Skills/ Knowledge	4	3	2	1
6.1	Listening				
6.2	Speaking				
6.3	Reading				
6.4	Writing				
6.5	Grammar				
6.6	Vocabulary				
6.7	Pronunciation				

7. How would you rate the importance of each of the following activities and the difficulties that you have in each of them to attend your training? Put a tick (✓) in the column which matches your choice. If there are any other activities, please write them in the space provided and rank them.

Note that regarding importance
4 = most important,
3= important,
2 = hardly important,
1 = unimportant

regarding difficulty you have
4 = no difficulty
3= little difficulty
2= much difficulty
1= very much difficulty

No.	Listening Activities in English Listening to:	Importance				Difficulty			
		4	3	2	1	4	3	2	1
7.1	Lectures to take notes								
7.2	Instructions								
7.3	Class discussions								
7.4	Short talks at workshops								
7.5	Class presentations of project work/paper								
	Others								

No.	Speaking Activities in English	Importance				Difficulty			
		4	3	2	1	4	3	2	1
7.6	Asking questions								
7.7	Answering questions								
7.8	Participating in pair/group discussions								
7.9	Giving oral presentation of project reports/papers								
7.10	Giving instructions								
7.11	Describing diagrams/charts								
	Others								

No.	Reading Activities in English Reading:	Importance				Difficulty			
		4	3	2	1	4	3	2	1
7.12	Notes /Summaries								
7.13	Books/handouts								
7.14	Manuals								
7.15	Charts/diagrams								
7.16	Instructions								
7.17	Technical articles in journals								
	Others								

No.	Writing Activities in English	Importance				Difficulty			
		4	3	2	1	4	3	2	1
7.18	Writing answers to essay type questions								
7.19	Making notes (from books/ handouts)								
7.20	Labeling diagrams /completing formats								
7.21	Writing project report/paper								
7.22	Writing Letters								
	Others								

6. Which is most relevant to you? Please rank them in the order of relevance by writing 1 for most relevant, 2 for 2nd relevant, 3 for least relevant

General English (what you are learning now)	
Technical English (related to you field of study)	
A balance of general English and technical English	

III. Information Concerning Language Learning Preferences

8. Please indicate your degree of agreement/disagreement by writing 5 for 'strongly agree', 4 for 'agree', 3 for 'not sure', 2 for 'disagree', 1 for 'strongly disagree' in the blank space.

8.1. In class, I like to learn by reading _____
8.2. In class, I like to listen and use cassettes _____
8.3. In class, I like to learn by games _____
8.4. In class, I like to learn by conversations _____
8.5. In class, I like to learn by picture, diagrams _____

8.6. In class, I want to write every thing in my note book_____
8.7. I like the teacher to explain every thing to us _____
8.8. I like the teacher to give us problem to work on _____
8.9. I like the teacher to let me find my mistakes _____
8.10. I like to study English by my self (alone) _____
8.11. I like to learn English by talking in pairs/groups _____
8.12. I like to study grammar _____
8.13 I like to learn English by hearing English words_____
8.14. I like to learn English by seeing English words_____
8.15. I like the teacher to use teaching aids _____
8.16. Out of class, I like to learn by reading newspapers _____
8.17. Out of class, I like to learn by watching TV in English _____
8.18. Out of class, I like to learn by studying English books _____
8.19. Out of class, I like to learn by talking to friends in English _____
8.20. Out of class, I like to learn by listening to radio broadcast in English_____

8.21. Out of class, I like to learn English by using English out side the classroom _____
8.22. I like to listen to, speak, read and write on topics related to my field of study_____
8.23. I like to listen to, speak, read and write on topics any kind_____

8.24. I like to learn technical vocabularies _____

IV. Information about Your Attitudes to Learning English

9. Rate the following statements on the scale given by putting a tick mark (✓) in the column of your choice. (5 = strongly agree, 4= agree, 3 = not sure, 2= disagree, 1 = strongly disagree)

	Activities in English	5	4	3	2	1
9.1	I like to learn English very much					
9.2	Learning English is very important					
9.3	Learning English helps to lean other courses					
9.4	Learning English is waste of time					
9.5	I dislike learning English					
9.6	I do no like to attend English classes					
9.87	I like to study English because it is interesting					
9.8	Learning English is useful for future jobs					
9.9	Learning English is difficult					
9.10	I do not want to spend my time in studying English					

V. Information on the Relevance of the Existing English Course

10. Do you feel that the existing English language course helps you much to attend courses of your field of study. Please circle the letter of your choice

A. Yes B. No

11. To what extent does the English course that you have been learning satisfy your needs in relation to your field of study? Circle the letter of your choice.

