

**Exploring the Learning Needs of Dilla University Students in
EAP Setting: the Case of Second Year English Majors**

By

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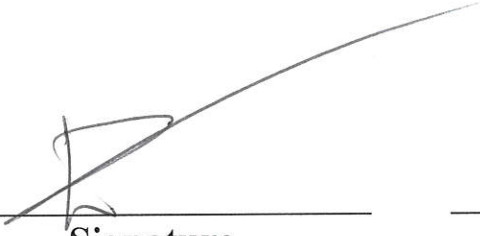

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Abstract

Exploring the Learning Needs of Dilla University Students in EAP Setting: the Case of Second Year English Majors

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The purpose of the current study is to identify the sub-skills with which DU students, particularly 2nd year English majors, have much/some difficulty while taking the skill courses. In order to achieve this, different methods were used to collect data: questionnaires, tests, document analysis, and interview. Holistic and analytic criteria were used to interpret test scores while a scale that ranges from 'much difficulty to no difficulty' was used to identify subjects' level of performance. In addition, different methods of descriptive statistics such as frequency counts and percentages were used to specify learners' difficulties with the sub-skills.

The findings from the tests showed that the study-subjects had experienced 'much difficulty' and 'some difficulty' in a number of sub-skills. The sub-skills in which most learners had 'much difficulty' included: word stress, 100%; interaction skill 2 (i.e. learners' ability to respond appropriately to speech stimulus), 91.7%; organizing ideas, 85.7%; synthesizing ideas, 71.4%; using correct and complete sentences, 68.6%; recognizing text structure, 65.7%; syntactic skills, 62.9%; vocabulary, 62.9%; and joining sentences, 60%. Besides, the sub-skills with which most subjects had 'some difficulty' were: intonation, 100%; scanning, 82.9%; listening for specific details, 71.4%; pronouncing words, 66.7%; using capitalization correctly, 65.7%; distinguishing main ideas from supporting details, 60%; and recognizing discourse markers, 60%. Furthermore, the findings from the tests revealed that subjects belonging to certain categories namely satisfactory performers, low-scorers, students from rural places, and those from uneducated family had 'much difficulty' with most of the sub-skills.

The findings from the questionnaires, interview, and document analysis suggested that several factors constrained the teaching of the skill courses. Some of these included: lack of resources, harsh environment, poor background, and so on. On top of that, the credit hours for the skill courses were not sufficient in order to meet the programme objectives envisaged by the English Department. At the same time, the analysis of the course materials in light of learners' difficulties with sub-skills showed the presence of mismatch between course materials and learners' needs. Consequently, it was recommended that the curriculum, syllabi, and course materials should undergo complete revision in line with learners' current needs.

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Operational Definitions of Key Terms

1. **Needs:** Needs in the current study refers to the learning needs of students (Hutchinson & Waters, 1987). That is to say, learning needs in this case refer to what students need to learn or practice in order to succeed in the skill courses. Berwick (1989:52) asserts that needs refers to “a gap or measurable discrepancy between a current state of affairs and a desired future state”. This ‘gap’ is referred to as ‘lacks’ or ‘deficiencies’ (Hutchinson and Waters, 1987). In this study, an attempt was made to identify what the subjects can do and what they lacked to do specified in terms of the sub-skills. Therefore, ‘needs’ in the current study specifically refers to the English language sub-skills with which learners have much/some difficulty: a) while taking the skill courses and/ or b) performing tasks in test situations. In short, the sub-skills with which learners had much/ some difficulty were those which they needed most to practice and consequently required more assistance in order to succeed in the skill courses and meet the programme objectives.
2. **Sub-skills:** In the current study, ‘sub-skills’ refer to a group of specific skills that underlie the macro-skills (i.e. speaking, listening, reading, and writing) and aspects/units of language (i.e. grammar, vocabulary, and pronunciation). For example, ‘skimming’ and ‘scanning’ in reading and ‘tense’ and ‘preposition’ in grammar. In this regard, it is

believed that learners exercise or apply these and other sub-skills while attempting to extract the meaning from a certain written text or producing grammatically correct sentences. The same applies for the sub-skills under the rest of the macro-skills and the formal aspects of language (Bachman, 1991) mentioned above. Buck (2001) calls these underlying skills as ‘sub-skills’ while discussing the different taxonomies. At the same time, Richards (1983) and Flowerdew & Peacock (2001) call sub-skills as ‘micro-skills’, Munby (1978) refers to them as ‘enabling skills’, and Weir (1993) calls them as ‘underlying skills components’. Although the scholars used different terminologies to refer to the same concept, the researcher preferred to use ‘sub-skills’ throughout the study.

3. **Performance:** It refers to the subjects’ test scores.
4. **Difficulty:** This refers to learners’ deficiency or inability to perform well in a certain sub-skill.
5. **Socio-economic status:** It refers to the economic and educational status of the subjects’ parents.
6. **Educational status:** This refers to the grade level completed by subjects’ parents in formal education.
7. **Educated:** It refers to someone who has gone through formal education and completed a certain level of education.
8. **Uneducated:** It refers to someone who has not gone through formal education.
9. **Urban:** It refers to a place which has the status of town/city, having all the infrastructures.
10. **Rural:** It refers to a place which has not the status of town/city, partially or fully lacking all the infrastructures.
11. **Performance level:** It refers to learners’ difficulty with the sub-skills: much difficulty, some difficulty, little difficulty, and no difficulty.
12. A sub-skill in the tests may have different numbers of items. Therefore, the following are criteria for determining the performance levels of the test-takers in view of a sub-skill.

No of items in a sub-skill	Much difficulty	Some difficulty	Little difficulty	No difficulty
2	0%	50%	100%	
3	≤33.3%	66.6%	100%	
4	≤25%	50%	75%	100%

6	33.3%	50%-66.6%	83.3%	100%
8	<25%	37.5%-62.5%	75%-87.5%	100%
10	<40%	50%-70%	80%-90%	100%
19	<47.3%	47.3%-78.9%	84.2%-89.4%	≥94.7%
20	<50%	50%-80%	85%-90%	≥95%

13. In the following criteria, learners' overall test scores were used to determine learners' performance level in the macro-skills.

Macro-skills	Much difficulty	Some difficulty	Little difficulty	No difficulty
writing	≤55.7%	57.6%-78.8%	80.7%-92.3%	>96%
reading	≤59.6%	61.5%-86.5%	88.5%-94.2%	>96.2%
listening	≤50%	54.1%-79.2%	83.3%-91.7%	>95.8%
speaking	≤51%	52.3%-76%	76.1%-91.3%	>90.4%
pronunciation	<76.5%	78.7%-87.2%	89.4%-93.6%	>95.7%
grammar	≤50%	51.7%-74.1%	75.9%-87.9%	>89.6%
vocabulary	≤45.8%	50%-70.8%	75%-87.5%	>91.6%

1.13 Abbreviations

AAU= Addis Ababa University

DU= Dilla University

LSA= Learning Situation Analysis

TSA= Target Situation Analysis

PSA= Present Situation Analysis

ELT= English Language Teaching

ESP= English for Specific Purposes

EAP= English for Academic Purposes

ENE= English for New Ethiopia

EFE= English for Ethiopia

CLT= Communicative Language Teaching

DFLL= Department of Foreign Languages and Literature

h. c = high correct

l. c = low correct

Chapter One

Background of the Study

1.1 Introduction

This chapter explains how the status of English language teaching underwent changes through time and recounts the reasons for the deterioration of students' language proficiency. Furthermore, it explains ELT situation in Dilla University particularly the kind of skill courses offered in the university. Having given accounts of ESP/ EAP in higher institutions and contributions made by AAU scholars, it explores ESP/ EAP studies carried out in Ethiopia by making reference to the scopes and methodologies followed by these studies in order to reveal the research gap. Then, it proceeds to state the objectives of the study and the specific research questions that the current study aims to answer. Eventually, the chapter ends by explaining the scope and significance of the study.

1.2 The History of ELT in Ethiopia

1.2.1 ELT before and after World War II

At this stage of historical epoch, there appears to be not much to tell about the practice of English language teaching. Even so, Hailemichael (1993) states that the beginning of English language teaching dates back to 1908 when Emperor Minilik opened the first modern government school located at his palace in Addis Ababa. By then, English was taught as a subject while French served as a medium of instruction. The school was run by one of the Emperor's nobles, Qengazmach Ibsa, attended by a number of courtiers (Bowen, 1976). Realizing the inadequacy of the school, the Emperor imported teachers from abroad which instigated opposition from the church. In order to overcome the opposition, he recruited teachers from among Egyptian Copts as the Egyptians were religious allies to Ethiopians.

The advent of Ras Teferi Mekonnen as Regent and heir to the throne in 1916 was an important stage in the history of education in Ethiopia. He opened a school, Teferi Mekonnen School, named after him in 1927 despite oppositions from traditionalists. Besides being French-oriented, the curriculum included: French, English, Arabic,

Mathematics, Chemistry, Physics, History, Gymnastics and Sports. The teaching staff comprised: Frenchmen, French-speaking Lebanese, and Ethiopians. During his coronation as a king in 1930, the Emperor set up the Lycee Haile Sellassie School where technical and language training was given.

The invasion of Ethiopia by fascist Italians had a serious consequence at this early stage of the Ethiopian education. It entailed the disruption of school activities and execution of many young educated Ethiopians (Haile, 1976). Consequently, we could realize the effect of such atrocity on the teaching of the English language which, by then, had a very limited role: it served only as a school subject.

With the introduction of modern western education shortly after the liberation of the country from Italian occupation in 1941, the prestige of English rose to becoming a language of instruction in all government schools (McNab 1989, Desta 1979, Pankrust 1955). The situation necessitated the need for employing foreign teachers and importing textbooks which were reflective of the foreign culture (Maaza, 1961). Importing British text books continued until 1964 in which the MEFA (the Ministry of Education and Fine Arts) signed agreement with OUP (Oxford University Press) to adapt the English text books to suit the Ethiopian situation (Asfaw & Murison-Bowie, 1976). Even so the syllabus at secondary schools for teaching the English language was based on that of London University General Certificate Examination (Madsen, 1976).

The imperial government adopted English as a second language and language of instruction at secondary schools for the emerging bureaucracy mainly because of the assistance received from the British government in liberating the country from Italian occupation and Ethiopia's growing relation with an emerging world super power: America (G/Medhin, 1993). Furthermore, the imperial government sought help from the British Council in 1942 to set up institutes for teaching English, to provide a library of English periodicals and procure English textbooks for schools (Teshome, 1979). Consequently, the British Council helped in getting teaching materials and opening

evening classes which were held mostly by Indian teachers and a few years later by American Peace Corps volunteers (G/ Medhin, 1993).

In 1962 at a conference held on secondary school education in Ethiopia, it was recommended that the teaching of English should start at grade 3 and the language should be taught in the following order: listening, speaking, reading and writing (Tesfaye & Taylor, 1976). The underlying methodology for teaching English reflected that students should be able to speak the language before they attempt to write in it.

The aims of teaching English in the country were made explicit in two documents: the 1947/8 Elementary English Curriculum and the 1963/4 Secondary English Curriculum. In the first, it was stated that the aims of English language included: reading and understanding; hearing and understanding; speaking the language fluently and correctly; and writing correctly and clearly (Tesfaye & Taylor, 1976: 382). In addition, the second document dictated that the general aims and purposes of learning English should be to: increase the proficiency and accuracy in spoken and written English; increase fluency in speech and reading; improve pronunciation and intonation; and introduce students to good English literature (Tesfaye & Taylor, 1976:392). In addition, the 1947/8 Elementary English Curriculum stated that teaching English is essential for a number of reasons: all foreign teachers speak English; text books for all subjects except for Amharic were only available in English; for the professions, the first step was to pass an examination; and further reading could be done in English (Tesfaye & Taylor, 1976:382).

Despite the efforts made to outline the aims and getting foreign teachers and textbooks, the Ethiopian education was not free from problems. Rogers (1989) identified the following basic problems:

- Reading aloud was one of the commonest English lessons in every grade.
- Indian teachers were not introduced either to the ELT problems or to modern TESL methods.

- The inconsistency as to when to introduce English teaching despite the Ministry's policy that English should start from grade 3.

In general, we could realize that the English language was promoted to be an instructional language and the government made attempts to teach English by importing native speakers to teach the language and text books from abroad. There was also an attempt to present the language skills. Let's see next the ELT situation during the Derg regime.

1.2.2 ELT since 1974

The 1974 Revolution in Ethiopia brought about tremendous changes on the structure and organization of all sectors in general and the education sector in particular (Alemu, 2004). These changes were reflected on the preparation of English textbooks which were produced by the MOE (Ministry of Education). These textbooks named as *English for New Ethiopia* (ENE) propagated the socialist ideology because the objectives of education were directed towards promoting production, scientific consciousness, and socialist consciousness (McNab, 1989). Besides, the ENE series had several units which, in turn, had three parts: reading, vocabulary, and grammar. The reading passages, apart from being oriented with the Marxist philosophy, were used as resources for grammar and vocabulary activities. While vocabulary activities were preceded by definitions of vocabulary items, explanations of grammatical rules came before grammatical activities. These activities emphasized usage rather than use (Alemu, 2004).

Shortly after the downfall of the Derg regime, the Ethiopian government issued a new educational policy, entitled as "the New Educational and Training Policy" which made dramatic changes to the school structure:

- Basic education (for grades 1-4)
- General primary education (for grades 5-8)
- General secondary education (for grades 9 &10)
- Preparatory education (for grades 11&12) (Alemu, 2004).

The newly developed educational policy also changed the ENE series and necessitated the need for preparing new English textbooks based on the theoretical principles of CLT. Consequently, the language skills (i.e. speaking and writing) which were ignored in the ENE series gained importance (Alemu, 2004). In this connection, Mendida (2001) asserted that the neglected skills in the ENE series were listening and speaking but he expressed his reservation that these skills were practiced indirectly during lecture hours and question-answer sessions. Thus, an attempt was made to present all language skills in the new English textbooks, *English for Ethiopia* (i.e. EFE series). For secondary schools, each grade had two English textbooks for each semester, accompanied by Teacher's Book/Guide. The syllabus was topic-based and the language skills were presented for all topics in the same order: comprehension/intensive reading, vocabulary, grammar, speaking, listening, writing, and extensive reading.

On the whole, the EFE textbooks appeared to be far better than the ENE series as the four skills were presented in a balanced manner. However, the presence of good textbooks might not guarantee good teaching unless the books were properly put for the very purpose they were designed. In this regard, there was an indication that the textbooks were not taught effectively. For instance, Alamirew (2005) found that students' writing performance was extremely low as writing was not effectively taught in high schools. This problem might be linked to teacher qualification and efficacy in teaching. In the next section, let's see the language problems of Ethiopian students.

1.3 Language Problems of Ethiopian Students

In spite of the scarcity of empirical research on the proficiency level of Ethiopian students across the different historical epochs, there was an indication from several studies that learners' linguistic competence in Ethiopia was declining from time to time. For example, Alemu (2004) reported that students prior to the 1974 Ethiopian Revolution had far better proficiency than those of the Derg. The reason he identified for the relatively good performance of students was that students were then compelled to communicate with their expatriate teachers and read textbooks imported from abroad. At the same time, the cause for the deterioration of students' proficiency in the wake of

the Revolution was the high number of students per class, destruction or shortage of textbooks, scarcity of qualified teachers, and lack of opportunities for students to practice the language. Taye (1999) also quoted several researchers while trying to account for the deterioration of students' English proficiency during the Derg regime. In fact, this deterioration was not a past time experience rather it has extended its unpleasant influence to the present day (Gebremedihh, 1993; Hailom, 1993; Hailemichael, 1993; Mekonnen, 1998; Argaw, 2005; Haregewoin, 2005; and Abiyot, 2006). Gessesse (1999), on his part, ascribed Ethiopian students' low language proficiency to their poor language background that resulted from their primary and secondary education.

However, a more recent empirical research done exclusively on students' proficiency level was the one conducted by Mesafint (2009) who administered a proficiency test to new entrants at DFLL in Gondar University and thus found that the majority had low proficiency level in English language. Thus, the majority of the learners were found to be so ill-prepared as to follow the courses given in the English Department. Similarly, it was found out during the pilot study that teachers at Dilla University had low opinion about their students' language proficiency. This might suggest that students who have been joining the universities in the country since 1990's might have been ill-prepared linguistically and thus undoubtedly face difficulties (Gebremedhin, 1993; Mekonnen, 1998; Alamirew, 2005).

In this connection, some of these studies (Taye, 1999, Haregewoin, 2008, and Mesafint, 2009) attempted to determine learners' proficiency level through the mean scores of their tests. However, the main limitation with these studies was that they couldn't identify the specific linguistic areas (i.e. sub-skills) in which learners faced much/ some difficulty as they basically used proficiency tests. Even so, the studies were able to reveal that their subjects had low proficiency level in the target language. In order to address learners' specific linguistic problems, the tests needed to be designed in such a way that they would show learners' scores or performance level on each sub-skill underlying the macro-skills.

So far we have seen the English language teaching situation and problems related to students' proficiency at national level. Now, let's turn to what the situation is like in Dilla University.

1.4 ELT in Dilla University

Dilla University is one of the newly established higher learning institutions in 2006 accredited as an autonomous higher education institute in the country by the Federal Republic Government of Ethiopia (*Strategic Plan of Dilla University:2009-2014,pp.5*). It evolved from what was previously called "Dilla College of Teacher Education and Health Science" which was believed to have been founded in 1996. The institution embarked on its educational activity only with 2 faculties (i.e. teacher education and health science) and 14 departments (9 under the former and 5 under the latter). Three programmes __ Special Kiremt In-service Programme (i.e. SKIP), Regular Programme, and Continuous Education Programme (i.e. CEP) __ were conducted leading to B. Ed degree and diploma. In 1999, the college was affiliated with Awassa Agriculture College to form the Debub University. Meanwhile, one of its faculties, Health Science, was transferred to Awassa, leaving it to function only as Teacher Education College. Nine years later, the college was upgraded to become what is now called Dilla University. In the academic years __2006/7-2007/8, five new faculties were opened: Applied Social Sciences, Applied Natural Sciences, Business and Economics, Applied Agriculture and Rural Development, and Health Science. In fact, it should be noted that curricular changes had been made during the different phases of development.

The Department of English is one of the pioneering departments in the life of the institution. Presently, it is under the School of Languages and Journalism. The department is also located in the new campus where new constructions are currently underway. It shoulders the heavy responsibility of giving common courses (i.e. Communicative English Skills and Sophomore English) to the rest of the departments in the university. It also runs different programmes as mentioned earlier. Furthermore, it is responsible for training English teachers who will serve in high schools in the country.

Towards this end, the department offers different types of courses: linguistics, literature, professional and skill courses.

1.5 Skill Courses at DU

As in the curriculum, skill courses are referred to as 'basic language skills'. The skill courses being offered in Dilla University included: Communicative English Skills, Listening Skills, Reading Skills, Spoken English I, Spoken English II, Basic Writing Skills, Advanced Writing Skills I, Advanced Writing Skills II, and Communicative Grammar (Appendix 57). Each skill course carries 3 credit hours and students are required to take a total of 27 credit hours before graduation.

The curriculum is designed in such a way that students should complete their study within three years. During the first year, students are expected to take 5 skill courses: 3 at first semester (i.e. Communicative English Skills, Listening Skills, and Reading Skills) and 2 at the second semester (i.e. Spoken English I and Basic Writing Skills). The following year, students are required to take 3 skill courses: 2 at first semester (i.e. Spoken English II and Advanced Writing Skills I) and 1 at the second semester (i.e. Advanced Writing Skills II). During the final year, they take only 1 skill course (i.e. Communicative Grammar) at the second semester. It appears from the course breakdown that students are much more overloaded during the first year than they are in later years. This might be the cause for the high rate of attrition during the first year as most difficult courses like the listening skills and reading skills are placed at the first semester. At the same time we see a semester without a skill course (i.e. 1st semester of 3rd year) and a relatively easy but important skill course (i.e. Communicative Grammar) being placed at the last semester when it should have been given at 1st semester of the 1st year (Appendix 57). Perhaps this uneven distribution of the skill courses might be attributed to the short duration of the programme/ training.

The Communicative English Skills course is given at the first semester of the first year. According to the course outline, this course offers all the macro-skills integratively and in isolation. Thus, it is an epitome of the four skills. Besides it tries to address a few of

grammatical elements which are thought to be important in pursuing college education. In order to achieve this, the course writers have selected four reading texts: Save the Jungle Save the World, Beware the Dirty Seas, The Capybara, and No Time to Spare (Appendix 57).

The Listening Skills course is given at the first semester of the first year. According to the course outline, the course begins with presentation of the theoretical aspects underlying the macro-skill. Then, it proceeds to giving practice with some of the sub-skills such as listening for the gist, listening for details, understanding explicit and implicit meanings, predicting, inferring, and note-taking (Appendix 57).

Like the preceding one, the Reading Skills course is given in the first semester of the first year (Appendix 57). Again the reading course begins with the theoretical underpinnings of the practice of reading. Then, it proceeds to train learners with the different sub-skills: skimming, scanning, note-making, reading with speed, understanding text organization, and referential meanings. The researcher had taught this course several times and learned that especially the theoretical aspects of reading were very demanding for learners to understand. As a result, most of the learners failed this course.

The Spoken English I course is given at 2nd semester of the 1st year (Appendix 57). The course writers have emphasized that students need to master this skill because language is primarily spoken. Hence, students should learn to speak accurately and appropriately with fluency so as to develop their interpersonal and communication skills. The first part of the course deals with production of speech sounds whereas the second one provides expressions of different language functions/ speech acts. Furthermore, students are expected to study model conversations and practice role-plays in controlled and free situations.

Like the preceding one, the Basic Writing Skills course is given at the 2nd semester of the 1st year (Appendix 57). As it is the first course in writing, emphasis is given to

producing correct and meaningful sentences; and unified and coherent paragraphs. Therefore, the first part of the course deals with sentence types and editing sentences with grammatical problems while the second one attempts to present the parts and characteristics of effective paragraphs. In addition, the last part presents models of paragraphs developed by different methods such as illustration, classification, comparison and contrast and so on. In this case, students are expected to produce parallel paragraphs following the models.

The Spoken English II course is given at the 1st semester of the 2nd year (Appendix 57). Stressing the importance of the speaking skills, the course writers suggest that students need to use spoken language in meaningful and real contexts. As a result, students are expected to attend the classroom and language laboratory for practicing this important skill. The contents of the course are arranged in such a way that students are made to practice stress and intonation in the first part whereas in the second part they are expected to learn different language functions. The next three parts are concerned with presenting various contexts in which learners are supposed to use spoken language: interview, group discussion, debate, and role-playing.

Like the preceding course, the Advanced Writing Skills I course is given at the 1st semester of the 2nd year (Appendix 57). This course is a little more difficult and complex when compared to Basic Writing Skills. Thus, it exclusively deals with the essay, more specifically with the structure of the essay, the writing process, and the different genres of the essay (i.e. descriptive, expository, narrative, and argumentative essays). In this connection, students are supposed to produce parallel essays after studying model essays. Obviously, this course will be much more demanding for students who lack basic skills in writing (refer to section 5.7.1.1).

The Advanced Writing Skills II course is given at the 2nd semester of the 2nd year (Appendix 57). This skill course appears to be the most difficult and complex as students are expected to be engaged in rewriting poorly written texts; producing

biographies and autobiographies; writing summaries of books and reports; and interpreting graphs, charts and tables.

The Communicative Grammar course is given towards the end of the language programme (i.e. 2nd semester of the 3rd year). According to the course contents, it appears that the course follows structural syllabus which is in contrast with the title of the course 'communicative'. Although one of the objectives states that students use grammar in different situations, there is no mentioning of what these situations may be. A closer inspection of these contents reveals that the course appears to be simple but basic which should have been given at the 1st semester of the 1st year (Appendix 57).

Despite the complete information about the courses offered in English Department, the curriculum document does not provide any explanation about how the courses were developed. The teachers, on their parts, explained that they prepared the teaching materials based only on the syllabi which were believed to have been handed down from the Ministry of Education (Appendix 56). Therefore, this may imply that the courses were not prepared based on any prior analysis of students' needs rather than course writers' intuitions.

1.6 Course Evaluation and Needs Analysis Studies

A search in library catalogues would tell us the presence of very few studies on ELT course evaluation conducted in Ethiopia. We could also learn from these few studies that learners in Ethiopia had difficulties in learning English courses because the courses failed to consider their needs (Daniel 2007, Kidane 2005, Meaza 1999, Alemu 2004, Tessema 2005). Daniel's (2007) finding was that instructors' listening materials were not in line with the methodological principles laid by Harmer (2001) and Underwood (1989) although he did not show the impact of using such material on learners' performance. Kidane's (2005) findings suggested that the Spoken Modules had contributions and drawbacks but this did not correspond to his objectives. Meaza's (1999) concern was about Spoken English activities and found out that students preferred video lessons to audio-cassette lessons. This was in contradiction with the lesson presentation which

used the latter. Besides, students had difficulties in vocabulary, grammar, speaking and listening skills, which Meaza (1999) attributed to learners' poor background. Despite identifying the problems, Meaza (1999) did not mention how they could be minimized. Similarly, Alemu's (2004) findings confirmed that the activities in secondary school English textbooks did not correspond to learners' needs. On the other hand, Tessema's (2005) concern was the inclusion of language skills, functions, notions and subject-specific contents in the course materials. Hence, he identified that the content, skills and topics selections was in contradiction with learners' needs though he did not use a checklist for content evaluation.

Furthermore, the library catalogue confirmed the presence of several studies on needs assessment which revealed the presence of mismatch between course materials and students' needs. Earlier studies on needs assessment included: Morris (1982), Abraham (1993), Hailemariam (1993), and Mekasha (1994). From latest studies, Abebe (2008) came up with the finding that the English course failed to prepare learners academically even though he attempted to determine learners' lacks without test. In addition to indicating the importance of grammar, vocabulary, pronunciation, speaking, and writing, Fisseha (2004) suggested that the course materials fell short of addressing learners' needs. However, his work shared the same limitations as Abebe (2008). Mohammed (2007) reported that his subjects prioritized the skills as follow: speaking, listening, reading, and writing. His work also suggested the importance of vocabulary and grammar over pronunciation. Eventually, he reported that the course book failed to meet learners' needs. Molla (2006), concerned with identifying the language needs of law students, reported that they prioritized the language skills in the following manner: speaking, listening, writing, and reading. Besides his analysis showed that the subjects attached importance to grammar and pronunciation for private, academic and professional purposes while they gave emphasis to vocabulary for academic purposes. Furthermore, the analysis revealed that the course materials did not meet learners' needs. There are still more studies which fall under this category: Tilahun (2003), Anteneh (2005), Nigus (2005), Tessema (2005), Birhan (2007), Gashaw (2007),and

Beyene (2007). In short, all of the studies so far mentioned suggested that the course materials used in higher institutions of Ethiopia were not based on needs assessment.

On the other hand, there were only few studies on study skills: (Haile Michael 1993, Geremew 1999, Yirgu 2007, Tagel 2007). The findings identified by these studies suggested the importance of various study skills: rhetorical, research, examination, listening to lectures, putting questions, writing assignments, taking notes, reading handouts, participating in discussions, etc. Apart from showing which study-skill was most preferred by their specific subjects, these studies would not tell us whether the language courses were given in view of learners' current needs or not.

Concerning ESP studies carried out abroad, they were not much different in scope and methodology from those in Ethiopia. Of the several studies, a few included: Basturkmen (1998), Chan (2001), Ekici (2003), Adzmi et al. (2009), Al-Tamimi & Shuib (2010), and Hwang & Lin (2010). Of these, Basturkmen's (1998) study was aimed at assessing students' language needs at Kuwait University with a view to redesign the language curriculum. She attempted to identify students' language difficulties through interview, observation, sample analysis, and questionnaire. As part of a large-scale investigation, Chan's (2001) study was aimed at identifying students' language needs at Hong Kong Polytechnic University and their perception about language competence in academic, professional, and social domains. In her study, Chan (2001) used the questionnaire as the only means of collecting data. Adzmi et al. (2009) and Al-Tamimi & Shuib (2010), on their part, took interest in identifying students' lacks but they never used tests to diagnose their language problems. Similarly, the rest were interested to find the English language needs of students for their particular situations. All of the studies used questionnaire as the only method of collecting data. Especially, Ekici's(2003) focus was on identification of language sub-skills; however, these were rather study skills than sub-skills underlying the macro-skills.

Therefore, from the studies conducted within Ethiopia and abroad, we could realize the scarcity of studies whose main focus was on identifying the learning needs of students

in terms of language sub-skills. Rather, these studies were limited to finding out how students prioritized language skills at macro-skills level (Fisseha, 2004; Molla, 2006; Mohammed, 2007). This, however, may not help much in identifying students' specific linguistic problems. In other words, identifying learners' difficulty with macro-skills (Meaza, 1999; Taye, 1999; Haregewoin, 2008; and Mesafint, 2009) is not just sufficient; we need to further investigate the sub-skills with which learners need more assistance. For instance, suppose a researcher came up with the finding that his subjects had much difficulty in reading skills. Thus, we might not be certain as to which sub-skills should be emphasized while teaching the macro-skill unless the researcher specified the specific sub-skills with which learners were deficient. In this connection, Haile Michael (1993:51) contended that the practice of analyzing learners' needs for macro-skills could not be complete on its own without considering learners' linguistic problems which, in turn, would not be adequately addressed by analysis done at macro-skills level. Hence, this situation calls for a change from a needs analysis at macro-level to a far deeper analysis of students' linguistic difficulties at sub-skills level.

1.7 The Objectives of the Study

Having considered the need for conducting needs analysis at sub-skills level, the researcher attempts to state the general objectives, specific objectives, and research questions in the following way.

1.7.1 General Objectives

The general objective of this study is to explore the learning needs of second year English majors in Dilla University expressed in terms of the sub-skills. In other words, it attempts to identify the specific sub-skills in which the students have much/some difficulty so that the contents of the syllabi will be redesigned in light of these identified sub-skills.

1.7.2 Specific Objectives:

1. To identify the most demanding sub-skills for learners.

2. To find out if students belonging to different nominal categories are performing differently from each other.
3. To find out the relationship between learners' performance in terms of sub-skills and self-evaluation.
4. To compare learners' difficulty with sub-skills and skills course requirements.
5. To find out learners' performance at macro-skills level and aspects of language.
6. To suggest changes to the curriculum, syllabus, and course materials.

1.7.3 Research Questions:

- 1) With which sub-skills do learners have much/some difficulty and thus need more assistance?
- 2) Do learners belonging to different nominal categories (i.e. GPA, test score, age, residence, and parent literacy situation) differ from each other in their difficulties with the sub-skills?
- 3) To what extent does students' performance in the tests correspond to their self-evaluation of the sub-skills in the tests?
- 4) Do the sub-skills with which learners have much/some difficulty in the tests match with those required by the skill courses?
- 5) What is the subjects' overall test performance at macro-skills level in terms of test score categories and consequently with which macro-skills and aspects of language should they be given more assistance?
- 6) What changes can be made to the curriculum, syllabus, and course materials with respect to learners' difficulties with the sub-skills?

1.8 The Scope of the Study

The current study is limited to study the learning needs of second year English majors at Dilla University in terms of language sub-skills because the study problem revolves around learners' linguistic problems rather than their overall academic performance. Thus, only the linguistic skills, specifically the sub-skills, from a number of study skills are focused. These skills are enabling skills that underlie the macro-skills: reading, writing, speaking, and listening. For example, 'skimming' is a sub-skill under the reading

macro-skill. Besides, the rationale for focusing on all macro-skills is based on the programme objectives of the English Department. As stated in the curriculum, one of the specific objectives of the English Department is to “make trainees good speakers, listeners, writers and readers of English” (Appendix 42). Towards this end, tests and questionnaires are used to identify students’ true needs for the sub-skills.

1.9 Significance of the Study

Studying the language problems of such students may have benefits for different stakeholders: students themselves, teachers, and the university.

Particularly students will be the primary beneficiaries of the findings of the study in that the findings will hopefully help empower them with the language sub-skills they need in order to meet the programme objectives of the Department of English. In other words, students may greatly benefit if the skill courses address the sub-skills with which they have much/some difficulty. Furthermore, this will have immense contribution for the improvement of their overall performance in their academic studies.

The teachers will also be the other beneficiaries of the study because their trouble with learners’ language difficulties will be significantly reduced. Teachers in Dilla University complain that they spend unduly too much time trying to correct students’ papers which are overridden with syntactic, lexical, typographic, and organizational problems. This situation has an adverse effect on teachers’ motivation to commit themselves to give appropriate feedback on students’ written works. Again, this might predispose teachers negatively towards learners’ perceived writing proficiency and the grade they will eventually award. According to the results obtained in the pilot study, learners were found to have much more difficulty in reading skills than the other skills. In this regard, teachers are often disappointed when their students fail to understand the main ideas of written texts. Hence, developing learners’ competence to understand written texts may help teachers to reduce their disappointments.

Because of time constraints and unfavourable work situations, university teachers might

not have the time and will to conduct an intensive needs analysis prior to writing the skill courses. What they customarily do is to adapt and select materials that they think will help develop their students' competence. It is questionable to what extent such materials meet the students' needs. Therefore, doing the needs analysis and identifying the areas in which learners have much difficulty will be of a great help for these teachers. Thus, teachers might benefit much from the findings of this study as they can focus their attention only on those sub-skills with which learners have much difficulty while developing the courses or designing learning tasks.

Universities invest a substantial amount of their economy and finance on student boarding. At the same time, they lose a huge amount of this resource when many of their students are dismissed because of language incompetency. Hence, promoting learners' language skills to cope with academic requirements may have two advantages:

- Ensure learners' success in their particular discipline.
- Save the university (Dilla University) from such great financial/economic wastage.

Besides, it is expressed in the Strategic Plan of Dilla University that the university aims at getting graduates who are intellectually competent and linguistically proficient. Thus, developing learners' linguistic competence through the identification of their deficiencies may help the university achieve its goal/mission in producing qualified professionals who can express their ideas proficiently through the use of the English language.

1.10 Conclusion

In this first chapter, we have seen how the status of ELT underwent changes in the history of education in Ethiopia: from school subject to becoming a language of instruction. During its infancy, we could realize that ELT had faced challenges and we could also see the attempts made by the Emperors to import teachers and textbooks from abroad. During the Italian occupation and the Derg regime, we also read about the execution of scholars and the destruction of text books. We also saw students' language proficiency deteriorating because of the destruction of resources and lack of opportunities for students to practice the language. Then, we have also been told how

DU attained its present status and the skill courses given. In addition, we have learned the absence of needs analysis prior to course book preparation and the presence of mismatch between learners' needs and course materials/textbooks as confirmed by a number of studies conducted in Ethiopia. On top of that, we have seen the scarcity of studies which focus on identifying the learning needs of students in terms of the sub-skills. Eventually, we have been told what research questions that the current study is trying to answer and the scope and significance of undertaking the study.

Chapter Two

Literature Review

2.1 Introduction

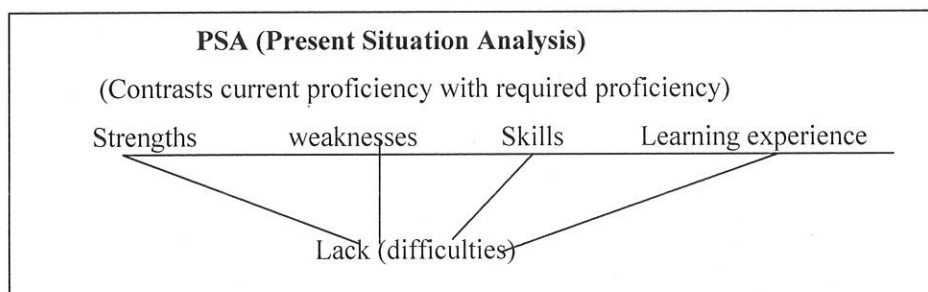
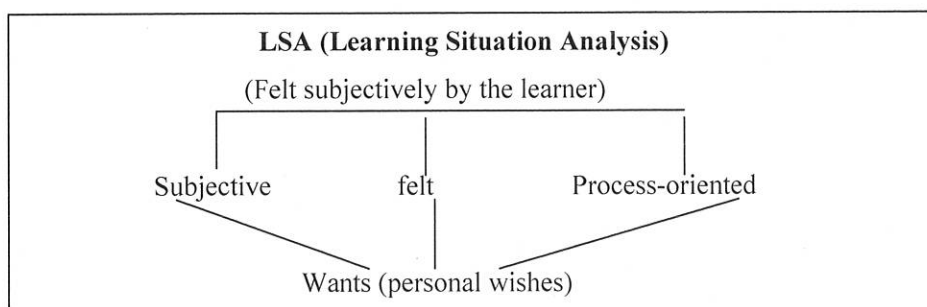
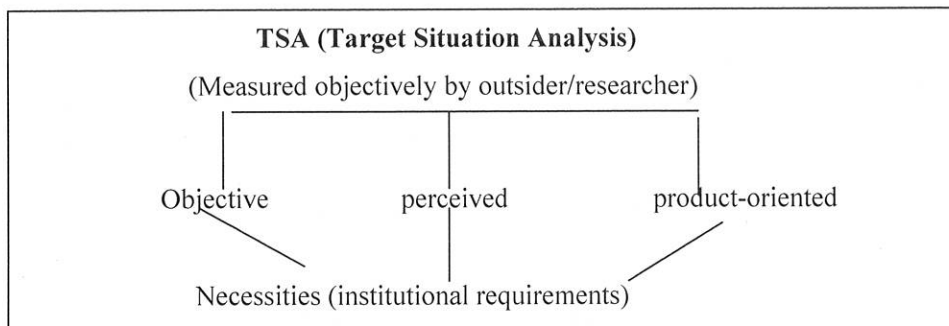
The literature review revolves around the issues of *needs*, *needs analysis*, and *sub-skills*. More specifically, it tries to explain the underlying concepts of needs, needs analysis, and sub-skills. Then, it proceeds to present the classifications of the concepts as perceived by different scholars in the area. Next, it attempts to present the historical accounts of needs analysis and explains the differences between some contending terminologies related to sub-skills. Eventually, the literature review presents the theoretical framework of the current study.

2.2 The Concept of Needs

With the expansion of research, the concept of needs had begun to have a very profound meaning. Hence, researchers in the area had tried to conceptualize it using varied but confusing terms. For example, Allwright (1982) as cited in Jordan (1997) tried to make distinctions between needs, wants, and lacks. Later, Hutchinson & Waters (1987) capitalized on the definition and provided much broader description of needs by making distinctions between target and learning needs. Next, Berwick (1989) attempted to dichotomize the concept as *perceived* and *felt* while Brindley (1989) related needs to a number of terms such as *objective*, *subjective*, *target situation*, *goal-oriented*, *process-oriented* and *product-oriented*. Nunan (1999) capitalized on Brindley's (1989) classifications and thus made distinctions between what he called 'content needs' and 'process needs'. According to Nunan (1999), content needs referred to the selection and sequencing of topics, grammar, function and notions whereas the selection and sequencing of learning tasks signaled process needs.

Although the terms appeared to be compartmentalized, there were other researchers who attempted to maintain their relationship. Jordan (1997), for example, equated *necessities* to *requirements*, *lacks* to *difficulties*, and *wants* to *personal wishes* of the learners. Furthermore, she continued to categorize *necessities* and *lacks* under *objective* and *wants* under *subjective*. In addition, Dudley-Evans & St. Johns (1998:123-

124) gave an account of how the specialized terms related to each other [the arrangement below is mine]:



Dudley-Evans & St. Johns (1998) asserted that each of the terms represented different philosophical and educational values and thus they deserved careful thought. Hutchinson & Waters (1987), on their part, conceptualized needs into *necessities*, *lacks*, and *wants*. *Necessities* referred to target situation needs whereas *lacks* suggested present situation analysis and *wants* referred to learning situation analysis.

2.2 Types of Needs: Objective and Subjective

Identification of learners' objective needs has received great attention since 1970s (Brumfit & Johnson, 1979; Munby, 1978). According to Brindley 1984, objective needs

can be obtained from the analysis of learners' personal data, language proficiency, and patterns of language use. In addition, they result from the analysis of the target communicative situation in which learners are expected to engage. In this case, the analysis can be done in the absence of students. Usually, there has been a tendency in needs analysis research to link objective needs with specification of syllabus content (Richards, 1984, 2001; Richards & Rodgers, 1986). At the same time, objective needs are also equated with methodology in situations where teachers recommend how content should be taught or learned.

At the same time, subjective needs refer to wants, desires, and expectations stated by learners themselves (Brindley, 1984). Berwick (1989) also related subjective needs to the communicative needs, desires, and objectives of learners. Furthermore, subjective needs may refer to learners' preferences for learning styles, attitudes for correction, and materials. In needs analysis research, there has been usually a predisposition to connect subjective needs to methodology (Richards, 1984, 2001; Richards & Rodgers, 1986). In this connection, methodology refers to the selection and sequencing of learning tasks which Nunan (1999) called 'process needs'. Besides, subjective needs seem to have been neglected when compared to objective needs because they are thought to be unpredictable and indefinable (Brindley, 1984). However, Nunan (1988) contended that this neglect might be ascribed to the fact that subjective needs can be identified even after the ESP programme has begun.

2.3 The Concept of Needs Analysis

Richards et. al (1992) as cited in Jordan (1997) described needs analysis as the process of using subjective and objective information so as to determine the need for which a group of learners require a language. The data thus obtained are arranged in order of priorities. In addition, Nunan (1988a) asserted that needs analysis refers to a family of procedures so as to use it during syllabus design. Besides, needs analysis is thought to be an on-going process that can be carried out at different points in time of a language programme. More specifically, it can be done before, during, or at the end of an ESP course.

2.4 Types of Needs Analysis: Target Situation, Learning Situation and Present Situation Analyses

As the name implies, target situation analysis refers to the demands imposed by the target situation or institutional expectations. It is believed that fulfilling these needs may enable the learner to function well in the target situation. For example, a businessman may need to know about how to write business letters, communicate effectively at sales conferences, get information from sales catalogues and so on. In this regard, he needs to be familiar with the linguistic features (i.e. discoursal, functional, structural, and lexical features) associated with the target situations identified above (Hutchinson & Waters, 1987). Similarly, a medical student may also need to be equipped with medical terminologies and styles of writing lab reports and referral letters, for example. Hutchinson & Waters (1987) calls this kind of needs as target needs.

On the other hand, learning situation needs refer to learners' *felt-needs* that may arise from the learning environment/ situation. Hence, learning needs or strategy analysis refer to how the learners wish to learn in the learning situation (West, 1998) or what learners need to do in order to learn the language (Hutchinson & Waters', 1987). In Hutchinson & Waters' (1987) view, there could possibly be a mismatch between learners' felt-needs and course designers' or sponsors' anticipated needs of learners. Obviously, learners' success in learning language will be greatly affected by such disparity. Therefore, the needs analyzers' task should be focused on identifying learners' true needs (i.e. *wants*) so as to maintain their motivation to learn the language. Hutchinson & Waters (1987) used an interesting analogy to distinguish between target needs and learning needs. Target needs were taken as starting point and destination of a journey while learning needs were the route that would take the learners to the destination. At times learners might be disenchanted if they happened to meet the same materials (texts) in the ESP classes. Although the target situation could give guidance or direction, it might not be a reliable indicator of what should be used in the ESP classroom. As a result, the ESP teacher should be prudent in choosing the appropriate route by considering a number of factors: the conditions of the learning situation;

learners' knowledge, skills, and strategies; and eventually learners' motivation to learn (Hutchinson & Waters 1987).

According to Jordan (1997), Present Situation Analysis (PSA) was proposed by Richerich & Chancerel (1977/80) in order to complement Target Situation Analysis (TSA). That is to say, PSA was used to accomplish something that could not be achieved by TSA. TSA helps to find out the linguistic development of students at the end of a language course, whose aim in turn is to discover whether the learners are efficient to meet the target situation requirement or not. However, PSA shows learners' language proficiency level at the beginning of a language course in relation to target situation demand. In other words, it helps to locate the gap between students' current linguistic competence and the necessities of the target situation. The gaps, in turn, can be revealed through the use of tests in which case the information is obtained directly from the learners themselves. Both Jordan (1997) and Hutchinson & Waters (1987) refer to the difficulties that learners experience as 'lacks' or 'deficiencies'. Thus, PSA helps to estimate learners' strengths and weaknesses in language, skills, and learning experiences (Dudley-Evans and St. John 1998: 125).

2.5 The Importance of Needs Analysis

Needs analysis helps curriculum designers and course book writers to see to what extent language courses are responsive to learners' needs. As learners' need is dynamic, needs analysis should be conducted at three different times in order to keep track of learners' changing needs (Robinson, 1991):

- prior to designing a new course or language programme
- when the course/ language programme is running
- at the end of the course/ language programme

In this connection, Jordan (1997) contends that any activity, whether it is designing syllabus/ courses or writing materials, should start with needs analysis. Thus, needs analysis is believed to be the corner stone that leads to a much focused course in ESP (Dudley-Evans & St. Johns, 1998). Besides, needs analysis is useful in answering

important questions (i.e. who, what, where and when) about a language programme or course:

- who needs to be trained
- what needs to be taught
- where/ when is the training to be conducted (Clark, 1998)

Furthermore, Long (2005) states that needs analysis is done for the following reasons: to determine the relevance of a course material for learners' needs; to justify the relevance of a course material for different stake-holders: teachers, students, parents, and administrators; to account for differences among learners regarding their learning preferences and styles; and to design a syllabus that meets learners' needs within the learning context.

2.6 Historical Accounts of Needs Analysis

It appears that needs analysis might have been closely linked with the emergence of ESP since it was believed that needs analysis had grown out of the ESP movement in 1960s and 1970s (Munby, 1978; Robinson, 1991). ESP seemed to have emerged from two factors: developments in scientific, economic, and technical sectors achieved soon after the end of World War II on one hand and the new trends of thinking prevailed in linguistics and psychology on the other (Hutchinson & Waters, 1987). Advancements registered in scientific, economic, and technical sectors necessitated the need for an international language that would help people to perform specific tasks but with very different purposes. For example, doctors needed the kind of English that would help them communicate with their patients (i.e. EOP) whereas graduate students, on their part, needed special type of English so that they could read research journals in their area of specialty (i.e. EAP). The new mode of thinking exhibited in psychology and linguistics brought about a shift of emphasis in syllabus design and materials preparation: a diversion of focus from content to learners' needs. In linguistics, for instance, the distinctions made between performance/ competence, functional/notional, and use/usage made the ESP course more focused to learners' needs. Furthermore, the developments in psychology also emphasized the need for taking learners as emotional and cognitive beings and as ones whose motivation for learning may have a

direct bearing on their success to learn. Consequently, material designers had to see to learners' needs as this would have a direct bearing on their motivation to learn. Thus, materials writers were preoccupied with the task of selecting texts from specialist areas so as to ensure relevance to students' specific needs. For instance, a material writer would rather select a text dealing with 'blood circulation' for biology students than he would for students from other disciplines.

The most profound and influential needs analysis model in late 1970's was the one given by Munby (1978) CNP (Communicative Needs Processor) which provides a profile of needs in terms of learners' communicative purposes, communicative setting, means of communication, language skills, functions, structures and so on.

2.7 EAP Course Materials and Needs Analysis in Ethiopia

The first ESP study ever done in Ethiopia was the one conducted by Mosback (1977) in which he found that the service courses given at tertiary level were ineffective as they scarcely contributed to the development of students' English language proficiency and thus were irrelevant to the needs of the students. As a result, Mosback (1977) suggested developing ESP course materials. This gave the impetus for preparing such course materials as *Freshman Intensive Remote English (FIRE): Arts Stream* by Osbiston (1977), and *Freshman Intensive Remote English (FIRE): Science Stream* by Cleary and Mortimer (1977). These course materials followed topic/structured-oriented syllabus so as to familiarize learners with topics and lexical items that they may encounter in their specific disciplines.

Since then, however, interest to undertake ESP studies appeared to have declined in Ethiopia until Morris (1982) conducted a study on the communicative needs of students at Addis Ababa University. Following Morris's (1982) study, no one seemed to undertake a study on needs analysis until 1990s. As library catalogues confirm, we see a surge of interest for ESP studies since 1990's. Most of these studies were academically motivated, done as requirements for degree completion. However, the effect of these studies on materials preparation was not much known. In fact, some of

the studies were aimed at designing appropriate course materials for their subjects. This might indicate the absence of such materials based on needs analysis prior to the ESP studies.

Regarding preparation of EAP course materials, it appears that needs analysis was not used by scholars at Addis Ababa University who had put great efforts to produce a series of EAP course books since 1980's. These books included:

1. Sophomore English (1980), by Taddele Adamu, Asfaw Melaku, Adanech G.Hiwot, Mulugeta Eteffa, and A. K. Sinha.
2. Freshman English 101A (1985), by K. Conroy, D. Landelles, H. Relton, and V.K. Uniyal.
3. Freshman English 101B (1986), by Kevin Conroy, Gebre Medhin Simon, and Hazel Relton.
4. Writing for Academic Purposes: volume 1 (1991), by Solomon Gebre Giorgis.
5. College English Volume I (1996), by John Atkins, Gebre Medhin Simon, Haile Michael Aberra, Olga Yazbec, and Animaw Anteneh.
6. College English Volume II (1996), by John Atkins, Gebre Medhin Simon, Haile Michael Aberra, Olga Yazbec, Mammo Kifle, Hailom Bantyergera, and Taddele Adamu.
7. College Writing Skills (2006), by Alamirew Gebre Mariam.

Obviously, these courses except those in 5 & 6 put emphasis only on the development of the writing skills. If needs analysis had been employed, the course books would have been concerned with other skills too. In this regard, Haile Michael (1993) criticized that the preparation of the course materials was not based on needs analysis. Furthermore, he identified that the services courses (i.e. 2 & 3) made their focus on structure and vocabulary. It was mentioned in the introductory notes of the course books that the aim of the courses was to help learners function well in their respective discipline. However, it was not clear how the students would be proficient in their use of English having been taught the writing skills alone. Surely, they should have been taught the other skills too.

On top of that, Haile Michael (1993) mentioned the ineffectiveness of Solomon Gebre Giorgis's course book whose aim was to improve the Sophomore English course book. Despite Gessess's (1999) claim that College English Volume I & II were based on learners' needs, the researcher found it difficult to accept the claim as the writers themselves had not mentioned about needs analysis in the introductory notes. In fact, the instructors had done great job in making the course books more communicative by trying to address the study skills that students might encounter in their academic studies. At this juncture, it's logical to ask whether the change in the course approach helped learners to have improved proficiency. For this query, we could get a response from Haregewoin (2005) who reported that students' proficiency was disappointingly low despite taking College English I & II for three semesters. She also amplified the complaints of AAU instructors about learners' deteriorating English language proficiency. In the same vein, Gessesse (1999) criticized the reading course materials at KCTE (Kotebe College of Teacher Education) for not being based on needs analysis. Therefore, we could realize that preparing course books merely on intuition may not help to change the situation; rather course books need to be prepared based on the identification of learners' true needs and learning difficulties/deficiencies.

In this regard, we could also ask to what extent the skill courses given in higher institutions in general and in Dilla University in particular address the language difficulties of students and thus help them to meet the programme objectives of the English Department (Appendix 42). Because of high work load and time constraints, teachers might not be in a position to do any attempt to carry out needs analysis. From the researcher's teaching experience, course materials are usually prepared based on teacher's intuition. Therefore, this situation calls for the skill courses to be based on learners' language difficulties identified through needs assessment (Haile Michael, 1993 and Gillett, 1996).

2.8 Strategies, Skills, Study Skills, and Sub-skills

As there are other competing terminologies which may confuse the reader, the researcher realizes the appropriacy of explaining the distinctions between these

concepts before presenting the topic of the current study. These terminologies include: strategies vs. skills, and study skills vs. sub-skills.

Strategies are deliberate and goal-oriented activities done during language learning. In other words, strategies are tactics consciously employed by learners in order to achieve an educational goal (Abebe, 1997). On the other hand, skills are automatic and happen without learner's awareness. According to Mesafint (2009), strategies operate above skills as a learner has to select, co-ordinate and monitor appropriate skills that serve his learning purposes. Oxford (1990), cited in Abebe (1997), tried to categorize strategies as memory, cognitive, compensation, metacognitive, affective, and social whereas Solomon (2000) provided a long list of strategies such as skipping, recalling, translating, concentrating, etc. Hence, we could realize that strategies are very broad categories of linguistic and non-linguistic skills.

According to Robinson (1980/81), cited in Jordan (1997), EAP and study skills were regarded as synonyms in the past. Later, study skills were taken as a key component in EAP. In other words, both were thought to be inseparable and thus we could not think of one without the other. The other issue was to see whether study skills and sub-skills are the same or entirely different. Jordan (1997:7) provides a list of study skills: lecture skills, seminar skills, laboratory skills, reading skills, reference skills, writing skills, research skills, and examination skills. Thus, we could realize that for Jordan study skills are combinations of linguistic and non-linguistic skills. When we closely observe the linguistic skills, she appears to equate them to the macro-skills (i.e. reading skills and writing skills). On the other hand, sub-skills seem to operate under the macro-skills when we closely examine the skill taxonomies offered by different scholars: Nuttal (1996), Munby (1978), Rost (1990), Bygate (1987), and Hedge (1988). In this regard, the Teaching English website offers a definition of 'sub-skills': "Sub-skills are specific behaviours that language learners do in order to be effective in each of the skills (i.e. macro-skills)." (<http://www.teachingenglish.org.uk/think/knowledge-Niki/sub-skills>) Thus, sub-skills are specific skills that underlie the macro-skills. In relation to study skills, we may realize that sub-skills are only sub-sets under study skills.

2.9 Language Sub-skills

2.9.1 Reading Sub-skills

According to data obtained from ERIC, cited in Urquhart & Weir (1998), research in reading skills had reached its climax from late 1970's to early 1990's. The main concern of these studies was identifying the sub-skills that readers experience during the reading process. Researchers who participated in the skills taxonomy studies included: Davis (1968), Lunzer et al. (1979), Munby (1978), Frydenberg (1982), and Grabe (1991). In a latest reprint, Nuttal (1996) tried to categorize the sub-skills under two main categories: word-attack skills and text-attack skills. Most sub-skills were grouped under text-attack skills. All might not be used in a single text. Below is a list of the most salient ones:

- Inferring/ guessing meanings of words from context.
- Identifying referents/ antecedents.
- Interpreting lexical cohesion.
- Interpreting discourse markers.
- Recognizing functional value of a sentence.
- Recognizing text structures/ organization.
- Recognizing the presuppositions underlying the text.
- Recognizing implications and making inferences.
- Making predictions. (Nuttal,1996)

Two of which (*understanding lexical cohesion and cohesive devices*) were found to be sources of reading difficulty for second language learners (Hedge, 2000).

However, there seemed to be no consensus among researchers regarding the content and description of skill taxonomies (Williams & Moran 1989:223 as quoted in Urquhart & Weir 1998:90). Despite the controversy over whether a macro-skill should be compartmentalized into discrete components (i.e. sub-skills) or a more unitary approach be used, Alderson (2000:11) confirmed that the componential approach is a powerful tool for diagnosing readers' problems (i.e. diagnostic tests). In this connection, Munby's

(1978) taxonomy of sub-skills was found to be influential in syllabus design, materials preparation, and test construction (Alderson, 2000).

2.9.2 Listening Sub-skills

As listening comprehension is a complex and multidimensional process, several researchers/ theorists perceived the sub-skills underlying the listening process from different perspectives (Buck, 2001:51). Buck (2001) cites (Carroll 1972, Rivers 1966, Clark & Clark 1977, Oakeshott-Taylor 1977) for following the two-stage view of listening comprehension. The two-stage process include: extraction of linguistic information and utilizing it for communication purposes. Valette (1977), as cited in Buck (2001), proposes listening sub-skills from cognitive skills perspectives. Her taxonomies seem to have been influenced by those of Bloom's (1956). These include: mechanical skills, knowledge of the language, transfer, communication, and criticism. Other researchers viewed listening comprehension from communicative perspective; for example, Aitken (1978) and Weir (1993) who claim that their taxonomies are far from being exhaustive. Still Buck (2001) cites another researcher, Richards (1983), for taking quite a different perspective. Richards (1983) asserts that the sub-skills vary according to the purpose of listening (i.e. conversational listening, academic listening, listening for pleasure, etc). Furthermore, there are researchers who proposed sub-skills from the results of their studies: Buck et al. (1997) and Buck & Tatsuoka (1998).

An attempt to describe what a successful listener does in a listening situation might lead to enumerating a list of component skills under the macro-skill. In this regard, Rost (1990) explains the advantages and disadvantages pertaining to the enumeration of skill taxonomies.

On the one hand, the advantages help instructors: "to chart out a plausible sequence for controlled practice by someone who is to learn the skill....to analyze apparent 'deficiencies' in performance of the overall skill." (Rost, 1990:150) On the other hand, the disadvantages included the following:

- Instructors might be misled to spend more time on specific skills (e.g. phonemic discrimination) when they should have paid attention to transfer of the skill to target like situations.
- Many skill taxonomies might imply an order of learning; there are of course no empirical data to support the claim (Hatch, 1983 as cited in Rost, 1990).

As a result, Rost (1990) suggests that the skills should be learned in clusters and he attempts to classify them in groups under different headings:

1. Recognizing prominence within utterances, which includes the sub-skills:
 - A. Perceiving and discriminating sounds
 - B. Discriminating strong and weak forms
 - C. Identifying the use of stress and pitch
 - D. Adapting to speaker variations
2. Formulating propositional sense for a speaker's utterance, which includes the sub-skills:
 - A. Deducing the meanings of unfamiliar lexical items
 - B. Inferring information not explicitly stated
 - C. Inferring links between propositions
3. Formulating a conceptual framework that links utterances together, which includes the sub-skills:
 - A. Recognizing discourse markers
 - B. Constructing the main idea
 - C. Predicting subsequent parts of the discourse
 - D. Identifying elements to form schematic organization
 - E. Maintaining continuity of context to assist prediction and verification of propositions
 - F. Selecting cues to complete schematic prediction
4. Interpreting plausible intentions of the speaker in making the utterance, which includes the sub-skills:
 - A. Identifying interpersonal frame to suggest speaker's intention
 - B. Recognizing changes in 'prosodic gestures'

- C. Identifying speaker contradictions
 - D. Differentiating facts from opinions
5. Utilizing representation of discourse to make appropriate response, which includes the sub-skills:
- A. Selecting salient points
 - B. Reducing and transcoding information
 - C. Identifying needed clarifications
 - D. Integrating information
 - E. Providing appropriate feedback

Alderson & Lynch (1988:42), on their part, attempt to suggest sub-skills obtained from discourse analysis studies:

1. The ability to recognize the topic of conversation from the native speaker's initial remarks
2. The ability to make predictions about likely developments of the topic to which he will have to respond
3. The ability to recognize and signal when he has not understood enough of the input to make a prediction or a response.

2.9.3 Speaking Sub-skills

As in the other skills, students also need to possess a number of sub-skills in order to be able to communicate their ideas effectively to their interlocutors orally. First of all students should be able to articulate intelligibly (i.e. the ability to correctly produce speech sounds) (Byrne, n.d.:11). Secondly, the sub-skill that requires making decisions is termed as *interaction skill* wherein the learners decide the information content (i.e. what to say) and how to communicate it (Bygate, 1987:6). Thirdly, speakers usually use *facilitation skills* because of time constraints in speaking situations. Facilitation skills include the use of simplification techniques wherein speakers produce a string of simple sentences connected by conjunctions: ellipses (i.e. incomplete sentences/ phrases), formulaic expressions (i.e. colloquial/ idiomatic expressions), and fillers and hesitation devices (e.g. 'kind of', 'well', 'erm', etc). These last expressions help speakers get time

to formulate their ideas. Fourthly, speakers often happen to modify the content of their earlier speech by rephrasing or using more modifying words. These skills are named as '*compensation skills*' (Bygate, 18). Fifthly, *negotiation skills* require learners to signal understanding or misunderstanding in a speech situation. Thus, they solve communication problems by altering words, correcting mistaken interpretations and using circumlocution (Bygate, 22). Eventually, the sub-skill in which speakers make decisions about the topic of the discourse and turn-taking procedure is called *management skills*. Turn-taking refers to the speaker's ability to use appropriate signals or sounds to take his turn.

2.9.4 Writing Sub-skills

Heaton (1988: 135) identifies five sub-skills which, he believes, constitute the writing skills: *language use* (i.e. the ability to write correct and appropriate sentences); *mechanical skills* (i.e. the correct use of punctuation, spelling, etc); *treatment of content* (i.e. the ability to think creatively and develop thoughts, excluding irrelevant information); *stylistic skills* (i.e. the ability to manipulate sentences and paragraphs); and *judgment skills* include : (1) the ability to write appropriately for a particular purpose with a particular audience in mind and (2) the ability to select, organize, and order relevant information.

Hedge (1988), on her part, lists out the sub-skills that competent writers demonstrate while they are engaged in the writing process:

- Getting the grammar right.
- Having a range of vocabulary.
- Punctuating meaningfully.
- Using the conventions of layout correctly.
- Spelling correctly.
- Using a range of sentence structures.
- Linking ideas and information across sentences to develop a topic.
- Developing and organizing the content clearly and convincingly. (Hedge, 1988:8)

Geremew (1999) who was interested in finding out content area students' writing tasks, skills, and problems, on his part, cites Fanning (1988) to argue that language functions such as 'defining' and 'describing' can be regarded as writing sub-skills.

2.10 Theoretical Framework of the Study

The conceptual framework of the current study is based on Hutchinson & Waters' (1987:54) concept of *learning needs* which tries to identify what learners need to learn in order to function effectively in target situations. However, the current study does not aim target situation as its primary target rather it tries to work out what learners need to do (i.e. practice or learn) in order to succeed in their skill courses. More specifically, the major question that directs the course of the study is: "Which sub-skills do learners need to learn or practice so as to succeed in their skill courses?" Consequently, the study attempts to use different sources of information in order to get a comprehensive picture of learners' needs for English language sub-skills. These include: LSA (i.e. learning situation analysis), TSA (i.e. target situation analysis), PSA (i.e. present situation analysis) and LBA (i.e. learner background analysis). LSA examines the availability of different resources and time to accomplish the objectives of the skill courses; TSA looks into the needs of graduates of DU in their work situations and their evaluation of DU as an institution of higher learning; PSA tries to work out if there is a difference between skill course requirements and learners' current linguistic performance; and eventually LBA attempts to probe into learners' earlier school background, family and financial situation that may affect favourably or unfavourably their present disposition to English language learning. Towards this end different types of questionnaires (i.e. background questionnaire, sub-skills questionnaire, learning situation questionnaire, and target situation questionnaire), tests, and documents (i.e. instructional materials and curriculum/syllabi of skill courses) have been used in order to generate the required data. Hence, LBA is realized through the use of back ground questionnaire; information about LSA is obtained through learning situation questionnaire; TSA is accessed through target situation questionnaire and finally information about PSA is obtained through diagnostic tests which help to identify learners' strengths and weaknesses. That is to say, the tests are more specifically directed at identifying the sub-skills with which

learners are deficient and this, in turn, helps to indicate what should be the focus of the skill courses in order to make learners efficient users of the target language in EAP context.

2.11 Conclusion

Needs appears to be a fuzzy concept as different researchers came up with dichotomous/ trichotomous terminologies in an attempt to clarify the concept such as target and learning needs; perceived and felt needs; wants, wishes, and lacks and so on. Although they differ in their conceptualizations of the concept, they hold the opinion that needs generally refers to the reason why students have to learn a certain language.

However, needs analysis seems to be less demanding when compared to the concept *_needs*. It refers to the diverse resources or methods that a needs analyzer uses in order to discover the true needs of a specific group of learners. These may include: interviews, questionnaires, documents, and so on. Like *needs*, it has different types with respect to the situation to be used. For example, target situation analysis refers to the analysis of target or work place necessities. Similarly, learning situation analysis refers to the needs of students in the learning place while present situation analysis deals with the identification of learner linguistic deficiencies by contrasting current proficiency with required proficiency in the target situation.

Historically, needs analysis appears to have emerged from ESP movements in 1960s and 1970s. The major factors that instigated the ESP movement were scientific and technical development on one hand and changes of trends in linguistics and psychology.

In this section of the review of literature, an attempt was made to define some confusing terms. In this case, the researcher attempted to approach the concepts hierarchically. That is to say, the terms were presented in descending order: from the broadest category to the least one. In this case, strategies are superordinate terms that include all the others skills. Then, study skills are the less big category which includes the

macro-skills and sub-skills. Obviously, sub-skills form the least category that comes under the macro-skills or language skills. Then, we have seen different researchers' attempt to list out the different sub-skills that underlie the macro-skills (i.e. reading, listening, speaking, and writing). We have also seen that the authors or researchers presented the list of the sub-skills in their own way. Despite differences in their description of the sub-skills, there were also commonalities. Eventually, we have seen that the theoretical framework of the study was based on Hutchinson and Water's (1987) concept of learning needs which refers to what learners should do or practice in order to succeed in their skill courses.

Chapter Three

Research Design and Methodology

3.1 Introduction

The purpose of the current chapter is to introduce readers to the research site, subjects and the kind of research methodology used. The research is descriptive in nature as it attempts to describe the present state of learners' English language performance in terms of language sub-skills. Although it predominately draws on quantitative data with the help of quantitative statistical methods, it also employs qualitative data. The chapter also deals with how the subjects are assigned under GPA and test score categories, text and sub-skills selection, the methods of data collection, tools validation, interpreting test scores, and eventually how the data are analyzed.

3.2 Research Site and Sampling

The research site, Dilla University, is one of the newly opened universities in the country. It is situated in the SNNPR (Southern Nations Nationalities and Peoples Region). The rationale for selecting higher institution comes from two perspectives: the research topic and researcher's experience with the problem. The research deals with identifying the sub-skills with which learners have much/some difficulty while taking the skill courses. Obviously, skill courses are given only in higher institutions. The researcher also faced the acuteness of the problem while giving skill courses. The reason for selecting the English Department is because it hosts students who take all of the skill courses.

The population comprised all second year students majoring in English. Their total number was 35. The Department of English assigned them in one group/section so that they could take their courses for the semester on regular basis. As their number was so small, all of them were taken as a sample for the current study. This means that no sampling method was used except for selecting learners for the speaking interview and pronunciation tests. The kind of sampling method used for the latter case was stratified random sampling. In order to do this, learners' average test scores for all the tests were arranged from top score to least score. Then, the scores were divided into

approximately three equal parts so as to identify high-scorers, average-scorers, and low-scorers. Four students were selected from each group using the lottery method and thus a total of twelve students took part in the speaking interview test and pronunciation test.

The main reason for selecting second year students as subjects for the study was that these students were believed to have taken most of the skill courses (Appendix 43) and thus might have developed some awareness about these courses offered in the department. The fact that these students were taking all language skills as course requirement allowed the researcher to test the sub-skills that operated under the macro-skills.

3.3 GPA and Test Score Categories

Besides the variables in which students differ from each other, two additional categories were used in order to make comparisons among students. These include: GPA categories and test score categories.

According to DU legislation, second year students' status is determined by the guideline below: < 2.00 = dismissal, $2.00-3.25$ = pass, and >3.25 = dean's list/ distinction. For the sake of keeping the cut-off points, the researcher was determined to make four categories. Consequently, this required the researcher to break down the 'pass' interval into two equal categories: $2.00 - 2.62$ and $2.63 - 3.25$. Because of the absence of categorical naming, the researcher had used his own classification to make the GPA categories:

- < 2.00 = poor performers
- $2.00 - 2.62$ = satisfactory performers
- $2.63 - 3.25$ = good performers
- >3.25 = very good performers

At the same time, the study subjects were put into approximately three categories based on their average scores for all the tests in order to make the test score categories. Towards this end, their average scores were arranged from the top score to

the least score and then it was divided into three. The first category was, thus, named 'high-scorers' while the second and third were named 'average-scorers' and 'low-scorers', respectively. Hence, the two categories fit to each other in the following way:

- High-scorers= very good performers + partly good performers
- Average-scorers= partly satisfactory performers + partly good performers
- Low-scorers= poor performers + partly satisfactory performers

Besides, the purpose of using the two categories at a time was to check the reliability of test score categories and see students' performances in two different test situations. In this regard, the two categories were found to have a correlation coefficient of .786 in Cronbach's Alpha. This suggests that one predicts the other and thus the test categories are valid. Besides, the purpose of using test score categories is to have equal number of subjects in each category as the subjects have been concentrated in one GPA category: satisfactory performers.

3.4 Research Paradigm and Survey Study Design

The methodology of the current study is mixed method since both quantitative and qualitative data are used. Specifically, the tests and questionnaires produced quantitative data whereas the documents and interviews yielded qualitative data. It should be noted that the qualitative data were used to enrich the outcomes from the quantitative data. In addition, the study uses analytic and heuristic parameters because it is concerned with the investigation of a specific language component (i.e. sub-skills) and the outcome of the study may lead to forming some hypotheses about EFL learners' (i.e. Ethiopian students') difficulties with the language sub-skills in EAP context (Seliger & Shohamy, 1989). Besides, the conclusions drawn are data-driven. Therefore, we can say that the study is descriptive survey study as it attempts to describe the current language proficiency of the learners. Survey studies are probably one of the most popular research methodologies practiced in social sciences. The flexible nature of survey designs helps to mix methods and use multiple sources of data such as questionnaires, observation, and test scores. Weisberg, et al. 1996 (cited in Cohen, et al. 2007) explain the usefulness of survey designs in gathering data about factual

information, attitudes and preferences, beliefs and predictions, behaviours and experiences __ both present and past. Furthermore, survey designs are cost-effective in seeking answers for several research questions at a time and thus help get a large amount of data. Survey designs are most suited to descriptive studies and show relationships between variables (Muijs, 2004); however, they are less helpful in revealing causal relationships.

3.5 Rationale for Methods

Like many ESP researchers, it might have been possible to ask learners about their self-perception about their performance in language skills using the questionnaire alone; however, this could be too subjective to accept as reliable data. In order to raise its reliability, the use of another research tool was quite necessary. Hence, tests were used in the current study to diagnose the areas in which learners had deficiencies (Alderson, et al. 1995; Hughes 1989). On the other hand, the questionnaire was a useful tool in identifying learners' felt-needs for language sub-skills (i.e. the sub-skills with which they thought they had much/some difficulty) and getting data about several other variables like age, sex, GPA, residence, and parent literacy situation. In order to get information about learners' background, facilities at home and in DU, it was very essential to use additional questionnaires. Regarding course requirements/ necessities, document analysis might be the appropriate way to get reliable data. Eventually, interview was necessary to get DU instructors' views about learners' linguistic difficulties and the changes that should be made to the curriculum, syllabus, and course materials.

3.6 Selection of Texts and Sub-skills

Texts for reading and listening tasks had been selected following the modified guidelines given by Hughes (1989) and Urquhart & Weir's (1998) specifications (Appendix 22). Consequently, language experts' opinion was sought to confirm whether the texts were at appropriate level of difficulty for learners to understand. Besides, an effort was made to ascertain that the texts did not require background knowledge or specific subject knowledge. The texts varied in length depending on the purpose of the task or the sub-skill to be tested. Furthermore, care had been taken not to select topics which favour particular learners.

Different techniques had been used in order to select the sub-skills for testing purposes. First, the sub-skills were collected from relevant literature. Second, the sub-skills were organized under different headings in view of the skill courses in the sub-skills questionnaire. Third, the questionnaire was administered to teachers and students who were asked to sort out the sub-skills with which learners had much/some difficulty. Fourth, the sub-skills, thus, identified were used for designing the test items. Before the main study, the sub-skills were presented to colleagues to categorize them under the macro-skills. The sub-skills on which the two raters agreed were taken while the rest were removed. In addition to that, the researcher used his experience as skills course teacher to include some additional sub-skills which he thought were worth testing.

3.7 Methods of Data Collection

Based on the research questions, the tools that were believed to effectively generate the required data were tests, questionnaires, and document analysis.

3.7.1 Tests

A battery of tests was prepared in order to identify learners' language difficulties/lacks (PSA) in relation to the language sub-skills. In other words, the purpose of the tests was to find out areas of difficulties/ lacks in the particular sub-skill being tested. In this connection, Madsen (1983:11) claims that test of sub-skills are helpful in diagnosing students' weaknesses and strengths to communicate with their interlocutors orally or in written form. Towards this end, the researcher designed the tests in such a way that each item was made to test a specific sub-skill. The rationale for preparing the tests, thus, was that other tests could not serve the purposes of the current study. The tests included the following: reading test, listening test, writing test, grammar and vocabulary test, speaking test, and pronunciation test.

3.7.1.1 The Reading Test

The reading test was aimed at testing learners' performance on different sub-skills under reading skills. The test had four sections. Each section was designed in such a way that it would test different sub-skills under the macro-skill:

- Part I deals with ‘understanding writer’s tone’, ‘understanding functional value of paragraphs’, ‘recognizing text structure’, and ‘interpreting lexical cohesion’.
- Part II tests ‘distinguishing main ideas’, ‘understanding writer’s purpose’, ‘drawing inferences’, ‘understanding discourse markers’, ‘critical reading’, and ‘guessing meanings of words’.
- Part III treats ‘using reference skills’.
- Part IV is concerned with ‘skimming’.
- Part V deals with ‘scanning’.

Consequently, a number of texts/ passages were used for testing the different sub-skills. Different test methods were used: multiple-choice, matching, and short answer. The dominant test method was multiple-choice in which only three distractors were used. The total number of items was 43 (Appendix 1). In short, the sub-skills tested in the reading test included the following:

Table 1: Sub-Skill-Item Distribution in Reading Test

Language skill	Sub-skills	Items
Reading	Understanding writer’s tone	1-3
	Understanding functional value	4-6
	Recognizing text structure	7-9
	Interpreting lexical cohesion	10-12
	Distinguishing main ideas from supporting details	13-18
	Understanding writer’s purpose	19-20
	Drawing inferences	21-22
	Understanding relationships signaled by discourse markers	23-24
	Literal comprehension/ critical reading	25-28
	Reference skills	29-32
	Guessing meanings of words	33-38
	skimming	39-42
	scanning	43

The test scores on different sub-skills were also interpreted in terms of a scoring criterion that ranged from ‘much difficulty’ to ‘no difficulty’ (Appendix 13). Besides, Guttman’s split-half estimate was used to check for reliability of the test.

3.7.1.2 The Listening Test

The listening test was based on a listening text prepared primarily for Ethiopian

teachers. It was a story about a female school teacher's daily routine. The narrator, a native speaker, told the story with average speed. The purpose of the test was to test the different sub-skills under the macro-skill. The sub-skills treated in the listening test included the following:

Table 2: Sub-Skill-Item Distribution in Listening Test

Language skill	Sub-skills	items
listening	Listening for specific details	1-6
	Top-down processing	7-8
	Understanding implied meaning	9-10
	Bottom-up processing	11-12
	Understanding references	13-14
	Recognizing discourse markers	15-16
	Understanding attitudinal meaning	17-18
	Guessing unfamiliar words	19-22
	Listening for the gist	23-24

The listening test had 24 items. The students were expected to put only a tick mark in the boxes after listening to the text (Appendix 2). The test was scored objectively and the scores were interpreted using a scoring criterion that ranged from 'much difficulty' to 'no difficulty' (Appendix 14). Besides, Guttman's split-half estimate was used to check for reliability of the test.

3.7.1.3 The Writing Test

First, a search in the literature confirmed that the sub-skills for the writing skills fell into two main categories: mechanical/ stylistic and rhetorical/ cognitive. Then, an attempt was made to construct the writing test based on the sub-skills under these categories. The sub-skills were listed below:

Table 3: Sub-Skill-Item Distribution in Writing Test

Language skill	Sub-skills	Items
Writing	Using capitalization correctly	1-6
	Spelling words correctly	7-10
	Using the correct discourse marker	11-14
	Using correct and complete sentences	15-18
	Punctuating sentences appropriately	19-22
	Joining sentences	23-26
	Writing legibly	27
	Using the right vocabulary	28
	Organizing ideas	29
	Synthesizing ideas	30

The writing test had 30 items. It begins with testing simpler skills like punctuation, spelling, etc and then moves onto testing larger and much more complex skills in writing such as combining, organizing, and eventually composing (Appendix 3). Holistic scoring criteria were used for Items 27 & 30 but score-counting was done for the rest of the items. In order to interpret learners' performance, a scoring criterion which ranged from 'much difficulty-no difficulty' was used for all of the items (Appendix 15). Besides, Guttman's split-half estimate was used to check for reliability of the test.

3.7.1.4 The Grammar and Vocabulary Test

This test had two major parts: grammar and vocabulary. The grammar items were 58 while the vocabulary items were only 24. Obviously, the grammar items were much larger than that of vocabulary because the number of grammatical categories (i.e. sub-skills) was greater than those used for classifying the vocabulary items. Consequently, both of the tests had to be combined mainly because of the brevity of the vocabulary items. On top of that, separating the vocabulary test to be independent and adding more items to it may increase the battery of tests which may cause boredom to students. This may, in turn, produce unwanted effect on the performance of the subjects.

Different grammar books had been consulted in order to identify grammatical areas (i.e. sub-skills) with which learners might experience difficulties. Thus, the test items were aimed to test different sub-skills. The sub-skills (i.e. grammatical areas) to be tested were shown below in Table 4.

Table 4: Sub-Skill-Item Distribution in Grammar Test

Language skill	Sub-skills/areas	items
grammar	Tense	1-6
	Passive voice	7-10
	Modal verbs	11-14
	Word forms	15-18
	Adverbial particles	19-22
	prepositions	23-26
	Relative pronouns	27-30
	Reported speech	31-34
	Conjunctions	35-38
	Conditional sentences	39-42
	Comparison	43-46
	Subject-verb	47-50

	Tags & remarks	51-54
	Syntactic skills	55-58

Hughes (1989:147) expresses the difficulty of sampling while specifying vocabulary test items. Consequently, the researcher used grammatical items as shown in Table 5 below in order to keep the proportion of items and areas of difficulty in the vocabulary test because he experienced the problem of systematically organizing the vocabulary test items during the pilot study.

Table 5: Sub-Skill-Item Distribution in Vocabulary Test

Language skill	Sub-skills/ areas	items
vocabulary	Verb forms	59-62
	Infinitive	63-66
	Noun	67-70
	Adjective	71-74
	Adverb	75-78
	gerund	79-82

Since ESP is closely associated with such concepts as communicative competence, communicative language teaching, and discourse analysis (Douglas, 2000; Robinson, 1980), an attempt was made to make the test more communicative by trying to present the test items in different contexts. The test method used for both grammar and vocabulary items was multiple-choice since this might help the researcher to be more objective while scoring (Appendix 4). Like the other tests, a scoring criterion (i.e. from 'much difficulty' to 'no difficulty') was used to interpret test-takers' performance regarding each sub-skill (Appendix 16). Besides, Guttman's split-half estimate was used to check for reliability of the test.

3.7.1.5 The Speaking Test

The aim of the speaking test was to identify learners' difficulties with the different sub-skills that underlie the macro-skill. As a result, the speaking test had got two major sections: accuracy test and interview test. The accuracy test had, in turn, a number of parts testing various sub-skills:

- Part I: grammar
- Part II: vocabulary
- Part III: use of pronouns

- Part IV: use of discourse markers

The reason for testing accuracy in speaking in written form was to avoid the time factor in speaking situations. That is to say, it is really difficult even for experienced speakers to speak accurately because of the short time lapse. When it comes to EFL learners, the problem becomes very complicated. Therefore, it is essential to test accuracy in a situation where learners have time to monitor their responses by taking time to think. Because of the ease of administration, the accuracy test was given to all of the subjects.

The interview test, on the other hand, was given to 12 sample subjects because of the difficulty and impracticality of interviewing all 35 study-subjects. On top of that, this test had only one part which contained several questions that provoked the learners to speak freely. This part of the test was aimed to test different sub-skills: interaction skills, facilitation skills, compensation skills, negotiation skills, and fluency. Totally, the speaking test had 23 items, to be scored out of 46% (Appendix 5).

The test-takers' performance was recorded by cassette recorder and was transcribed (Appendix 19). The scoring was done on two occasions within a month. The scores obtained on both occasions were computed in order to get correlation coefficients (Appendix 21). This was done with a view to measure the reliability of the test. The test scores were interpreted using analytic scoring criteria (Appendix 17). The sub-skills tested are shown below in a table.

Table 6: Sub-Skill-Item Distribution in Revised Speaking Test

Language skill	Sub-skills	Items
Speaking	Grammar	Part I: accuracy test
	Vocabulary	
	Use of pronoun reference	
	Use of discourse markers	
	Interaction skills 1	Part II: interview test
	Interaction skills 2	
	Facilitation skills	
	Compensation skills	
	Negotiation skills	
	Fluency	

The researcher had faced difficulties while trying to design criteria for measuring or scoring learners' fluency in the interview test. As a result, he first tried to learn what the concept 'fluency' really means. According to Knight (1992), 'fluency' encapsulates 'hesitation' and 'speed'. Based on Knight's (1992) concept of 'fluency', the researcher used word/second computation to measure 'fluency' and then devised the scoring criteria on the basis of this measurement. Towards this end, the researcher used a stopwatch, a tape-recorder, and the interview transcript to accurately perform the task. In order to measure the reliability, the scoring was done twice within a month. During each occasion, three samples of long stretches of utterances were selected randomly and computed. Then, the scores obtained from the two occasions were averaged. Eventually, the average score thus obtained was interpreted using a scoring criterion to determine each subject's performance in the sub-skill (Appendix 20). In order to check for the internal consistency of the test, Pearson's reliability coefficient and Guttman's split-half estimate were used for the interview test and speaking accuracy test, respectively.