A. Completely B. Partly C. Not at all

12. Please write any suggestions for making the English course more effective and useful to you.

_____

_____

_____

THANK YOU VERY MUCH!

.

Appendix 2

ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

Questionnaire to be Filled by Trainers of Tank Mechanics

Dear Colleague,

The purpose of this questionnaire is to collect data to find out the needs of tank mechanics trainees. The information collected will be used for a research conducted for the partial fulfillment of MA degree in Teaching English as a Foreign Language. The result obtained will also be used in designing an English language course that will allow your trainees function successfully in their field of study and later job. As you are among the people who are directly involved in training tank mechanics trainees, your opinion is highly appreciated.

I want to assure you that the information you provide in this questionnaire is highly confidential.

I. General Information about Trainers of Tank Mechanics

1. Please give information about you in the spaces provide.
   - ❖ Qualification: _____
   - ❖ The subject you are qualified in _____
   - ❖ The Subjects (s) you are teaching now _____
   - ❖ Years of teaching experience till now _____

II. Information about the Trainees English Language Ability

2. How often do your trainees use English? Please circle the letter of your choice.

   A. always B. Often C. sometimes D. rarely E. never

   If you choice is 'D' or 'E', please write your reason (s)

   _____

   _____

3. How well do you think most of the trainees understand the technical courses taught in English? Please circle the letter of your choice.

   A. Very well B. Well

   C. With difficulty D. With much difficulty

4. How good are your trainees at the language skills/knowledge? Please put a tick mark (✓) in the column of your choice. Use the scale 4=very good, 3=good, 2=weak , 1=very weak

No.	English language Skills/knowledge	4	3	2	1
4.1	Listening				
4.2	Speaking				
4.3	Reading				
4.4	Writing				
4.5	Grammar				
4.6	Vocabulary				
4.7	Pronunciation				

5. How good are your trainees in the following activities? Please put a tick mark (✓) in the column of your choice: (4=very good, 3=good, 2=weak, 1=very weak)

No.	Activities in English	4	3	2	1
5.1	Describing diagrams/charts				
5.2	Taking notes (from speech)				
5.3	Understanding oral instructions				
5.4	Understanding written instructions				
5.5	Answering questions				
5.6	Asking questions				
5.7	Discussing (in pairs/ groups)				
5.8	Making notes (from written text)				
5.9	Understanding manuals				
5.10	Labeling diagrams/completing charts/tables				
5.11	Writing answers questions				
5.12	Writing project reports/papers				
5.13	Understanding charts/diagrams				
5.14	Giving oral presentations				
5.16	Understanding books/handouts				
5.17	Understanding technical article in journals				
5.18	Understanding notes/summaries				
5.19	Writing letters				
5.20	Understanding class discussions				
5.21	Understanding short talks at meeting, conferences				
5.22	Understanding class presentation of project work				

III. Information on English Language Needs of the Trainees

For each of the two questions (6 and 7), please give your opinions by putting a tick mark (✓) in the columns that bears your choice. Use the scale 4 = most important, 3= important, 2 = hardly important, 1= unimportant

6. How important are the following English Language skills/knowledge to the trainees of tank mechanics to accomplish tasks in there field of study?

No.	English language Skills/knowledge	4	3	2	1
6.1	Listening				
6.2	Speaking				
6.3	Reading				
6.4	Writing				
6.5	Grammar				
6.6	Vocabulary				
6.7	Pronunciation				

7. How important are the following activities to the trainees in their field of study? If there are any other activities, please write them in the space provided and rank them.