3.7.1.6 The Pronunciation Test

The pronunciation test was aimed at identifying learners' problems with sub-skills related to pronunciation. Thus, the test had three parts (Appendix 6). The first one was aimed to test learners' ability to pronounce words correctly. Consequently, the test-takers were made to read aloud a long list of sentences. This was done with the aim to identify the words with which they had difficulty in pronouncing. The second one was concerned with putting word stress. Here, they were given 8 sentences in which certain words were underlined. In this task, learners were expected to read the whole sentence by placing clearly the primary stress on the underlined words. The last part of the test required learners to read a dialogue with the correct intonation. For this purpose, a number of sentences/ texts which required rising and falling intonation were selected in order to identify learners' difficulties with intonation.

The students' performance on pronunciation was recorded along with the speaking test. In order to maintain objectivity in scoring, the Encarta audio dictionary was used to

transcribe the words and sentences to be read aloud and then linguists' help was sought for validation. Like the speaking test, the scoring was done on two occasions so as to check for reliability. The scores were, thus, interpreted using a scoring criterion that ranged from 'much difficulty – no difficulty' (Appendix 18). The sub-skills tested included the following:

Table 7: Sub-Skill-Item Distribution in Pronunciation Test

Language skill	Sub-skills	Items	Item no
Pronunciation	Pronouncing words	Part I	1-20
	Placing word stress	Part II	1-8
	Use of intonation	Part III	Line 1,2,4,5,6,12,13,14,17,18,20,21,and 24

3.7.2 Questionnaires: Background, Learning Situation, Sub-skills, and Target Situation

Four questionnaires were used in order to get ample evidence about the subjects' learning needs in EAP situation: background questionnaire, learning situation questionnaire, sub-skills questionnaire, and target situation questionnaire. During questionnaire administration, students were given explanations about the concepts underlying each sub-skill.

The background questionnaire had three major parts, probing into the different scenarios the learners had passed through: socio-economic background, English language background, and school background (Appendix 7). The first part tried to investigate different issues such as social settings in which the learners were raised, family background (i.e. economic & literacy situations) and facilities at home. The second part concentrated on finding out learners' extracurricular activities to maximize their linguistic capabilities, the availability of different audio-visual materials and reading texts. The last one looked into learners' activity in the school compound, especially their performance/ experience with the language skills at different levels of education. Totally, the questionnaire contained 28 items and a number of options for the learners to tick. Open-ended options were also given to give room for the learners to respond. The

results of this questionnaire might be helpful for the researcher while interpreting/ discussing the outcome of the research project.

The learning questionnaire was designed with a view to learn about the existence of conducive learning environment in Dilla University, especially with regard to the learning and teaching of the skill courses. The questionnaire was based on Hutchinson & Waters' (1987) framework for analyzing learning situation. It appears that the questionnaire was the shortest one when compared to the others. Thus, the questionnaire consisted of only 13 items (Appendix 8). The items assessed different issues such as language proficiency, the skill courses, facilities, etc. Like the preceding one, the results of the questionnaire might help to interpret the outcome of the research.

The sub-skills questionnaire was aimed at identifying the difficulties that students had with the sub-skills under the macro-skills. The questionnaire (Appendix 9) had two main parts:

1. A general query on different variables. These included: sex, age group, cumulative GPA.
2. Needs analysis on learners' perception about their difficulties with sub-skills in view of the skill courses. For this purpose, the items were categorized into five tables as shown below (Table 8).

Table 8: Organization of Sub-Skills in the Questionnaire

Table	Macro-skills	Skill courses focused	Items
1	Reading	Reading skills	1-13
2	Writing (mechanical)	Basic Writing Skills and Advanced Writing Skills	1-10
3	Writing (cognitive)	Basic Writing Skills and Advanced Writing Skills	1-7
4	Listening	Listening Skills	1-10
5	Speaking	Spoken English I & II	1-13

Like learning situation questionnaire, the target situation questionnaire was designed based on Hutchinson & Waters' (1987) framework for analyzing the graduates' needs in their work places. Consequently, the questionnaire had got four parts (Appendix 10). The first part tried to get bio-data about the graduate students. The second part

attempted to retrieve information about the graduates' use of English in their work place. The third one presented a list of sub-skills under the macro-skills and tried to get data about the graduates' difficulties with these sub-skills in their workplace. Eventually, the last one attempted to test the graduates' use of the target language in actual use (i.e. while writing). Generally, the questionnaire had 59 items and these are presented in a table form below.

Table 9: Item Distribution in Target Situation Questionnaire

Part	Items	Item no
1	Bio-data	1-6
2	Language use	1-9
3	Reading sub-skills	1-13
	Writing sub-skills	1-10
	Listening sub-skills	1-9
	Speaking sub-skills	1-9
4	Skill courses in DU	1-3

The only reason for analyzing target situation needs was to check if the sub-skills with which the study-subjects had much/ some difficulty were also causing difficulty for the graduates in their work places. Thus, the items were designed in such a way that the required data could be obtained.

3.7.3 Document Analysis

Documents here refer to the curriculum and some selected instructional materials used to teach the skill courses. The researcher believed that analysis of these documents might reveal the kind of sub-skills that students needed to possess in order to succeed in the courses. Furthermore, such analysis would yield the objective needs/ requirements of the skill courses. The items in the sub-skills questionnaire were used as a checklist for the analysis (Appendix 11). For this end, the researcher collected the course-outlines and teaching materials for most of the skills courses from instructors. In order to ascertain the reliability, the analysis was done twice within a month (Appendix 43) and eventually the sub-skills designated as 'needed' on both occasions were drawn up as those required by the skills courses.

3.8 Interview

In order to get data about the last research question, a structured interview was prepared for DU instructors. A total of twelve questions were prepared to elicit data about instructors' teaching experience, specifically their experience in teaching the skill courses, the difficulties that their students face while taking the skill courses, and what suggestions that instructors put forward in order to alleviate the difficulties that their learners face (Appendix 56). Consequently, the researcher used purposive sampling method so as to select teachers that should be interviewed. In this regard, experience in teaching the skill courses was used as a criterion for selecting the teachers. Towards this end, a checklist was prepared so that instructors could write their names, the skill courses they taught, and the frequency with which they taught the specific skill course. Then, tallying was done to identify the most experienced teachers. Thus, six teachers who were believed to be most experienced in teaching the skill courses were selected for the interview session. The interview questions are listed below:

1. Tell me about yourself, your teaching experience, and your attitude towards the profession taking the teaching environment in DU into consideration.
2. What skill course have you taught in DU? How long have you been teaching the skill courses in DU?
3. Are you interested to teach the skill courses? Why? Why not?
4. Do you prepare the course materials yourself or do you use already prepared ones?
5. If so, how do you prepare them?
6. If not, why don't you prepare them?
7. Do you think the existing course materials are responsive to students' needs?
8. What do you think are the difficulties that your learners face while taking the skill courses? Which do you think are most prominent /glaring and thus your students need the most assistance?
9. Do you think students differ from each other in the kind of language difficulties they face because of their difference in age, sex, L1, GPA, socio-economic background, and residence?
10. Do you think the current curriculum and syllabi help to tackle with learners'

difficulties?

11. Owing to learners' linguistic difficulties, do you think changes should be made to the course materials, curriculum, and the syllabi?

12. If so, what are your suggestions?

3.9 Tools Validation: Questionnaires, Tests and Documents

In order to validate the questionnaires, the sub-skills were, first, drawn from relevant literature and preliminary categorization of the sub-skills was done in view of the skill courses. Next, experts' evaluation was sought for face validity, content validity, and construct validity. Then, the questionnaire was tried during the pilot study and it was administered twice within a month so as to work out item validation (refer to section 4.8). Just before the main study, the sub-skills were mixed up and given for three raters so as to categorize them under the macro-skills. The sub-skills that two of the raters agreed upon were taken and the sub-skills on which they could not come to terms were dropped/ removed from the list. Eventually, the reliability computation was done using the SPSS between the researcher's categorization and that of the raters. The result of the reliability test was .889 in Cronbach's Alpha.

The researcher had gone some steps in order to validate the tests. After test construction, the tests were given for expert validation regarding face validity, content validity, and construct validity. Then, the tests were piloted. Next, item analysis and reliability tests were carried out. For the item analysis, the following criterion was used to interpret the quality of the test items:

Discrimination index		Difficulty level	
≤10	unacceptable	>90	too easy
11-15	Questionable	<30	difficult
>15	acceptable		

Accordingly, the necessary changes were made on all items that had been identified to have weaknesses. Finally, the tests were readministered during the main study and then reliability tests were done once again to ensure test validity and reliability. The following results show the test of reliability.

Table 10: Reliability Estimates of Tests during the Main Study

No	Test	Guttman's split-half
1	Writing test	.874
2	Reading test	.758
3	Grammar test	.907
4	Vocabulary test	.795
5	Grammar & vocabulary test	.923
6	Listening test	.767
7	Speaking accuracy test	.875
8	Speaking interview test	.602*
9	Pronunciation test	.896*

*Pearson's correlation coefficient

Unlike the rest of the tests, intra-rater reliability was used to validate both the pronunciation test and interview test. That is to say, the tests were scored twice within 30-40 days' gap. Then, Pearson's product moment correlation was computed. When we observe the coefficients, we could see differences between the two tests. These differences resulted from the high variability (2.314 of standard deviation) shown between the individual scores of the 1st round scoring of the interview test (Appendix 21). On the other hand, the pronunciation test was more objective than that of the interview test since score counting method was used.

Generally speaking, an analytic scoring criterion was used in all of the tests to determine learners' difficulty with the different sub-skills. Besides, it is evident that the reliability of the tests had improved much better than it was during the pilot study (Table 11). Eventually, scorer objectivity was maintained through the use of multiple-choice test method and answer keys for all the tests except the interview test.

Intra-rater reliability was used to validate the results obtained from the instructional documents. That is to say, the researcher scored the documents using a check-list (Appendix 11) twice within 30 days' gap to see if the same sub-skills yielded in both analyses. The sub-skills that appeared twice were taken while the others which appeared once were removed. Besides, Cronbach's Alpha was used to check for

reliability of scoring. Accordingly, the following results were obtained: reading, 0.667; writing, 0.925; listening, 0.889; and speaking, 0.698 (Appendix 43). This suggests that the scorings had high correlation coefficients and hence the results were acceptable.

3.10 Study Procedures

First, at the early stage of the study the sub-skills commonly shared by researchers were collected from available literature and categorized under skill courses in a questionnaire format. Second, the questionnaire was tested for face and content validation. Third, the questionnaire was tried twice for test-retest validation during the pilot study. Based on the validation result, the questionnaire was restructured and some changes were made. Fourth, the test items were prepared based on the results of the questionnaire and the researcher's experience as a teacher and then they were presented to experts for face, content, and construct validation. Eventually, the tests were piloted. After the tests were scored, item analysis and Guttman's split-half reliability test was carried out. Consequently, several changes were made to the test items.

Before the main study, an attempt was made to recheck and validate the selection of the sub-skills. Towards this end, the sub-skills were mixed up and given for three colleagues to categorize them under the macro-skills (Appendix 12). The sub-skills which were preferred by two of the raters were taken while those sub-skills upon which they could not agree were removed from the list. Then, both lists (i.e. the one in the revised questionnaire and the other by colleagues) were correlated. As a result, the questionnaire items were restructured. Next, the questionnaire was administered and the sub-skills which learners and their teachers felt that learners had much/some difficulty were sorted out and only the first eight sub-skills selected in this way were taken. Eventually, the researcher re-checked if the sub-skills thus identified were still in the revised test items. Hence, a few sub-skills were found to be absent in the revised test items and this required adding more items representing these newly identified sub-skills. These items were, thus, pretested before the actual study. At the same time, there were sub-skills in the revised tests which were not designated as 'much difficult'

by learners in the questionnaire during the main study. However, the researcher did not remove these as the inclusion of more items might increase the reliability of the test or there might not be any harm in having them in the tests.

As there was no effect in presenting the tests in a particular sequence, they were given in the following sequence: writing test, reading test, grammar and vocabulary test, listening test, and lastly speaking test. Of course, the speaking test had to be given at last since it was impossible to do interviews for a large number of testees. Therefore, some sort of selection or sampling had to be made depending on the test performance of learners.

To substantiate the findings of the tests, additional questionnaires (i.e. learning situation questionnaire, back ground questionnaire, and target situation questionnaire) were administered to probe into learners' language learning background at elementary and secondary schools, skills courses learning situation in DU, and English language use in work situations. Then, document analysis was used to find out to what extent the course materials were in line with learners' needs for sub-skills. Next, DU instructors were interviewed so as to get data about what changes should be made to the curriculum and course materials. Eventually, the data, thus, obtained from multiple sources were presented, analyzed and reported as an outcome of the research project.

3.11 Coding, Scoring, and Interpreting Tests

Before the tests were administered, they were given codes. Thus, learners were identified with codes but not with names. Then, the tests were scored on the basis of answer keys prepared during test construction (Appendix 23). Thus, using answer keys helped to avoid subjectivity. Next, the scores from odd and even items were counted and entered into a table so as to compute the reliability for the particular test using the SPSS software. Eventually, the scores on items representing each sub-skill were entered into a table having a scale that extended from 'much difficulty' to 'no difficulty' (Appendix 13-18). Thus, learners' performance on each sub-skill was interpreted depending on the scores gained.

3.12 Methods of Data Analysis

As the tools for the current study generated predominantly quantitative data, a number of quantitative procedures were used to analyze them. First, descriptive statistics specifically frequency counts and percentages were used in order to determine the performance level of learners and the needs of students for language sub-skills. Besides, analytic and holistic criteria were used to interpret test scores. Then, frequency counts were used to compare learners' performance in view of different categorical variables. Next, the data obtained from document analysis, students' interview transcript, and the last part of target situation questionnaire were also quantified and analyzed quantitatively. Eventually, the data obtained from teachers' interview was analyzed qualitatively. Towards this end, the researcher followed inductive procedures in order to analyze the instructors' response on predetermined categories which were derived from the research questions.

3.13 Conclusions

In this section, we have been introduced that the research site was Dilla University and the study subjects were second year in English Department. Thirty-five subjects participated in the main study. It was explained that the researcher used the legislation of DU and average test scores for assigning the subjects under GPA and test score categories, respectively. Besides, Hughes (1989) and Urquhart & Weir's (1998) specifications were used in order to select different texts for the tests. However, the sub-skills for the tests were selected based on the results of the sub-skills questionnaire. In order to validate the tools, different types of validation procedures were applied. In this regard, the reliability measures such as split-half and intra-rater, item analysis, and discrimination indexes were used for validation of the tests and documents. While using analytic and holistic scoring criteria to interpret test scores, percentages and a scale that ranged from 'much difficulty-no difficulty' were used to determine learners' level of performance in relation to the sub-skills. Eventually, the data obtained from teachers' interview was analyzed qualitatively.

Chapter Four

The Pilot Study

4.1 Introduction

In this chapter, the researcher will report the experience he had during the pilot study. The chapter begins with the purposes of conducting the pilot study and then moves to explain the problems that the researcher had encountered during the trial. These were problems of contacting the subjects, test administration and scoring. Next, the methods of validation and item analysis of the tests were reported. Eventually, the lessons obtained from the pilot study were explained.

4.2 The Purposes of the Pilot Study

The purpose of conducting the pilot study was to try out data collecting tools and thereby validate their efficacy of generating reliable data. Towards this end, the researcher had prepared a battery of tests and questionnaires. The questionnaires were directed to find out learners' preferences for the sub-skills, but the tests were aimed at identifying students' difficulties with the language sub-skills. In this case, the tests were diagnostic in nature. In other words, they were designed in such a way that they would make the researcher find out the extent of difficulties that students experienced with regard to each sub-skill in a particular macro-skill.

The population of the pilot study comprised all second year students majoring in English. Their total number was 89 and they were placed into three groups so as to follow their regular classes. Almost all of them had attended their secondary education in government high schools and their age group was between 18-23. Thirty-one subjects who belonged to Group 3 were selected based on convenience sampling for trying out the questionnaire and tests. The reason for selecting convenience sampling was that the researcher should get students' willingness and assurance to participate in the study as they would be made to take a series of tests. Of these 31 students, those who were able to complete all the tests were only 15. There were some reasons for this attrition of subjects from the pilot study. First, the researcher had not assumed the role of a teacher and hence some students were not willing to enter class upon the researcher's

request. Second, the subjects often missed even their regular classes. This was not due to the researcher's presence in their classes. The researcher often took over classes from the regular teacher to do his research. Eventually, it was difficult for the researcher to make a learner take a test which he/ she had missed. Consequently, the data of those students who couldn't complete the tests were excluded from the analysis. It should be noted that the exclusion was done only with the analysis that required the independent variable: Test Scores but not with GPA. At the same time, random sampling was used to select 8 subjects for the Speaking Test.

4.3 Problems Encountered during Trial

4.3.1 Problems of Contacting Subjects

The researcher had encountered some inconveniences when he went to Dilla University. The first challenge was getting test papers duplicated as there was severe shortage of duplicating paper and ink in the town. Next to duplicating test papers, the challenge he faced was making arrangements with students. The first unsuccessful attempt happened when he made appointments with students, for which no body appeared. As a solution, he tried to reach them out through their teachers, which worked out very well. Similarly, he faced the same problem in his second trip. This time he made a teacher to make the arrangements with students but the teacher himself failed to come for personal reasons. When students noticed the absence of their teacher, they told the researcher that they were not willing to enter class in their teacher's absence.

4.3.2 Problems during Administering Tests

The speaking test (Appendix 24) was given in two sessions. In the first, five students were selected and given test codes. As the language lab was located in the other campus and no arrangements were made with the teacher in charge of the laboratory, the researcher was obliged to conduct the test in a classroom after borrowing a tape-recorder from the Department English. Before the interview, the subjects were given the interview questions and they took some notes to be used during the interview. Then, the

researcher asked each question at a time and they tried to respond by looking at their notes. During test administration, the researcher encountered some problems:

- Environmental noise pollution from new buildings under construction.
- Less quality of the recording material.
- Some students were text-dependent and thus read from their notes.
- During read-aloud session, they were taken by surprise and thus unable to read certain words in the text.

In spite of these problems, the researcher was able to generate the required data so as to test the efficacy of the particular test.

In the second session, the speaking test was given in the language lab to three students. Before the interview, the subjects were made to prepare themselves. During the interview they referred to their notes quite often. Unlike the previous session, the researcher did not face any serious problem in this second session except the noise of torrential rain while he was in the midst of interviewing. Even so, that didn't cause any problem as he was using very advanced recording equipment.

However, the problem that the researcher had during analysis was that he couldn't do any comparison between high-scoring, average-scoring, and low-scoring students regarding their performance in speaking sub-skills because the speaking test was given at the beginning when it should have been given after high-scorers, average-scorers, and low-scorers had been identified. Nor could he compare learners' performance in terms of GPA because all the students who had taken all the tests had high-GPA and average-GPA.

Twenty-nine students took the writing test (Appendix 24). In fact, the researcher had not faced any serious problems in this test except that students were asking frequently on how to answer some of the test items. For example, they asked whether they should write the whole sentence or only the word that needed capitalization. The other problem that they had difficulty was the part of the test that required them to give their evaluation of the test items. Of course, this part required them to list out items in three categories

(easy, difficult, and unclear) but they preferred to put a tick mark for each band/group. Although it was very tiresome, the researcher had tried to give the necessary explanations to each one of them for all their requests. The next action he did was to keep record of time of finishing the test as this might help him to assign time limit during the main study. The initial time he set for the writing test was 2:30 hours but to his surprise the students finished the test 1hour earlier.

The reading test (Appendix 24) was given to 27 students. The only problem with the reading test was that the researcher couldn't give the scanning & skimming test separately because of duplication constraints. Initially he set 20 minutes for the latter test, but in practice the students found the skimming test very demanding and took much more time than he imagined. Even so, during scoring he learned that nobody answered correctly. The other problem the researcher noticed was that the number of students was decreased by two. This was not associated with the test-taking activity since he took over the class from the teacher himself. In other words, students usually did not come fully even for their regular classes. Hence, these twenty-seven students completed the test within 1 hour which was earlier than the given time.

Owing to the shortness of the grammar and vocabulary test (44 items for both) and the difficulty of getting the students, the test (Appendix 24) was given after 10 minutes break during which time students were allowed to go out of class. Unfortunately, one of them disappeared as he might have been tired or lost interest in the activity. Hence, the total number of students who took the test was 26. As usual, the only problem that students had was filling out the test evaluation sheet. Consequently, the researcher had given the necessary assistance they needed.

The listening test (Appendix 24) took place in the language lab. Twenty-two students sat for the test. No particular problem was observed in the laboratory except that some students came after the test commenced. The students were allowed to listen to the audio-text four times which was based on their preference. In addition, explanations

were given on how they should give their answers. Unfortunately, the researcher was not able to keep time record as he had to attend to individual's requests.

Because of low reliability coefficient, the researcher made some changes to the skimming part of the reading test and added more items for the grammar and vocabulary tests. These tests were administered for the second time during the researcher's second trip to Dilla University. The only challenge that the researcher faced during the second trial was that some students showed unwillingness to enter the examination room in the absence of their teacher. Because of this problem, the number of students was reduced from 27 to 22 in connection with the reading test and from 26 to 22 regarding the grammar and vocabulary tests. One of the 22, code 25, had to be excluded because this individual did not take the previous tests. Thus, this makes the total number of testees 21 for the reading test while 22 for grammar and vocabulary test because only one part of the reading test (i.e. skimming) was given whereas for grammar and vocabulary the whole test was given for the second time.

4.3.3 Problems during Administering Questionnaires

No serious problem was observed while students were filling out the questionnaire. The only problem was the difficulty of understanding the rating scales, for which the researcher gave the necessary explanation.

Teachers' questionnaire was distributed to 8 teachers. The problem with teachers was that they could not fill out the questionnaire at once because of heavy workload. Therefore, the researcher had to wait for them to complete the questionnaires and send him. Besides, few teachers were found to be ticking the same category for all items which seemed to be carelessness or the effect of the design of questionnaire items on teachers' response.

4.4 Problems during Test Scoring

Test scoring is as important as test administration because any problem in scoring may distort the validity of the data. Therefore, the researcher had taken as much precaution

as he could. For this purpose, he had prepared answer keys for all tests except for the speaking test. During scoring, he had taken the greatest care and thus followed the answer keys very strictly. This did not mean that absolute objectivity was achieved.

Let's see some of these problems while scoring each test.

During scoring the reading test (Appendix 24), the researcher had come to learn that sticking only to the answer keys might not be logical. In Part III of the reading test, some students added unnecessary words; for example, 'drug addiction causes', 'illegal drugs' (the underlined words were not needed). Since the activity requires learners to relate pronouns with the words they refer to, the researcher gave credit despite the addition of extra words.

Similarly, in Part IV of the test the researcher showed some flexibility. For instance, he gave credit to students who answered as 'prescribed' instead of 'prescribe', 'devastating' instead of 'devastate', etc because this activity required learners simply to find out word meanings. The other problem was that almost all students quite unfortunately could not even get one right answer for the skimming part of the test. Worst of all, the students even couldn't follow the example given; they simply copied a sentence randomly from the text. The situation was worsened by students' poor calligraphy. In order to overcome this problem, the researcher did a number of things:

- Changed the test format to MC (multiple-choice).
- Replaced two of the paragraphs.
- Retested, scored, and computed its reliability coefficient.

The scoring of the listening test (Appendix 24) revealed some unforeseen problems. Unlike the rest of the tests, the listening test required students to put a tick mark in the boxes placed before the choices. This led the researcher to design items with more than one answer. However, problems began to show up during scoring: some students ticked more than once even for items that required only one answer while others ticked less than it was actually needed to answer an item.

This situation of having more answers for an item caused problem while the researcher was doing split-half counting for validation purposes. In order to apply the split-half method, both even and odd items should carry equal marks. As a result, the researcher assigned the following marks to strike a balance between even-and-odd groups (12 marks for each) and do the validation correctly:

Item no	Responses required	Marks assigned
4	3	2
5	5	3
6	3	2

However, the researcher had not taken this as a lasting solution. The researcher would rather turn the items into ones that required only one answer.

The scoring of the writing test (Appendix 24) revealed that Part I of the test required learners to give two answers. However, students gave only one answer. For this reason, the researcher turned the items into those that needed only one answer. While scoring the test, the researcher came to learn that Part IV produced quite unanticipated answers which were acceptable. For example, he gave credit for students who came up with so varied and acceptable answers for Item 13. Quite a special problem associated with Item 14 was the case of tense. Because the focus of this particular item was on meaning, he gave credit to a student who answered as "It is interesting" instead of "It was interesting". Still the other problem with this part of the test was the case of spelling. This was evidently observed on Item 15 & 16. Some students came up with acceptable answers but with spelling problems: "to rich" for Item 15 and "is use" for Item 16. The researcher gave credit for these responses because the focus of the activity was on meaning. However, he did not give credit for a response with a missing grammatical element; for instance, 'to' in 'to reach'. Since this situation helped subjectivity creep into the scoring, the researcher totally restructured the items under Part IV so that there could only be one unequivocal answer. The problem observed in Items 21-23 was that students made punctuation errors for which they were not penalized because the focus of the activity was on joining sentences using conjunctions.

The problem with Item 26 was that it was difficult to delineate where a sentence ends and another begins as students were apparently accustomed to constructing run-on sentences. Since this last item was aimed at testing their skill in synthesizing ideas, the researcher provided them with a list of ideas so as to assist them in their compositions. However, they never seemed to follow the instruction but rather they brought their own ideas, which was contrary to the aim of the particular item. Perhaps, he could solve this problem by instructing them first to turn the ideas into simple sentences and then join these using conjunctions or any other mechanism. With regard to this last item, the researcher had made the following general observations. Students lacked:

- The skill to produce simple and accurate sentences.
- Knowledge of lexis so as to use words appropriately.
- Knowledge of paragraph format/layout.

The scoring of the speaking test (Appendix 24) was done on two occasions, with time lapse of a month between the first and second scoring. Both occasions revealed the presence of the following problems:

- a) Concerning Part II of the test which required students to read aloud a list of words in order to test speech sound production skills, the students read so fast that he could not make out what speech sound they were able to produce. Hence, he may need to make them say the words slowly and clearly (Appendix 24).
- b) The researcher could hardly make out the initial part of the recording for Test Code 4 because of poor recording. Hence, he will have to be equipped with better recording materials during the main study.
- c) Students appeared more of text-dependent; they were seen to read out from their notes. So, the remedy is to put surprise questions for which they are not prepared.
- d) Students seemed not to have difficulty with the part of the test that tested word stress. When the researcher examined the words, he suspected that the students might have been drilled these words in their spoken classes. Therefore, he changed these words with those he thought they might be less familiar.

e) The arrangement of words in the read-aloud section of the test seemed not to have been done systematically as some sounds were repeatedly tested. So, the researcher tried to put more words having the same sound in a single cell and added other speech sounds which were not included previously. The speech sounds to be tested include the following:

	A	B	C	D	E	F
1	ɪ	i:	ɪn	aɪn	sɛ	kɛ
2	ð	e	ʌʃ	ju	ɔ	ɔ:
3	e	ɪt	e	aɪ	eɪ	aɪ
4	u	u:	z	s	au	uə

- f) Item 5 of Part II B was changed because students seemed to have two problems: mispronunciation and wrong stress.
- g) The pronunciation test was primarily designed to be part of the speaking test; however, this might cause difficulty to see students' performance on speaking and pronunciation in isolation. Therefore, the researcher decided to prepare the tests separately.

Scoring of the grammar retest, which was given for the second time, revealed some unanticipated answers for Item 55. This was caused by a time adverb, 'over the last few years', which could be placed at the front or end of the sentence: "over the last few years/transportation cost/the steady increase of/very difficult/has made life". As a result, the researcher was obliged to give credit for those who put the phrase in either of the positions. In order to maintain objectivity, he replaced 'over the last years' and 'transportation cost' with 'oil price' and 'in the international market', respectively.

4.5 Problem with the Vocabulary Test

This problem was not associated with scoring rather with test design. Initially, while designing the test the researcher couldn't find any possible scheme by which he could systematically categorize the test items. Hence, he was forced to lump the scores together during the first trial. However, a new way of categorizing appeared to him especially after getting low reliability coefficient for the particular test: using grammatical

elements for categorization. In addition, he learned that the test items were quite unbalanced in view of this scheme:

Grammatical category	Past participle	Noun	Gerund	Infinitive	adjective
No of items	3	5	1	2	1

Consequently, the researcher had added more items and categories in order to show vividly the performance levels of students under each category. These included: verb forms, adverb, noun, gerund, infinitive, and adjective; each category had 4 items.

4.6 Problem with Questionnaires

Firstly, the scale that the researcher used for the questionnaires (Appendix 26) caused problem when he attempted to count the scores in order to make tallies. The problem was caused by the presence of negatives and zeros in the scale. Mathematically, this entailed errors while computing the total scores for a respondent. As a result, the researcher changed the scale from -1, 0,1,2,3 to 1,2,3,4, and 5, where 1 indicated 'not needed' while 5 implied 'most needed'.

Secondly, the researcher decided to do something about items that appeared to be placed unsystematically. That is to say, the items dealing the same issue were scattered over the different places. Hence, the researcher tried to categorize them in some way. More specifically, he attempted to bring together items that he thought measured the same sub-skill.

Thirdly, the researcher also noticed some respondents, especially teachers, carelessly ticking the same category for all of the items. The motive behind this was not clear to him at first. Similarly, two of the respondents, again from teachers, were seen ticking the same category for all items. One ticked 'not needed' while the other ticked 'most needed' for almost all items indiscriminately. This also aroused his suspicion on the sincerity of the responses. Consequently, the researcher administered the same questionnaire for the second time within a month to see if the same thing would happen. Surprisingly, the one who ticked the highest score for all items did the same. Besides,

the reliability coefficient (.39) was so small that the researcher decided not to use the data obtained from teachers' questionnaires.

Fourthly, the researcher also observed some carelessness on students' side. Some were not clearly showing their exact response and some were putting a dot that was not visible enough. Perhaps, they might have been tired or uninterested. However, the researcher did not see such a problem with the questionnaire they filled for the second time after a month.

Eventually, the analysis of the data revealed that there were not much significant differences among students in terms of different variables as envisaged in the research questions in their preference for the sub-skills. Furthermore, the analysis revealed that students and teachers showed preference for all sub-skills with little variation/degree: either they responded 'more needed' or 'most needed'. The researcher later realized that this little variation could have been caused by the framing of the questions: they were asked to what extent a sub-skill is needed in relation to the skill courses. If the inquiry was made in terms of learners' difficulties in relation to the skill courses, there would probably be variations in responses. Hence, the researcher decided to make a change: the rating scale should be changed from one that deals with 'preferences' to one that probes into 'difficulties'.

4.7 Validating the Tests and Questionnaires

4.7.1 Reliability Coefficients of the Tests

Working out the reliability coefficient of tests is the most important step in ascertaining the authenticity of the data drawn with the help of the tests in question. Towards this end, the researcher had used Guttman's split-half reliability estimate to find the following results:

Table 11: Reliability Coefficients of pilot Tests

No	Test	Reliability coefficients	
		1 st round	2 nd round
1	Writing	.84	
2	Reading	.70	.76
3	Listening	.70	
4	Grammar	.40	.86
5	Vocabulary	.42	.80

6	Speaking	.94	
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As can be observed from the table, the vocabulary and grammar tests had low reliability coefficients. The reason for this low reliability was the small number of the test items. Therefore, the researcher added more items and went to Dilla University for the second round trial. The result obtained was very encouraging. Along with the vocabulary and grammar test, he also incorporated the revised items of the reading test for which almost all students got zero in the first trial. Now, we can see in the table above the improved reliability of the tests because of the changes made.

4.7.2 Item Analysis of the Tests

4.7.2.1 Item Analysis of the Reading Test and Retest

The item analysis of the reading test revealed that Part I which required students to match paragraphs with main ideas was found to be difficult and with unacceptable discrimination. Consequently, the researcher attempted to revise the items with unacceptable discrimination. Items that required changing only the distractors included: Item 7, 8, 15. Items 7 & 8 were difficult and less discriminating while Item 15 was easy and undiscriminating. Items that needed discarding and replacing included: Item 17, 20, 21, 25, 26A, 26B & 26 H. Most of these items had discrimination problems; Item 26A showed negative discrimination. The problem with Item 25 was that none of the test-takers answered correctly, which necessitated changing the test method itself: from 'short answer' to 'multiple-choice' (Appendix 24).

Concerning the reading retest, the revised version of Item 25 was given for the second time along with the vocabulary and grammar test. After scoring, the researcher did item analysis which showed acceptable discrimination and difficulty level (Appendix 27).

4.7.2.2 Item Analysis of the Writing Test

Separate item analysis was done for each part of the test because each item required different number of responses.

Item no.	9-24	1-8 but 4	4	25
No. of responses	1	2	3	9

For example, items that require only one answer were analyzed separately from those that required two and more answers. Accordingly, the item analysis revealed that most items had discrimination problems: Item 7, 8, 11, 17, and 21. Some were easy while others were difficult and less discriminating. Besides, two items showed negative discrimination: Item 1&19. Changes had been made to all of these items.

Part VI of the writing test, which required students to join separate sentences using conjunctions, was found to be difficult and thus needed revision. Particularly, students had difficulty with Item 24 which requires learners to apply subordination. Perhaps, they might not have the exposure to this kind of activity. As a result, the researcher had made changes to all of them except Item 23 (Appendix 28).

Part IV of the test was the part that underwent complete revision because it incurred subjectivity during scoring. That is to say, an item may have several possible answers. In order to maintain objectivity, the items were restructured in such a way that they would have only one answer.

Eventually, the scoring of the writing test revealed that in Part I students were giving incomplete sentences for items (i.e. Items 1-4) that required more than one response. Therefore, this situation required the researcher to change the items into those with only one answer or response.

4.7.2.3 Item Analysis of the Listening Test

The following table shows the item analysis report of the listening test items. Each item of the test was analyzed for difficulty and discrimination. Accordingly, remarks were given describing the quality of the item.

Table 12: Item Analysis of the Listening Test

Item no	h.c	l.c	h.c-l.c	discr.l	remarks	h.c+l.c	diff. l.	remarks
1	5	5	0	0	unacceptable	10	0.71	
2	4	0	4	0.29		4	0.29	difficult
3	6	3	3	0.21		9	0.64	

4	3	0	3	0.21		3	0.21	difficult
5	4	0	4	0.29		4	0.29	difficult
6	6	1	5	0.36		7	0.5	
7	4	0	4	0.29		4	0.29	difficult
8	1	1	0	0	unacceptable	2	0.14	difficult
9	5	2	3	0.21		7	0.5	
10	5	4	1	0.07	unacceptable	9	0.64	
11	6	3	3	0.21		9	0.64	
12	4	3	1	0.07	unacceptable	7	0.5	
13	4	1	3	0.21		5	0.36	
14	8	3	5	0.36		11	0.79	
15	7	5	2	0.14		12	0.86	
16	6	5	1	0.07	unacceptable	11	0.79	
17	4	5	-1	-0.07	neg. discrim.	9	0.64	
18	6	6	0	0	unacceptable	12	0.86	
19	6	4	2	0.14		10	0.71	
20	6	6	0	0	unacceptable	12	0.86	

N=14

During scoring of the test, it was identified that Items 4-6 were problematic as they had more than one answer. Therefore, turning the items to ones requiring only one answer was inevitable. This, in turn, necessitated the need for adding two more items so as to compensate for the reduced scores.

As shown in Table 12 above, it was found necessary to make changes to some of the items and their distractors because all had the problem of discrimination. These include Item 1, 7,8,10, and 17. Item 1 was easy, but Items 7 and 8 were difficult. Especially, Item 17 produced negative discrimination since high-scorers were deluded by the first distractor and Item 10 was less discriminating.

4.7.2.4 Item Analysis of Grammar Test and Retest

The test had totally 32 items. The item analysis revealed that most items had different discrimination problems. These included:

- Items with negative discrimination (Item 6 & 28)
- Items with no discrimination (Item 3, 14, &21)
- Items with questionable discrimination (Item 1,7,10,16,18,22, &30)
- Items with high difficulty index (Item 8,14,& 28)

Consequently, the researcher discarded items of the first two types and replaced them with better ones. However, he simply changed the distractors for the rest (Appendix 24). Regarding the grammar retest, the item analysis showed that several items had problems associated with discrimination and difficulty. Consequently, the changes involved discarding the particular item or changing the distractors. The discarded items had the following problems:

- Difficult and not discriminating (Item 45)
- Easy and not discriminating (Item 4)
- Negative discrimination (Item 18, 24)
- Too easy (Item 21)
- Poor discriminator (Item 25, 36)
- Difficult and less discriminating (Item 49)
- Difficult (Item 57)

However, the items whose distractors were changed had the problems below:

- Difficult and not discriminating (Item 3)
- Negative discrimination (Item 9, 11)
- Difficult (Item 12, 13)
- Easy and less discriminating (Item 46)

Obviously, the type of problem did not determine the kind of change that needed to be done. (Appendix 30)

4.7.2.5 Item Analysis of the Vocabulary Test and Retest

As the title indicates, the table below shows item analysis of the vocabulary test. Each item was analyzed for its difficulty and discrimination. Consequently, the results were shown in the remarks column.

Table 13: Item Analysis of the Vocabulary Test

Item no	h.c	l.c	h.c-l.c	discr.l	remarks	h.c+l.c	diff. l.	remarks
33	4	3	1	0.06	unacceptable	7	0.39	
34	5	1	4	0.22		6	0.33	
35	9	8	1	0.06	unacceptable	17	0.94	too easy
36	2	0	2	0.11	questionable	2	0.11	difficult
37	9	5	4	0.22		14	0.78	

38	5	1	4	0.22		6	0.33	
39	7	0	7	0.39		7	0.39	
40	9	5	4	0.22		14	0.78	
41	9	3	6	0.33		12	0.67	
42	4	2	2	0.11	questionable	6	0.33	
43	3	2	1	0.06	unacceptable	5	0.28	difficult
44	8	5	3	0.17		13	0.72	

N=18

The vocabulary test was the shortest of all the tests, having only 12 items. Earlier it was mentioned that this test had a reliability coefficient of .42 which might have been caused by the shortness of the test.

As in Table 13, the item analysis of the test showed that some items had discrimination problems while few had difficulty problems. The items with such problems included the following:

- Items with less discrimination (Item 33, 35, and 43)
- Items with questionable discrimination (36 and 42)
- Easy item (Item 35)
- Difficult items (Item 36 and 43)

In order to improve the test quality, some of the items (33, 35, 36 and 43) were discarded and replaced by better ones.

Table 14: Item Analysis of the Vocabulary Retest

N=14

Item no	h.c	l.c	h.c-l.c	discr.l.	remarks	h.c+l.c	diff. l.	remarks
59	7	3	4	0.29		10	0.71	
60	7	3	4	0.29		10	0.71	
61	4	4	0	0.00	unacceptable	8	0.57	
62	3	1	2	0.14	questionable	4	0.29	difficult
63	7	4	3	0.21		11	0.79	
64	3	2	1	0.07	unacceptable	5	0.36	
65	7	5	2	0.14	questionable	12	0.86	
66	5	0	5	0.36		5	0.36	
67	3	0	3	0.21		3	0.21	difficult
68	6	3	3	0.21		9	0.64	
69	7	4	3	0.21		11	0.79	
70	4	0	4	0.29		4	0.29	difficult
71	4	3	1	0.07	unacceptable	7	0.50	

72	5	2	3	0.21		7	0.50	
73	5	2	3	0.21		7	0.50	
74	5	2	3	0.21		7	0.50	
75	5	0	5	0.36		5	0.36	
76	7	5	2	0.14	questionable	12	0.86	
77	4	4	0	0.00	unacceptable	8	0.57	
78	5	6	-1	-0.07	neg. discrimination	11	0.79	
79	3	1	2	0.14	questionable	4	0.29	difficult
80	6	6	0	0.00	unacceptable	12	0.86	
81	7	5	2	0.14	questionable	12	0.86	
82	7	1	6	0.43		8	0.57	

The vocabulary retest was given for the second time because of the low reliability coefficient obtained in the previous test. The test was given along with the grammar test which also had the same problem.

The item analysis of the test in Table 14 revealed that several items had discrimination problems while few had difficulty problems. The items are listed below with their problems:

- Items with less discrimination (Item 64 and 71)
- Items with poor discrimination (Item 61, 77, and 80)
- Items with questionable discrimination (Item 62,65,76,79, and 81)
- Items with negative discrimination (Item 78)
- Difficult items (Item 62, 67, 70, and79)

As a result, the researcher had taken three types of measures so as to improve the quality of the test:

- Discarding the items and replacing (Item 62, 77, and 78)
- Making changes to the stems and distractors (Item 64,65,68,75, and 80)
- Making changes only to distractors (Item 67,69,71,76, and 79)

4.8 Students' and Teachers' Questionnaire Validation

The questionnaires were administered twice for validation purpose. The second administration was done a month later. This was done purposely to minimize memory

effects. Pearson's product moment correlation was used to compute the correlations (Yalew, 2006).

The computation revealed that students' questionnaire had correlation coefficient of .41 which implied the relationship between the two questionnaires was moderate. In other words, the students had varied their responses during the second administration. When we see the correlations of each table (Appendix 31), Table 6 had negative correlation (-.08) while Table 3, 4, & 5 had correlations of .48, .32, & .32, respectively. The negative correlation suggested that the students had given completely inconsistent responses. This forced the researcher to closely examine the source of variability. Consequently, the researcher decided to abandon Table 6 altogether after all it dealt with topic selection. Furthermore, an attempt was made to reorganize the items in the questionnaire; for example, bringing together items dealing with the same sub-skill.