No.	Listening Activities in English Listening to:	Importance			
		4	3	2	1
7.1	Lectures to take notes				
7.2	Instructions				
7.3	Class discussions				
7.4	Short talks at workshops				
7.5	Class presentations of project work/paper				
	Others				

No.	Speaking Activities in English	Importance			
		4	3	2	1
7.6	Asking questions				
7.7	Answering questions				
7.8	Participating in pair/group discussions				
7.9	Giving oral presentation of project reports/papers				
7.10	Giving instructions				
7.11	Describing diagrams/charts				
	Others				

No.	Reading Activities in English Reading:	Importance			
		4	3	2	1
7.12	Notes /Summaries				
7.13	Books/handouts				
7.14	Manuals				
7.15	Charts/diagrams				
7.16	Instructions				
7.17	Technical articles in journals				
	Others				

No.	Writing Activities in English	Importance			
		4	3	2	1
7.18	Writing answers to essay type questions				
7.19	Making notes (from books/ handouts)				
7.20	Labeling diagrams /completing formats				
7.21	Writing project report/paper				
7.22	Writing Letters				
	Others				

8. Please write any suggestions for making the English course more effective and useful to you.

_____

_____

_____

THANK YOU VERY MUCH!

Appendix 3

ADDIS ABABA UNIVERSITY

INSTITUTE OF LANGUAGE STUDIES

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

Questionnaire for English Teacher of Tank Mechanics

Dear Colleague,

The purpose of this questionnaire is to collect data to find out the needs of auto tank mechanics trainees. The information collected will be used for a research conducted for the partial fulfillment of MA degree in Teaching English as a Foreign Language. The result obtained will also be used in designing an English language course that will allow your trainees function successfully in their field of study and later job. As you are among the people who are directly involved in and influence the process of English language teaching and learning, your opinion is highly appreciated.

I want to assure you that the information you provide in this questionnaire is confidential.

I. Information about English Language Ability and Necessity of Tank Mechanics Trainees

1. How often do your trainees use English? Please circle the letter of your choice.

   A. always B. Often C. sometimes D. rarely E. never

   If you choice is 'D' or 'E', please write your reason (s)

   _____

   _____

2. How well do you think most of the trainees understand the technical courses taught in English? Please circle the letter of your choice.

   A. Very well B. Well

   C. With difficulty D. With much difficulty

3. In which skills/ areas of language knowledge do you think the trainees are weak? Please put a tick mark (✓) in the column of your choice Use the scale: 4=very good, 3=good, 2=weak, 1=very weak.

No.	English language Skills/knowledge	4	3	2	1
3.1	Listening				
3..2	Speaking				
3.3	Reading				
3.4	Writing				
3.5	Grammar				
3.6	Vocabulary				
3.7	Pronunciation				

4. For what purposes do you think the trainees require English? Please rate them on the scale:

4= Very much 3= much

2= little 1= not

	4	3	2	1
Understand lectures in their fields of study in English				
Take part in oral discussion in English				
Read textbooks in their field of study				
Write answers to examination questions				
Training to use scientific and technical texts				
Attend lectures and courses taught in English				
Studying English Just as part of their curriculum				

5. How good are the tank trainees in the following activities? Please put a tick mark (✓) in the column of your choice. Use the scale

4= Very good 3= good

2= weak 1= very weak

No.	Listening Activities in English Listening to:	Importance				Difficulty			
		4	3	2	1	4	3	2	1
5.1	Lectures to take notes								
5.2	Instructions								
5.3	Class discussions								
5.4	workshops								
5.5	Class presentations of project work/paper								
	Others								

No.	Speaking Activities in English	Importance				Difficulty			
		4	3	2	1	4	3	2	1
5.6	Asking questions								
5.7	Answering questions								
5.8	Participating in pair/group discussions								
5.9	Giving oral presentation of project reports/papers								
5.10	Giving instructions								
5.11	Describing diagrams/charts								
	Others								

No.	Reading Activities in English Reading:	Importance				Difficulty			
		4	3	2	1	4	3	2	1
5.12	Notes /Summaries								
5.13	Books/handouts								
5.14	Manuals								
5.15	Charts/diagrams								
5.16	Instructions								
5.17	Technical articles in journals								
	Others								

No.	Writing Activities in English	Importance				Difficulty			
		4	3	2	1	4	3	2	1
5.18	Writing answers to essay type questions								
5.19	Making notes (from books/ handouts)								
5.20	Labeling diagrams /completing formats								
5.21	Writing project report/paper								
5.22	Writing Letters								
	Others								

6. What is the most important factor in the success of teaching English in the department of military Technology-auto tank mechanics?

Use 4= most important, 3= important, 2= hardly important

1= least important

Factors	4	3	2	1
Smaller classes				
Adequate teaching facilities				
All trainees have been well trained in secondary schools				
Trainees are strongly initiated in learning English				
Good teaching texts are available				

II. Information on Trainees' Attitude

7. What is the trainees' attitude towards the English course? Please circle the letter of your choice.

A. Positive B. Negative.

III. Information on the Relevance of the Existing English Course

8. To what extent do you agree on the relevance of each of following to auto tanks mechanics trainees?

Use 5= strongly agree 4 = agree 3 = undecided

2 = disagree 1 =strongly disagree

The relevance of:	5	4	3	2	1
The aims/objectives stated in the English course to the auto tank trainees					
The English course to trainees' future job					
The topics tasks/activities in the English textbooks					

9. Please write any suggestions which you think are important in making the English course relevant to auto tank mechanics trainees.

_____

_____

_____

THANK YOU VERY MUCH!

Appendix 4

ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

Questionnaire to be Filled by Tank Technicians

Dear Technician,

The purpose of this questionnaire is to collect data regarding the English Language needs of auto tank mechanics technicians. The information gathered will also be used for the research conducted for the partial fulfillment of MA degree in Teaching English as a Foreign Language. The result gained will be very useful in the process of designing an English language course relevant to auto tank mechanics trainees. So, your honest and frank response is very crucial.

I want to assure you that the information you provide in the questionnaire is highly confidential.

I. General Information about Tank Mechanics Technicians

1. Fill the required information about yourself in the space provided

Name of Institution: _____

Qualification: _____

Your job/duty at present: _____

II Information on the English Language Needs of Technicians

For each of the following items (2-4), put a tick mark (✓) in the column of your choice.

2. How important are the following English language Skills/knowledge?

No	Skills/knowledge	Very important	Important	Hardly important	Unimportant
2.1	Listening				
2.2	Speaking				
2.3	Reading				
2.4	Writing				
2.5	Grammar				
2.6	Vocabulary				
2.7	Pronunciation				

3. How much difficulty do you have in each English language skills/ area of knowledge?

No	English language Skills/knowledge	None	Little	Much	Very much
2.1	Listening				
2.2	Speaking				
2.3	Reading				
2.4	Writing				
2.5	Grammar				
2.6	Vocabulary				
2.7	Pronunciation				

4. Indicate the relative importance of the activities listed and the difficulty of these activities to you on a rating scale of 4 to 1. If there are any other activities, please write them in the space provided and rank them.

NB: Concerning importance
- 4= most important
- 3= important
- 2= hardly important
- 1= unimportant

concerning difficulty
- 4= none
- 3= little
- 2=much
- 1= very much

No	Listening activities in English Listening to:	Importance				Difficulty			
		4	3	2	1	4	3	2	1
4.1	Lectures/explanations								
4.2	Instructions								
4.3	TV/radio broadcast in English								
4.4	Listening to foreigners								
4.5	Short talks at workshops/seminars								
4.6	Telephone /radio calls								
4.7	Listening to an interviewer								
4.8	Others								

No	Speaking Activities in English	Importance				Difficulty			
		4	3	2	1	4	3	2	1
4.9	Giving lectures/explanations								
4.10	Presenting technical reports /papers								
4.11	Giving Instructions								
4.12	Speaking to foreigners								
4.13	Making short talks at workshops/seminars								
4.14	Making telephone/ radio calls								
4.15	Others								