The validation of teachers' questionnaire followed the same procedure as that of students' except that the computation between tables was not done because of the failure to put respondents' code. However, the computation for the whole questionnaire was done between the questionnaires administered during the two occasions, which yielded correlation coefficient of .39. This means that the relationship was moderate since the teachers showed great variability during the second administration. Because of the fault made on the rating scale of Table 3, some teachers could not give their responses. Hence, the scores on Table 3 were excluded from computation (Appendix 32).

4.9 Scoring Criteria for the Speaking Test and Other Tests

In order to determine the performance level of students and the extent of difficulty they experienced in relation to each sub-skill, the researcher had used two kinds of criteria for each case.

Different types of scoring criteria had been used for each part of the speaking test (Appendix 25). Below is the list of these criteria:

Section of test	Part I	Part II,A&B	Part II, C
Scoring method	analytic	Score counting	holistic

The analytic and holistic methods used a scale ranging from 1-4 to determine students' performance in Part I and II C of the test. '1' represented the least score whereas '4' the biggest score on the particular sub-skill being tested. The score, thus, obtained was interpreted in terms of a rating scale which ranged from 'much difficulty to no difficulty'. This scale was helpful in determining the degree of difficulty that students experienced in relation to a particular sub-skill (Appendix 25).

The test was scored twice in order to work out the reliability of the test. The scores on both occasions were almost similar as shown in the table below:

Table 15: Test-takers Scores of the Speaking Test

	Scoring I	scoring II	scoring I	Scoring II	scoring I	scoring II	scoring I	scoring II
Test code	Part I	Part I	Part II,A	Part II,A	part II, B	part II, B	part III	part III
1	19	20	7.5	8	6	6	5	4
2	17	15	5	5.5	5	5	5	4
3	21	18	8	8.5	6	5	5	6
4	23	24	8.5	9.5	7	7	8	6
5	21	23	7	7.5	6	6	7	6
6	23	23	8.5	7.5	6	5	7	7
7	22	23	9	8.5	5	7	7	7
8	22	22	8	8	6	6	5	5

Table 15: (cont.)

Test code	scoring I	scoring II	total	Average score
1	37.5	38	75.5	37.8
2	32	29.5	61.5	30.8
3	40	37.5	77.5	38.8
4	46.5	46.5	93	46.5
5	41	42.5	83.5	41.8
6	44.5	42.5	87	43.5
7	43	45.5	88.5	44.3
8	41	41	82	41

The scoring criteria for the rest of the tests were based on a rating scale ranging from 'much difficulty to no difficulty'. This scale was used to determine each student's

performance on a particular sub-skill and overall performance on the whole test. However, holistic scoring method was used to determine learners' performance on Item 26 of the writing test (Appendix 25).

4.10 Lessons from the Pilot Study

Generally, the pilot study helped the researcher to make a number of changes to the tools for collecting data. Firstly, the item analysis helped in making changes to several items of the tests and in modifying the self-evaluation format which was placed at the end of a group of items representing a particular sub-skill. Secondly, it helped to improve the items and scale of the questionnaire. Thirdly, the pilot test allowed the researcher in ascertaining the reliability and validity of the tools. Eventually, it created the opportunity for the researcher to retrospectively examine the focus of the objectives and appropriacy of the research procedures and then fine tune or modify them accordingly before he embarks on the main study.

4.11 Conclusions

As explained earlier, the purpose of the pilot study was to validate the efficacy of the data gathering tools and hence make changes to them according to the findings. In order to conduct the trial, 31 subjects were selected using convenience sampling method because the researcher needs to get learners' full co-operation for the success of the trials. Of all the subjects, only 15 students were willing to give complete data. Consequently, the data of the other subjects who discontinued the tests were avoided from computation. The tools for collecting data were different tests, questionnaires, and teaching materials. The subjects were given assistance while taking the tests and filling out the questionnaires. The researcher had taken the necessary care while correcting the tests and tallying the questionnaire responses. Different methods were used to validate the data obtained and the efficacy of the tools. Guttman's split-half reliability estimate, test-retest reliability, and Pearson's product moment correlation were used to test the internal consistency of the tests and questionnaire items. Furthermore, item analysis was used to perfect the individual items of the tests. Accordingly, several necessary changes were made. In short, the researcher had got a lot of lessons from

the trial especially when administering the tests, scoring them, and doing the item analysis. Eventually, the researcher was able to make changes to the test items and questionnaire and furthermore the trial allowed him to fine tune the focus of the research questions.

Chapter Five

The Main Study: Findings and Analysis

5.1 Introduction

In this chapter, an attempt was made to present the findings by referring to each of the data collecting tools. These included: background questionnaire, sub-skills questionnaire, tests, documents (i.e. instructional materials), learning situation questionnaire, and target situation questionnaire. All of the data were presented in tables and graphs and the researcher also attempted to explain about the findings under different headings.

5.2 The Subjects of the Main Study: Findings from the Background Questionnaire

As in Appendix 33, the total number of the study-subjects was 35 all of whom (97.1%) except one were males and had attended government schools. With regard to their GPA (university grade point achievement) 60% of them could be said *satisfactory performers*, 28.6% *good performers*, and only few 8.6% *very good performers* (refer to 3.3). The majority of them (77.1%) were youngsters who fell under the age category of 18-23 years. 40% of them came from Oromiya region, 37.1% from Amhara region, but the rest were from SNNPR and Tigray regions. About half of the subjects' (51.4%) mother tongue was Amharic while a quarter of them (25.7%) spoke Oromifa and the rest 8.6% and 14.3% were speakers of Tigrigna and other languages, respectively. It was identified that the majority 74.3% were raised in rural places while only 25.7% were from urban places. In addition, it was found out that 65.7% of the subjects came from uneducated family while the rest 34.3% came from educated family. The researcher also discovered that the subjects' male parents were more educated than those of female parents. The biggest educational level was degree while the least level was primary school graduate. Regarding parents' occupation, 62.9% were farmers, 25.7% merchants, and 11.4% civil servants. As a result, 57.1% of the respondents reported that their parents could afford stationery and school fees while 42.9% could not meet these expenses. Of 42.9%, 25.7% of the subjects did jobs by themselves to fulfill their needs whereas 17.1% depended upon their families for financial assistance. Regarding

resources available at home, 51.4% reported that they had radios, 31.4% textbooks, 28.6% dictionaries, and only a few (14.3%) had TV.

Concerning subjects' earlier English language background, 74.3% had not received any extracurricular training to improve their English competencies. With regard to subjects' activities at home to improve their English skills, 88.6% used dictionaries, 82.9% read grammar books, and 60% reported that they watched films in English. However, the study-subjects had not attempted to do some important activities which might have helped them in improving their English skills. Hence, 62.9% did not use reference books at home, 74.3% had no experience of reading fictions in English, and 62.9% also had no experience of reading newspapers and magazines in English. Regarding productive skills, 65.7% had not written letters in English and almost all subjects, 97.1% and 91.4%, had no experience in e-mailing and using the internet, respectively.

With regard to subjects' school background, most of them (82.9%) did not receive kindergarten education. 74.3% of the subjects started learning English as a medium of instruction at grade 9 while a few 17.1% started at grade 7. Concerning their earlier English classes, 54.3% reported that they had difficulties in learning English at elementary school. Of 54.3%, 20% and 22.9% had difficulty in vocabulary and grammar, respectively. Similarly, these subjects (54.3%) reported also that they had difficulty in learning English at secondary school. Of 54.3%, 22.9% had difficulty in vocabulary and listening skills, 20% had difficulty in writing skills, and 17.1% had difficulties in grammar and speaking skills. Besides, 48.6% reported that they had no regular study habits after school because 37.1% had to help their parents in order to make their lives.

5.3 Study-subjects' Difficulties with the Sub-skills

In order to identify the specific problems that the study-subjects had with a particular macro-skill, the researcher had used componential approach. In other words, he had designed the test items in such a way that each item tests a particular sub-skill under the macro-skill. Prior to designing the test, the researcher attempted to find out with

which sub-skills the study-subjects felt they had much/some difficulty. Towards this end, the sub-skills questionnaire was used to collect the necessary data.

5.3.1 Findings from Sub-skills Questionnaires

5.3.1.1 Findings from Teachers' Questionnaire

The sub-skills questionnaire (Appendix 9) was given out to teachers in order to find out what they thought about learners' difficulties with the sub-skills in view of the skills courses. Consequently, the teachers indicated that their students had much difficulty in a lot of sub-skills (Appendix 37).

Table 16: A list of sub-skills with which learners had much difficulty

No	Macro-skill	Sub-skills
1	Reading skills	Understanding writer's tone Critical reading
2	Writing skills	Choosing vocabulary Using discourse markers Using complete sentences Joining sentences Using varied sentence structures Using correct layout Purpose and audience Organize ideas Critically analyzing idea
3	Listening skills	Understanding implied meaning Understanding unfamiliar words
4	Speaking skills	Negotiation skills Fluency Using correct grammar stress

As can be noticed from Table 16, teachers felt that their students had much more difficulty in writing skills than the other macro-skills. The order of students' difficulties from most difficult to least difficult will be: writing skills, speaking skills, listening and reading skills. Consequently, these identified sub-skills were used as input for designing the tests.

5.3.1.2 Findings from Students' Questionnaire

Similarly, the study-subjects were given the sub-skills questionnaire (Appendix 9) in

order to find out what they themselves felt about their difficulties while taking the skill courses. As a result, they were asked to indicate the sub-skills with which they had much difficulty. Surprisingly, students seemed to have high opinion of their linguistic skills since they responded as having much difficulty with only few sub-skills in two macro-skills (i.e. listening & speaking skills) (Appendix 36).

Hence, the sub-skills with which students had much difficulty included: *understanding implied meanings* in listening skills; and *fluency, accuracy (vocabulary) (i.e using the right vocabulary), intelligibility* in speaking skills. For the sake of designing the tests, the researcher was obliged to consider those sub-skills they identified as having some difficulty. These sub-skills are shown in the table below.

Table 17: A list of sub-skills with which learners had some difficulty

No	Macro-skill	Sub-skills
1	Reading skills	Understanding writer's purpose Understanding relationship signaled by discourse markers Interpreting lexical cohesion Guessing the meanings of unfamiliar words Drawing inferences Critical reading
2	Writing skills	Using punctuation marks Choosing the right vocabulary Using complete sentences Using varied sentences Generate ideas Organize ideas Link ideas to develop a topic Critically analyzing a topic
3	Listening skills	Top-down processing Bottom-up processing Understanding unfamiliar words Reference skills Recognizing discourse markers Understanding speaker's attitude Understanding prosodic features
4	Speaking skills	Interaction skills Facilitation skills Compensation skills Negotiation skills Management skills Accuracy (grammar) Intonation stress

5.3.2 Findings from the Tests

In order to get learners' performance in the tests, the researcher first corrected the test papers; second, counted their score for each sub-skill; and finally totaled the frequency for each sub-skill and entered the result into tables containing a scale that ranged from 'much difficulty to no difficulty'. Thus, this scale helped the researcher to determine the subjects' level of performance in each sub-skill under the macro-skills.

5.3.2.1 Performance in the Writing Test

The writing test was first scored; then, the scores for each test-taker was counted with respect to each sub-skill and entered into a table (Appendix 34). Eventually, the total frequency for all test-takers was counted and entered into table containing the scale ranging from 'much difficulty to no difficulty'. Consequently, the results are shown below.

Table 18: Writing Test Level of Performance

Item no	Sub-skill tested	Much difficulty		Some difficulty		Little difficulty		No difficulty	
1-6	Using capitalization correctly	6	17.1%	24	68.6%	3	8.6%	2	5.7%
7-10	Spelling words correctly	14	40.0%	14	40.0%	5	14.3%	2	5.7%
11-14	Using the correct discourse marker	10	28.6%	10	28.6%	11	31.4%	4	11.4%
15-18	Using correct and complete sentences	24	68.6%	4	11.4%	6	17.1%	1	2.9%
19-22	Punctuating sentences appropriately	12	34.3%	14	40.0%	8	22.9%	1	2.9%
23-26	Joining sentences	21	60.0%	6	17.1%	5	14.3%	3	8.6%
27	Writing legibly	0	0.0%	12	34.3%	14	40.0%	9	25.7%
28	Using the right vocabulary	15	42.9%	8	22.9%	9	25.7%	3	8.6%
29	Organizing ideas	30	85.7%	5	14.3%	0	0.0%	0	0.0%
30	Synthesizing ideas	25	71.4%	4	11.4%	3	8.6%	3	8.6%

As in Table 18, the study-subjects seemed to have *much difficulty* in six sub-skills: organizing ideas, 85.7%; synthesizing ideas ,71.4%; using correct and complete sentences, 68.6%; joining sentences,60%; using the right vocabulary,42.9%; and spelling words correctly, 40%. This may suggest that the subjects' writing skills difficulties lay first with their ability to make use of their cognitive skills as the sub-skills require the subjects to apply higher-order thinking; second, to manipulate basic sentence structures, and third to choose the right vocabulary and last to apply spelling

rules. A couple of reasons could be attached to learners' difficulties with the writing sub-skills; for example, their difficulties with two of the sub-skills _ synthesizing ideas and using the right vocabulary _ could be attributed to the deficiency in the course design. In section 5.6.1, it was found that these sub-skills were not incorporated in the writing skills course. In addition, the subjects' difficulties with the writing sub-skills could be linked to their lack of experience in writing in English (refer to section 5.2).

Furthermore, the subjects appeared to have *some difficulty* in three sub-skills: using capitalization correctly, 68.6%; spelling words correctly, 40%; and punctuating sentences appropriately, 40%. This suggests that learners lack basic writing rules. This deficiency could be linked to their language problems in their elementary and secondary education (refer to section 5.2). As in the data, there are two groups of subjects having varying degrees of difficulty (i.e. much difficulty and some difficulty) in 'spelling words correctly'. As we could see from the table above, 40% had much difficulty in spelling words correctly while another 40% had some difficulty in the same sub-skill. This may imply that the majority needed much assistance with this sub-skill.

On the other hand, the subjects appeared to have little difficulty only in two sub-skills: using the correct discourse marker, 31.4%; and writing legibly, 40%. More specifically, the learners seemed to have not much difficulty when they were made to recognize discourse markers from given alternatives to connect separate sentences as in the writing test. This may not, however, imply that they could have no problem when they were engaged in free writing activity. Regarding their calligraphy, it appears that their written texts were readable.

When we compare this data with what the subjects responded in the questionnaire above (refer to 5.3.1.2), they seemed to be quite unaware of their real difficulties. This disparity might have been due to the difference between the tasks in the test and what the subjects were accustomed to do in the skill courses or perhaps to learners' failure to accurately assess the extent of their writing difficulties while responding to the questionnaire (Table17) above. However, it was revealed in section 5.5.1 that these

subjects were able to self-assess their difficulty with the sub-skills correctly at spot evaluation. This means that they correctly assessed their difficulties with the sub-skills when they were made to do the task and assess their difficulty. This suggests that students' assessment of their performance in the sub-skills would be much improved in task situations than assessment without task.

With regard to teachers' assessment of their students' performance, teachers seemed to have accurately sensed their students' writing difficulties for they were able to identify the sub-skills with which learners had *much difficulty* in the writing test (Table 16) above. This is quite similar to what Haile Michael (1993) identified. In his study, Haile Michael (1993) found that teachers were more realistic in their evaluation of their students' linguistic competence than that of the students' self-evaluation.

5.3.2.2 Performance in Reading Test

Regarding the reading test, no different procedure was done to get the result shown below. First, the test was scored; second, the scores for each sub-skill were counted; finally, the total scores of all test-takers in relation to each sub-skill were compiled into the table below.

Table 19: Reading Test Level of Performance

Item no	Sub-skills tested	Much difficulty		Some difficulty		Little difficulty		No difficulty	
1-3	Understanding writer's tone	12	34.3%	16	45.7%	7	20.0%	0	0.0%
4-6	understanding functional value	17	48.6%	9	25.7%	9	25.7%	0	0.0%
7-9	recognizing text structure	23	65.7%	11	31.4%	1	2.9%	0	0.0%
10-12	interpreting lexical cohesion	11	31.4%	19	54.3%	5	14.3%	0	0.0%
13-18	Distinguishing main ideas from supporting details	9	25.7%	21	60.0%	3	8.6%	2	5.7%
19&20	Understanding writer's purpose	13	37.1%	10	28.6%	12	34.3%	0	0.0%
21&22	Drawing inferences	11	31.4%	17	48.6%	7	20.0%	0	0.0%
23&24	Understanding relationships signaled by discourse markers	5	14.3%	20	57.1%	10	28.6%	0	0.0%
25-28	Critical reading	12	34.3%	14	40.0%	9	25.7%	0	0.0%
29-32	Guessing meanings of words	8	22.9%	12	34.3%	8	22.9%	7	20%
33-38	Reference skills	11	31.4%	20	57.1%	2	5.7%	2	5.7%
39-42	skimming	13	37.1%	16	45.7%	5	14.3%	1	2.9%

43	scanning	5	14.3%	30	85.7%	0	0.0%	0	0.0%
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Unlike the writing test, the study-subjects appeared to have much difficulty only in three sub-skills. These included: recognizing text structure, 65.7%; understanding functional value, 48.6%; and understanding writer's purpose, 37.1%. Unlike the preceding section, the findings bore similarity to the pilot study only in one sub-skill: understanding writer's purpose. As in the writing test, the sub-skills with which learners had much difficulty appeared to demand learners to apply higher-order thinking or use their cognitive skills. For example, they require learners to analyze relationships between parts of the text at different levels. Considering the number of sub-skills with which learners had much difficulty, the subjects seemed to have less difficulty in reading skills than they had with the writing skills. As a result, the study-subjects appeared to have some difficulty with several sub-skills in contrast to the few sub-skills in the writing skills test. Besides, the data suggests the presence of three groups of subjects having varying degrees of difficulty in one sub-skill (i.e. guessing meanings of words) (Table 19). In this sub-skill, the learners appeared to have little or no difficulty which suggested that they needed no more assistance with the sub-skill.

Unlike the writing skills, the subjects demonstrated to have good assessment of the degree of their difficulties in reading skills because they responded in the questionnaire as having some difficulty in a number of sub-skills (refer to 5.3.1.2). Similarly, the subjects reported that they had some difficulty in a number of sub-skills (section 5.6.2). This means that their self-assessment of their difficulties with the reading sub-skills was quite similar to the result obtained in Table 19 in which the subjects had some difficulty in several sub-skills.

At the same time, teachers also demonstrated correct assessment of learners' performance in reading sub-skills (refer to section 5.3.1.1). In the questionnaire, they indicated that their students had some difficulty in a number of sub-skills (Appendix 37). As we recall, it was indicated in the preceding section that teachers were good assessors of their students' linguistic skills. Here, also they demonstrated correct

assessment of their students' linguistic skills. Hence, their evaluations appear to be valid and dependable.

The reasons for the subjects' difficulties with the reading sub-skills could be attributed to their lack of opportunities or experiences in reading various types of texts such as fictions, magazines, etc written in English (refer to section 5.2). In this section, it was reported that the majority of the subjects were raised in rural places by uneducated parents. Hence, such kind of learners might not have the opportunity to get materials written in English. On top of that, it was identified in section 5.6.2 that the reading skills course did not treat a number of sub-skills which otherwise would have improved learners' competency in extracting information from written texts.

5.3.2.3 Performance in Listening Test

Like the preceding tests, the listening test was scored; then, the scores of each sub-skill was counted and entered into a table for all test-takers (Appendix 34). Next, the frequency for each sub-skill was counted and the results are displayed in the table below.

Table 20: Listening Test Level of Performance

Item no	Sub-skills tested	Much difficulty		Some difficulty		Little difficulty		No difficulty	
1-6	Listening for specific details	5	14.3%	25	71.4%	4	11.4%	1	2.9%
7-8	Top-down processing	5	14.3%	16	45.7%	14	40.0%	0	0.0%
9-10	Understanding implied meanings	9	25.7%	15	42.9%	11	31.4%	0	0.0%
11-12	Bottom-up processing	15	42.9%	14	40.0%	6	17.1%	0	0.0%
13-14	Understanding references	17	48.6%	15	42.9%	3	8.6%	0	0.0%
15-16	Recognizing discourse markers	6	17.1%	21	60.0%	8	22.9%	0	0.0%
17-18	Understanding attitudinal meaning	6	17.1%	14	40.0%	15	42.9%	0	0.0%
19-22	Guessing unfamiliar words	3	8.6%	11	31.4%	14	40.0%	7	20.0%
23-24	Listening for the gist	4	11.4%	16	45.7%	14	40.0%	1	2.9%

As in Table 20, the study-subjects appeared to have much difficulty in only two sub-skills: understanding references, 48.6%; and bottom-up processing, 42.9%. Simultaneously, learners seemed to have some difficulty in five sub-skills. These included: listening for specific details, 71.4%; recognizing discourse markers, 60%; top-

down processing and listening for the gist, 45.7%; and understanding implied meanings, 42.9%. The subject seemed to have little difficulty only in two sub-skills. These included: understanding attitudinal meaning, 42.9%; and guessing unfamiliar words, 40%. This may suggest that the subjects might not need any assistance with regard to these sub-skills.

Unlike the preceding two sections, the subjects' assessment of their difficulties with the listening sub-skills did not match in the questionnaire except for two sub-skills (i.e. top-down processing and recognizing discourse markers). What they indicated as having *much difficulty* became *some difficulty* and vice versa. On the contrary, the subjects were able to correctly assess their difficulties with the listening sub-skills. This, in turn, suggests that the subjects became good assessors only when they were made to self-evaluate their performance after doing tasks that represented the sub-skills being evaluated.

Similarly, teachers' assessment of their students' difficulties in listening sub-skills were not much different. That is to say, their assessment did not match with the test findings except for three sub-skills (i.e. listening for specific details, top-down processing, and recognizing discourse markers). Perhaps, teachers' inability to correctly evaluate the listening sub-skills could be linked to their limited access to evaluate their students' listening skills. That is to say, not all teachers give the listening skills course; as a result, they may lack knowledge about their students' abilities and deficiencies.

Despite this, learners' difficulties with the listening sub-skills might be connected with their background. It was reported in section 5.2 that the majority of learners came from uneducated families living in rural places. Most of these parents were farmers who might not afford to buy radios and TVs. As a result, these students might not have the chance to listen to English radio or TV broadcasts by which they would be able to improve their listening skills. The other source of difficulty in listening skills was lack of opportunities for learners to practice in the language laboratory whenever they needed (refer to sections 5.7.1.1, 5.7.1.2 & 5.7.2). As a matter of fact, the only language laboratory was accessible only to learners who registered for the course. So, this leaves

no room for others who want to practice the listening skills on their own time. On top of that, the listening skills course was deficient in treating two of the sub-skills: bottom-up processing and understanding references (refer to section 5.6.3).

5.3.2.4 Performance in Speaking Test: Accuracy and Interview

The speaking test had two parts: accuracy test and interview test. Like the other tests, each part of the test was scored and the scores for each sub-skill were entered in a table (Appendix 34). The total frequency count was entered into a table containing a scale ranging from 'much difficulty to no difficulty'.

The speaking accuracy test was administered to all subjects owing to the suitability of test administering situation. Meaning, the subjects could do the test individually within the given period of time as they did the other tests. The same procedure was followed as in the other tests so as to get the frequency counts for all of the test-takers. The results are shown below in a table.

Table 21: Speaking accuracy test level of performance for all subjects

Item no	Sub-skills tested	much difficulty		some difficulty		little difficulty		no difficulty	
1-8	Grammar	7	20.0%	11	31.4%	12	34.3%	5	14.3%
9-14	Vocabulary	22	62.9%	7	20.0%	5	14.3%	1	2.9%
15-18	Use of pronoun reference	15	42.9%	8	22.9%	5	14.3%	7	20.0%
19-22	Use of discourse markers	13	37.1%	10	28.6%	9	25.7%	3	8.6%

As in Table 21 above, all the subjects took the speaking accuracy test (Appendix 5) and their level of performance in view of the sub-skills was identified. In the test, four sub-skills were tested: grammar, vocabulary, reference skills, and discourse skills. As can be observed from the data, it appears that the study-subjects had much difficulty in three of the sub-skills. These included: vocabulary, 62.9%; use of pronoun reference, 42.9%; and use of discourse markers, 37.1%. However, they (34.3%) seemed to have little difficulty concerning grammar. This was consistent with what was found in teachers' interview in which teachers stated that their students seemed to be good at grammar because grammar was given emphasis in high schools (section 5.9).

Unlike the rest of the tests, the speaking interview test was given only for 12 selected subjects. This was due to the difficulty of interviewing, transcribing, and analyzing the results of all of the study subjects. Even interviewing and transcribing the document of the 12 subjects was not an easy task (Appendix 19). The following frequency count was obtained after doing all the processes mentioned.

Table 22: Speaking interview test level of performance for 12 sample subjects (i.e. high, average, and low scorers)

Item no	sub-skill tested	much difficulty		some difficulty		little difficulty		no difficulty	
1	interaction skill 1	2	16.7%	4	33.3%	6	50.0%	0	0.0%
2	interaction skill 2	11	91.7%	0	0.0%	1	8.3%	0	0.0%
3	facilitation skill	0	0.0%	0	0.0%	2	16.7%	10	83.3%
4	compensation skill	0	0.0%	0	0.0%	1	8.3%	11	91.7%
5	negotiation skill	0	0.0%	0	0.0%	0	0.0%	12	100.0%
6	fluency	4	33.3%	4	33.3%	3	25.0%	1	8.4%

The second part of the speaking test, the interview test, was exclusively given to 12 subjects selected from all subjects through stratified sampling method. First, the average scores of all the tests were arranged from top to least score. Then, the list was divided approximately into three equal parts: the top score contained the high-scorers; the middle, average-scorers and the least score, low-scorers. Next, four subjects were selected randomly from each category. Eventually, these samples were interviewed and the test was scored twice (Appendix 21). According to the data, these subjects had much difficulty only in two sub-skills: 91.7% in interaction skills 2 (i.e. giving appropriate responses), and 33.3% in having fluency in speech situations. At the same time, it was shown that 33.3% of the subjects had some difficulty in speaking fluently. The other sub-skills with which the subjects (50%) seemed to have little difficulty was interactions skills 1 (i.e. understanding incoming information). With the rest of the sub-skills (i.e. facilitation, compensation, and negotiation skills), the subjects appeared to have no difficulty at all.

It was reported in section 5.6.4 that the sub-skills with which learners had much difficulty in Table 22 were those that were not treated in the Spoken English I & II courses.

Therefore, it was not surprising if the subjects experienced difficulties as long as the sub-skills had not been incorporated in the skill courses. The other sub-skill in which learners had much difficulty was 'interaction skills 2' which was related to learners' ability to 'choose words to make appropriate responses in speech situations'. In this regard, in section 5.2 we saw that the students had no opportunity to speak with native speakers of English or with people who were proficient with the language. Therefore, it is naïve to expect students to have improved proficiency in the absence such opportunities.

5.3.2.5 Performance in Pronunciation Test

The same subjects who sat for the interview test also took the pronunciation test. Like the interview test, the pronunciation test was scored twice. The scores for each test-taker were entered into a table (Appendix 35). Then, the frequency counts for all the 12 subjects were entered into the table below.

Table 23: Pronunciation test level of performance for 12 sample subjects (i.e. high, average, and low scorers)

	much difficulty		some difficulty		little difficulty		no difficulty	
pronouncing words	4	33.3%	8	66.7%	0	0%	0	0%
word stress	12	100%	0	0%	0	0%	0	0%
intonation	0	0%	12	100%	0	0%	0	0%

Like the interview test, the pronunciation test was given to 12 sample subjects selected through stratified sampling method. As shown in the Table 23, three sub-skills were presented in the test: pronouncing words, word stress, and intonation. Evidently, all the subjects (100%) had much difficulty in word stress. At the same time, all of these subjects (100%) had some difficulty in intonation while 66.7% in pronouncing words. Unlike the interview test, the subjects' performance in the pronunciation test was limited to having much and some difficulty in the three sub-skills.

It was reported in sections 5.7.1.1, 5.7.1.2, and 5.7.2 that students had no opportunity to use the language lab; therefore, we could realize that students' difficulty in pronunciation sub-skills was due to the lack of practice in listening. In other words, students had no opportunity to hear how words and sentences are pronounced in

English. This was consistent with the result obtained from teachers' interview (section 5.9). Besides, it was found out in section 5.6.4 that the Spoken English I & II courses failed to treat the sub-skill_ pronouncing words_ in which learners were found to have some difficulty. The words in which learners had difficulty in pronouncing are shown below in a table:

Table 24: Frequency Counts of Word Pronunciation during 1st And 2nd Scoring

Item no.	words	1 st scoring	2nd scoring	average
2	sheep	11	12	11.5
3	determined	11	11	11
8	doubt	8	9	8.5
6	curtain	8	8	8
9	brush	8	8	8
13	kites	8	8	8
18	pierce	7	7	7
18	tires	6	6	6
16	bush	4	5	4.5
18	nails	3	5	4
10	cute	4	4	4
12	pale	4	4	4
14	splashed	4	4	4
19	proud	4	4	4

According to the frequency count, the words with which learners had difficulty were arranged from the most difficult to least difficult. Evidently, the subjects had difficulty in making distinctions between the long /i:/ sound and short /ɪ/ sound as in the word 'sheep' /ʃi:p/ as opposed to 'ship' /ʃɪp/. The other source of difficulty was pronouncing the word 'determined' /dɪtərmɪnd/ which they wrongly pronounced as /dɪtərmaɪnd/. Similarly, mispronunciations were observed with the rest of the words listed above. This difficulty could be ascribed to learners' lack of experience in listening to proficient users of the target language.

5.3.2.6 Performance in Grammar Test

The grammar test was the longest test because grammar has a lot of areas or sub-skills to be taught. As in the rest of the tests, the test was scored, and the scores for each

sub-skill were entered into a table (Appendix 34). Then, the total frequency count for each sub-skill was entered into the table below.

Table 25: Grammar test level of performance

Item no	Sub-skills tested	much difficulty		some difficulty		little difficulty		no difficulty	
1-6	Tense	13	37.1%	18	51.4%	4	11.4%	0	0.0%
7-10	Passive voice	14	40.0%	10	28.6%	11	31.4%	0	0.0%
11-14	Modal verbs	17	48.6%	13	37.1%	3	8.6%	2	5.7%
15-18	Word forms	13	37.1%	19	54.3%	3	8.6%	0	0.0%
19-22	Adverbial particles	17	48.6%	12	34.3%	5	14.3%	1	2.9%
23-26	prepositions	4	11.4%	12	34.3%	17	48.6%	2	5.7%
27-30	Relative pronouns	4	11.4%	4	11.4%	10	28.6%	17	48.6%
31-34	Reported speech	17	48.6%	12	34.3%	4	11.4%	2	5.7%
35-38	Conjunctions	11	31.4%	7	20.0%	11	31.4%	6	17.1%
39-42	Conditional sentences	18	51.4%	5	14.3%	7	20.0%	5	14.3%
43-46	Comparison	4	11.4%	10	28.6%	14	40.0%	7	20.0%
47-50	Subject-verb	16	45.7%	14	40.0%	3	8.6%	2	5.7%
51-54	Tags & remarks	7	20.0%	8	22.9%	13	37.1%	7	20.0%
55-58	Syntactic skills	22	62.9%	4	11.4%	9	25.7%	0	0.0%

As in Table 25 above, the study-subjects seemed to have much difficulty in a number of sub-skills. These included: syntactic skills, 62.9%; conditional sentences, 51.4%; modal verbs, adverbial particles, and reported speech, 48.6%; subject-verb, 45.7%; passive voice, 40%; and conjunction, 31.4%. At the same time, the subjects had some difficulty only in two sub-skills: word forms, 54.3%; and tense, 51.4%. Furthermore, the data above revealed that the subjects had little difficulty in four sub-skills such as prepositions, 48.6%; comparison, 40%; tag & remarks, 37.1%; and conjunctions, 31.4%. We can realize from the data that there were two groups of subjects having different degrees of difficulty (i.e. much difficulty and little difficulty) in using conjunctions. Lastly, we could see that the subjects had no difficulty only in one sub-skill (i.e. in using relative pronouns, 48.6%).

In section 5.2, it was reported that learners had difficulty with grammar in their elementary, junior, and secondary education in spite of reading grammar books at

home. On top of that, the graduates reported in section 5.7.2 that the grammar they had been taught in DU was so scanty that it did not help them much in their work place. Furthermore, the written responses (Appendix 58) of these graduates also showed that the severe problem that they had was grammar. Hence, this may suggest that grammar could still be a source of problem for students despite the instructions they received and their personal attempt to read grammar books.

5.3.2.7 Performance in Vocabulary Test

This test was similar in size to the listening test. Like the other tests, the test was scored, and the results of each test-taker were entered into a table (Appendix 34). Then, the total frequency for each sub-skill was shown in the table below.

Table 26: Vocabulary test level of performance

Item no	Sub-skills tested	much difficulty		some difficulty		little difficulty		no difficulty	
59-62	Verb forms	8	22.9%	15	42.9%	8	22.9%	4	11.4%
63-66	Infinitive	12	34.3%	9	25.7%	11	31.4%	3	8.6%
67-70	Noun	12	34.3%	14	40.0%	7	20.0%	2	5.7%
71-74	Adjective	7	20.0%	14	40.0%	10	28.6%	4	11.4%
75-78	Adverb	12	34.3%	13	37.1%	6	17.1%	4	11.4%
79-82	gerund	14	40.0%	15	42.9%	6	17.1%	0	0.0%

As mentioned in the pilot study, the researcher used grammatical categories to classify vocabulary types. Therefore, the reader should be aware that the subjects were tested on their skill or capability of using the appropriate word in the given grammatical category (i.e. sub-skill tested).

Unlike the grammar test, the study-subjects had much more sub-skills in which they had some difficulty than they had much difficulty in the vocabulary test. In other words, they had some difficulty in almost all of the sub-skills except one (i.e. using infinitive). Hence, the subjects (34.3%) had much difficulty in using words having infinitive forms. At the same time, they had some difficulty in a number of sub-skills: verb forms and gerund, 42.9%; noun and adjective, 40%; and adverb, 37.1%.

In short, learners' difficulties with the vocabulary sub-skills could be more likely attributed to their lack of reading practice as evidently reported in section 5.2. As a matter of fact, learners' chance of meeting new words will be increased only when they are engaged in reading different texts. In other words, reading maximizes learners' chance to build their vocabulary.

5.4 Study-subjects' Overall Performance in the Macro-skills and Aspects of Language

The scores for all the sub-skills were totaled to yield the composite scores of the macro-skills and aspects of language for each test-taker (Appendix 34). Then, these scores were entered into a table containing a scale ranging from 'much difficulty to no difficulty'.

5.4.1 Performance of all Study-subjects

Table 27: Overall test performance of all subjects in terms of the macro-skills and aspects of language

tests	much difficulty		some difficulty		little difficulty		no difficulty		mean	Stand. deviation
writing test	28	80.0%	6	17.1%	1	2.9%	0	0.0%	21.9	9.3
reading test	27	77.1%	8	22.9%	0	0.0%	0	0.0%	26.5	5.2
listening test	14	40.0%	20	57.1%	1	2.9%	0	0.0%	13.6	2.7
grammar test	19	54.3%	15	42.9%	1	2.9%	0	0.0%	28.5	8
vocabulary test	19	54.3%	13	37.1%	3	8.6%	0	0.0%	11.8	4.4
Speaking accuracy	19	54.3%	9	25.7%	7	20.0%	0	0.0%	11.3	5.4

As in Table 27 above, we could clearly see that subjects seemed to have much difficulty in a number of macro-skills. When we sequence the skills from most difficult to the least difficult, the data appears as follows: writing skills, 80%; reading skills, 77.1%; grammar, vocabulary, and speaking accuracy skills, 54.3%. The only macro-skill with which the subjects had some difficulty appeared to be the listening skills. Hence, students needed to be given more assistance in writing skills and reading skills than the other macro-skills and units of language. This was again supported in teachers' interview (section 5.9).

At this juncture, it should be noted that this was the result we get when we aggregate the scores of high-scorers, average-scorers, and low-scorers together. However, the pictures changes when we attempt to see the scores of subjects separately in their categories. The researcher had used a graph to demonstrate this difference.

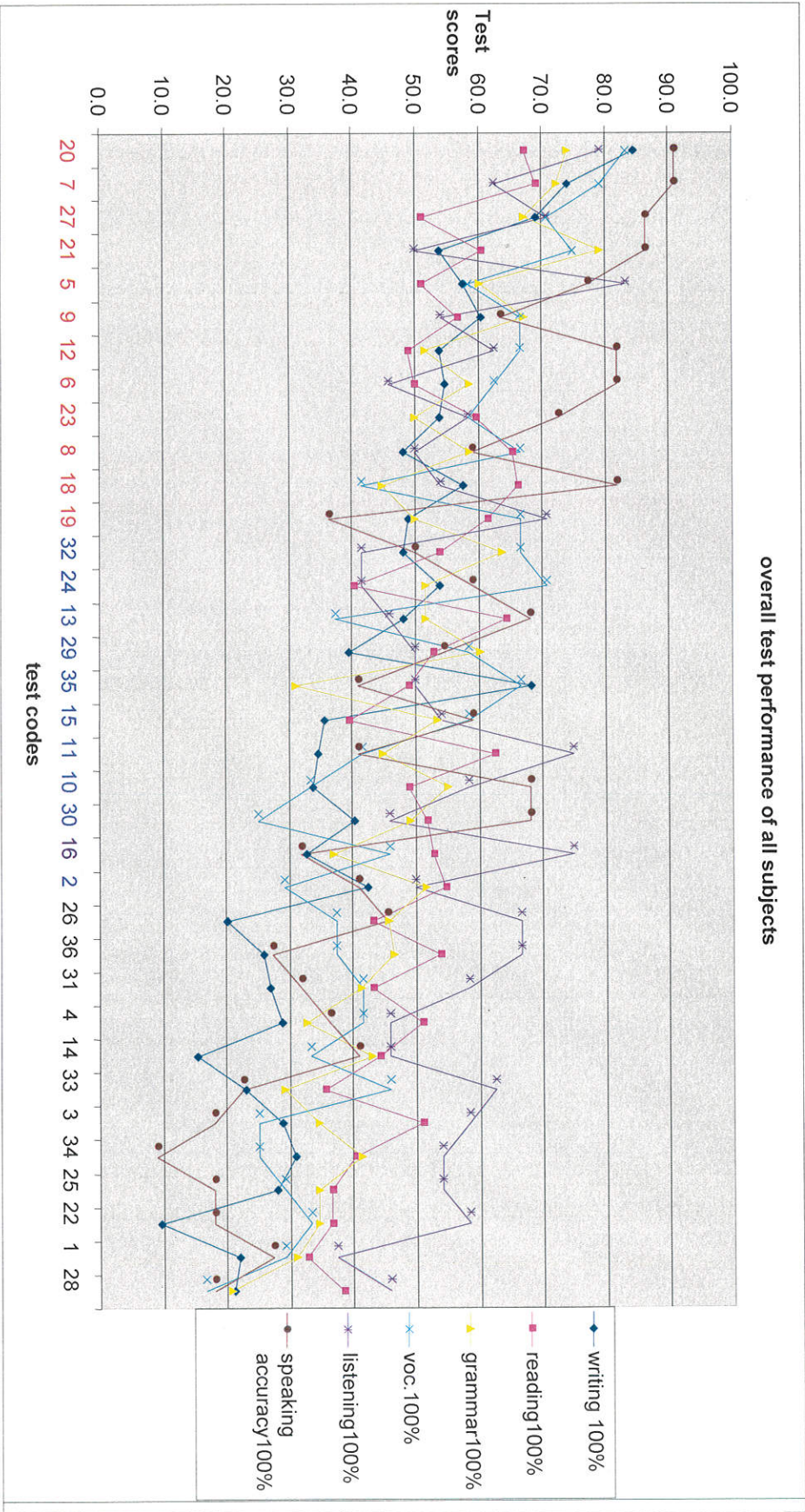
As shown in Graph 1, the y-axis represents the test scores whereas the x-axis stands for test codes. Hence, the subjects' test codes were arranged from the high-scorers (i.e. code 20- 19) on the left to the low-scorers (i.e. code 26-28) on the right of the x-axis, the middle position being taken by average-scorers (i.e. code 32-2). It is clearly shown that the line graphs extend from top-left down to bottom-right. In addition, the lines converge at the top-left and begin to diverge as they stretch down to the bottom-right. This may suggest that learners' performance variability increases from top-left to bottom-right. In other words, the more low-scorers we have the more variability we see in their test performance. Conversely, the more high-scorers we have the least variability we get in their test performance. Besides, the subjects seemed to vary in their performance across the macro-skills. For example, the high-scorers appeared to do best in speaking accuracy test and least in reading test; whereas, the low-scorers seemed to have best scores in the listening skills test and the least in the writing skills test. However, average-scorers' performance was not so conspicuous to report. Consequently, the high-scorers needed to be assisted in the reading skills while low-scorers required to be helped in the writing skills.