	Reading Activities in English Reading:	Importance				Difficulty			
		4	3	2	1	4	3	2	1
4.16	Reference books								
4.17	Articles in journals								
4.18	Manuals								
4.19	Charts/diagrams								
4.20	Workshop regulations/rules								
4.21	Letters								
4.22	Others								

No	Writing Activities in English	Importance				Difficulty			
		4	3	2	1	4	3	2	1
4.23	Writing technical reports /papers								
4.24	Writing minutes								
4.25	Writing /preparing plans and designs								
4.26	Making notes								
4.27	Completing formats								
4.28	Writing letters								
4.29	Others								

THANK YOU VERY MUCH!

Appendix 5

ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

Dear,

The purpose of this questionnaire is gather data to find out the needs of tank mechanics trainees. The information collected will be used for a research conducted for the partial fulfillment of MA degree in Teaching English as a Foreign Language. The result obtained will also be used in designing an English language course that will allow auto tank mechanics trainees to function successfully in their field of study and future job. The researcher highly appreciates the responses you provide.

I want to assure you that the information you provide in this questionnaire is highly confidential.

I. Background Information

1. Complete the blank spaces with required information.

Name of your institute _____

Your post/duty _____

Experience in years _____

II. Information on the English Language Needs of Technicians

2. Please indicate the important of English language skills/areas of knowledge by putting a tick mark (✓) in column which corresponds your choice.

No	English language Skills/knowledge	Very important	Important	Hardly important	Unimportant
2.1	Listening				
2.2	Speaking				
2.3	Reading				
2.4	Writing				
2.5	Grammar				
2.6	Vocabulary				
2.7	Pronunciation				

3. How important are the following activities to tank mechanics employees (tank technicians)? Rate the following activities on the scale: 4= Very important, 3= Important, 2= Hardly important, 1= Unimportant by putting a tick mark (✓) in the column of your choice.

No	Listening activities in English Listening to:	Importance			
		5	4	3	2
3.1	Lectures/explanations				
3.2	Instructions				
3.3	TV/radio broadcast in English				
3.4	Listening to foreigners				
3.5	Short talks at workshops/seminars				
3.6	Telephone/ radio calls				
3.7	Listening to an interviewer				
3.8	Others				

No	Speaking Activities in English	Importance			
		4	3	2	1
3.9	Giving lectures/explanations				
3.10	Presenting technical reports /papers				
3.11	Giving Instructions				
3.12	Speaking to foreigners				
3.13	Making short talks at workshops/seminars				
3.14	Making telephone/ radio calls				
3.15	Others				

No	Reading Activities in English	Importance			
		4	3	2	1
3.16	Reference books				
3.17	Articles in journals				
3.18	Manuals				
3.19	Charts/diagrams				
3.20	Workshop regulations/rules				
3.21	Letters				
3.22	Others				

No	Writing Activities in English	Importance			
		4	3	2	1
3.23	Writing technical reports /papers				
3.24	Writing minutes				
3.25	Writing /preparing plans and designs				
3.26	Making notes				
3.27	Completing formats				
3.28	Writing letters				
3.29	Others				

THANK YOU VERY MUCH!

Appendix 6

Interview Questions to Trainees

1. Which of the English language skills are important to attend your fields of study effectively?
   - Listening
   - Speaking
   - Reading
   - Writing

2. When do you think should the English course be given?

   - ✓ in the morning / afternoon
   - ✓ once a week / twice a week
   - ✓ concurrently with major courses / before major courses begin
   - ✓ two periods consecutively / two periods consecutively but with break after fifty minutes (the first period)/ one period a day.

3. What activities do you mostly perform?

4. How often do you use English?

Appendix 7
ለሰልጣኝ የቀረበ ቃለ መጠይቅ

1. ትምህርትህን በጥሩ ሁኔታ ለመከታተል በጣም አስፈላጊ የምትላቸው ክህሎቶች በቅደም ተከተል የትኞቹ ናቸው?

   ማዳመጥ

   መናገር

   ማንበብ

   መፃፍ

2. የእንግሊዝኛ ቋንቋ ትምህርት ምን ጊዜ ቢሰጥ ትመርጣለህ?
   - ጠዋት /ከሠዓት
   - በሣምንት አንድ ቀን/በሣምንት ሁለት ቀን
   - ከዋና ትምህርት (ሜጀር ኮርስ) ጎን ለጎን/ዋና ትምህርት (ሜጀር ኮርስ) ከመጀመሩ በፊት
   - ሁለት ክፍለ ጊዜያት በተከታታይ/ሁለት ክፍለ ጊዜያት በከተታታይ ነገር ግን በመሃል እረፍት/በቀን አንድ ክፍለ ጊዜ
3. አብዛኛውን ጊዜ የምታከናውናቸው ተግባራት ምን ምን ናቸው?
4. ምን ያህል አዘውትረህ እንግሊዝኛ ቋንቋን ትጠቀማለህ?

Appendix 8
Interview for Trainers

1. What tasks/ activities are dealt with? Which are most important?
2. Which skill(s)is are the most important (listening, speaking, reading, and writing)?
3. What is your assessment of the trainees' ability?
4. How often do your trainees use English?
5. Which of the following are usually carried out in tank mechanics trainings?

   narration / argument/ description/ expository
6. What roles should English play in Major General Mulugeta Buli College?

Appendix 9
Interview to English Instructor

1. What is your assessment of the trainees' ability?
2. Which skills are the most difficult to the trainees?
3. Which micro-skills are the most difficult to the trainees?
4. How often do the trainees use English?
5. What roles should English play in major General Mulugeta Buli College?

Appendix 10

Interview to Shop Heads

1. What role do English play in MOND project 40720?
2. What are the most important activities you carry out in English?
3. What language difficulties do most of the technicians face?
4. Which of the English language skills are important (listening, speaking, reading, and writing)?

Appendix 12

Prefixes and Suffixes Found in Tank Mechanics Texts

Prefixes	Examples	Suffixes	Examples
Un-	unscrew	-er	amplifier
Anti-	Antiphase	-ar	angular
Pre-	Precautions	-al	signal
De-	De energize	-tive	additive
Dis-	Disengage	-ment	alignment
In-	Independent	-ize	magnetize
Inter-	Interlock	-ance	observance
Il-	Illumination	-ion	lubrication
Im-	Impassable	-able	removable
Ir-	Irrespective	-or	regulator
Mis-	Misfire		
Re-	Reload		
Semi-	Semiautomatic		
Em-	Emplacement		

Appendix 12
TechnicalVocabularies

A

Axle
Automatic operations
Armature
Atomic blast
Align
Ammunition
Arc-shaped
Angle limiter
Angle
Axis
Angle transmitter
Amplitude
Amplydyne
Actuating
Anodes
Anti-phase
Amplify
Ambient
Adjustable restores
Absolute-speed
Approaches
Amplidyne drive motor
Accessories
Ambient air
Angle-of-elevation
Aiming
Apex of central mark
Aimed fire at night
Armor cap
Air starting cylinders
Apex
Aiming point
Absorbing agent
Action of rarefaction
Accessory drive gears
Air cleaner
Armor grill
Armor strips
Asbestos
Aluminum alloy
Air pressure reducer
Actuating mechanism

B

Bolt and boss
Barrel
Button
Bar
By-passing
Breech block
Battle
Bushing
Bracket of machine gun
Beam
Bolts and pins
Belts
Bullets
Bore-sight
Breech
Bolt
Booster
Button off
Bearing
Bleed plug
Back off
Bubbles
Bars and slots
Breech cam plate
Bushes
Breaks
Bore
Bracket tooth
Beam unit
Buzzing
Breech leveling plate
Blackout head lamp
Brush holder
Branch pipe
Bolted
Bracket
By-pass and shut-off valve
Bowl
Bullets
Boiler
Buckles
Board
Battlefield