Regarding the subjects' performance variability within a test, the test in which the subjects showed most variability was the writing test (i.e. with standard deviation of 9.3) whereas least variability was observed in the listening test (i.e. with standard deviation of 2.7) (refer to Table 27 above).

5.4.2 Performance of 12 Study-subjects

Similarly, the scores for all the sub-skills were added to give the composite scores of the macro-skill and language aspects for these 12 subjects (Appendix 34). Then, these

Graph 1 : all subjects' test performance in view of the macro-skills and aspects of language



Left: high-scorers; middle: average-scorers; right: low-scorers

scores were entered into a table containing the scale ranging from 'much difficulty to no difficulty'. The results are shown below in a table.

Table 28: Overall test performance of 12 samples (high, average, and low scorers) in terms of macro-skills and aspects of language

tests	much difficulty		some difficulty		little difficulty		no difficulty		mean	Stand. deviation
	count	percentage	count	percentage	count	percentage	count	percentage		
Speaking interview test	0	0%	5	41.7%	7	58.3%	0	0%	17.8	1.8
Speaking accuracy test	7	58.3%	3	25%	2	16.7%	0	0%	10.8	5.5
Speaking test*	4	33.3%	6	50%	2	16.7%	0	0%	28.6	7.0
Pronunciation test	12	100%	0	0%	0	0%	0	0%	25.3	5.2
writing test	10	83.3%	1	8.3%	1	8.3%	0	0%	21.2	10.8
reading test	8	66.7%	4	33.3%	0	0%	0	0%	26.9	5.8
listening test	3	25%	9	75%	0	0%	0	0%	14.6	3.0
grammar test	6	50%	6	50%	0	0%	0	0%	29.7	7.3
Vocabulary test	7	58.3%	4	33.3%	1	8.3%	0	0%	12.2	4.3

*speaking test= composite score of 'speaking interview test' and 'speaking accuracy test'

As clearly shown in Table 28, the subjects seemed to have much difficulty in a number of macro-skills. These included: pronunciation test, 100%; writing test, 83.3%; reading test, 66.7%; speaking accuracy and vocabulary tests, 58.3%; and grammar test, 50%. Furthermore, it was revealed in the table above that the subjects had some difficulty in only three macro-skills: listening skills test, 75%; speaking skills and grammar skills tests, 50%. Concerning grammar skills test, the data showed the presence of two groups having different degrees of difficulties (much and some difficulty). As a result, the 12 subjects needed assistance in pronunciation, writing, grammar, vocabulary, speaking, and reading macro-skills.

Regarding the subjects' performance variability within a test, the test in which the subjects showed the highest variability was the writing skills test, having a standard deviation of 10.8. On the other hand, the test in which learners showed the least variability was the interview test, which has a standard deviation of 1.8 (refer to Table 28 above).

With regard to subjects' performance across test categories, it was shown in Graph 2 that the line graphs were strikingly similar to those in Graph 1. In other words, they converged at the top-left and then diverged as they moved down to the bottom-right. This may suggest that the subjects were correctly sampled from the population, representing each test score category. One striking feature of the line graphs was that all of the samples had performed least in the writing skills test. Hence, all of them needed more assistance in writing skills than the other macro-skills. Nevertheless, the 12 subjects belonging to the three groups differed from each other in the test they performed best. For instance, the high-scorers did best in speaking accuracy test whereas the listening test appeared to be best for low-scorers. At the same time, it was difficult to point out the test in which average-scorers did best. This result is quite similar to what has been observed in the previous discussion.

5.4.3 Inter-test Correlations

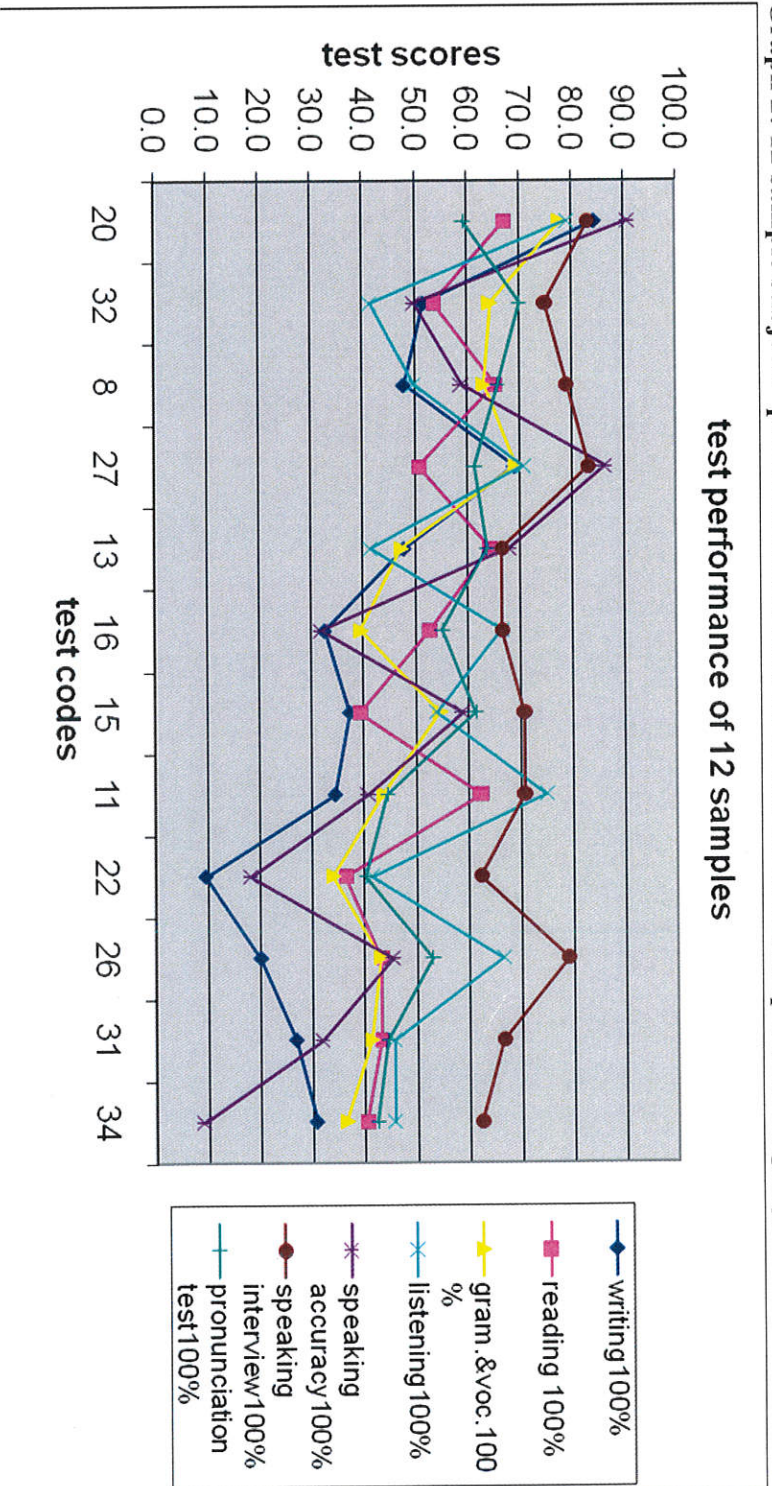
Correlations were computed between tests with a view to compare the difficulty of each test against another test. In other words, the correlation between the tests might show whether a learner had performed consistently the same across the tests. More specifically, if a learner had scored high in a given test then he/ she would be expected to do the same with another test. Thus, the tables below show the kind of relationships between the tests.

Table 29: Inter-test Correlation Matrix for all subjects

	Reading test	Writing test	Listening test	Speaking accuracy test	Grammar test	Vocabulary test
Reading test	1					
Writing test	.660	1				
Listening test	.280	.222	1			
Speaking accuracy test	.606	.789	.145	1		
Grammar test	.614	.701	.194	.804	1	
Vocabulary test	.483	.799	.237	.679	.729	1

As in Table 29, strong relationship between the tests was achieved in reading and writing, writing and speaking accuracy, writing and grammar, writing and vocabulary, speaking accuracy and grammar, speaking accuracy and vocabulary, and eventually with grammar and vocabulary. Besides, moderate relationship was observed with

Graph 2: 12 sample subjects' performance in view of macro-skills and aspects of language



reading and speaking accuracy, reading and grammar, and reading and vocabulary. However, low relationship was registered with listening and the rest of the tests. Next, let's see how the 12 subjects performed in speaking interview and pronunciation tests against the rest of the tests.

Table 30: Inter-test Correlation Matrix for 12 sample subjects

	Speaking interview test	Pronunciation test
Reading test	.652	.510
Writing test	.800	.650
Listening test	.662	.007
Speaking accuracy test	.871	.721
Speaking interview	1	.628
Pronunciation test	.628	1
Grammar test	.853	.746
Vocabulary test	.818	.713

As can be observed from Table 30, there are a number of tests in which high correlations were registered. To be more specific, the speaking interview test correlated highly with writing, listening, speaking accuracy, grammar, and vocabulary. At the same time, high correlations were also seen with pronunciation test and speaking accuracy test, grammar test and vocabulary test. Furthermore, the speaking interview test had moderate correlations with reading test and pronunciation test. When we see pronunciation test, it had moderate correlations with reading, writing, and speaking interview test. Nevertheless, low correlation was observed with pronunciation and listening test.

As in Appendix 44 & 45, it was indicated that 20% of good performers and 25.7% of high-scorers had much difficulty in applying bottom-up processing while listening to audio-texts. This might suggest that listening skills may not be related to learners' use of their cognitive skills; perhaps it might be linked to learners having exposures to audio and video materials. This was consistent with what teachers reported in the interview session (section 5.9). In this connection, 34.3% and 40% of learners from rural places had much difficulty in understanding references and bottom-up processing in listening situations (Appendix 47). Furthermore, parents' literacy situation might have something to do with learners' ability to process messages from listening texts. For example,

31.4% of learners' from uneducated family had much difficulty in understanding references and applying bottom-up processing in listening situations (Appendix 48).

5.5 Study-Subjects' Self-evaluation of their Difficulties with the Sub-Skills

As shown in Appendix 1-6, the items that represented the sub-skills in each test were followed by a box containing a rating scale ranging from 'much difficulty' to 'no difficulty'. This type of task was much better than the one they did while completing the sub-skills questionnaire as it made learners to have better understanding of what a particular sub-skill involved doing and thus enabled them to evaluate their performance more precisely.

5.5.1 Subjects' Self-rating of Writing Sub-Skills

The subjects were made to rate their performance of each sub-skill while taking the writing test. Thus, they ticked in the boxes so as to show the level of difficulty they experienced while doing the items representing each sub-skill. After scoring the test, the researcher had counted the frequency of the subjects' rating and organized them as shown in the table below.

Table 31: Subjects' self-rating of writing sub-skills

Item no	Sub-skill tested	Much difficulty		Some difficulty		Little difficulty		No difficulty	
1-6	Using capitalization correctly	2	5.7%	16	45.7%	17	48.6%	0	0%
7-10	Spelling words correctly	9	25.7%	20	57.1%	5	14.3%	1	2.9%
11-14	Using the correct discourse marker	3	8.6%	13	37.1%	17	48.6%	2	5.7%
15-18	Using correct and complete sentences	6	17.1%	18	51.4%	11	31.4%	0	0%
19-22	Punctuating sentences appropriately	4	11.4%	17	48.6%	11	31.4%	3	8.6%
23-26	Joining sentences	7	20.0%	14	40.0%	10	28.6%	4	11.4%
27	Writing legibly	5	14.3%	7	20.0%	11	31.4%	12	34.3%
28	Using the right vocabulary	10	28.6%	16	45.7%	8	22.9%	1	2.9%
29	Organizing ideas	20	57.1%	14	40.0%	0	0%	1	2.9%
30	Synthesizing ideas	18	51.4%	11	31.4%	5	14.3%	1	2.9%

As in Table 31 above, the subjects rated their performance in the writing test as having much difficulty in two sub-skills: organizing ideas, 57.1%; and synthesizing ideas,

51.4%. At the same time, they reported having some difficulty in five sub-skills. 57.1% revealed as having some difficulty in spelling words correctly; 51.4%, using correct and complete sentences; 48.6%, punctuating sentences appropriately; 45.7%, using the right vocabulary; and 40%, joining sentences. On the other hand, 48.6% reported that they had little difficulty in using capitalization and discourse markers. Writing legibly is the only sub-skills that they reported as having no difficulty.

As shown in Table 31, the underlined percentages showed the sub-skills in which agreement had been reached between subjects' rating and their performance in the test scores. The sub-skills in which the subjects had much difficulty included: organizing ideas, 57.1%; and synthesizing ideas, 51.4%. They had some difficulty in spelling words correctly, 57.1%; and punctuating sentences appropriately, 48.6%; but little difficulty in using correct discourse markers, 48.6%. Thus, 50% of correct assessment was achieved. This meant that 50% of the study-subjects were able to correctly assess their performance in relation to writing sub-skills.

5.5.2 Subjects' Self-rating of Reading Sub-Skills

Like the writing test, the subjects were made to evaluate their performance in the reading test in relation to each sub-skill. Consequently, the researcher made frequency counts and attempted to see how this was related to the subjects' performance in the reading test.

Table 32: Subjects' self-rating of reading sub-skills

Item no	Sub-skills tested	Much difficulty		Some difficulty		Little difficulty		No difficulty	
1-3	Understanding writer's tone	4	11.4%	22	<u>62.9%</u>	9	25.7%	0	0%
4-6	understanding functional value	6	17.1%	18	<u>51.4%</u>	9	25.7%	1	2.9%
7-9	recognizing text structure	7	20.0%	20	<u>57.1%</u>	7	20.0%	1	2.9%
10-12	interpreting lexical cohesion	4	11.4%	19	<u>54.3%</u>	12	34.3%	0	0%
13-18	Distinguishing main ideas from supporting details	3	8.6%	13	37.1%	17	<u>48.6%</u>	2	5.7%
19&20	Understanding writer's purpose	1	2.9%	18	<u>51.4%</u>	14	40.0%	2	5.7%
21&22	Drawing inferences	5	14.3%	21	<u>60.0%</u>	7	20.0%	2	5.7%
23&24	Understanding relationships signaled by discourse	5	14.3%	16	<u>45.7%</u>	11	31.4%	3	8.6%

	markers								
25-28	Critical reading	5	14.3%	15	<u>42.9%</u>	14	40.0%	1	2.9%
29-32	Guessing meanings of words	3	8.6%	12	34.3%	14	<u>40.0%</u>	6	17.1%
33-38	Reference skills	8	22.9%	11	31.4%	13	<u>37.1%</u>	3	8.6%
39-42	skimming	13	37.1%	16	<u>45.7%</u>	6	17.1%	0	0%
43	scanning	2	5.7%	18	<u>51.4%</u>	10	28.6%	5	14.3%

Unlike the writing test, there was not any sub-skill that the subjects reported as having much difficulty. As shown in Table 32 above, the study-subjects reported that they had some difficulty in several sub-skills. These sub-skills included: understanding writer's tone, 62.9%; drawing inferences, 60%; recognizing text structure, 57.1%; interpreting lexical cohesion, 54.3%; understanding functional value, understanding writer's purpose, and scanning, 51.4%; understanding relationships signaled by discourse markers and skimming, 45.7%; and critical reading, 42.9%. However, they reported as experiencing little difficulty in three sub-skills. These were: distinguishing main ideas from supporting details, 48.6%; guessing meanings of words, 40%; and reference skills, 37.1%.

The underlined percentages showed the sub-skills in which the subjects had some difficulty both in self-rating and performance in the reading test. The sub-skills in which agreement had been reached were: understanding writer's tone, 62.9%; interpreting lexical cohesion, 54.3%; drawing inferences, 60%; understanding relationships signaled by discourse markers, 45.7%; critical reading, 42.9%; skimming, 45.7%; and scanning, 51.4%. Therefore, we could see that there was much correspondence in rating the reading sub-skills than they had in the writing sub-skills. Hence, 53.8% correct assessment was achieved in reading skills. That is to say, 53.8% of the subjects were able to assess correctly the degree of difficulty they experienced with reading sub-skills.

5.5.3 Subjects' Self-rating of Listening Sub-Skills

As in the preceding tests, the subjects were also made to self-rate their experience with the sub-skills in the listening test. Then after scoring the test, the researcher counted

the frequency of responses for each sub-skill and tabulated the result. The table below showed the result, thus, obtained.

Table 33: Subjects' self-rating of listening sub-skills

Item no	Sub-skills tested	Much difficulty		Some difficulty		Little difficulty		No difficulty	
1-6	Listening for specific details	6	17.1%	21	<u>60.0%</u>	7	20.0%	1	2.9%
7-8	Top-down processing	5	14.3%	23	<u>65.7%</u>	6	17.1%	1	2.9%
9-10	Understanding implied meanings	10	28.6%	19	<u>54.3%</u>	6	17.1%	0	0%
11-12	Bottom-up processing	10	28.6%	19	<u>54.3%</u>	6	17.1%	0	0%
13-14	Understanding references	5	14.3%	21	<u>60.0%</u>	6	17.1%	1	2.9%
15-16	Recognizing discourse markers	6	17.1%	24	<u>68.6%</u>	2	5.7%	1	2.9%
17-18	Understanding attitudinal meaning	8	22.9%	19	<u>54.3%</u>	8	22.9%	0	0%
19-22	Guessing unfamiliar words	7	20.0%	22	<u>62.9%</u>	6	17.1%	0	0%
23-24	Listening for the gist	7	20.0%	25	<u>71.4%</u>	3	8.6%	0	0%

As in Table 33 above, the test-takers rated their performance with respect to the sub-skills in the listening test as having some difficulty only, which is quite different from what they did in the preceding tests. Besides, their rating of their experience with the sub-skills bore some resemblance to what they actually did or demonstrated in the test. The underlined percentages showed the sub-skills in which they had some difficulty both in the test and their self-rating. These sub-skills included: listening for the gist, 71.4%; recognizing discourse markers, 68.6%; top-down processing, 65.7%; listening for specific details, 60%; and understanding implied meanings, 54.3%. Thus, 55.6% of correct assessment was achieved. In other words, 55.6% of the test-takers were able to assess their performance in the listening test correctly.

5.5.4 Subjects' Self-rating of Speaking Sub-skills

Like the preceding tests, the subjects were made to rate their experience with the sub-skills after doing the particular sub-skill in the first part of the speaking test. Then, the researcher counted the frequency for each sub-skill and entered into a table having a scale ranging from 'much difficulty to no difficulty'.

Table 34: Subjects' self-rating of speaking (accuracy) sub-skills

Item no	Sub-skills tested	much difficulty		some difficulty		little difficulty		no difficulty	
1-8	Grammar	3	8.6%	17	48.6%	11	31.4%	4	11.4%
9-14	Vocabulary	11	31.4%	12	34.3%	10	28.6%	2	5.7%
15-18	Use of pronoun reference	8	22.9%	16	45.7%	9	25.7%	2	5.7%
19-22	Use of discourse markers	6	17.1%	13	37.1%	14	40.0%	2	5.7%

As shown in Table 34, the subjects rated their performance as having some difficulty in the first three sub-skills and little difficulty in the last sub-skill. However, this is completely different from what they actually did or demonstrated in the test. That is to say, their self-rating had not any resemblance to what they actually did. Therefore, 0% of correct assessment was achieved. Meaning, the subjects failed to correctly assess their performance in the case of the speaking accuracy sub-skills.

5.5.5 Subjects' Self-rating of Grammar Sub-skills

Like the other tests, the subjects were made to rate their performance of the sub-skills in the grammar test. Having scored the test, the researcher counted the frequencies and put them in a table. Their rating is thus showed below in a table.

Table 35: Subjects' Self-rating of Grammar Sub-Skills

Item no	Sub-skills tested	much difficulty		some difficulty		little difficulty		no difficulty	
1-6	Tense	4	11.4%	23	65.7%	7	20.0%	1	2.9%
7-10	Passive voice	9	25.7%	19	54.3%	7	20.0%	0	0%
11-14	Modal verbs	5	14.3%	18	51.4%	12	34.3%	0	0%
15-18	Word forms	5	14.3%	20	57.1%	10	28.6%	0	0%
19-22	Adverbial particles	10	28.6%	20	57.1%	5	14.3%	0	0%
23-26	prepositions	4	11.4%	19	54.3%	10	28.6%	2	5.7%
27-30	Relative pronouns	3	8.6%	12	34.3%	13	37.1%	7	20.0%
31-34	Reported speech	3	8.6%	22	62.9%	6	17.1%	4	11.4%
35-38	Conjunctions	7	20.0%	17	48.6%	7	20.0%	4	11.4%
39-42	Conditional sentences	4	11.4%	17	48.6%	5	14.3%	9	25.7%
43-46	Comparison	2	5.7%	15	42.9%	9	25.7%	9	25.7%
47-50	Subject-verb	8	22.9%	17	48.6%	8	22.9%	2	5.7%
51-54	Tags & remarks	7	20.0%	11	31.4%	11	31.4%	6	17.1%

55-58	Syntactic skills	13	<u>37.1%</u>	13	<u>37.1%</u>	7	20.0%	2	5.7%
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As evidently seen in Table 35 above, the subjects rated that they had some difficulty with almost all of the sub-skills in the grammar test. At the same time, they rated quite few sub-skills as having much difficulty and little difficulty. The only sub-skill with which learners had much difficulty was 'syntactic skills' whereas the sub-skills with which they had little difficulty were tags & remarks and relative pronouns. The underlined percentages showed the sub-skills in which similarity had been observed between the self-ratings and actual test performance. Thus, 25% of correct assessment had been achieved. That is to say, 25% of the subjects assessed correctly their experience with the grammar sub-skills.

5.5.6 Subjects' Self-rating of Vocabulary Sub-skills

The vocabulary test was the smallest test in terms of the number of sub-skills tested. Because of the difficulty of sampling vocabulary items, grammatical categories were used to identify vocabulary sub-skills. As in the rest of the tests, the subjects were made to rate their performance of the sub-skills after doing each item/ sub-skill. The frequencies were thus totaled and put in a table containing a scale ranging from 'much difficulty to no difficulty'. Hence, the following result was obtained.

Table 36: Subjects' self-rating of vocabulary sub-skills

Item no	Sub-skills tested	much difficulty		some difficulty		little difficulty		no difficulty	
59-62	Verb forms	9	25.7%	14	<u>40.0%</u>	10	28.6%	2	5.7%
63-66	Infinitive	6	17.1%	19	<u>54.3%</u>	9	25.7%	1	2.9%
67-70	Noun	8	22.9%	15	<u>42.9%</u>	12	34.3%	0	0%
71-74	Adjective	7	20.0%	18	<u>51.4%</u>	9	25.7%	1	2.9%
75-78	Adverb	8	22.9%	15	<u>42.9%</u>	12	34.3%	0	0%
79-82	gerund	7	20.0%	14	<u>40.0%</u>	12	34.3%	2	5.7%

As shown in Table 36 above, the subjects completely rated their performance of the sub-skills as having some difficulty. The underlined percentages showed the sub-skills in which the subjects had some difficulty in the test scores and what they thought they had some difficulty during self-rating. These sub-skills included: adjective, 51.4%; noun

& adverb, 42.9%; and verb forms & gerund, 40%. Thus, 83.3% of correct assessment was achieved. That is to say, 83.3% of the subjects were able to correctly assess to what extent they experienced difficulty with the sub-skills while taking the vocabulary test.

5.6 Findings from Document Analysis

Document analysis in this case refers to the systematic analysis of instructional materials and course outlines of the skill courses. The analysis was aimed to identify the sub-skills that the subjects needed to exercise while doing the tasks required by the teaching materials and the objectives and course descriptions of the course outlines of those courses. In order to assist the analysis, a check-list was used to ascertain the presence or absence of sub-skills in the instructional materials.

5.6.1 Findings from the Writing Skills Course Materials

The writing course materials and the course outline in Appendix 57 were analyzed twice within a month (Appendix 11) and the sub-skills which were selected in both occasions (Appendix 43) were taken as those required by the skill course. Below are the sub-skills selected in this way.

Table 37: Sub-skills needed in the writing skills course materials and course outline

Macro-skill	Needed sub-skills
Writing	Using capitalizations correctly
	Using punctuation marks appropriately
	Spelling words correctly
	Using correct and complete sentences(i.e. grammar)
	Joining sentences and phrases
	Using correct paragraph and essay layout/structure
	Ability to select relevant ideas
	Organizing ideas in a certain way(e.g. external-internal, far-near, etc)

All of the sub-skills except 'using correct paragraph and essay layout/structure' and 'ability to select relevant ideas' were the ones with which the subjects had much difficulty or some difficulty in the test. It should be noted that these exceptional sub-skills were not presented in the test. At the same time, there were two sub-skills with which learners had much difficulty in the test; however, these were not considered in the

instructional materials. These sub-skills included: synthesizing ideas, 71.4%; and using the right vocabulary, 42.9%. Consequently, these sub-skills should have been included in the course materials and course outlines in order to make learners successful.

5.6.2 Findings from Reading Skills Course Materials

Like the writing materials, the reading skills course materials and course outline (Appendix 57) were analyzed twice a month. The check-list in Appendix 11 was used to make the analysis. The sub-skills which were selected on both occasions (Appendix 43) were taken as course requirements. Table 38 below shows the result of the analysis.

Table 38: Sub-skills needed in the reading skills course materials and course outline

Macro-skill	Needed sub-skills
Reading	Recognizing text structure or organization
	Basic reference skills (i.e. understanding the use of pronouns: his, hers, this, that, etc)
	Guessing the meanings of unfamiliar words.
	Distinguishing main ideas from supporting details
	Critical reading (i.e. understanding a text through language awareness)
	Understanding the general idea of a text (i.e. skimming)
	Scanning(i.e. reading for specific ideas)

The identified sub-skills above in Table 38 were the ones with which the subjects had much difficulty and some difficulty. Specifically, the first one was found to be the one with which learners had much difficulty while the rest were the sub-skills with which learners had some difficulty. Nevertheless, there were other sub-skills with which learners had much difficulty and some difficulty but which were not at all considered in the course materials and course outline. For example, understanding functional value, 48.6% and understanding writer's purpose, 37.1% were the ones with which the subjects had much difficulty in the test. At the same time, the sub-skills with which learners had some difficulty in the test were listed as follow: understanding relationships signaled by discourse markers, 57.1%; interpreting lexical cohesion, 51.4%; drawing inferences, 48.6%; and understanding writer's tone, 45.7%. As a result, these sub-skills with which learners were found to have much difficulty and some difficulty should have been treated in the course materials so as to make learners successful in their skill courses.

5.6.3 Findings from Listening Skills Course Materials

Like the preceding skill course materials, the listening skills materials and course outline (Appendix 57) were analyzed twice within a month (Appendix 11). The sub-skills identified on both times (Appendix 43) were taken as the ones needed by the skill course. The table below shows this result.

Table 39: Sub-skills needed in the listening skills course materials and course outline

Macro-skill	Needed sub-skills
Listening	Using background knowledge to construct meaning (top-down processing)
	Understanding implied meanings (not clearly stated)
	Listening for general understanding (i.e. main idea)
	Listening for specific details/ideas
	Understanding speakers' attitude towards each other and the topic
	Understanding meanings that result from variations in sounds, stress, and intonation

The last sub-skill in Table 39 above was not tested in the listening test. However, the rest of the sub-skills identified in Table 39 were the one with which learners had some difficulty and little difficulty. More specifically, 'understanding attitudinal meaning' appeared to be the only sub-skill with which learners had little difficulty. Besides, the rest of the sub-skills were found to be those in which learners had some difficulty in the listening test. Nevertheless, there were two sub-skills with which learners appeared to have much difficulty and one sub-skill in which they demonstrated as having some difficulty in the test. These sub-skills were unfortunately not included in the teaching materials. The sub-skills with which learners appeared to have much difficulty included: bottom-up processing, 42.9%; and understanding references, 48.6%. At the same time, the one in which the subjects had some difficulty was recognizing discourse markers, 60%. Therefore, these sub-skills should have been treated in the listening skills materials and course outline to make learners' successful in the particular skill course.

5.6.4 Findings from Spoken I & II Course Materials

The teaching materials for both courses (Appendix 57) were scored twice using the checklist in Appendix 11 and the sub-skills, thus, selected in both occasions of scoring (Appendix 43) were regarded as ones required by the skill courses. The table below shows the result.

Table 40: Sub-skills needed in the spoken I & II course materials and course outline

Macro-skill	Needed sub-skills
Speaking	Knowing what and how to say (interaction skill 2)
	Using correct grammar(i.e. accuracy)
	Producing speech sounds correctly (i.e. intelligibility)
	Expressing attitudinal meaning by varying one's voice. (i.e. intonation)
	Emphasizing main points using verbal cues (i.e. stress)

All of the sub-skills identified in Table 40 were found to be those in which learners had either some difficulty or much difficulty in the speaking tests. The sub-skills with which the subjects had much difficulty included: interaction skills 2, 91.7%; fluency, 33.3%; vocabulary, 75%; and use of pronoun reference, 41.7% and use discourse markers, 37.1%, for all subjects. At the same time, 100% of the subjects had much difficulty in using word stress in the pronunciation test. On the other hand, those in which learners had some difficulty in both tests were: grammar, 41.7%; pronouncing words, 66.7%; intonation, 100%, and fluency, 33.3%.

When we contrast the test findings with the document analysis, we could learn that there were some sub-skills with which learners had difficulties but which were not treated in the course materials. These included the following: fluency, 33.3%; vocabulary, 75%; use of pronoun reference, 41.7%; use of discourse markers, 37.1% (i.e. for all test-takers); and pronouncing words, 66.7% (i.e. for the 12 subjects). Consequently, it is quite essential that these sub-skills should be treated in the course materials in order to get improved performance of learners in the particular skills courses.

5.7 Findings about Learning Environment

5.7.1 Learning Situation Analysis

In order to learn about the leaning situation of Dilla University, two questionnaires were designed and administered both to teachers and students. Consequently, the following findings had been obtained.

5.7.1.1 Students

All of the students agreed unanimously that they had taken all the skill courses with the exception of Spoken English II for which some showed reservations (Appendix 38). According to the curriculum this course is usually given in the second /coming semester. Communicative English skills I & II were among the skills courses that students took. The subjects expressed that they had different reasons for taking the skill courses: 71.4% believed that the courses helped them to improve their linguistic competence whereas 57.1% had the belief that they took the skill courses in order to fulfill academic requirements. Regarding the subjects' perception of the skill courses given at DU, 68.6% revealed that the skill courses were difficult. Consequently, of 68.6%, 40% reported that they had difficulty in learning particularly the Advanced Writing Skills course while 37.1% for having difficulty in the Listening Skills course. As a result, 50% of the students believed they were less competent or less skilled in the skill courses while 44.4% claimed that they were competent or skilled. Even so, 72.2% of the students believed that they were positively disposed towards the skill courses whereas only 19.4% were ill-disposed towards the skill courses. This resentment might be connected to 65.7% of learners' joining the department without their interest. Regarding their current proficiency, 58.3% believed that they were less fluent or intermediate in their use of the English language. Furthermore, 51.4% reported that the major cause for their language difficulty was attributed to language background. This may suggest that the students might not have the required proficiency while joining the university. In this regard, only 36.1% exposed that they lacked the required proficiency while joining the university but 52.8% held the contrary idea. With regard to the availability of resources, the majority 85.7% reported that the most lacking resource that constrained the learning of the skill courses was language laboratory. Besides language lab, shortage of reference books was reported by 60% of the respondents as a constraint. On top of that, 50% of the students felt that the academic calendar did not give them sufficient time to accomplish the skill courses. Of these, 28.6% reasoned that the academic calendar was interrupted by unscheduled meetings and others 25.7% reported absenteeism as a constraint to meet the objectives of the skill courses.

5.7.1.2 Teachers

Seventeen teachers participated in filling out the learning situation questionnaire (Appendix 39). One of them was a female. Concerning their position in the institution, all were instructors while only one was a school head. It appears that all of the teachers seemed to be experienced in teaching profession. 58.8% had less than 5 years teaching experience while 41.2% had more than 6 years' experience. As the latter were well-experienced, they had taught most of the skill courses.

As the students were English majors, teachers reported that students took all the skill courses. Regarding the reasons for students' taking the skill courses, as many as 70.6% of the teachers reported that students took the skill courses mainly as academic requirements but few 23.5% thought that they took the skill courses because they would help them follow content courses. Most teachers (76.5%) felt that their students did not have the required English proficiency upon joining the university whereas a few 11.8% showed uncertainty or held contrary idea. The majority (82.4%) stated that their students lacked prerequisite competence in order to effectively execute the tasks of the skill courses while few (11.8%) were uncertain. Furthermore, 82.4% were of the opinion that their students were less competent/ less skilled whereas only few (17.6%) held the opinion that the students were incompetent/ unskilled in their performance of the skill courses. As a result, 82.4% of the teachers reported that students had more difficulty with the writing skills than they had with the other skills. In section 5.4.1, it was found that writing was the most difficult skill for the learners. At the same time, 29.4% of the teachers reported that students had the least difficulty in reading skills and spoken English I. However, reading skills was found to be one of the difficult courses with which learners had much difficulty as shown in learners' overall performance data in section 5.4.1. Besides, most of the teachers (82.4%) believed that learners' lack of prerequisite competence to meet skill courses was due to poor language background whereas only a few teachers (29.4%) thought that it was due to lack of commitment on the part of the learners. In short, 64.7% felt that their students were not fluent rather they were believed to be beginners, some (29.4%) expressed that the students were intermediate/ less fluent regarding their current English proficiency.

Several factors might have affected students' performance in their skill courses. First, students' interest to pursue their university education in English could be one. As in Section 5.7.1.1 above, most students had no wish to join the English Department. This was also supported by teachers' report. Second, learners' disposition towards the skill courses could have some effect on their performance. Regarding this, teachers' opinions seemed to vary: 41.2% were uncertain; 35.3% felt that their students were positively disposed while some (23.5%) felt their students' predisposition was negative. Third, the academic calendar might be affecting learners' performance in some way. In this connection, 52.9% of the teachers revealed the insufficiency of the academic calendar to complete the skill courses while 41.2% maintained that the calendar was providing them sufficient time to deal with the skill courses. 52.9% of the teachers attempted to attach reasons for the insufficiency of the academic calendar: 23.5% of them were of the opinion that frequent meetings and absenteeism were the major events that interfered with the academic calendar thereby causing disruption of the teaching-learning process of the skill courses. Fourth, teachers reported that the unavailability of language laboratory might have affected learners' performance in the skill courses. 70.6% of the teachers stressed the inaccessibility of the language laboratory for most students whenever they needed. Eventually, the teachers mentioned several other reasons for students' poor performance: large class size, lack of commitment on learners' part, less contact hours (i.e. which teachers considered as a defect in curriculum design), late admission and lack of readiness on the part of the university.

5.7.2 Target Situation Analysis

Twenty graduates of former DU students participated in completing the target situation questionnaire. 75% of the graduates (Appendix 40) were male while the rest were female. 80% of them were older than 26 years of age whereas the rest were under 25. The majority (90%) of the graduates worked in government teaching institutions while only 10% worked under private organizations wherein 70% of them served as academic staff while the rest worked as heads and administrative staffs. The majority (85%) of the

graduates were less experienced in their teaching work: they had not more than five years' experience.

All of the respondents used English in their work place. 90% of them reported that they used English very often and 95% used the language for academic purposes. Face-to-face mode of communication was used by 95% of the graduates while 45% used written texts for communicating. 60% reported that the topic of their communications was concerned with office work and 20% talked about the news. 90% reported that their communicative partners were non-native speakers who were mostly their students. Regarding their proficiency, 75% expressed that their communicative partners were intermediate/ less fluent in their use of English. Most of the graduates (85%) reported that the communication happened in classrooms while others reported using English at home, staff room, recreation centers, and on the street. Eventually, all of the graduates used the four macro-skills in their work place.

Regarding their difficulties with the sub-skills in their work place, the graduates asserted that they had little difficulty or no difficulty with almost all of the sub-skills except 'using appropriate words' and 'using fillers and ellipses' for which 35% and 40% respectively reported that they had some difficulty. This may suggest that graduates had a high opinion of their linguistic competence.

In order to ascertain the graduates' claim, the researcher made some attempt to test their writing skills. This was achieved through the last open-ended items of the questionnaire (Appendix 10). The most recurring language (i.e. writing skills) problems observed in the graduates' written response to the last item are listed below from the most frequent to the least frequent: grammar, spelling, tense, fragments, word choice, punctuation, capitalization, article use, run-on sentences, use of discourse markers, reference skills, missing words, wrong sentence structures, coherence, and pluralization (Appendix 58). If the researcher had been in a position to test all the macro-skills, a lot of sub-skills with which the graduates had much difficulty would have been identified. Unfortunately, this could not happen because of psychological, time, and financial

reasons. Therefore, we could realize from the graduates' response in the questionnaire that they might have held high opinion of their linguistic skills.

Apart from assessing learners' linguistic competence, the last open-ended item was aimed at getting additional information about the learning situation at DU. As a result, the graduates had identified diverse issues that they thought might have adverse effects on the teaching and learning of the skill courses:

- Unfriendly relationship between instructors and students
- Inappropriate methodology
- Assessment techniques and unfair grading
- Use of difficult teaching materials
- Grammar seems to have been a missing element; scanty and unhelpful in the work place
- Insufficient time allocation (i.e. academic calendar) to complete the courses
- Lack of ample time and opportunities to practice the skill courses (e.g. listening in the language lab)
- Unbalanced credit hours distribution among the skill courses
- Unbalanced time for theory and practice
- Poor facilities (i.e. ill-equipped language lab, food, dormitory, water, etc)
- Unfavourable weather condition (i.e. too hot)

When we compare the findings in this section to those in the preceding sections, we could see some common factors that affect adversely the teaching of the skill courses. These included: insufficient academic calendar, inadequate contact hours, and poor facilities are some to mention.

5.8 Difficulties with Sub-Skills in Terms of Nominal Variables

Stern (1983) identified in his language learning model that the variables that might have direct bearing on language learning are: social context (i.e. sociocultural and socioeconomic factors), learner variables (i.e. age, cognitive, affective, and personality traits), learning situation (i.e. ESL/EFL), learning process (i.e. strategies and

techniques), and learning outcomes (i.e. L2 proficiency, and test performance). Based on this premise and the findings from the background questionnaire in section 5.2, the variables in which learners differed from each other were selected for further analysis. The variables used for the analysis included: age categories, GPA categories, test score categories, residence, parent literacy, region, and L1. However, the researcher selected once again the variables which might be directly more related to language learning. Hence, all the variables were used in the analysis except the last two. The reason for dropping the last two variables was the number of subjects that belonged to the categories of these variables was not proportional. Besides, the researcher thought that the fact that the subjects' belonging to one or another category of these variables might not be directly related to English language learning. Anyway, the purpose of the analysis was to find out if there were more learners having more difficulty with a sub-skill than others in another category.

In section 5.3.2, an attempt was made to identify learners' level of performance in terms of each sub-skill with the help of different tests. It was also suggested in the particular section that a scoring criteria that ranged from 'much difficulty to no difficulty' was used to identify the degree of difficulty that each test-taker had with the sub-skills in the tests. However, it should be noted that this report was made in view of all subjects or taking the subjects as a whole. This may mean that we have not yet known what percent of learners belonging to a certain nominal category had difficulty with a sub-skill. Therefore, this would be the concern of the current section.

5.8.1 Nominal Variables and Sub-Skills with Much Difficulty for all Subjects

'Nominal variables' here refer to the variables in which all of the study-subjects differed from each other. These variables included: age, GPA, test scores, residence, and parent literacy situations. Hence, the main concern of this section will be to show how the subjects differed from each other in terms of these variables. Towards this end, the sub-skills in which the subjects were found to have much and some difficulty were taken here for further analysis. Therefore, this section will deal specifically with the sub-skills that learners had much difficulty only.

5.8.1.1 GPA Categories and Sub-Skills with Much Difficulty

It was recalled that the study-subjects had much difficulty in six writing sub-skills (see section 5.3.2.1). These sub-skills included: organizing ideas, 85.7%; synthesizing ideas, 71.4%; using correct and complete sentences, 68.6%; joining sentences, 60%; using the right vocabulary, 42.9%; and spelling words correctly, 40%. Consequently, an attempt was made here to sort out which of the GPA categories had most of the difficulty in the sub-skills already mentioned. As in Appendix 44, all of satisfactory performers (i.e. learners in the 2nd GPA category) had the greatest difficulty with all of the six writing sub-skills. More specifically, out of 85.7% only 51.4% of satisfactory performers had much difficulty in organizing ideas, of 71.4% again 51.4% had much difficulty in synthesizing ideas, of 68.6% only 48.5% had much difficulty in constructing correct and complete sentences, out of 60% the subjects (42.8%) had much difficulty in joining sentences using cohesive devices, of 42.9% having much difficulty in using the right vocabulary for a given context 34.3% constitute satisfactory performers, and eventually out of 40% of the study-subjects who had much difficulty in spelling words correctly 31.4% were satisfactory performers.

In section 5.3.2.2, the study-subjects were found to have much difficulty only in three reading sub-skills. These included: recognizing text structure, 65.7%; understanding functional value, 48.6%; and understanding writer's purpose, 37.1%. According to the data obtained from Appendix 44, only satisfactory performers had most of the difficulty in those sub-skills mentioned when compared to the rest. Specifically, of 65.7% of the study-subjects who had much difficulty in recognizing text structure while reading texts only 42.9% had most of the difficulty in the particular sub-skill; similarly, these same subjects (i.e. satisfactory performers) had experienced most the difficulty in understanding functional value and understanding writer's purpose. In other words, of 48.6% of the study-subjects who had much difficulty in understanding functional value in reading situations only 34.3% of satisfactory performers had most of the difficulty whereas only few of these same subjects (22.8%) had most of the difficulty from 37.1% of the study-subjects who had much difficulty in understanding writer's purpose while reading texts.

In section 5.3.2.3, it was suggested that the study-subjects had much difficulty in only two of listening sub-skills: understanding references, 48.6%; and bottom-up processing, 42.9%. Of 48.6% of the study-subjects who had much difficulty in understanding references in listening situations only 34.3% of satisfactory performers had most of the difficulty in the particular sub-skill. However, quite a different picture appeared. Unlike the findings in the preceding page, 20% of good performers seemed to have most of the difficulty from those 42.9% who had much difficulty in bottom-up processing while listening to audio texts.

As in section 5.3.2.4, the study-subjects had much difficulty in three of speaking accuracy sub-skills. These included: vocabulary, 62.9%; use of pronoun reference, 42.9%; and use of discourse markers, 37.1%. Like the findings in the preceding pages, satisfactory performers were found to form most of the subjects who had much difficulty in all of the three sub-skills. More specifically, of 62.9% of the study-subjects who had experienced much difficulty in using the right vocabulary in contrived speech situations only 45.7% of satisfactory performers had much difficulty in the particular sub-skill. Similarly, 34.3% and 28.6% these subjects (i.e. satisfactory performers) formed most of the subjects who had much difficulty in using pronoun reference and discourse markers in contrived speech situations, respectively.

Again, it was reported in section 5.3.2.6 that the study-subjects seemed to have much difficulty in eight grammar sub-skills. These included: syntactic skills, 62.9%; conditional sentences, 51.4%; modal verbs, adverbial particles, and reported speech, 48.6%; subject-verb, 45.7%; passive voice, 40%; and conjunction, 31.4%. Like in the preceding paragraphs, only satisfactory performers formed the largest number of subjects who had experienced much difficulty in the sub-skills mentioned above. However, it should be noted that the number of subjects who belonged to this category (i.e. satisfactory performers) varied across the grammar sub-skills. Consequently, the results were presented below in decreasing order: of 62.9% who had much difficulty in using their syntactic skills only 45.7% formed the greatest number of satisfactory performers. Similarly, from 51.4% of the subjects who had much difficulty in applying conditional

sentences correctly only 37.1% of satisfactory performers experienced the same extent of difficulty in the particular sub-skill. In the same vein, varying numbers of satisfactory performers had much difficulty in the rest of the sub-skills. More specifically, 40% of satisfactory performers had much difficulty in making correct subject-verb agreement, 34.3% in using modal verbs and reported speech, 31.4% in using adverbial particles and passive voice correctly, and eventually 20% had much difficulty in using conjunctions correctly.

Finally, it was indicated in section 5.3.2.7 that the study-subjects had much difficulty only in one of vocabulary sub-skills: with words categorized under 'infinitive'. When we see the GPA categories that had the most of the difficulty with the particular sub-skill, again we could notice that, though small, only 20% of satisfactory performers formed most of the subjects who had much difficulty in the sub-skill.

5.8.1.2 Test Score Categories and Sub-Skills with Much Difficulty

As in the preceding section, an attempt was made to identify the percentage of subjects in the test score categories (i.e. high-scorers, average-scorers, and low-scorers) that had most of the difficulty in the sub-skills. It was recalled that the test score categories were formed from the subjects' overall test scores. Hence, it was believed that the subjects might differ from each other in terms of the level of difficulty they had experienced with the sub-skills across the categories.

As in Appendix 45, low-scorers appeared to form most of the subjects that had much difficulty with all of the six writing sub-skills. In four of the sub-skills, the low-scorers seemed to comprise the same number of individuals who had much difficulty with the sub-skills. More specifically, of 85.7% of the subjects who had much difficulty in organizing ideas while engaged in writing activity only 34.2% of the low-scorers formed the majority who experienced the same degree of difficulty in the particular sub-skill. Similarly, the same number of low-scorers (34.2%) formed most of the subjects who had much difficulty in three of the sub-skills: synthesizing ideas, using correct and complete sentences, and using the right vocabulary while producing written texts. At the

same time, these low-scorers seemed to form the same number of individuals having much difficulty in two of the writing sub-skills: joining sentences and spelling words. In other words, of 60% of the subjects who had much difficulty in joining sentences using conjunctions only 31.4% of low-scorers formed the majority of the group who had experienced the same degree of difficulty. At the same time, only 31.4% of low-scorers seemed to form the number of subjects having much difficulty out of 40% of the subjects who had much difficulty in spelling words correctly while engaged in writing activity.

It is to be recalled that the study-subjects had much difficulty in three reading sub-skills (see section 5.3.2.2). As in Appendix 45, it appears that low-scorers seemed to have much difficulty in all of the three reading sub-skills. However, average-scorers appeared to experience as much difficulty in understanding writer's purpose as low-scorers. In other words, 25.7% of low-scorers formed the majority of the study-subjects (65.7% and 48.6%) who had much difficulty in recognizing text structure and understanding functional value, respectively. Besides, 14.3% of average scorers and low-scorers formed the majority of the subjects (37.1%) who had much difficulty in understanding writer's purpose.

In section 5.3.2.3, it was found that the study-subjects had much difficulty only in two listening sub-skills. Quite unusual to what has been found in the preceding paragraphs, 25.7% of the high-scorers formed most of the subjects who had much difficulty in bottom-up processing in listening situations. In the other listening sub-skill (i.e. understanding references), however, the ones who formed the majority of the study-subjects who experienced much difficulty in the sub-skill under discussion were 22.9% of low-scorers.

In section 5.3.2.4, it was mentioned that the study-subjects had much difficulty in three speaking accuracy sub-skills. As shown in Appendix 45, low-scorers were found to form the majority of the subjects who experienced much difficulty in all of the sub-skills. However, it should be noted that the number of subjects that belonged to the same category (i.e. low-scorers) having much difficulty was not equal. More specifically,

34.3% of low-scorers constituted most of the subjects (62.9% and 42.9%) who had much difficulty in using the right vocabulary and pronoun reference in contrived speech situations, respectively. However, only 25.7% of low-scorers formed the majority (37.1%) that had experienced much difficulty in using discourse markers in similar speech situations.

As can be remembered in section 5.3.2.6, the study-subjects seemed to have much difficulty in a number of grammar sub-skills. When we see the subjects' difficulty with the sub-skills in each test score category, it was found that low-scorers were not the only ones who had experienced much difficulty; average-scorers also seemed to have much difficulty in one sub-skill. To put it clearly, 31.4% of low-scorers comprised the majority of 62.9% subjects who had much difficulty in using syntactic skills correctly. At the same time, 25.7% of low-scorers formed most of 51.4% and 48.6% of the study-subjects having much difficulty in using conditional sentences and modal verbs, respectively. In addition, equal number of low-scorers (28.6%) seemed to comprise most of the study-subjects (48.6%) that had much difficulty in two sub-skills: adverbial particles and subject-verb agreement. Less number of low-scorers (22.9%) appeared to form the majority of subjects (48.6%) who were found to have much difficulty in using the reported speech. Eventually, we could see in Appendix 45 that the least number of low-scorers (14.3%) seemed to constitute the total number of subjects (40% and 31.4%) who had much difficulty in using the passive voice and conjunctions, respectively. Besides, it should be noted that the only sub-skill in which average-scorers had as much difficulty as low-scorers was in using the passive voice. That is to say, 14.3% of average-scorers constituted half of the subjects (40%) having much difficulty in using the passive voice.

Eventually, it was mentioned in section 5.3.2.7 that the study-subjects had much difficulty only in one sub-skill: with word groups named as 'infinitive'. Like the findings in the preceding section, low-scorers were found to form most of the subjects who had much difficulty in the particular sub-skill. More specifically, out of 34.3% of the study-subjects who experienced much difficulty in using vocabulary word groups named as

'infinitive', only 20% of low-scorers comprised the biggest number of subjects having much difficulty with the sub-skill mentioned.

5.8.1.3 Age Categories and Sub-skills with Much Difficulty

As in Appendix 46, it would not be surprising if the group of learners belonging to the second age category had much difficulty with the sub-skills when compared to the rest of test-takers. This could be ascribed to most of the subjects' age falling principally to one age category: 18-23 years of age. In spite of this unfortunate circumstance, we could still notice the presence of variations in learners' test performance in view of the different categories.

We could see this performance variability in the first four of the writing sub-skills: organizing ideas, synthesizing ideas, using correct and complete sentences, and joining sentences. In other words, out of 85.7% subjects having much difficulty with organizing ideas when producing written texts only 60% of the second age group category (i.e. 18-23) formed the majority of subjects that had had such difficulty with the sub-skill in question. At the same time, 51.4% constituted most of the subjects (71.4%) who had much difficulty in synthesizing ideas. In the same vein, of 68.5% who happened to have much difficulty in constructing correct and complete sentences only 54.2% formed the majority who felt the same level of difficulty in the particular sub-skill. Lastly, the only sub-skill in which similar performance variability observed was in joining sentences. That is to say, only 48.5% comprised the greatest number of subjects (60%) who had much difficulty in joining sentences using conjunctions. Eventually, we could notice the subjects demonstrating the same performance in two sub-skills: using the right vocabulary and spelling words correctly. In other words, 34.2% of the second age group formed most of the subjects (42.8% and 40%) who had much difficulty in using the right vocabulary and spelling words correctly while engaged in writing activity, respectively.

With regard to reading sub-skills, we could still see the presence of performance variability in all of the three sub-skills. More specifically, out of 65.7% who had much difficulty in recognizing text structure while reading different texts only 42.9% of the

second age group (i.e. 18-23) formed the majority who had much difficulty in the particular sub-skill. Similarly, only 40% of the study-subjects belonging to 18-23 age group formed most of the subjects (48.6%) who appeared to have much difficulty in understanding the functional value of different levels of texts (i.e. sentences and paragraphs) while they were engaged in reading activity. The last type of sub-skill in which the study-subjects showed variability in performance was in understanding writer's purpose for producing the particular reading text. Apparently, only 31.4% of subjects belonging to the second age category formed most of the subjects (37.1%) who had experienced much difficulty in understanding writer's purpose.

As we recall in section 5.3.2.3, the study-subjects were found to have much difficulty in two of listening sub-skills: understanding references and bottom-up processing. In Appendix 46, we could notice the presence of performance variability between age group categories. That is to say, out of 48.6% study-subjects only 40% of learners belonging to the second age category (i.e. 18-23) formed the majority who had much difficulty in understanding references in listening situations. Similarly, 34.3% of learners belonging to the same age category constituted most of the subjects (42.9%) who had experienced much difficulty in applying bottom-up processing in different listening situations.

Like the findings in the preceding paragraphs, the study-subjects belonging to the second age category (i.e. 18-23) appeared to show variability in their test performance in three of speaking accuracy sub-skills in which all of the subjects seemed to experience much difficulty. Of 62.9% of the subjects who had much difficulty in using the right vocabulary in contrived speech situations, only 45.7% of the subjects belonging to the second age category formed most of the learners who experienced the difficulty. Similarly, 34.3% of the subjects belonging to 18-23 age group comprised the majority of subjects (37.1%) who were found to have much difficulty in using discourse markers correctly in speech situations. Lastly, it was found that only 28.6% of subjects that belonged to the second age category consisted most of the subjects (42.9%) who had experienced much difficulty in using pronoun reference in contrived speech situations.

As we recall in section 5.3.2.6, the study-subjects seemed to have much difficulty in a number of grammar sub-skills. As in Appendix 46, the subjects in the second age category (i.e. 18-23) appeared to exhibit variability with their difficulty with the grammar sub-skills. For instance, out of 62.9% who had much difficulty in using the right syntactic structure of sentences, only 40% formed the majority of those subjects having difficulty in the sub-skill mentioned. Similarly, the same number of subjects formed most of 48.6% who had experienced much difficulty in applying the correct subject-verb agreement while constructing sentences. At the same time, we could also see that 37.1% of the second age group comprised the majority of learners (i.e. 51.4% and 48.6%) who had much difficulty in using the correct conditional sentences and adverbial particles, respectively. The sub-skill in which only 34.3% of subjects in 18-23 age category comprised the majority of the study-subjects (48.6%) was in using the right modal auxiliary while engaged in a writing activity. Then, to a lesser extent, 31.4% of subjects belonging to the same age category formed most of the study-subjects (48.6% and 40%) who had experienced much difficulty in correctly using reported speech and the passive voice in writing situations, respectively. Eventually, the only sub-skill in which the least number of subjects (i.e. 22.9%) belonging to 18-23 years category formed the majority of learners (31.4%) who had much difficulty in using conjunctions correctly in writing situations.

Just like what we noticed in the last sub-skill (i.e. using conjunctions) in the preceding section, we could also see that the study-subjects' performance dispersed across the scale (i.e. from much difficulty to no difficulty). Hence, out of 34.3% who had much difficulty in using a group of vocabulary items categorized as 'infinitive', only 28.6% formed the majority that had experienced much difficulty with the sub-skill in question.

5.8.1.4 Residence Categories and Sub-Skills with Much Difficulty

Just like what happened in the previous section (i.e. 5.8.1.3), most of the study-subjects appeared to fall predominantly to one of residence categories as the majority (74.3%) were raised in rural places (refer to section 5.2). Consequently, it would not be

surprising if the majority of learners who had experienced much difficulty with the sub-skills were those that belonged to the rural residence category.

With regard to writing sub-skills in which the study-subjects had much difficulty, there appears to be variations in the number of learners who belonged to the rural residence category experiencing difficulty across the sub-skills. For example, out of 85.7% who had much difficulty in organizing their ideas while writing texts, only 62.9% who came from rural places formed the majority. At the same time, 48.6% constituted most of the learners (71.4% and 68.6%) who had much difficulty in synthesizing ideas and constructing correct and complete sentences, respectively. We could also see that only 40% comprised the majority of 60% who had much difficulty in joining sentences using conjunctions while engaged in a writing activity. Lastly, it appears that relatively fewer students (28.6%) who came from rural places happened to form most of the subjects (42.9% and 40%) that had much difficulty in using the right vocabulary and spelling words correctly in writing situations (Appendix 47).

Concerning reading sub-skills, the study-subjects seemed to have much difficulty only in three of the sub-skills: recognizing text structure, 65.7%; understanding functional value, 48.6%; and understanding writer's purpose, 37.1%. Apparently, the subjects who came from rural places formed most of the learners who had much difficulties in the sub-skills mentioned above. However, there appears to be variations in the performance of these subjects across the sub-skills. For instance, 48.6% formed the majority (65.7%) who had much difficulty in recognizing text structure while engaged in reading activity. Simultaneously, lesser students (37.1%) constituted most of the learners (48.6%) who had much difficulty in understanding the functional value of texts at different levels. Similarly, only as few as 25.7% comprised the bulk of students (37.1%) who had experienced much difficulty in understanding writer's purpose in producing a certain text for his readers.

With listening sub-skills, the subjects appeared to have much difficulty with only two of the sub-skills, namely: understanding references, 48.6%; and bottom-up processing,

42.9%. As can be noticed from the data in Appendix 47, learners who came from rural places formed the majority of subjects who had much difficulty in those sub-skills. Nevertheless, their performance with regard to the sub-skills showed variations. For instance, of 42.9% only 40% constituted the greatest number of students who had much difficulty in using bottom-up processing in listening situations. At the same time, only lesser students 34.3% formed most of the learners (48.6%) who had experienced much difficulty in understanding the use of references while listening to audio texts.

Regarding speaking accuracy sub-skills, the study-subjects seemed to have much difficulty in three sub-skills: vocabulary, 62.9%; use of pronoun reference, 42.9%; and use of discourse markers, 37.1%. In all of the three sub-skills, only learners from rural places appeared to have experienced much difficulty in the sub-skills mentioned. However, within this residence category, the subjects' performance happened to vary from one sub-skill to the other. For instance, out of 62.9% subjects who had much difficulty in using the right vocabulary while communicating orally, only 45.7% formed the majority having the difficulty. A lesser number of subjects (31.4%) who came from rural places comprised the bulk of subjects (42.9%) that had experienced much difficulty in using pronoun reference in contrived speech situations. Still, we could see that out of 37.1% subjects who had much difficulty in using the right discourse markers while communicating orally, only a few (25.7%) that came from rural places formed the majority.

In relation to grammar sub-skills, we could realize that the study-subjects seemed to have much difficulty in a number of sub-skills. These included: syntactic skills, 62.9%; conditional sentences, 51.4%; modal verbs, adverbial particles, and reported speech, 48.6%; subject-verb, 45.7%; passive voice, 40%; and conjunction, 31.4%. In all of these sub-skills, learners who came from rural places formed the majority who had experienced much difficulty. Even so, we could see variations in the number of subjects who had experienced the difficulty across the sub-skills. For instance, out of 51.4% only 42.9% comprised a considerable number of rural students having much difficulty in using the right conditional sentences. Similarly, 40% contained the majority of learners

from rural places out of 62.9% who had much difficulty in applying the right syntactic structures of sentences while attempting to construct them. A lesser of students (37.1%) from rural places formed the mass of 48.6% who were found to have much difficulty in using modal verbs correctly. Unlike the preceding three sub-skills, 34.3% of rural students constituted the bulk of 48.6% study-subjects who had much difficulty in using the correct adverbial particles, reported speech, and subject-verb agreement while constructing sentences. Eventually, quite a few students from rural places (22.9%) formed most of learners (40% and 31.4%) who had experienced much difficulty in using the correct passive voice and conjunctions, respectively.

Lastly, we recall that the study-subjects were found to have much difficulty only in one vocabulary sub-skill: with a group of words named as 'infinitive'. When we see learners' performance in terms of residence categories, we could obviously notice that learners who came from rural places were the ones who experienced much difficulty with the sub-skill mentioned. That is to say, 22.9% formed the majority of 34.3% who had much difficulty in using correctly the group of words designated as 'infinitive' in their writing and speech.

5.8.1.5 Parent Literacy Categories and Sub-Skills with Much Difficulty

Just like in the preceding section, we could also see from the data in Appendix 48 unbalanced distribution of the study-subjects in two of the parent literacy categories. That is to say, there were more students (65.7%) from uneducated family than we had from educated family (34.3%). As a result, it is more likely that we have more subjects from uneducated family experiencing much difficulty in the sub-skills than we have from educated family. However, this assumption appears to be violated when we see the data obtained from writing, speaking accuracy, and grammar sub-skills (Appendix 48).

As can be seen in Appendix 48, students from educated family had as much difficulty with three of the writing sub-skills as those from uneducated family had. In other words, students from educated family formed the majority of learners who had much difficulty with three of the writing sub-skills. The same appears to hold true for those students

who came from uneducated family. More specifically, students from uneducated family (57.1%, 40%, and 37.1%) formed the majority of learners (85.7%, 71.4%, and 68.6%) having much difficulty in organizing ideas, synthesizing ideas, and constructing correct and complete sentences, respectively. Relatively a small number of subjects from educated family (31.4%, 25.7%, and 22.6%) comprised the bulk of learners (60%, 42.9%, and 40%) who had respectively experienced much difficulty in joining sentences, using the right vocabulary, and spelling words correctly.

However, in relation to the three reading sub-skills in which the study-subjects had much difficulty, only learners who came from uneducated family formed the majority that had experienced the difficulty. More specifically, out of 65.7% who had much difficulty in recognizing text structure, only 40% were from uneducated family. At the same time, 31.4% of learners from uneducated family again constituted most of learners (48.6%) who had much difficulty in understanding the functional value of texts at different levels. Similarly, the same number of students from uneducated family (31.4%) comprised the majority of learners (37.1%) having much difficulty in understanding writer's purpose in producing a certain text.

Like the outcome in the preceding paragraph, learners from uneducated family also formed the majority of the study-subjects who had much difficulty in two of listening sub-skills: understanding references, 48.6%; and bottom-up processing, 42.9%. To put it explicitly, 31.4% of students from uneducated family formed the majority of learners (48.6% and 42.9%) who respectively had much difficulty in understanding references and applying bottom-up processing while listening to audio texts.

With regard to speaking accuracy sub-skills, we could notice a somewhat different scenario. That is to say, students from the two parent literacy categories seemed to have formed the majority of learners having much difficulty in three of the sub-skills. More specifically, 34.3% of learners from uneducated family comprised most of learners (62.9%) who had much difficulty in using the right vocabulary in a contrived speech situation. At the same time, a small number of learners (20%) from the same family (i.e. uneducated family) made up the bulk of 37.1% of learners having much difficulty in

using the right discourse markers in the same situation. Nevertheless, 22.9% of students from educated family formed the majority of learners (42.9%) having difficulty in using the right pronoun reference in a contrived speech situation (Appendix 48).

As we recall in section 5.3.2.6, the study-subjects had much difficulty in a number of grammar sub-skills. When we scrutinize learners' difficulties with the sub-skills in terms of parent literacy categories, it appears that students from uneducated family formed the majority of subjects who had much difficulty in all of the sub-skills except one (i.e. using conjunctions). More explicitly, out of 62.9% of learners who had much difficulty in using syntactic skills correctly, only 34.3% of subjects from uneducated family formed the majority experiencing the difficulty. Similarly, 28.6% of students from uneducated family appeared to constitute the bulk of students (51.4% and 48.6%) having much difficulty in using conditional sentences and modal verbs, respectively. Out of 48.6% subjects who had much difficulty in using adverbial particles and reported speech, only 25.7% of subjects who came from uneducated family constituted the majority experiencing difficulty with both of the sub-skills. Of the same number of subjects (48.6%), only 28.6% of students from uneducated family formed the mass of students having much difficulty in using subject-verb agreement correctly. Eventually, 31.4% of subjects from the same parent literacy category made up most of 40% of the study-subjects having much difficulty in using the right passive voice. However, the only sub-skill in which learners from educated family found to have much difficulty was in using conjunctions. In connection with the use of conjunctions, only a small number of subjects (17.1%) from educated family formed the majority of learners (31.4%) experiencing difficulty in the sub-skill mentioned.

As in section 5.3.2.7, the study-subjects were found to have much difficulty only in one sub-skill: a group of words designated as 'infinitive'. When we view learners' difficulty with the particular sub-skill in terms of parent literacy categories, it was found that only learners from uneducated family formed the majority who had much difficulty. In other words, 20% of students from uneducated family constituted the majority of learners

(34.3%) who had much difficulty in using a group of words called as 'infinitive' while writing and speaking.

5.8.2 Nominal Variables and Sub-skills with Much Difficulty for 12 Subjects

As explained in section 3.2, twelve study-subjects were selected using stratified sampling method in order to carry out the speaking interview and pronunciation tests. Besides, these particular subjects were selected from three different test score categories with equal proportion as it was very difficult to interview all thirty-five study-subjects. In this particular section, an attempt was made to identify the number of subjects having much difficulty in speaking interview and pronunciation sub-skills in view of the different nominal variables: GPA, test score, age, residence, and parent literacy situations. Therefore, the sub-skills in which these 12 subjects had much difficulty included: interactions skills 2, fluency (5.3.2.4) and word stress (5.3.2.5).

As in Appendix 49, 66.7% of satisfactory performers formed the majority (91.7%) who had much difficulty in interactions sub-skills 2 (i.e. giving appropriate responses to oral stimuli). At the same time, out of 33.3% who had much difficulty in fluency, only 25% were from satisfactory performers. Again, 66.7% of satisfactory performers constituted the mass of students (100%) having much difficulty in applying the correct word stress. However, no distinct pattern was discerned with test score categories. That is to say, no particular test score category was found to have much difficulty with the sub-skills as we saw in GPA categories. For example, 33.3% of average and low-scorers formed the bulk of the subjects (91.7%) who had much difficulty in interaction skills 2. Similarly, 16.6% of subjects from the same test score category comprised the majority of students (33.3%) having much difficulty in fluency. With regard to word stress, equal number of subjects from each of the test score categories (33.3%) formed the mass (100%) experiencing the difficulty. Concerning the subjects' difficulty in relation to age categories, only subjects who belonged to 18-23 category comprised the majority of subjects having much difficulty in three of the sub-skills: 58.3% formed 91.7% in applying interaction skills 2; 25% comprised 33.3% in having fluency; and 66.7% made up 100% in using the correct word stress. As regards learners' difficulty in terms of

residence categories, it appears that 75% of subjects from rural places formed the majority of subjects (91.7% and 100%) who had much difficulty in using interactions skills 2 and word stress, respectively. Nevertheless, 16.6% from each of the residence categories formed the majority (33.3%) who had much difficulty in having fluency. With parent literacy situations, it was shown that only subjects from uneducated family seemed to comprise the mass of subjects who had much difficulty in all of the three sub-skills. Specifically, 66.7% of subjects from uneducated family constituted the bulk of subjects (91.7%) who appeared to have much difficulty in using interaction skills 2. At the same time, 75% formed 100% in using the correct word stress; and only 25% made up 33.3% who had much difficulty in demonstrating fluency in speech situations. This was supported by the data obtained from teachers' interview (section 5.9).

5.8.3 Nominal Variables and Sub-Skills with Some Difficulty for all Subjects

In section 5.3.2, an attempt was made to sort out the sub-skills in which all of the study-subjects had some difficulty. Towards this end, a scale that ranged from 'much difficulty to no difficulty' was used. However, this outcome might not tell us how many of the subjects belonging to a certain nominal category, for instance, students from rural places had some difficulty with the sub-skills. Therefore, the next section deals with this matter.

5.8.3.1 GPA Categories and Sub-Skills with Some Difficulty

In Appendix 50, satisfactory performers seemed to form the majority of subjects who had some difficulty in all of the sub-skills. Nevertheless, good performers were found to make up half of the subjects who had experienced some difficulty in using words categorized as 'gerund'.

As indicated in section 5.3.2.1, the study-subjects were found to have some difficulty in three writing sub-skills. These included: using capitalization correctly, 65.7%; spelling words correctly, 40%; and punctuating sentences, 40%. In this section, however, only two of writing sub-skills will be taken for further analysis because the sub-skill_ spelling_ was the one in which the subjects had much difficulty. As in Appendix 50, out of 68.6%

who had some difficulty in using capitalization correctly, 40% of satisfactory performers formed the majority. Regarding punctuating sentences, a lesser number of subjects (25.7%) constituted the bulk of subjects (40%) who had experienced some difficulty in applying the sub-skill in question.

Unlike the outcome in the previous paragraph, we could see that learners had some difficulty in a number of reading sub-skills (see section 5.3.2.2). These included: scanning, 82.9%; distinguishing main ideas, 60%; reference skills, 57.1%; understanding discourse markers, 57.1%; interpreting lexical cohesion, 51.4%; drawing references, 48.6%; understanding writer's tone, 45.7%; skimming, 45.7%; critical reading, 40%; and guessing meanings of words, 28.6%. When we see learners' difficulties in terms of GPA categories, learners belonging to the second category (i.e. 2.00-2.62) appeared to form the majority who had experienced some difficulty in all of the reading sub-skills listed above. More specifically, of 85.7% of learners having some difficulty in scanning for specific information while engaged in a reading activity, only 45.7% belonged to the second GPA category, named as 'satisfactory performers'. Again, 34.3% of learners belonging to the same GPA category formed the majority of subjects (60%) who had some difficulty in distinguishing main ideas while reading texts. Still, some subjects (57.1%) who appeared to have some difficulty in using reference skills and understanding the functions of discourse markers in reading situation consisted 34.3% and 37.1% of satisfactory performers, respectively. Similarly, with the rest of the sub-skills, the subjects belonging to the second GPA category constituted the majority who had some difficulty with varying degrees. In short, 31.4% of satisfactory performers formed the majority of learners (54.3%) who had some difficulty in interpreting lexical cohesion while reading texts; 25.7% constituted 48.6% in drawing inferences; 34.3% formed 45.7% in understanding writer's tone; 31.4% comprised 45.7% in skimming; 22.9% formed 40% in critical reading; and eventually quite few students (20%) constituted the bulk of learners (34.3%) having some difficulty in guessing meanings of words.

With regard to listening sub-skills, the study-subjects also seemed to have some

difficulty in five sub-skills. These included: listening for specific details, 71.4%; recognizing discourse markers, 60%; top-down processing, 45.7%; listening for the gist, 45.7%; and understanding implied meaning, 42.9%. When we see learners' performance in terms of GPA categories, the subjects belonging to the second GPA category (i.e. 2.00-2.62) appeared to have some difficulty in all of the listening sub-skills. In other words, of 71.4% who had some difficulty in listening for specific details, only 42.9% of satisfactory performers formed the majority who had experienced the difficulty. Similarly, 28.6% of satisfactory performers constituted 60% of subjects who had some difficulty in recognizing discourse markers while processing listening texts. Again, out of 45.7% of subjects having some difficulty in applying top-down processing when they were listening to audio texts, only 31.4% belonged to the second GPA category. Of the last two sub-skills in which the study-subjects (45.7% and 42.9%) had some difficulty in listening for the gist and understanding implied meaning, 22.9% and 31.4% respectively formed the majority who had experienced the difficulty.

As shown in section 5.3.2.6, the study-subjects were found to have some difficulty only in two grammar sub-skills: word forms, 54.3% and tense, 51.4%. Like the findings in the preceding paragraphs, students belonging to the second GPA category (2.00-2.62) seemed to form the majority of the subjects that had some difficulty in both of the sub-skills mentioned. Specifically, 25.7% of satisfactory performers constituted the bulk of subjects (54.3% and 54.1%) who appeared to have some difficulty in using the correct word forms and tense in writing situation.

The last analysis was concerned with learners' performance in vocabulary sub-skills. In section 5.3.2.7, it was indicated that the study-subjects were found to have some difficulty in five vocabulary sub-skills. These sub-skills included: verb forms, 42.9%; gerund, 42.9%; noun, 40%; adjective, 40%; and adverb, 37.1%. As in Appendix 50, satisfactory performers in all of the sub-skills and good performers in one sub-skill_ in using gerund appeared to form the majority of subjects having some difficulty with the sub-skills mentioned above. That is to say, out of 42.9% who had some difficulty in using the correct form of verbs in writing situations, only 25.7% belonged to satisfactory

performers. On the other hand, 20% of both satisfactory performers and good performers formed the majority of 42.9% that had some difficulty in applying gerund correctly in their writings. Only 22.9% and 28.6% constituted the bulk of subjects (40%) who had some difficulty in using the correct form of nouns and adjectives, respectively. Lastly, 25.7% of satisfactory performers comprised the mass of learners (37.1%) who appeared to have some difficulty in using the correct form of adverb in their written texts.

5.8.3.2 Test score categories and sub-skills with some difficulty

It was to be recalled that the writing sub-skills in which the study-subjects had some difficulty were three in number, but two were taken for further analysis as one of them was the one in which they had much difficulty. These sub-skills included: capitalization (68.6%) and punctuating sentences (40%) in writing situations. Unlike the outcome in section 5.8.1.2, there appears to be lack of uniformity in the group of learners forming the majority of subjects having some difficulty in writing sub-skills. In other words, 25.7% of average-scorers formed the majority of subjects (68.6%) having some difficulty in capitalizing words while engaged in a writing activity. On the other hand, two of the other test score categories, 14.3% of high-scorers and low-scorers, formed the bulk of subjects (40%) who had some difficulty in punctuating sentences in writing situation (Appendix 51).

Just like the outcome in the preceding paragraph, there appears to be variability in the majority of subjects who had some difficulty in reading sub-skills. That is to say, the subjects who formed the majority that had some difficulty with the reading sub-skills belonged to different test score categories. Consequently, the sub-skills in which high-scores seemed to have some difficulty were found to be: scanning for specific information in which 34.3% formed the majority of subjects (85.7%); distinguishing main ideas wherein 22.9% of high-scorers were part of 60% of subjects who had some difficulty with it; and understanding discourse markers and drawing inferences in which the same number of high-scores (22.9%) respectively comprised part of 57.1% and 48.6% who had some difficulty with the sub-skill. Similarly, averages-scorers seemed to

form the bulk of subjects who had some difficulty in certain reading sub-skills. These included: applying reference skills in which 25.7% of average-scorers constituted the majority of 57.1% who had some difficulty with it; skimming for general idea wherein only 20% of average-scorers formed the bulk of subjects (45.7%) who had experienced the difficulty; and eventually fewer number of average-scorers (14.3%) happened to form the majority of subjects (40% and 34.3%) in applying critical reading and guessing meanings of words, respectively. Regarding low-scorers, they also formed the majority of subjects who had some difficulty in few sub-skills. These sub-skills included: interpreting lexical cohesion in which 22.9% of low-scorers comprised the bulk of subjects (54.3%) who had some difficulty with the particular sub-skill; understanding writer's tone wherein only 17.1% of low-scorers constituted the majority of subjects (45.7%) that had experienced difficulty; and finally 14.3% of low-scorers were found to have as much difficulty as average-scorers in applying critical reading skills while engaged in reading tasks.

With regard to listening sub-skills, we also see the same variability as we did in the previous paragraphs. In other words, learners belonging to the three test score categories alternately formed the majority of learners having some difficulty with the listening sub-skills. For example, 22.9% of high-scorers were found to form the majority of subjects (60%) having some difficulty in recognizing discourse markers and 20% constituted the bulk of subjects (45.7%) who had some difficulty in listening for the gist while listening to audio-texts. At the same time, average-scorers formed the majority of learners who had some difficulty in two listening sub-skills. These were: listening for specific details and understanding implied meaning. That is to say, 25.7% of average-scorers comprised the mass of learners (71.4%) having some difficulty with listening for specific details and 20% were part of learners (42.9%) that had experienced some difficulty in understanding implied meaning while occupied with listening activity.

As in section 5.3.2.6, the study-subjects were found to have some difficulty with only two grammar sub-skills: word forms, 54.3%; and tense, 51.4%. As shown in Appendix 51, high-scorers were the only ones who formed the majority of subjects having some

difficulty in the sub-skills mentioned above. More specifically, 22.9% of high-scorers constituted the bulk of subjects (54.3%) who had some difficulty in using word forms correctly. Simultaneously, only 20% of these subjects appeared to form the mass of subjects (51.4%) who had some difficulty in using the correct tense form.

As we noticed in the preceding paragraphs, we could also see subjects forming the majority who had experienced some difficulty with vocabulary sub-skills alternating each time. For instance, high-scorers seemed to form the majority only in three vocabulary sub-skills. Specifically, 17.1% of these subjects comprised the mass of learners (42.9%) having some difficulty in correctly using a group of words categorized under 'word forms'. Again, 20% and 14.3% of high-scorers constituted the bulk of subjects (42.9% and 40%) who experienced some difficulty in correctly using gerund and noun, respectively. Average-scorers, on their part, appeared to form the majority who had some difficulty only in two sub-skills. To be exact, 14.3% of average-scorers formed the mass of subjects (40%) who had some difficulty in appropriately using words grouped under 'noun'. Still, 17.1% of these subjects formed the majority of subjects (37.1%) who had some difficulty in using adverbs correctly. Eventually, out of 40% who had some difficulty in using words designated as 'adjective', only 20% of low-scorers comprised the majority experiencing the difficulty.

5.8.3.3 Age Categories and Sub-Skills with Some Difficulty

As explained in section 5.8.1.3, the subjects in the second age category (i.e. 18-23) were the ones who formed the majority of learners having some difficulty with the sub-skills. This was due to the fact that most of the study-subjects were unduly concentrated in one age category. In spite of this, we could still see variations across the sub-skills in the number of subjects who formed the majority who had some difficulty.

With regard to writing sub-skills, out of 68.6% subjects who had some difficulty in using capitalization while writing texts, 54.3% of learners belonging to 18-23 age category formed the majority experiencing difficulty with the sub-skills. At the same time, a lesser

number of subjects (28.6%) belonging to the same age category comprised the mass of learners (40%) who had some difficulty in punctuating sentences properly while involved in writing activities.

As shown in section 5.3.2.2, the study-subjects appeared to have some difficulty in a number of reading sub-skills. These sub-skills included: scanning, distinguishing main ideas, reference skills, understanding discourse markers, interpreting lexical cohesion, drawing inferences, understanding writer's tone, skimming, critical reading, and guessing meanings of words. In all of these sub-skills, subjects belonging to the second age category were only ones who had some difficulty. However, there appears to be variations in the number of subjects forming the majority in each sub-skill. Out of 85.7% who appeared to have some difficulty in scanning for specific details in reading situations, only 57.1% of subjects belonging to the second age category formed the majority having the difficulty. Similarly, 40% of subjects belonging to the same age category comprised the mass of learners (60%) who had experienced some difficulty in distinguishing main ideas while reading texts. Again, of 57.1% who had some difficulty in using reference skills and understanding discourse markers, 34.3% and 37.1% of learners belonging to 18-23 age category formed the majority, respectively. In short, this variation in the number of subjects forming the majority happens with the rest of the sub-skills as in Appendix 52: interpreting lexical cohesion, 40% formed the majority of 54.3%; drawing inferences, 34.3% constitute 48.6%; understanding writer's tone, 28.6% comprised 45.7%; skimming, 34.3% formed 45.7%; critical reading, 34.3% composed 40%; and finally 22.9% made up 34.3% who had some difficulty in guessing meanings of words.

As indicated in section 5.3.2.3, the study-subjects appeared to have more listening sub-skills in which they had some difficulty than those in which they had much difficulty. These sub-skills included: listening for specific details, 71.4%; recognizing discourse markers, 60%; top-down processing and listening for the gist, 45.7%; and understanding implied meanings, 42.9%. As we could notice in Appendix 52, the subjects who formed the majority that had some difficulty in the sub-skills mentioned

were all from the second age group category, 18-23. More specifically, out of 71.4% who had some difficulty in listening for specific ideas, 51.4% were from 18-23 age group category. Besides, 42.9% from the same age group category comprised the mass of subjects (60%) who had some difficulty in recognizing discourse markers in listening situations. Of 45.7% having some difficulty in top-down processing and listening for the gist, 31.4% and 28.6% of subjects from 18-23 age group category respectively made up the bulk experiencing the difficulty. Eventually, 31.4% formed the majority of subjects (42.9%) who had experienced some difficulty in understanding implied meaning while listening to audio-texts.

With regard to grammar, the subjects had some difficulty only in two sub-skills: word forms, 54.3%; and tense, 51.4% (see section 5.3.2.6). Even with these grammar sub-skills, the subjects who formed the majority having some difficulty were those from 18-23 age group category. To be more specific, 31.4% of subjects from the second age group constituted 54.3% who had some difficulty in using the correct word forms while writing. At the same time, of 51.4% who had experienced some difficulty in using the correct tense in their writing, only 37.1% were from the second age category.

In section 5.3.2.7, it was indicated that the study-subjects had some difficulty in all of vocabulary sub-skills except one. The subjects who formed the majority of learners having some difficulty with all of these sub-skills were found to be all from the second age category. Out of 42.9% experiencing some difficulty in using the correct word forms and gerund, 25.7% and 31.4% respectively were from 18-23 age group category. Similarly, 28.6% and 34.3% of subjects from the same age group formed the mass of learners (40%) who had some difficulty in using words categorized as 'noun' and 'adjective', respectively. Finally, 31.4% of subjects from the second age category formed the bulk of learners (37.1%) who had experienced some difficulty in using a group of words designated as 'adverb'.

5.8.3.4 Residence Categories and Sub-Skills with Some Difficulty

When it comes to analyzing learners difficulties in terms of residence categories, it

appears that subjects from rural places were the ones who formed the bulk of learners having some difficulty with almost all of the sub-skills (Appendix 53). This might be ascribed to the majority of subjects (74.3%) come from rural places. Therefore, it may not be surprising if these subjects comprised the majority experiencing some difficulty with all of the sub-skills. However, we could notice variations in the number of these subjects from the countryside across the sub-skills. Consequently, the analysis below will be concerned with this.

As explained in section 5.3.2.1, the study-subjects were found to have some difficulty in three writing sub-skills. These included: using capitalization correctly, 65.7%; spelling words correctly, 40%; and punctuating sentences appropriately, 40%. However, one of the sub-skills (i.e. spelling words) was found to be the one with which they had much difficulty. Therefore, the analysis is concerned with the rest of the sub-skills: capitalization and punctuating sentences. As in Appendix 53, the subjects from rural places seemed to have some difficulty with both of the sub-skills. Specifically, 45.7% of rural students appeared to form the majority of subjects (68.6%) who had some difficulty in capitalizing words while writing. Similarly, out of 40% who had some difficulty in punctuating sentences in writing situation, only 31.4% of rural students constituted the majority experiencing the difficulty.