C

Control box
Counter recoil
Closed contacts
Cycle
Circuit
Current
Crew
Case-and-belt
Cartridge
Canvas
Chamber
Coaxial Compartment
Compliant
Control unit
Collapse
Center line
Coil
Capacitor
Coincide
Converter
Cathodes
Change –over lever
Commander's hatch door
Cupola
Current-carrying
Contactor
Cage
Cut-in relay
Cage magnet
Constant
Control voltage
Crosshairs
Correction mechanism
Cross-strings
Clamping
Cap
Collar cable
Corresponding angle
Cross-mark
Clamping nut
Cock
Coated
Coupling set
Crankshaft
Camshaft
Compression stroke
Control linkage
Camouflage
Coil pipe
Crankshaft inlet
Centrifugal
Cooler
Crankcase
Centrifugal oil filter
Circulation
Cooling system
Coupling stud
Clearance
Coolant
Centrifugal fan
Combat situation
Cylinder heads
Centrifugal guide
Cooling ribs
Cylinder blocks
Compressor shaft
Cam plate
Communicators of brushes

D

Displacement led
Depressed ling
Device
Deflection
Depress target
Designation button
Damping ration

Dynamometer
Driver's hatch
Duct
Diaphragm
Drift
Drive shaft
Delivery value
Driver's seat
Diesel fuel
Discharge
Drain value
Drain fuel
Disassemble
Dust ejection pipes
Driver's instrument panel
Drilled holes
Drillings
Drain delivery value

E

Empty case ejection mechanism
Elevate
Emplacement
Eyelet
Extractor hooks
Electrical equipment
Electromagnet
Engine
Electro hydraulic
Elevation angle transmitter
Electric motor
Electronic amplifier
Elevation stabilizer
Ejection
Electromagnet armature
Electromotive force
Exit pupil diameter
Electric unit
Electrically heated
Engine lugs
Exhaust stroke
Engine
Ejection
Exhaust gases
Exhaust manifolds ejector
Effect of rarefaction
Exhaust system
Exhaust branch pipe
Ejection pipes
Engine outlet
Electric motor
Exerts
Eccentric shaft
Electro pneumatic valve
Elevation of traverse angles

F

Fighting compartment
Flanges
Fragmentation
Friction parts (of engine
Friction force
Feedback angle transmitter
Flux
Full-wave
Fire
Friction
Friction moment
Force applied
Fluid
Filter
Front wall
Frame
Formula
Frame bolts
Finding scale
Forehead rests
Front mirror
Flannel
Fault
Fields of rates
Front fuel tank
Fields of rotor
Front injection pump
Fuel filter
Fuel fed pedal
Foot control link large
Fuel filling unit
Fuel distributing cock
Filter elements
Fan
Funnel
Filtration
Fuel burning
Fuel feed
Fire gasket
Faulty valve
Flap
Fuse
Fluid level
Filaments

G

Gun
Gear
Guard mounts
Gripper assembly
Gas chamber
Gripper
Grip house slide
Gun loading
Gimbals
Gyroscope
Gyro unit
Gear pumps
Grips
Gun laying
Guard
Green signal lamp
Gunner's device
Gasket
Gun muzzle face
Gun stabilizers
Gun guard
Gyroscopic
Generator
Gyroscopic drift
Gauge
Gauge filters
Gauze
Grease
Gear box
Glow plug

H

Hinge jointed
Hatch
Housing cover
Hand-wheels
Hull
High-explosive projectiles
Hollow-charge projectiles
Hatch cover
Hang fire
Hooks
Horizontal axis
Hydraulic
Hand grips
Hydraulic lock
Half-wave rectifier
Hydraulic booster electromagnet
Horizontal oscillations
Horizontal planes
Head camps
Hatch door
Half-sleeve
High-voltage
Hand control lever
Hand control linkage
Hinge joints pins
Hinged armor cover
Hand drive
Heated fuel

I

Inter-locking
Induce
Intensity

Intermediate relay
Intake sleeve
Instruments
Inlet
Inlet shatters
Ejector-type preheated
Insulator
Ignite