As shown in section 5.3.2.2, the study-subjects seemed to have some difficulty in most of reading sub-skills. Of 85.7% subjects who appeared to experience some difficulty in scanning for specific ideas while reading texts, 65.7% of students from rural places formed the majority. At the same time, 45.7% of learners from the same residence category comprised part of subjects (60%) who had some difficulty in distinguishing main ideas. Again, 57.1% of the subjects having some difficulty in using reference skills and understanding discourse markers consisted of 48.6% and 42.9% of learners from rural places, respectively. Furthermore, out of 54.3% who appeared to have some difficulty in interpreting lexical cohesion, 40% were from rural places. Similarly, the number of subjects from rural places varies with the rest of reading sub-skills. For instance, 31.4% of subjects from rural places formed the majority of learners (48.6%)

who had some difficulty in drawing inferences; 37.1% comprised 45.7% having some difficulty in understanding writer's tone and skimming; 25.7% constituted 40% and 34.3% in applying critical reading and guessing the meanings of words, respectively.

With regard to listening sub-skills, the study-subjects seemed to have some difficulty in five sub-skills. These included: listening for specific details, 71.4%; recognizing discourse markers, 60%; top-down processing and listening for the gist, 45.7%; and understanding implied meanings, 42.9%. In all of these sub-skills, only learners from rural places formed the majority of subjects who had some difficulty with them. Like in the preceding paragraphs, we could also notice variations in the number of subjects forming the majority having some difficulty with the sub-skills. To be more precise, of a large number of subjects (71.4%) who had some difficulty in listening for specific details, 51.4% came from rural places. Again, 45.7% constituted the mass of subjects (60%) who had some difficulty in recognizing discourse markers. Concerning top-down processing, 34.3% formed the majority of subjects (45.7%) who experienced some difficulty with it. Out of 45.7% having some difficulty in listening for the gist, 42.9% came from rural places. Eventually, 31.4% of rural students comprised the bulk of learners (42.9%) who had some difficulty in understanding implied meaning in listening situations.

In section 5.3.2.6, it was mentioned that the study-subjects had some difficulty in only two grammar sub-skills. When we see learners' difficulties in terms of residence categories, subjects only from rural places formed the majority who had some difficulty with both of the sub-skills. Specifically, a large number of subjects (42.9%) constituted the mass of learners (54.3% and 51.4%) who had some difficulty in using the correct word forms and tense while writing, respectively.

As revealed in section 5.3.2.7, the study-subjects had some difficulty in all of vocabulary sub-skills except one. In these sub-skills, a lesser number of learners from rural places made up the mass of the subjects having some difficulty with the sub-skills. More specifically, out of 42.9% who had experienced some difficulty in using verb forms and

gerund, 31.4% and 40% of subjects from rural places respectively formed the bulk of subjects. Similarly, of 40% having some difficulty in using groups of words categorized as 'noun' and 'adjective', 25.7% and 22.9% of learners from rural places formed the majority experiencing the difficulty. Finally, a small number of subjects from rural places (22.9%) comprised the bulk of the learners (37.1%) having some difficulty in using a group of words designated as 'adverb' in their writing or speaking (Appendix 53).

5.8.3.5 Parent Literacy Categories and Sub-Skills with Some Difficulty

As in Appendix 54, the subjects from uneducated family seemed to have some difficulty in all of the sub-skills. However, the only exception is learners from educated family appeared to have some difficulty in punctuating sentences while engaged in a writing activity. It was reported in section 5.3.2.1 that the study-subjects had some difficulty in three writing sub-skills: using capitalization correctly, 65.7%; spelling words correctly, 40%; and punctuating sentences appropriately, 40%. At the same time, it was found that the subjects had much difficulty in one of these three writing sub-skills. Therefore, the analysis in the current section will be concerned with the other two sub-skills: capitalization and punctuating sentences. Specifically, 45.7% of students from uneducated family formed the mass of learners who had some difficulty in capitalizing words while writing. On the other hand, of 40% of subjects who appeared to experience some difficulty in punctuating sentences while producing written texts, only 22.9% were from educated family.

In section 5.3.2.2, it was indicated that the study-subjects had some difficulty with most of reading sub-skills. Unlike the outcome in the preceding paragraph, only subjects from uneducated family formed the majority of learners who appeared to have some difficulty with these sub-skills. However, there appears to be variations in the number of subjects who comprised the majority having some difficulty with the sub-skills. To be more precise, 60% of subjects from uneducated family seemed to constitute the bulk of learners (85.7%) who had some difficulty in scanning for specific ideas in reading situations. Simultaneously, of 60% who seemed to have some difficulty in distinguishing main ideas while processing reading texts, 37.1% of the subjects were from uneducated

family. Furthermore, 57.1% consisted of learners (37.1% and 40%) who were found to have some difficulty in using reference skills and understanding discourse markers, respectively. In short, learners from uneducated family comprised the mass of subjects who had experienced some difficulty with the rest of the sub-skills as shown in Appendix 54: 31.4% constituted 54.3% in interpreting lexical cohesion; again 31.4% formed 48.6% in drawing inferences; still 31.4% made up 45.7% in understanding writer's tone and skimming; 28.6% comprised 40% in applying critical reading; and eventually 25.7% constituted 34.3% in guessing meanings of words.

Similarly, the study-subjects appeared to have some difficulty with five listening sub-skills. These sub-skills included: listening for specific details, 71.4%; recognizing discourse markers, 60%; top-down processing and listening for the gist, 45.7%; and understanding implied meanings, 42.9%. When we see learners' performance in light of parent literacy categories, once again students from uneducated family formed the majority of subjects who had experienced some difficulty in these sub-skills. However, there appears to be variations in the number of subjects across the sub-skills. More specifically, 48.6% of subjects from uneducated family comprised the mass of subjects (71.4% and 60%) who had some difficulty in listening for specific details and recognizing discourse markers, respectively. Out of 45.7% of subjects who appeared to have some difficulty in top-down processing and listening for the gist, 31.4% and 34.3% of subjects from uneducated family respectively constituted the bulk of learners who experienced the difficulty. At last, 28.6% of learners from the same parent literacy category formed the mass of learners (42.9%) having some difficulty in understanding implied meaning in listening situations (Appendix 54).

With regard to grammar sub-skills, again learners from uneducated family comprised the bulk of learners who had some difficulty with two of the sub-skills: word forms, 54.3%; and tense, 51.4%. To put precisely, 37.1% of subjects from uneducated family formed the majority of learners (54.3%) who experienced some difficulty in using the correct word forms while writing or speaking. Similarly, of 51.4% having some difficulty

in using the correct tense while writing or speaking, 31.4% consisted of learners who came from uneducated family.

Likewise in the grammar sub-skills, the subjects who came from uneducated family made up the mass of students who had experienced some difficulty in all of the vocabulary sub-skills. Nevertheless, the number of these subjects varies from sub-skill to sub-skill. To be more precise, 28.6% who were from uneducated family formed the majority of subjects (42.9%) having some difficulty in using correctly words categorized as 'verb forms' and 'gerund'. At the same time, of 40% who appeared to have some difficulty in using words designated as 'noun' and 'adjective', 22.9% of students that came from uneducated family constituted the bulk experiencing the difficulty. Finally, 20% of subjects who belonged to the same parent literacy category comprised the mass of learners having some difficulty in appropriately using words grouped as 'adverb'.

5.8.4 Nominal Variables and Sub-skills with Some Difficulty for 12 Subjects

As in sections 5.3.2.4 and 5.3.2.5, the study-subjects were found to have some difficulty in three sub-skills: fluency, 33.3%; pronouncing words, 66.7%; and intonation, 100%. However, students' performance only in the last two of the sub-skills was discussed in the particular section. This is due to the presence of equal number of subjects who simultaneously had much and some difficulty in the sub-skill_ fluency.

In Appendix 55, it was indicated that only satisfactory performers formed the majority of students who had some difficulty in pronouncing words and intonation. Specifically, 25% of satisfactory performers constituted the mass of subjects (58.3%) who had some difficulty in pronouncing words. At the same time, a large number of satisfactory performers (66.7%) made up 100% of the subjects having some difficulty in using the right intonation.

With regard to test score categories, only high-scorers seemed to constitute the majority of learners (58.3%) who had experienced some difficulty in pronouncing words correctly. Nevertheless, we don't see a particular group of learners having difficulty in

using appropriate intonation. In other words, subjects in all of the test score categories equally experienced some difficulty in applying intonation in a read-aloud situation.

Unlike the outcome in the preceding paragraph, the study-subjects in the first age category (i.e. 18-23) were the once who comprised the bulk of learners who had some difficulty in both of the pronunciation sub-skills. That is to say, 58.3% consisted of 33.3% of learners who belonged to 18-23 age category. These learners had some difficulty in pronouncing words correctly. Similarly, out of 100% who had some difficulty in using intonation correctly, only 66.7% of students in 18-23 age category formed the majority.

Regarding residence, it appears that only students who came from rural places constituted the majority who had some difficulty in both of pronunciation sub-skills: pronouncing words and using the correct intonation. More specifically, 50% of students from rural places comprised the total number of students (58.3%) who had some difficulty in pronouncing words correctly. At the same time, a large number of subjects (75%) from the same residence category formed the bulk of students (100%) having some difficulty in using the right intonation. This was consistent with what was found in teachers' interview (Appendix 56).

In relation to parent literacy categories, subjects who came from uneducated family seemed to form the majority who had experienced some difficulty in both of pronunciation sub-skills. To be more specific, subjects from uneducated family (58.3%) appeared to be the only ones who had some difficulty in pronouncing words correctly. At the same time, a large number of subjects (75%) constituted the bulk of subjects (100%) who had some difficulty in using appropriate intonation. Again, this was reiterated by teachers during the interview session (Appendix 56).

5.9 Findings from Teachers' Interview

Six instructors participated in the interview. All of the interviewee had M.A in TEFL and one of them was pursuing his PhD in UNISA. They had teaching experience ranging

from three to eight years in colleges and universities in the country. Some had also the experience of teaching English in elementary and high schools.

All of the instructors did not hesitate to disclose the absence of favourable environment in DU for the teaching of the skill courses. The problem emanated from the lack of resources, harsh physical environment, and partly from the infrastructure that was not yet well-established. The interviewee also reiterated the impact that the lack of resources especially books, stationery materials, printing and duplicating services might have on teachers' daily duties of preparing materials for their students. However, some of the instructors were determined to put up with these problems and continue executing their duties as committed teachers would do.

Despite the inconveniences of the teaching environment in DU, all of the teachers reported that their attitude towards the teaching profession in general and the teaching of the English language in particular was positive. Hence, they stressed that they were enjoying teaching English because they believed that they were executing their duties of producing efficient professionals who would be serving the country in different sectors.

Furthermore, the instructors responded that they liked teaching the skill courses very much. Particularly, they emphasized the importance of teaching each macro-skill in EAP setting. As a result, they attached different reasons for teaching the macro-skills. Some of the reasons they mentioned were listed as follows: one, the teaching of reading skills might help to promote independent learning of students thereby enabling learners to study content subjects in English; two, it would also have advantages both for teachers and students as it would help them to improve their capabilities of using the skills efficiently; three, teaching the skill courses would give learners opportunities to practice the particular language skill they were being taught; eventually, it would also give teachers the chance to devise tasks for their learners so that they could see how the learners were making progress.

It appears from the responses given during the interview that all of the instructors taught

common course such as Sophomore English, Basic Writing Skills, and Communicative English Skills. Besides, all of the respondents reported that they taught writing skills courses: Basic Writing Skills, and Advanced Writing Skills I & II. However, they differed from each other in teaching Reading Skills, Listening Skills, and Spoken English I & II. That is to say, when some of them taught Reading Skills, others gave Listening Skills, Spoken English I, or Spoken English II. During the years of their stay in DU, the instructors reported that they repeatedly taught the specific skill courses they were assigned to teach.

With regard to materials preparation, almost all of the instructors responded that they used ready-made materials and they also prepared their own materials to teach the skill courses. They often used ready-made materials to teach common courses such as Communicative English Skills, and Basic Writing Skills as the contents of the courses and activities had to be uniform across departments. Hence, instructors were not encouraged to bring in their own materials. However, instructors preferred to prepare their own materials if they were assigned to teach a specific skill course individually. In this connection, they reported that they had certain reasons for preparing the course materials. The instructors changed a reading passage or a task when they thought it was not suitable for their particular learners or when they believed the materials had been overused for consecutive years. In relation to the suitability of materials, the teachers reported that they used informal discussions or they provided some tasks to see how their students performed. Based on these assessments, the instructors prepared the materials. During materials preparation, they used different sources such as the Internet, various books and modules from the library, and personal books.

When the instructors were asked whether the existing materials were responsive to students' needs, almost all of them replied that the materials failed to consider students' linguistic competence because the students lacked the necessary competence when they joined the university. It appears that both teachers and students in secondary and junior schools had not been giving due attention to English classes. Consequently, learners faced great difficulty when they were required to do activities independently in

the university. In this connection, one of the respondents aired students' complaints that the materials for Communicative English Skills course were very difficult for them. This situation forced teachers to use their own materials despite the government's attempt to harmonize the particular course through what it called 'modularization'. One of the respondents even went to the extent of preparing his own module for the particular skill course he was teaching and he found that his students enjoyed doing the activities he had designed. Hence, other teachers also prepared their own materials to meet their learners' needs based on their personal experience with the students.

When the respondents were asked to identify the linguistic difficulties of their students, they attempted to describe the problems in terms of the skill courses. As to the responses given, learners had difficulties related to the reading skills. The difficulties included: inability to guess the meanings using contextual clues, difficulties of applying critical reading skills and inferencing skills. Students also had difficulty in accessing the meaning of a reading text because of a change in the form of a word (i.e. when the past form of a word is used). Students were found to have very limited vocabulary as a result they could not comprehend the reading passage fully. This situation was worsened by their slow reading. With regard to listening problems, the instructors stressed that their students lacked the exposure to different accents of English and they were not used to listening the news. Consequently, they had difficulty of coping with the speed of the speakers and miss the specific details of the listening text. Regarding writing, learners appeared to have all sorts of problems. In other words, they seemed to have more acute problems with writing than the reading skills. Most of their problems included: problems of spelling, capitalization, punctuation, constructing complete and correct sentences, organizing their ideas, and so on. Their paragraphs consisted of sentence fragments without any punctuation marks and thereby making it difficult for the teachers to sense meaning. In short, they had great difficulty to communicate their ideas through writing. Similarly, learners had difficulty in speaking the English language. Some of their problems were inability to articulate words and expression correctly (i.e. pronunciation problem), psychological or emotional problems and lack of confidence when asked to speak before their classmates, using inappropriate expressions because of limited

vocabulary, unable to respond correctly when asked, and thus they were unable to speak accurately. This was consistent with the findings from the tests. Specifically, learners from uneducated family and those from rural places had great difficulty in pronouncing words and using the correct intonation (section 5.8.2 & 5.8.4). However, it was reported that the study-subjects appeared to have good knowledge of grammar of English because the instructors believed that grammar was given emphasis in high schools. In short, the instructors stressed that the language problems of the students mainly resulted from students' poor language background.

Then, the instructors were asked if students who varied in age, sex, GPA, socio-economic background, and residence differed from each other in the kind of language difficulties. Teachers responded that GPA was not a good predictor of language difficulty as students with good GPA might have more difficulty with a language sub-skill than those who had low GPA. They suggested that there could be mismatch between GPA and linguistic difficulty. Similarly, the instructors argued that age could not be taken as a distinguishing factor since all learners could be grouped under the same age category. However, they reported that students might differ significantly in terms of other variables such as sex, L1, socio-economic background, and residence. In relation to sex, it was suggested in teachers' responses that female students especially from countryside were shyer than those from urban areas. In contrast, males from the countryside may not feel as shy as females from the same place. In this connection, the teachers stressed that there was distinct difference in language performance between students from urban and rural places. Besides, it was indicated that students from urban places had more exposure to different English language resources than those that who came from rural places. As result, the former might be more confident and could express themselves better with the language than the latter. Furthermore, students from better socio-economic background (i.e. educated family) might have opportunities for better provisions of language materials than those who came from uneducated family. Finally, the instructors suggested that students might differ from each other in terms of sound production because of their L1. That is to say, students who had a specific L1 might differ in producing speech sounds from those students having a different L1. In

this regard, the instructors stressed that students especially from Tigray and Oromyia regions had severe problems and it was difficult for the instructors even to communicate with these students.

Next, the instructors were asked whether changes should be made to the current English curriculum, the syllabus of each skill course, and instructional materials, taking learners' linguistic difficulties into consideration. Then, almost all of the instructors responded that there should be changes and modifications made especially to the credit hours of the skill courses. According to their responses, the current curriculum was meant for students who had the required language proficiency and for those who could construct knowledge by doing independent reading and writing. However, when we see students presently entering higher institutions, they had very low English language proficiency. As a result, the credit hours allotted for the skill courses especially reading skills and other skill courses were not sufficient. Although the instructors believed that the contents of the courses should be changed, one of them argued that the difficulty level should not be compromised because it was already minimized. Rather, the courses given at university level had to be a little bit challenging for students.

Eventually, the instructors were asked to give suggestions besides making changes to the curriculum, syllabi, course contents and instructional materials. Some of the suggestions they gave included the following: the government should seek ways of satisfying teachers' needs at high schools and junior schools as they were not executing their duties properly; the government should strive to increase the validity of the entrance examination by discouraging cheating during examinations and improving the quality of test items so that only capable students would be allowed to join the universities in the country; university teachers should be committed to help learners with linguistic difficulties by trying to locate where their problem lies; curriculum designers should conduct needs analysis and do some research prior to designing courses; and finally university instructors should be involved in curriculum designing.

5.10 Discussions on the Findings of the Study

In section 1.3, it was mentioned that Ethiopian students' English language proficiency was declining from time to time. Some of the reasons for the decline were shortage of qualified teachers, destruction of textbooks, large class size, and lack of opportunities for learners to use or practice the language (Taye, 1999; Alemu, 2004). When we examine the present situation in Ethiopia, the problem seems to have persisted and even worsened from time to time. During the interview session, DU instructors stressed that students came to universities with so low proficiency that they were not capable of doing independent work. In other words, they found it difficult to comprehend written texts and prepare a written report of their reading meaningfully. This finding was compatible with what Mesafint (2009) identified. In his study, Mesafint (2009) found that the new entrants were too ill-equipped to follow their tertiary education at Gondar University. This finding was also supported by some earlier studies done in Ethiopia (Gebremedhin, 1993; Mekonnen, 1998; Alamirew, 2005). As in the findings from the tests and interview with teachers, it was found that the current study-subjects had the most difficulty in writing skills. This was in contradiction with Abebe (2008) who suggested that the least prioritized language skill was writing for his particular subjects. However, Alamirew (2005) found that students in Addis Ababa high schools performed poorly in writing skills because this skill was not properly taught in the schools. Similarly, DU instructors indicated that students joined universities in the country with very low proficiency as teachers did not give due attention to English language teaching and students, on their parts, were not interested to learn. In connection to this, the subjects in the background questionnaire reported that they had difficulties in learning the English language skills at different levels of education (i.e. primary, secondary, and preparatory levels).

With regard to learners' difficulty at sub-skills level, the findings in the tests suggested that the study-subjects had much and some difficulty in a number of sub-skills (section 5.3.2). In the writing test, it was found that the subjects had much difficulty in six sub-skills. These included: spelling words correctly, 40%; using correct and complete sentences, 68.6%; joining sentences, 60%; using the right vocabulary, 42.9%;

organizing ideas, 85.7%; and synthesizing ideas, 71.4%. This was supported by the findings in the teachers' interview. Teachers stressed that their learners had all sorts of writing problems such as spelling, capitalization, punctuation, constructing complete and correct sentences, organizing their ideas, and so on. In the reading test, the findings suggested that the subjects had much difficulty in three sub-skills. These included: understanding functional value, 48.6%; recognizing text structure, 65.7%; and understanding writer's purpose, 37.1%. However, this was not supported by teachers' response in the interview in which they pointed out that their students had much difficulty in guessing the meanings of words using contextual clues, applying critical reading skills and using inferencing skills. Maybe these reading sub-skills which teachers identified as students having much difficulty might have been the ones that the subjects had some difficulty. In relation to listening sub-skills, it was suggested that the subjects had much difficulty only in two sub-skills: bottom-up processing, 42.9%; and understanding references, 48.6%. Nevertheless, these were not suggested by teachers in the interview. What they identified as a problem with their students was understanding specific details while listening to audio-texts. Concerning speaking sub-skills, the subjects were found to have much difficulty in two sub-skills. These were: interaction skill 2, 91.7%; and fluency, 33.3%. This finding was consistent with teachers' interview. During the interview, the teachers expressed that their students had much difficulty in responding to verbal stimulus and they attempted to express everything with their limited vocabulary. In the grammar test, it was found that learners had much difficulty in a number of sub-skills or grammatical areas: passive voice, 40%; modal verbs, 48.6%; adverbial particles, 48.6%; reported speech, 48.6%; conjunctions, 31.4%; conditional sentences, 51.4%; subject-verb, 45.7%; and syntactic skills, 62.9%. However, this finding was not supported by instructors' response in the interview. More specifically, the teachers reported that their students had no difficulty in grammar as grammar teaching was given more emphasis in high schools. With regard to vocabulary, the study-subjects were found to have much difficulty only in one sub-skill (i.e. in a group of words designated as infinitive). On the contrary, it was suggested in the interview that students had severe shortage of vocabulary while they were attempting to communicate orally. Perhaps, students might have much more difficulty in

production skills than in recognition skills. Eventually, the findings from the tests suggested that learners had the most difficulty in pronunciation. This was consistent with what was suggested in the interview. During the interview session, teachers expressed that their students had much difficulty in pronouncing words mainly because of lack of exposure to different English accents and L1 interference.

With regard to viewing learners' linguistic difficulties in terms of nominal variables, it appears that the study-subjects belonging to certain categories seemed to have much difficulty with the sub-skills when compared to the rest in others categories. In the tests, satisfactory performers were found to constitute the bulk of the study-subjects who were found to have much and some difficulty in the sub-skills. Furthermore, low-scorers were found to form the majority of learners having much difficulty in large number of sub-skills (section 5.3.2). However, these findings were not supported in the interview as the instructors suggested the possibility that GPA and subjects' difficulties with sub-skills might not be related. As in the findings of the tests, students from rural places appeared to constitute the majority of learners having much and some difficulty with sub-skills. In addition, students from uneducated family were the ones who comprised the mass of subjects who had much difficulty in many of the sub-skills (section 5.3.2). These findings were consistent with what was found in the interview session. During the interview, the instructors stressed that their students showed marked difference in their performance as they had come from different socio-economic backgrounds and place of living. More specifically, students who came from uneducated family and those who came from rural places were significantly different from those who came from educated families and urban areas.

Nonetheless, students belonging to few other categories of the variables appeared to have much difficulty with a certain sub-skills. For example, good performers were the ones who formed the majority of learners having much difficulty in applying bottom-up processing while listening to audio-texts and some difficulty in using vocabulary words grouped under gerund; average-scorers in understanding writer's purpose and using the correct passive voice in writing or speaking situations; and high-scorers in using bottom-

up processing while decoding audio-texts. At the same time, learners from educated family were found to form the bulk of students who had much difficulty in some of the sub-skills. These sub-skills included: joining sentences, using the right vocabulary, and spelling while writing; using pronoun reference in speaking accuracy; and conjunctions in grammar. However, this was not supported in the interview. Perhaps, this issue might require far deeper analysis than mere observation.

In connection to the suitability of the learning environment, it was suggested that different factors constrained the teaching of the skill courses. In the learning situation questionnaire, both teachers and students reported that the teaching process was affected by different factors such as lack of access to the language laboratory, poor language background, lack of interest, shortage of books, shortage of time, absenteeism, unscheduled meetings during class time, less contact hours for skill courses, and late admission. Some of these factors were seemed to have been supported by the findings of the interview. In the interview, the instructors revealed that lack of resources and the harsh physical environment had affected negatively their day-to-day teaching activities.

In section 1.6, it was indicated that there was mismatch between learners' needs and course books (Daniel 2007, Kidane 2005, Meaza 1999, Alemu 2004, Tessema 2005). In other words, the course books failed to meet students' needs as there was no needs analysis prior to the designing of the course books. This was consistent with what was found in the current study. As to the findings from the document analysis, certain sub-skills with which the subjects had much difficulty were not treated in the skill courses. The list below shows the missing sub-skills in the instructional materials of the skill courses given in DU:

- In writing skills: synthesizing ideas, 71.4%; and using the right vocabulary, 42.9%.
- In reading skills: understanding functional value, 48.6%; understanding writer's purpose, 37.1%; understanding relationships signaled by discourse markers, 57.1%; interpreting lexical cohesion, 51.4%; drawing inferences, 48.6%; and understanding writer's tone, 45.7%.

- In listening test: bottom-up processing, 42.9%; and understanding references, 48.6%.
- In speaking test: fluency, 33.3%; vocabulary, 75%; pronoun reference, 41.7%; use of discourse markers, 41.7%; and pronouncing words, 66.7%.

In the interview session, the instructors stressed that the ready-made course materials and the syllabi for the skill courses were not responsive to students' needs because there was no attempt made to carry out needs analysis before designing the syllabi or writing the course materials. Particularly, the syllabi were usually handed down by the MOE without the least consideration for differences between students coming from different socio-economic and linguistic backgrounds. Consequently, the instructors had to use their own materials with a view to meet learners' actual needs. Towards this end, the teachers reported using different resources in the course of preparing their own materials. Some of the resource they used included: the Internet, books, and modules from other universities.

In the learning situation questionnaire, it was indicated that the credit hours for the skill courses were not sufficient so as to achieve the programme objectives of the English Department. When we closely examine the curriculum, there appears to be imbalance in the allocation of credit hours among the skill courses (Appendix 57). For instance, reading and listening courses seemed to have the least credit hours in contrast to the other skill courses. This finding was consistent with what was found in the interview. In the interview session, teachers stressed that the credit hours were insufficient to make the learners proficient users of the language. The main reason for the insufficiency of the credit hours according to the instructors' response was students' low proficiency while they were joining the universities. As a result, the instructors suggested that the curriculum, syllabi of the skill courses, and contents of course materials needed to undergo complete revision taking learners' linguistic difficulties into consideration.

5.11 Conclusions

In this chapter, we have read that thirty-five subjects took part in the main study. In the

findings of the background questionnaire, we have seen how students varied from each other; for example, the region they came from, their L1, family background, school background, and their language learning experience and a host of other issues. The sub-skills questionnaire revealed the felt-needs of learners in terms of sub-skills. These sub-skills identified were also presented in the tests to justify to what extent learners had difficulties with them. The different tests, in turn, showed the sub-skills with which learners had much difficulty and some difficulty. The overall assessment of students' test performance, on its part, showed the macro-skills and language aspects with which learners had much difficulty. The self-rating of the sub-skills helped in showing how accurate the learners were to assess their difficulties with the sub-skills in test situations. We have also seen that the document analysis was done twice within a month in order to identify the sub-skills treated or required by the skill courses. The result thus found was checked against the findings in the tests to show the gap between learner needs and provisions made by the teaching materials. The learning situation questionnaire helped in revealing how students perceived their linguistic competence in general and their performance in the skills courses in particular. In addition, it helped in showing the resources that constrained the teaching of the skills courses. The target situation analysis also helped us to see what language demands were made in work situations and what language difficulties that the graduates had in their work places. In addition, the assessment helped in getting the graduates' assessment of the learning situation of DU during their university days. Then, an attempt was made to see learners' linguistic difficulties in terms the various categories of nominal variables. Towards this end, frequency counts and percentages were used to describe the number of subjects in each category having much or some difficulty with a particular sub-skill. Eventually, an interview was made to instructors in order to seek information on different aspects.

Chapter Six

Summary, Implications, and Recommendations

6.1 Summary

It was reported that 35 subjects participated in the main study. Most of these subjects (77.1%) were youngsters who fell under the age category of 18-23 years. The subjects came from different regions of the country, speaking different mother tongues. Most of them (71.4%) were raised in rural places and came from uneducated family. These subjects (82.9%) had passed through formal education system but did not receive kindergarten education. Besides, they reported that they had difficulties in learning the English language skills at different levels of education (i.e. primary, secondary, and preparatory levels). In addition, they (48.6%) mentioned that they did not have regular study habits and thus 37.1% spent their time after school helping their parents mostly on the farm places.

At the beginning of the main study, both teachers and students at DU were asked to fill out the sub-skills questionnaire in order to identify their subjective needs. As a result, they expressed their felt-needs (i.e. students' difficulties with the sub-skills while taking the skill courses). Thus, a number of sub-skills were identified and matched if they were commonly identified by both parties (i.e. both by teachers and the students themselves). In order to ascertain the truthfulness of their claim, different tests were prepared and administered based on the findings of the sub-skills questionnaire.

As the findings from the tests suggested, the subjects had difficulties in a number of sub-skills.

A) The sub-skills with which learners had *much difficulty* included:

- In writing skills test: spelling words correctly, 40%; using correct and complete sentences, 68.6%; joining sentences, 60%; using the right vocabulary, 42.9%; organizing ideas, 85.7%; and synthesizing ideas, 71.4%.
- In reading skills test: understanding functional value, 48.6%; recognizing text structure, 65.7%; and understanding writer's purpose, 37.1%.

- In listening skills test: bottom-up processing, 42.9%; and understanding references, 48.6%.
- In speaking accuracy test: vocabulary, 62.9%; use of pronoun reference, 42.9%; and use of discourse markers, 37.1%.
- In speaking interview test: interaction skill 2, 91.7%; and fluency, 33.3%.
- *In pronunciation test: word stress, 100%.
- In grammar test: passive voice, 40%; modal verbs, 48.6%; adverbial particles, 48.6%; reported speech, 48.6%; conjunctions, 31.4%; conditional sentences, 51.4%; subject-verb, 45.7%; and syntactic skills, 62.9%.
- In vocabulary test: infinitive, 34.3%.

** In the pronunciation test, it was found out that the subjects had the most difficulty in pronouncing the long /i:/, the short /ɪ/, and the glide /aɪ/.*

B) The sub-skills with which learners had *some difficulty* included:

- In writing skills test: using capitalization correctly, 65.7%; spelling words correctly, 40%; punctuating sentences appropriately, 40%.
- In reading skills test: understanding writer's tone, 45.7%; interpreting lexical cohesion, 51.4%; distinguishing main ideas from supporting details, 60%; drawing inferences, 48.6%; understanding relationships signaled by discourse markers, 57.1%; critical reading, 40%; guessing meanings of words, 28.6%; reference skills, 57.1%; skimming, 45.7%; scanning, 82.9%.
- In listening skills test: listening for specific details, 71.4%; top-down processing, 45.7%; understanding implied meanings, 42.9%; recognizing discourse markers, 60%; listening for the gist, 45.7%.
- In speaking interview test: fluency, 33.3%; grammar, 41.7%.
- In pronunciation test: pronouncing words, 66.7%; intonation, 100%
- In grammar test: tense, 51.4%; word forms, 54.3%;
- In vocabulary test: verb forms, 42.9%; noun and adjective, 40%; adverb, 37.1%; gerund, 42.9%.

While working out the subjects' overall performance, an attempt was made to identify their difficulties at macro-skills level and language aspects as well. Hence, the analysis revealed that the subjects had much difficulty in the following macro-skills and aspects of language: writing skills, 80%; reading skills, 77.1%; grammar, vocabulary, and speaking accurately, 54.3%. Hence, they needed much more assistance in writing and reading skills than the other macro-skills.

With regard to overall performance of the 12 subjects, they had also much difficulty in a number of macro-skills and aspects of language: pronunciation, 100%; writing, 83.3%; reading, 66.7%; vocabulary, 58.3%, speaking accurately, 58.3%, and grammar, 50%. So, these subjects required more assistance in pronunciation, writing, and reading skills than the other macro-skills and language aspects.

The researcher also made an attempt to test whether students were able to assess their difficulties with different sub-skills in test situations. Consequently, it was found out that the subjects were able to accurately assess their performance while taking the tests. The tests in which they showed correct assessment of their performance included: 50% of correct assessment in writing test; 53.8% in reading test; 55.6% in listening test; 25% in grammar test; and 83.3% in vocabulary test. This is, of course, quite a big achievement when compared to their assessment of their difficulties with the sub-skills in the sub-skills questionnaire. This may suggest that making learners assess their difficulties with the sub-skills in task situations helps learners' to have a much improved understanding of the sub-skills (i.e. it helps to have improvements in metacognitive skills).

In document analysis, the instructional materials were assessed twice within a month and the common sub-skills were taken as those needed by the particular skills course. Once again, these identified sub-skills were checked against those with which learners had much difficulty or some difficulty in the tests. Accordingly, the sub-skills identified by tests but not considered in the teaching materials were those sub-skills which should have been given attention in order to make learners successful in the skill courses.

Thus, the missing sub-skills in the instructional materials included:

- In writing skills: synthesizing ideas, 71.4%; and using the right vocabulary, 42.9%.
- In reading skills: understanding functional value, 48.6%; understanding writer's purpose, 37.1%; understanding relationships signaled by discourse markers, 57.1%; interpreting lexical cohesion, 51.4%; drawing inferences, 48.6%; and understanding writer's tone, 45.7%.
- In listening test: bottom-up processing, 42.9%; and understanding references, 48.6%.
- In speaking test: fluency, 33.3%; vocabulary, 75%; pronoun reference, 41.7%; use of discourse markers, 41.7%; and pronouncing words, 66.7%.

The learning situation questionnaire revealed that the subjects took all the skill courses having different purposes in mind. 50% of the learners believed that they were less fluent/ competent in their performance of the skills courses. They also expressed that they had experienced difficulty while taking the skill courses; particularly the Listening Skills and Advanced Writing Skills courses were very difficult for them. Most (72.2%) were positively disposed towards the skill courses even if they (65.7%) did not join the department on their preference. Consequently, the learners attributed their difficulty with the skill courses to different factors such as lack of access to the language laboratory, poor language background, lack of interest, shortage of books, shortage of time, absenteeism, unscheduled meetings during class time, less contact hours for skill courses, and late admission.

The target situation questionnaire was the other source of data about language difficulties and learning environment of DU. Twenty graduates of DU who had been working under government and private institutions participated in filling out the questionnaire. Most (85%) of them were less experienced in the teaching profession. Most (90%) of the graduates reported that they used English in day-to-day activities of their work places. The communication happened in classrooms, staff rooms, in the lounge, and on the street. 90% of their communicative partners were students and

colleagues whom they thought had average language competency. The topic of their communication covered office work, academic, and news. Besides, all the macro-skills were used by the graduates in their work place without exceptions. Regarding their language competency, all of the graduates seemed to hold high opinion of their own linguistic skills and thus were unable to correctly assess their difficulties with regard to the sub-skills. As a result, the researcher used a contrivance by which he would be able to confirm to what extent the graduates' claim was true. The analysis of their written comments about DU revealed that the graduates still did have language difficulties at different degrees. Apart from the graduates' language difficulties, the analysis also showed some factors that adversely affected the teaching of the skill courses, some of which were already identified in the learning situation analysis.

During further analysis of learners' linguistic difficulties in view of nominal variables, learners in certain categories were found to form the majority of subjects having much or some difficulty with the sub-skills. For example, satisfactory performers were found to constitute the bulk of learners who had difficulty with the sub-skills in which all of the study-subjects were found to have much and some difficulty (section 5.3.2). However, good performers were the ones who formed the majority of learners having much difficulty in applying bottom-up processing while listening to audio-texts and some difficulty in using vocabulary words grouped under gerund. At the same time, low-scorers were found to form the majority of learners having much difficulty in large number of sub-skills. However, average-scorers seemed to comprise the bulk of subjects having much difficulty in understanding writer's purpose and using the correct passive voice in writing or speaking situations. On top of that, high-scorers formed the majority of learners having much difficulty in using bottom-up processing while decoding audio-texts. However, all of the test score categories took turns to form the majority of learners having some difficulty in all of the sub-skills. More specifically, high-scorers were the ones who formed the mass of subjects who had some difficulty in most of the sub-skills; average-scorers with some of the sub-skills, and low-scorers constituted the majority of subjects for least number of sub-skills. With regard to age categories, it appears that only subjects belonging to the second category (i.e. 18-23) had formed the

mass of learners having difficulty with the sub-skills in which all of the study-subjects seemed to have experienced much and some difficulty (section 5.3.2). This might be attributed to learners' concentrating into this age category. Similarly, students from rural places appeared to constitute the majority of learners having difficulty with sub-skills with which all of the study-subjects had much and some difficulty (section 5.3.2). Like what we saw with 18-23 age category, perhaps this could be related to having a large number of learners from rural places in contrast to those who came from urban areas. Regarding parent literacy categories, students from uneducated family were the ones who comprised the mass of subjects who had much difficulty in many of the sub-skills. At the same time, learners from educated family were found to form the bulk of students who had much difficulty in some of the sub-skills. These sub-skills included: joining sentences, using the right vocabulary, and spelling in writing; using pronoun reference in speaking accuracy; and conjunctions in grammar. Once again, students from uneducated family seemed to form the majority of learners having some difficulty in all of the sub-skills. The only exception was in one of writing sub-skills _punctuating sentences_ in which subjects from educated family comprised the mass of learners having some difficulty with it.

Six instructors, who had M.A degree in TEFL, participated in the interview. These teachers had 3-8 years' experience of teaching English at different levels of education. The interviewee reported that the lack of resources might have influence on their day-to-day teaching activities. Despite the work place constraints, the instructors held positive attitude towards the teaching profession. Besides, the instructors stressed the importance of teaching the skills courses and that they enjoyed teaching them. Specifically, they taught common courses and major courses repeatedly. In their responses, the instructors reported that they used both ready-made materials and their own materials to teach the skill courses and they used different resources to prepare the materials. During the interview, the teachers asserted that the materials failed to consider learners' linguistic competence and as a result teachers were forced to prepare their own materials in order to meet their students' needs. Regarding students' linguistic difficulties, the instructors revealed that students had difficulties in all of the

four macro-skills except grammar. Of these, the students experienced the greatest difficulty in writing skills. Furthermore, the instructors listed out the specific language difficulties: lack of exposure and confidence to use the language, limited vocabulary, lack of knowledge and skill in writing, inability to grasp the meaning of reading texts and the specific details of listening texts and so on. With regard to the relationship between language difficulties and different variables, the teachers responded that students might differ from each other in terms of sex, L1, socio-economic background, and residence. Finally, the instructors suggested that the curriculum had to undergo changes as the credit hours given for skill courses were not sufficient, taking students' current language proficiency into consideration. Furthermore, the teachers suggested what the government should do about high school teachers and the entrance examination; and what curriculum designers and university teachers should do as part of their duties so as to improve the situation.

In general, the current study was directed towards investigating the needs of learners most of whom were youngsters. The majority of them were brought up in the countryside and their parents were uneducated. Furthermore, they reported that they had experienced difficulties while learning the English language at different levels of education. Thus, the current study was undertaken in response to these perceived language learning difficulties. Towards this end, the researcher used various methods for collecting and analyzing data. According to the data obtained, these learners were found to have much/some difficulties in different sub-skills. The composite scores also yielded the macro-skills and language aspects in which learners' experienced difficulties. Besides, it was found out that learners who had experienced much difficulty in most of the sub-skills were satisfactory performers, low-scorers, learners in 18-23 age group, learners from uneducated family and those who came from rural places. The document analysis, on its part, yielded missing sub-skills with which learners had much/some difficulty in the tests. At the same time, the learning situation analysis showed that learners had been assigned to the English Department without their interest. Even so, learners were positively disposed towards the skill courses they were taking. The learners also disclosed the skill courses with which they had much difficulty

in learning. Besides, the target situation analysis revealed that the graduates held high opinion of their linguistic skills but it was found that they had language difficulties as well. Both the learning situation and target situation analyses attributed learners' difficulties with the skill courses to different factors such as lack of opportunities to practice the language, lack of resources, and unfavourable learning environment which were again reflected in the interview responses of teachers.

6.2 Limitations

The current study had the following shortcomings:

- As needs analysis is an on-going process, it is not practical to do needs analysis for the current study on different occasions. The reason can be attributed to time and financial constraints.
- The sub-skill, management skills, cannot be tested because of the type of interviewing method followed (i.e. structured interview).
- Some sub-skills such as 'understanding prosodic features', 'using correct layout', and 'generating ideas' could not be tested as they do not lend themselves to objective testing.
- Because of psychological, time, and economic constraints in making the subjects take a series of tests, the researcher gave only one type of listening test that focused on narration of a teacher's routine life style. As a result, the listening test could not encompass or test sub-skills that might result from interpersonal communication: identification of speech sound, stress, and intonation.

In spite of these limitations, the findings of the current study are very helpful in giving some insights about the language difficulties of the particular group of learners at DU. Furthermore, this study can serve as a base-line study for whoever wants to replicate the study on learners who are found in different learning situations in Ethiopia.

6.3 Implications and Recommendations

The findings of the current study may have several implications for different purposes such as curriculum planning, syllabus design, course writing, task design, and further

research. As we recall the findings suggested that the credit/ contact hours allotted for the skill courses were not enough and therefore curriculum developers need to make some changes in this regard. The skill courses whose contact hours need to be revised included: Listening Skills and Reading Skills. In the curriculum, these courses seemed to have only three credit hours. This might mean the courses were given the least allocation. As a result, these courses should not be given just once. Like writing courses, each of the courses need to be redesigned so that they could be given consecutively in different parts (i.e. part i, and part ii). Curriculum designers or course writers could use the following framework while designing the courses.