J

Jam
Jerk
Journals & bearing sells

K

Knob

L

Lever
Longitudinal
Laminated
Lubricate
Left-hand grip
Lubricating tooth
Load
Left hand contact
Left hand shield
Left hand lamp
Lugs
Left hand position
Lights up on
Lateral head
Limit stops
Light filter
Level box
Located
Left hand cylinder
Lower portion
Lubricating system
Lifting nut
Lower portion
Lifting relay
Laden

M

Manuals
Motor
Machine gun
Mount
Movement zone
Mirror
Motionless rotor
Motor matures
Meshed
Mains voltage
Micro-button
Manually
Muzzle face
Magnified image
Middle mark
Magnitude
Mechanical energy
Manual fuel
Manual pump
Manual fuel priming pump
Mechanical admixture

N

Nuts
Neutral position
Negative feedback
Needles of values
Non-return value
Non-equilibrium
Night vision device
Nozzle outlet
Nozzle

O

One-axis
Oscillations
Optical
Orient
Oil seals
Oil tank
Oil filter
Oil cooler
Oil priming pump
Oil pump
Operating position
Oil control ring
Oil-and-moisture separation
Outlet value

P

Pins
Projectile
Parallel
Proportional
Pulses
Plug connectors
Protruding
Pulse
Phrase-sensitive
Power transformer
Potentiometer
Polarized
Plugs
Press-fitted
Pipe union
Polarity
Polarized relay
Partition
Plug
Potential difference
Pipe unions
Power pack
Projective thigh
Power pack cover
Periscope
Protective plug
Protective covers
Positive value
Preset division
Pipelines
Ports
Pump shaft
Pedal
Pressure gauge
Pumping unit
Parallel flows
Preventive maintenance
Preheated coils
Piston
Piston body
Push rod

R

Right hand grip
Right hand contact
Right hand position
Right hand tank
Rod
Rubber buffers
Relay
Ready-for-action
Radioactive dust
Rotation
Range
Red signal lamp
Relative
Range scale
Removable
Route
Ration
Revolution /min
Reduction unit
Rarefaction
Rod
Release valve
Root plate
Reassemble
Reducing value
Rubber gasket
Reducing valve
Radiator
Rotary motion
Racks

S

Strap
Spring
Shaft

Shims
Screw
Safety fuse
Spur rear
Shock absorbers
Shock wave
Secure
Sleeves
Stator
Series-connected
Secondary voltage
Spring-steel
Secondary
Speed transmitter
Shaft
Slip rings
Speed transmitter
Spot
Sense of its rotation
Slide of potentiometer
Shunting resistor
Slid values
Sighting line
Stable
Sight
Spare parts
Spotlight
Specification
Shock-absorbing
Slots
Shutter
Sighting line
Signaling
Sight mirror
Socket
Sight verification
Swinging mirror
Scale
Spherical ring
Spare head lamp
Short circuited
Screw driver
Summer position
Splines
Shutdown mechanism
Stationary
Spring retaining disc
Smack generating system
Swirlers
Studs and nuts
Sealing plate
Steel sheets
Stud
Spiral and Springs
Screen
Screen filler
Scavenge
Safety value

T

Tank turret
Trigger circuit
Trigger level
Torrent & gun locked
Tank-rack
Traversing
Target
Torsion bar
Traverse
Transformer
Transmitter
Torque
Triodes of value
Tipping
Turret
Trigger
Turret stops
Tipping unit of gun
Tank hull
Traverse stabilizer
Terminals
Turret race ring
Tank vision
Target range
Tube
Turret traverse control
Tumblers switch
Testing target
Tank mains
Tie-rod
Tank-engine
Tank-rack
Toothed sector hose
Tank filler neck
Temperature gauge
Tangent

U

Union nuts
Under runs
Undercurrent plates
Uncotter
Upper half
Union nuts
Unload

V

Voltage
Value
Vertical plan
Vibro-amplifier
Vision device
Voltage divides
Vision blocks
Vehicle
Vortex tube
Vortex apparatus
Vacuum valve
Vacuum-and-pressure relief

W

Worm
Winding
Withdraw
Wiring
Wrench
Wiper handle
Wall-branch pipe
With the engine running
Water radiator
Water pump
Winter position

Y

Yoke of driver

Z

Zero the machine gun