1. Reading skills I & II:

- **Reading skills I** should be devoted to introducing the theoretical aspects of reading such as reading, purposes of reading, types of reading, etc.
- Design different tasks so that learners will be able to practice the different reading sub-skills/ strategies
- Provide different exemplary texts to clarify the concepts and practice the sub-skills
- **Reading skills II** should be devoted to practice intensive, extensive, critical reading skills, previewing, and summary writing skills. Besides, the following sub-skills should be included in the course: understanding functional value, understanding writer's purpose, understanding discourse markers, interpreting lexical cohesion, drawing inferences and understanding writer's tone.

2. Listening skills I & II:

- **Listening skills I** should be concerned with identification skills such as identifying stressed and unstressed sounds, long and short sounds, silent and gliding sounds, rising and falling intonations. In addition, words having the same pronunciations should be presented in one category.
- This course should also train learners in producing these sounds correctly.
- **Listening skills II** should be concerned with presenting speeches made in different social contexts and should also develop learners' capability to

understand/ work out meaning in those situations. In addition, bottom-up processing and understanding references should be treated in the course.

Concerning students' overall performance at macro-skills level and language aspects, it was found that students experienced difficulties in grammar and vocabulary. However, these courses seemed to have been given less attention in the curriculum. So, this situation needs to be changed. As there was no separate course to teach vocabulary, vocabulary teaching should be given more room and emphasis in Communicative English Skills course. Therefore, this course needs to be given in two parts (i.e. Communicative English Skills I & Communicative English Skills II). It is advisable if curriculum designers or course writers follow the guideline below:

3. Communicative English Skills I & II:

- Select reading texts with general themes such as health, sports, transportation, inventions, etc.
- Prepare pre-, while-, and post-reading tasks that engage learners in reading the texts.
- Design as much grammar and vocabulary activities as possible from the texts.

In order to address learners' difficulties in grammar, the Communicative Grammar course should be redesigned in such a way that it will have two parts like the other courses. Regarding what should go into the designing process, curriculum designers and course writers could consult the following:

4. Communicative grammar I & II:

- **Communicative grammar I** should present grammatical elements in social contexts and make learners produce such a grammar in a given social context.
- **Communicative grammar II** should focus on using appropriate lexical and syntactic choices that suit given social contexts. In addition, learners should be made to use appropriate grammar in imagined social situations.

Furthermore, the findings suggested that students lacked the skill to speak accurately in

speech situations. In this regard, the spoken English courses need to create opportunities for students to practice speaking. The findings also confirmed that students were deficient in their skills of pronouncing words correctly. In this regard, the Spoken English courses and Listening Skills courses need to pay attention to this problem. Hence, curriculum designers and course writers have to use the suggestions given below while redesigning the spoken courses:

5. Spoken English I & II:

- **Spoken English I** should concentrate on pronouncing words and achieving meaning difference through the use of rising and falling intonations. In addition, it should provide model conversations/ dialogues in different social situations and then make opportunities for learners to practice those speeches in imagined or contrived social situations. In this regard, role-plays, games, play acts can be used to facilitate learning. Besides, tasks should be prepared around such sub-skills as fluency, word choice, use of pronouns, and use of discourse markers.
- **Spoken English II** should be concerned with leading a discussion, interviewing, telling stories, reciting poems, acting a play, etc.

The findings from test performances and instructional materials suggested that there were sub-skills with which the subjects had much or some difficulty but which were not treated in the skill courses. As a result, the skills courses should give due attention to these sub-skills. The sub-skills are listed along with the skill courses:

- Basic Writing Skills & Advanced Writing Skills I: synthesizing ideas and using the right vocabulary.
- Reading Skills: understanding functional value, understanding writer's purpose, understanding relationships signaled by discourse markers, interpreting lexical cohesion, drawing inferences, and understanding writer's tone.
- Listening Skills: bottom-up processing, and understanding references.
- Spoken English I & II: fluency, vocabulary, pronoun reference, and use of discourse markers.

In addition to the frameworks on course design given above, curriculum designers and course writers should consider incorporating the missing sub-skills listed above while redesigning the skill courses.

In fact, executing all of the recommendations given above might entail prolonging the duration of the training programme which, in turn, may incur more expenditure on student boarding and accommodation. Therefore, this should not be taken as wastage of resources and time so long as the government is determined to maintain quality education. Unless the government is willing to redirect its resources for this noble cause, quality education cannot be achieved by maintaining the current trend (i.e. not making changes to the curriculum).

The findings from the tests also showed that subjects belonging to certain categories had much difficulty with most of the sub-skills. These categories included: satisfactory performers, low-scorers, students from rural places, and those from uneducated family. Hence, these students have to be given more assistance with the sub-skills with which they had much and some difficulty (section 5.3.2). This could be achieved by providing more activities or tasks to practice the sub-skills with which they had much difficulty and at the same time some activities or tasks for the sub-skills with which they had some difficulty. In other words, learners that belonged to a certain category having much difficulty with a sub-skill should be given more tasks and practice time than those who had some difficulty with it.

The findings also suggest that further studies need to be done on variables which may affect language learning but which were not treated in the current study; for example, gender and age (i.e. children and adult learners). On top of that, it is recommended that further inquiries should be made on why good performers and high-scorers had much difficulty in bottom-up processing while decoding audio-texts; why average-scorers had much difficulty in understanding writer's purpose and using the passive voice correctly; and why learners from educated family had much difficulty in joining sentences, using

the right vocabulary, and spelling in writing; using pronoun reference in speaking accuracy; and conjunctions in grammar.

Finally, it was found that different factors affected the academic activities of both teachers and students. Hence, DU will have to find ways in which these problems will be solved so as to create suitable environment for the teaching of the skill courses. Despite the influence of different constraints, Dilla University should strive to assign students in departments or streams of study according to their preferences; build more language laboratories and self-access centers for learners to practice listening and speaking skills; equip the old laboratory with advanced technological facilities; equip the library with more language books and modules; revise the academic calendar so that students should have ample time for studying and practicing the language skills; should avoid late admission by preparing facilities in time; should launch extracurricular short language trainings to compensate for students with poor language background; and lastly should avoid calling students for meetings especially during class times. Besides this, the government should raise the validity of the entrance examination by controlling cheating during examination and should not let incapable students join the universities in the country by raising the pass mark. The government should see that teachers at high schools and elementary schools are well-motivated to discharge their responsibilities of teaching the English language. It should also see that the teachers are well-qualified to teach the language properly. In short, there should be quality control throughout the different levels of education (i.e. from elementary to university).

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6.5 Appendices

Appendix 1: Revised Reading Skills Test

General query: Global analysis

Instruction: Put a tick (✓) mark in the box to give information about yourself

1. Test code: _____
2. Gender: male female
3. Age group: <18 18-23 24-29 >29
4. Cumulative GPA: <2.00 2.00-2.62 2.63-3.25 >3.25
5. High school attended: private government public

General Directions:

- This test contains a reading passage, followed by a number of questions. Please, answer the questions after reading it carefully.
- Give your answers clearly on the space provided.
- Put a tick /✓/ in one of the boxes mark to show the level of difficulty.
- Try to finish the test within 1:50 hours.

Part I: Read the following passage and answer the questions that follow

HAPPINESS

Every day in one way or another we are trying to find happiness in a complete chaos, that is what all we are struggling for. Actually, temporary happiness is everywhere if we want to find it and search for it. Sometimes it is just as close as a cute kitten to us: sometimes giving a hand to someone who is in need of us is enough. Even taking a breath may give somebody the absolute happiness at times. But what if we leave temporary happiness alone and decide to construct our lives on basic principles of permanent happiness? Certainly these principles depend on one's characteristics and point of view. In my opinion, social relations, acceptance and independence are the most important elements of permanent happiness in life.

To begin with, social relations are very important for me to be happy in the general drift of my life. I should have good relations with the people around me for peace of my mind. If I have close and intimate friends with whom I can share my troubles, worries and also my joy, then it means that I have beaten the life up to a very considerable point. In my opinion, someone who has real friends has the most valuable treasure of life. In order to obtain this treasure, I make my friends among the people whose principles resemble mine, whose characteristics best suit me and who are sincere. Besides friends I try to have good relations with the people I encounter somehow every day, like neighbors, acquaintances, teachers, relatives and the others.

The second element of continuous happiness for me is acceptance: to clarify, acceptance of my characteristics, behaviors, choices and desires. At one point, it can be defined as the acceptance of my existence as a real individual. As long as I am accepted and taken as I am, I can make right decisions for myself. To accomplish this, I explain that I do not want unnecessary criticisms from the people around me. Unless the things I do or think affect anybody, the others should not poke their nose into them. It is none of their business to interfere with me about the subjects that only interest me.

In the third place, learning to be independent is very important for me to reach real happiness in life. I should be self-sufficient enough to continue my life without too much assistance of the others. Sometimes we are left without our families, sometimes none of our friends stand by us or at times we may get into a position where we have to do things just by ourselves. We live our lives not as a team but as an individual, so we must learn to cope with it as individually as possible. To be an independent person, I try to be self-confident and to be a self-confident person I try to obtain different qualities in different fields. Furthermore, I believe my power, love myself with all my faults and endeavor not to repeat them but to learn from them.

To sum up, if I acquire success in social relations, independence and acceptance, then it means that I have the golden key to make happiness an enduring element of my life. Obtaining all these elements may not be very easy, they may be achieved only in the long run but there is something we should always bear in mind, achieving the real and permanent happiness in life is not that easy, either.

1. What is the writer's tone in his text? He writes as one who is _____.

A/angry B/doubtful C/knowledgeable

2. How does the writer feel about other people when he says: "Unless the things I do or think affect anybody, the others should not poke their nose into them"? He stresses that people should not _____ what he likes to do.
A/ criticize B/ doubt C/ appreciate
3. The writer attaches importance to _____ way of life.
A/ individual B/ communal C/ interdependent

Concerning understanding the writer's tone, I have experienced:
much difficulty some difficulty little difficulty no difficulty

4. The functional value of: "Sometimes it is just as close as a cute kitten to us: sometimes giving a hand to someone who is in need of us is enough." is to _____.
A/ exemplify B/ argue C/ define
5. The functional value of the sentence: "In order to obtain this treasure, I make my friends among the people whose principles resemble mine, whose characteristics best suit me and who are sincere." is to _____.
A/ inform B/ argue C/ illustrate
6. What is the functional value of the last paragraph?
A/ winding up B/ raising a new issue C/ giving evidence

Concerning understanding functional value or paragraphs and sentences, I have experienced:
much difficulty some difficulty little difficulty no difficulty

7. _____ is used to structure the essay.
A/ illustration B/ classification C/ comparison
8. The essay is organized around _____ issue(s).
A/ three B/ two C/ several
9. The essay is organized from _____.
A/ specific to general B/ general to specific C/ known to unknown

Concerning recognizing text structure, I have experienced:
much difficulty some difficulty little difficulty no difficulty

10. What does 'treasure' refer to in the passage?
A/ friendship B/ preference C/ people
11. 'Second element' refers to _____ in the passage.
A/ happiness B/ acceptance C/ social relations
12. 'Subjects' refer to _____.
A/ people B/ politics C/ habits

Concerning interpreting lexical cohesion, I have experienced:
much difficulty some difficulty little difficulty no difficulty

Part II: Read the passage below and answer the questions that follow it.

We all use drugs in one way or another. Drugs are chemicals which have the power to modify the chemistry of our bodies and consequently they also have an influence on the natural balance of our minds and emotions. Some drugs are prescribed for us when we visit the doctor and these drugs can have a beneficial effect if we follow these instructions as to how and when to use them. It is not much of a surprise if, when we have malaria, we are prescribed fansidar, or another drug commonly used in cases of this kind. Almost all of us make use of these drugs, which we commonly call medicines, because of their power to ease and to cure. For example, we use aspirin for headaches, pains and fevers, penicillin for infections and fansidar for malaria.

Some drugs are extremely strong, and are dangerous if taken frequently or in large doses. Many of these drugs, such as cocaine and heroin, are illegal in all countries because they can have devastating psychological effects and can lead to addiction. Drug addiction is a state of intoxication produced by repeated consumption of a drug. **Its**

characteristics include a compulsion to continue taking the drug and a tendency to increase the dosage. The process leads to physical and psychological dependence on the substance.

People turn to addictive drugs for various reasons. Some start taking them just because they want to see what they are like. Others take them because they like the way these drugs make them feel, because they help them to forget their problems, because they are bored or frustrated or just because other members of their family or group take them. Whatever their reason for taking them they will not be able to stop taking them without help from other people. And while they are taking them their bodies and minds suffer.

Unfortunately many people who start taking addictive drugs are unaware of what will happen to them in the future and in Africa drug addiction is on the increase. More and more young people are starting to take drugs. Some of them are rich and some are poor; some live in villages and some live in towns. All of them are in danger.

In many African countries the most commonly used drug is cannabis. It is usually illegal to grow and trade it but it is often easy to buy. The effects caused by **this** drug are not as devastating as those of the more powerful drugs and therefore many young people indulge in its use. However in the long run it can cause damage and its use can tempt people to try more powerful drugs.

Drug addiction causes pain for individuals and families and it damages society by increasing crime and reducing productivity. We can try to reduce it by imposing heavy sentences for drug offences but we can only really have an impact through education. We need to inform young people of the dangers of drug abuse and we need to convince them that taking addictive drugs is the not the easy way to escape from the reality of life that **they** think it is. We also need to help young people to develop the skills and interests they need in order to live fulfilling lives without the need to resort to drugs.

Source: taken from "Improve your English: A Course for Ethiopian Teachers, Face -to-face Materials 1, pp.9-10"

The following is a list of main ideas for the six paragraphs in the reading text; however, they are not orderly. Match the main ideas to the paragraphs 1-6. Use the Answer Sheet to give your answers.

Column A

- 13. Paragraph 1: _____
- 14. Paragraph 2: _____
- 15. Paragraph 3: _____
- 16. Paragraph 4: _____
- 17. Paragraph 5: _____
- 18. Paragraph 6: _____

Column B

- A/ People lack awareness about the harmful effects of drugs.
- B/ Drug addiction forces people to involve in criminal activities.
- C/ The far-reaching impact of drug addiction can be addressed through education.
- D/ People take drugs for various reasons.
- E/ Drugs help people to forget their problems.
- F/ Harmful drugs cause physical and psychological damage.
- G/ We cannot live without useful drugs.
- H/ In Africa, people usually take cannabis.
- I/ Cocain and heroin are illegal in all countries.

Concerning distinguishing main ideas, I have experienced:
 much difficulty some difficulty little difficulty no difficulty

Instruction II: Choose the correct answer from the choices given

- 19. What is the writer's purpose? To _____.
 A/ describe B/persuade C/ narrate
- 20. Why does the writer mention drugs prescribed by doctors? To _____.
 A/ support his proposition that drugs are taken by all kinds of people
 B/ explain that drug modify the chemistry of the body
 C/ suggest the presence of useful and harmful drugs

Concerning understanding writer's purpose, I have experienced:
 much difficulty some difficulty little difficulty no difficulty

- 21. The writer is optimistic that drug addiction can be stopped.
 A/ true B/ false C/ no evidence to support the claim
- 22. Despite people's reasons, taking drugs is _____.
 A/ unadvisable B/ advisable C/ controversial

Concerning drawing inferences, I have experienced:
 much difficulty some difficulty little difficulty no difficulty

23. What discourse marker can be used to link Paragraph 4&5 effectively?
 A/ on the other hand B/ for example C/ consequently
24. What discourse marker can end the text effectively?
 A/ finally B/ in conclusion C/ in general

Concerning discourse markers, I have experienced:
 much difficulty some difficulty little difficulty no difficulty

25. Drugs _____.
 A/ can have different effects on our bodies and emotions.
 B/ are always harmful and hence should be avoided.
 C/ are substances taken for medical purposes.
26. Why are drugs made illegal? Because they _____.
 A/ make people involve in crime and less productive.
 B/ discourage people from facing the realities of life.
 C/ are bought cheaply.
27. Why do youngsters take addictive drugs in Africa? Because the drugs _____.
 A/ are cheap
 B/ are less powerful
 C/ make people forget their problems
28. Drugs are taken by _____.
 A/ a small section of the population, especially the youngsters
 B/ almost all types of people
 C/ people in developing countries like Africa

Concerning critical reading, I have experienced:
 much difficulty some difficulty little difficulty no difficulty

Find a word in the preceding reading passage that has the same meaning as the following

29. 'change' Paragraph 1 line 2
 30. 'destroy' paragraph 2 line 3
 31. 'use' paragraph 2 line 4
 32. 'effect' paragraph 6 line 3

Concerning guessing words, I have experienced:
 much difficulty some difficulty little difficulty no difficulty

Part III: Pronoun reference

Identify the words that the pronouns refer in the paragraph below

Compassion is the ability to understand another person's misfortunes. **It** is kindness, tenderness, mercy, pity, and sympathy. A nurse may have compassion for an irritable patient by understanding that the illness may be the cause of **his** behavior and 'by treating him with kindness and sympathy. An airline stewardess displays compassion for **her** passengers by considering the fact that **they** may be nervous about flying and by answering their questions in a patient, sympathetic manner. In the same way, a judge may have compassion for a Juvenile offender by taking **his** age into consideration and setting the punishment accordingly. Compassion is not merely a verbal expression of sorrow. It is not begrudgingly contributing money to charitable causes out of a sense of duty. Compassion is putting yourself in another person's situation and treating that person the way **you** would want to be treated.

33. 'It' in line 1 refers to _____.
 34. 'his' in line 3 refers to _____.
 35. 'her' in line 4 refers to _____.
 36. 'they' in line 5 refers to _____.
 37. 'his' in line 7 refers to _____.
 38. 'you' in the last line refers to _____.

Concerning reference skills, I have experienced:

much difficulty some difficulty little difficulty no difficulty

Part IV: Read the following extracts taken from different sources and choose the correct choice showing what the extract is about.

39. Extract 1:

A few weeks ago, a week-old cheetah cub was rescued from the brink of death in the Maasai Mara. It was ferried to Nairobi Animal Orphanage for resuscitation courtesy of Serena Hotels, amid great publicity. This cheetah, since nicknamed Mara Serena, is indeed lucky to be alive, as numerous others succumb daily to death after their mothers forsake them due to harassment by tourists, their biggest admirers turned tormentors. As a result, its survival rate has plummeted and the cheetah, the fastest land animal in Africa, may not be able to outrun the extinction snapping at its heels.

Extract 1 is about:

A/ how a cheetah cub was saved

B/ the activities of Nairobi Animal Orphanage Center

C/ tourists killing the cheetah

D/ the fastest animal in Africa

40. Extract 2:

It seems then that there are some brain cells which become active when the monkey performs an action and in response to the sight and sound of another animal performing the same action. These cells are found in a part of the monkey's brain which is similar to part of the human brain which scientists call 'Broca's area'. It is this part of the human brain- Broca's area- which controls speech in humans. The importance of 'mirror neurons' is that they show an animal's ability to understand the meaning of what another animal is doing. If, for example, Monkey A sees Monkey B reacting to danger in the same way that Monkey A reacts to danger, you can say that Monkey B has communicated with Monkey A: he has told him that there is danger around. Communication among humans might have started accidentally, like the communication between Monkey A and Monkey B, and later become intentional.

Extract 2 is about:

A/ Monkey A & B

B/ the development of speech

C/ brain cells responsible for communication

D/ an animal communicating danger

41. Extract 3:

A small fire broke out in the home of Mr. John Collins yesterday. It all started when a small pan of milk boiled over. Mr. Collins pulled the pan away from the stove but his shirt suddenly went up in smoke. He took off his shirt and threw it down next to a bottle of alcohol. The bottle blew up. Luckily it was a very small explosion. Mr. Collins immediately rang the fire station, who sent someone off immediately. However, half way there, the engine broke down. The firemen managed to repair it and started up again. Then, however, the fuel ran out. By the time the fire engine drew up outside Mr. Collin's house, the flames had died out. Unfortunately, the house had also burnt down.

Extract 3 is about:

A/ the breaking-down of the fire men's car

B/ how Mr. Collin's shirt caught fire

C/ how Mr. Collin's house was destroyed

D/ how the bottle of alcohol caused the fire

42. Extract 4:

Wood is an inefficient source of energy, especially when burned on traditional open fires: up to 94% of its heat value is wasted. It is a poor fuel, yet the poor have no alternative to it. Kerosene is too expensive, especially after the oil price rises, and you have to buy costly equipment to burn it. But firewood itself is now getting dearer, as supplies dwindle and people have to trek further and further from the villages to get a load. In Nepal, where it used to take an hour or two at the most, collecting wood is now a whole day's labour. As all available trees near centres of population are stripped and felled, the price of firewood has risen steeply. Labourers in Niamey, Niger, are reportedly spending one quarter of their incomes on wood. This predicament is what environmental writer, Erik Eckholm, has called the poor man's energy crisis.

Extract 4 is about:

A/ different sources of energy

B/ the disadvantages of firewood

C/ the strong statement made by Erik Eckholm

D/ people spending their time and money on firewood

Concerning skimming, I have experienced:

much difficulty some difficulty little difficulty no difficulty

Part V

43. Complete the sentences below with information from the passage that comes next to them

- A. The writing system that Louis Braille invented was named _____.
- B. What was Louis Braille's birth place?
- C. How old was he when he was taken to school?
- D. Who used raised dots for the first time to represent speech sounds?
- E. When did Louis Braille start working on his writing system?
- F. What features did his writing system include?
- G. Who gave recognition to his new writing system?
- H. How old was Braille when he died?

Concerning scanning, I have experienced:

much difficulty some difficulty little difficulty no difficulty

Reading text

Louis Braille, a blind French school teacher, invented the raised, six-dot system of writing which bears his name. It is taught in schools for the blind in every country in the world. It was he who brought the joys of reading and writing to the sightless.

Louis Braille was born on January 4, 1809, in the village of Coupvray, about twenty-six miles east of Paris. He was the son of the village harness-maker, and it was while playing with his father's tools that he accidentally poked one of them into his eye and as a result lost his sight.

At the age of ten, his father took him to the school for the young blind in Paris and there Louis remained a pupil until he was seventeen, when he became a junior master. Two years later, he was promoted to professor.

Young Braille was always trying to devise a system of writing which could be easily read and written by his pupils, and thus speed up their learning. In the few books available for the blind, the letters of the alphabet as we know it were in big, raised type, which made the books themselves cumbersome and some took a long time for little fingers to travel over, letter by letter, word by word; nor could the pupils write these letters easily themselves.

Louis Braille heard that a French cavalry officer had evolved a method of representing speech sounds by combination of twelve raised dots instead of by raised letters. But, he thought even this code still too large to be covered by the feeling finger-tip; his ambition was to represent the whole alphabet by a combination of only six-dots.

By 1829, when he was still only twenty, Louis Braille had worked out his first scheme. Five years later, he had revised and perfected it. In addition to the letters of the alphabet, it included punctuation marks, numbers and musical notation. That his system should cover music is not a surprising when we remember Braille was also an accomplished musician. Although he told the school authorities and also the cavalry officer about his invention, only the cavalry officer recognized its worth, and it was not adopted in the school until two years after his death.

Always delicate, Louis Braille died in Paris at the age of forty-three and was buried in the cemetery on the hillside above his native village of Coupvray. In 1887, a memorial was constructed for him surmounted by a blind boy, and another at the back showing his alphabet in bronze relief and the sighted equivalents beneath each symbol. From time to time, representatives of the blind of many countries have gathered round this memorial to honour the

_____ village harness-maker's son who did so much for those of his fellow creatures condemned to live in darkness all their lives.

Source: Black, E.L and A.H. Lawley (1961) *Precise and Comprehension Practice*. London: University of London Press Ltd.

Appendix 2: Revised Listening Skills Test

General query: Global analysis

Instruction: Put a tick (✓) mark in the box to give information about yourself

1. Test code: _____
2. Gender: male female
3. Age group: <18 18-23 24-29 >29
4. Cumulative GPA: <2.00 2.00-2.62 2.63-3.25 >3.25
5. High school attended: private government public

General Directions:

- This test contains questions aimed at testing your listening skills. Therefore, attempt to answer all the questions.
- Give your answers by ticking in the boxes next to each question.
- Put a tick /√/ mark in one of the box to show the level of difficulty a group of items.
- Try to finish the test within the given time (i.e. 40 minutes).

Instruction I: First, listen very carefully to the tape-recorder and then give your answer by putting a tick (√) mark in the box; there is only one answer for each item.

1. What activities does the teacher do before she leaves for school?
 Make bed take bath feed her cat and family
2. It takes the teacher only _____ minutes to get to school.
 five fifteen h
3. How many classes does the teacher teach daily?
 3/4 10/12 5/6
4. Which students inspire the teacher?
 junior primary er
5. What methods does the teacher use to raise her students' motivation?
 song laying ke
6. What does the teacher do after class?
 Visit friends ange calendar y game

Concerning listening for specific details, I have experienced:
much difficulty some difficulty little difficulty no difficulty

7. The teacher thinks herself as _____ person.
 mistreated helpless possible
8. The teacher wants her students to be _____.
 respectful purageous d

Concerning top-down processing, I have experienced:
much difficulty some difficulty little difficulty no difficulty

9. The teacher thinks that a 'real teacher' should be _____.
 Emotional focused forgetful
10. The teacher thinks also that a teacher should _____.
 Be creative in presenting tasks stick to the syllabus consistently
 Cover the portions daily

Concerning understanding implied meanings, I have experienced:
much difficulty some difficulty little difficulty no difficulty

11. The teacher was disappointed for _____.
 her students being easy-going
 using examples for the lesson
 trying to impose her ideas
12. It takes the teacher long hours to prepare lessons because she _____.
 has restarted teaching English recently is over ned by house work
 has no one to help her

Concerning bottom-up processing, I have experienced:
much difficulty some difficulty little difficulty no difficulty

13. The word 'them' in "I need not shout at **them**" refers to _____ students.
 younger lder naughty
14. The word 'those' in "**those** in which we sing" refers to _____.

students sons books

Concerning understanding references, I have experienced:
much difficulty some difficulty little difficulty no difficulty

15. The word 'after' in 'After I have done my exercises...' refers to _____.
 time sequence pose
16. The word 'at last' in 'At last the phrases have been used!' is used to show _____.
 summary petition basis

Concerning discourse markers, I have experienced:
much difficulty some difficulty little difficulty no difficulty

17. The teacher regards her husband as _____.
 gentle & helpful bad-tempered & unhelpful
 kind & sympathetic
18. The teacher considers the textbooks are sometimes _____.
 interesting boring well-organized

Concerning understanding attitudinal meaning, I have experienced:
much difficulty some difficulty little difficulty no difficulty

19. In "I'm **poorly organized**," 'poorly organized' means _____.
 casual principled ethical
20. In "I need to be inventive and **flexible**," 'flexible' means _____.
 consistent varying predictable
21. In "Again, no **reaction**," 'reaction' means _____.
 interacting response tradition
22. In "The students finally funny, **sociable**..." the word 'sociable' means _____.
 friendly displeasing teasing

Concerning guessing words, I have experienced:
much difficulty some difficulty little difficulty no difficulty

23. How do you perceive the teacher? As _____ person.
 responsible & hardworking restless & complaining
 busy & bad-tempered
24. What is the story about? It is about _____.
 a school teacher's daily routine a woman's skill to manage her house
 the life of a maid

Concerning listening for gist, I have experienced:
much difficulty some difficulty little difficulty no difficulty

Appendix 3: Revised Writing Skills Test

General query: Global analysis

Instruction: Put a tick (✓) mark in the box to give information about yourself

- Test code: _____
- Gender: male female
- Age group: <18 18-23 24-29 >29
- Cumulative GPA: < 2.00 2.00-2.62 2.63-3.25 >3.25
- High school attended: private government public

General Directions:

- This test contains questions aimed at testing your writing skills. Please attempt to answer all the questions.
- Give your answers clearly on the space provided.
- Put a tick/✓/mark in one of the boxes to indicate the difficulty level.
- Try to finish the test within 2:30 hours.

Instruction I: Capitalize the words that need capitalization in the following sentences and give your response in the answer sheet.

1. The rift valley is known for its several lakes.
2. The ethiopian herald is one of the oldest newspapers in the country.
3. They are going to celebrate christmas next month.
4. First year students take introduction to linguistics.
5. How did you find your stay in dilla university?
6. He promised to visit his grandparents in january.

Concerning capitalization, I have experienced:
much difficulty some difficulty little difficulty no difficulty

Instruction II: Use the correct spelling for the words underlined in the sentences below and give your response in the answer sheet.

7. Consentrate on your work if you want to suxed.
8. The see is now calm; our sheep can sail safely.
9. Although she resived her salary, her ekspendicher was great.
10. He was akused for steeling electronic chip.

Concerning spelling words, I have experienced:
much difficulty some difficulty little difficulty no difficulty

Instruction III: Choose the discourse marker that can correctly complete the sentences below and give your response in the answer sheet.

11. He speaks _____ he were the manager of the organization, but actually he was not. A/ even if
B/ even though C/ as if
12. They were found guilty of robbery; _____, they were sentenced to 10 years imprisonment.
A/ as B/ therefore C/ however
13. The patient grew very tired and weak _____ he had not eaten for days.
A/ though B/ as C/ as a result
14. The weather was getting hot; _____, people began to take off their coats.
A/ because B/ consequently C/ for example

Concerning discourse markers, I have experienced:
much difficulty some difficulty little difficulty no difficulty

Instruction IV: Use your own words that can correctly complete the sentences below and give your response in the answer sheet.

15. Return the book to the library when you have finished _____.
16. The children listened to the story attentively because it was _____.
17. He drove fast so as to be _____ for work.
18. The company went bankrupt and _____ its employees.

Concerning completing sentences, I have experienced:
much difficulty some difficulty little difficulty no difficulty

Instruction V: Use the correct punctuation mark for the following sentences and give your response in the answer sheet.

19. He said I'm pleased to meet you

20. Her shopping list includes several items tomatoes potatoes sugar etc
21. The guard shouted stop
22. If you are interested you may join us.

Concerning punctuation, I have experienced:
 much difficulty some difficulty little difficulty no difficulty

Instruction VI: Join the sentences below using the words in brackets and give your response in the answer sheet.

23. The managers decided to raise the wages of their workers. The workers had been working in the factory for several years. (who)
24. The teacher decided to give his students tutorials. They performed poorly on the test. (as a result)
25. The inhabitants were determined to evacuate their place. The village was often attacked by flood. (therefore)
26. The children could keep themselves warm. They came close to the fireplace. (so that)

Concerning joining sentences, I have experienced:
 much difficulty some difficulty little difficulty no difficulty

27. Copy the following text on the answer sheet.

THE INTRODUCTION is: Although the New Testament writers used the popular language of their day, they often achieved great dignity and eloquence. From this the reader knows that the author will discuss the New Testament as literature rather than as a religious book. In THE BODY, the author comments on each of the writers of the book; the reader learns why the author believes that they achieved dignity and eloquence. In THE CONCLUSION the final sentence of the paragraph-the author repeats the opinion he stated in the introduction, clarifying the point of the paragraph: the work of the Christian writers has a dignity and splendor.

Concerning writing legibly, I have experienced:
 much difficulty some difficulty little difficulty no difficulty

28. Supply the appropriate word for the following situations and then give your answer on the answer sheet.
 - A. He is very afraid of going out in the dark; he is a _____.
 - B. She has a hearing impairment; she is _____.
 - C. My tooth is hurting; therefore, I have to see a _____.
 - D. Drivers need to _____ down when they come to a steep slope.

Concerning using the right word, I have experienced:
 much difficulty some difficulty little difficulty no difficulty

29. **Instruction VII: The sentences below are disordered; put them in the right order to get a coherent paragraph and then show your response by arranging the letters on the answer sheet.**

- A. But, he told them: "It is not I who deserves death but my father. When in my childhood I began stealing corn and grain, he praised me instead of punishing me and accustomed me to robbery."
- B. When the robber caught sight of his father, he asked to say a few words to him before his death.
- C. The king, having heard this, sent out his soldiers.
- D. Having said this, he was beheaded, but all those who had children understood the seriousness of the matter.
- E. Once he got close to his father, he tried to hit him, but he failed to do so because his hands were tied together. So, he began to inflict upon him a terrible bite with his teeth.
- F. There was a robber who roamed in the countryside. He pillaged and killed passers-by.
- G. As they took him to the place where he was to be beheaded, the old father of this robber was following him in tears.
- H. For this reason, I became a bandit and thus reached this hour of my death. Had my father punished at the appropriate time, I would not have come to this end.
- I. All the people around him shouted: "Really, this bandit deserves death since he wanted to kill his father."
- J. They caught him and brought him in chains to the king who sentenced him to death.

Concerning organizing ideas, I have experienced:
 much difficulty some difficulty little difficulty no difficulty

30. **Instruction VIII:**

Write a coherent paragraph entitled as “the effect of smoking cigarette”

Procedure: First, turn the following phrases into simple sentences and then use cohesive devices or any other mechanism so as to make them a paragraph.

- Serious cough
- Lung cancer
- Bad smell
- Dry and pale lips
- Sooty and rotten teeth
- Untidy and poor hygiene
- Causes discomfort to people

Concerning synthesizing ideas, I have experienced:
 much difficulty some difficulty little difficulty no difficulty

Appendix 4: Revised Grammar and Vocabulary Test

General query: Global analysis

Instruction: Put a tick (√) mark in the box to give information about yourself

1. Test code: _____
2. Gender: male female
3. Age group: <18 18-23 24-29 >29
4. Cumulative GPA: < 2.00 2.00-2.62 2.63-3.25 >3.25
5. High school attended: private government public

General Directions:

- This test contains grammar and vocabulary questions aimed at testing your skill to use them in different contexts. Therefore, please attempt to answer all the questions.
- Choose the correct answer and write your response on the Answer Sheet.
- Put a tick/√/ mark in one of the boxes to show the level of difficulty.
- Try to finish the test within 1:30 hours.

Part I: Grammar Test

Context 1

Last night there had been a horrible car accident. Everyone who came to witness the scene (1) _____ bitterly. The police who (2) _____ earlier prevented people from coming nearer.

- 1) A/ wept B/ has been weeping C/ could weep D/ might have wept
 2) A/ arrived B/ had arrived C/ were arriving D/ had been arriving

Context 2

Abebe and Taye are friends who (3) _____ recently from college. They have different preferences for food and drink. Abebe (4) _____ coffee but Taye doesn't.

- 3) A/ graduated B/ have graduated C/ will be graduating D/ had graduated
 4) A/ is liking B/ has liked C/ likes D/ liked

Context 3

Abebe (5) _____ Tsige next year. Therefore, he (6) _____ money for the marriage ceremony.

- 5) A/ shall be marrying B/ is marrying C/ has married D/ married
 6) A/ has saved B/ is going to save C/ will have to save D/ will have saved

Concerning tense, I have experienced:
 much difficulty some difficulty little difficulty no difficulty

Context 4

It is customary to see long traffic jams every morning as the roads (7) _____ for different reasons. Because of the seriousness of the problem, people (8) _____ to go long distances on foot.

- 7) A/ have closed B/ will be closed C/ were closed D/ are closed
- 8) A/ were obliged B/ have obliged C/ are obliged D/ shall be obliged

Context 5

Last year, there had been several cases of diarrhoea. It (9) _____ that the victims took food which (10) _____.

- 9) A/ reported B/ was reporting C/ was reported D/ had reported
- 10) A/ had contaminated B/ was contaminating C/ were contaminated D/ had been contaminated

Concerning passive voice, I have experienced:
 much difficulty some difficulty little difficulty no difficulty

Context 6

Daughter: "The road was muddy when I went out in the morning."

Mother: "It (11) _____ the night before."

- 11) A/ could rain B/ must have rained C/ should have rained D/ should rain

Context 7

(A director suggests to a teacher who is busy copying his test.)

Director: "You (12) _____ write it twice; you may use a carbon."

Teacher: "But, I don't have a carbon."

Director: "Ask the secretary."

- 12) A/ need not to B/ must not C/ could D/ have to

Context 8

Patient: "Doctor, I still feel pain. What should I do?"

Doctor: "Hereafter, you (13) _____ take this drug three times a day."

- 13) A/ may B/ ought to C/ must D/ can

Context 9

Student: "I had missed the test because I came late last Monday."

Teacher: "There will be no excuse; you (14) _____ come early."

- 14) A/ should have B/ should C/ must have D/ may

Concerning modal verbs, I have experienced:
 much difficultv some difficultv little difficultv no difficultv

Context 10

(Father advising his lazy son)

Father: "Son, just imagine what a (15) _____ student can do for himself so as to be (16) _____ in his studies. First, he has to get used to (17) _____ harder as others do. Then, he hopes (18) _____ good results."

Son: "Thanks for the advice. I will try to live up to your expectations."

- 15) A/ committing B/ committed C/ commitment D/ commit
- 16) A/ success B/ succeed C/ successful D/ succeeding
- 17) A/ study B/ studying C/ having study D/ being studying
- 18) A/ to get B/ to getting C/ to have got D/ having got

Concerning word forms, I have experienced:
 much difficulty some difficulty little difficulty no difficulty

Context 11

Assefa decided to (19) _____ his work since he could no longer (20) _____ working for several hours without any break.

- 19) A/ give up B/ bring about C/ give out D/ take off
- 20) A/ give in B/ watch out C/ look for D/ put up with

Context 12

The town was virtually (21) _____ from the rest of the country when the enemy had (22) _____ the bridge.

- 21) A/ run over B/ taken over C/ cut off D/ turned down
 22) A/ taken off B/ blown up C/ locked up D/ given away

Concerning adverbial particles, I have experienced:
 much difficulty some difficulty little difficulty no difficulty

Context 13

Fetene lives in a village (23) _____ the Baso River. (24) _____ Sundays, he has to cross the river to go to church. Since he is afraid (25) _____ evil spirits, he insists (26) _____ taking a metal cross with him.

- 23) A/ on B/ over C/ beyond D/ in
 24) A/ in B/ at C/ for D/ On
 25) A/ of B/ about C/ at D/ in
 26) A/ in B/ at C/ for D/ on

Concerning prepositions, I have experienced:
 much difficulty some difficulty little difficulty no difficulty

Context 14

The man (27) _____ has just talked to me is planning to raise funds for the girl (28) _____ parents have died in the car accident. He is going to ask merchants (29) _____ he believes are very generous. His house is the one (30) _____ is painted blue.

- 27) A/ which B/ who C/ whom D/ whose
 28) A/ whose B/ that C/ who D/ which
 29) A/ which B/ whose C/ that D/ whom
 30) A/ what B/ who C/ which D/ whom

Concerning relative pronouns, I have experienced:
 much difficulty some difficulty little difficulty no difficulty

Context 15

Teacher: "Ayele, why were absent yesterday?"

Ayele: "I was sick."

Teacher: "Have you been treated?"

Ayele: "I went to hospital and the doctor gave me medicine."

Teacher: "So, are you feeling alright now?"

Ayele: "Yes, thank God! I'm much better now."

Teacher: "Well, see that you ask for permission even if you have to be absent."

31) When the teacher asked the reason for being absent, Ayele responded that he _____ sick.

- A/ was B/ had been C/ would be D/ might be

32) Then, the teacher asked _____ he had been treated.

- A/ why B/ where C/ if D/ what

33) Ayele answered affirmatively and that he _____ feeling much better _____.

- A/ would be/ now B/ is/ now C/ had been/ then D/ was/ then

34) Eventually, the teacher warned that Ayele _____ for permission even if he _____ be absent.

- A/ should ask/ had to B/ asked/ was to C/ asks/ is to D/ has asked/ has to

Concerning reported speech, I have experienced:
 much difficulty some difficulty little difficulty no difficulty

Context 16

Birds and aeroplanes have less similarity than they have differences. (35) _____ both have wings and can fly. (36) _____, both differ significantly in their size and source of energy to fly. (37) _____, birds are small animate creatures that feel tired, sick, and eventually die. (38) _____, aeroplanes are huge machines which break down and stop functioning.

- 35) A/ Therefore B/ As a result C/ Because D/ For example

- 36) A/ *Even though* B/ *However* C/ *If* D/ *Since*
 37) A/ *Besides* B/ *Otherwise* C/ *Even if* D/ *Nevertheless*
 38) A/ *For instance* B/ *On the Contrary* C/ *As long as* D/ *Consequently*

Concerning conjunctions, I have experienced:
 much difficulty some difficulty little difficulty no difficulty

Context 17

(Teacher asking his students in his class)

- 39) Teacher: "Ayele, what would you do if _____ the National Lottery?"
 Ayele: "I might build a villa."
 A/ won B/ will win C/ are going to win D/ would have won
- 40) Teacher: "Aster, what could you have done if you _____ a lion?"
 Aster: "I could have fled for my life."
 A/ see B/ saw C/ would see D/ had seen
- 41) Teacher: "Tsige, what will you do if I _____ you?"
 Tsige: "I will cry."
 A/ pinched B/ will pinch C/ pinch D/ would pinch
- 42) Teacher: "Dendir, what happens to water if we boil it?"
 Dendir: "It _____."
 A/ will evaporate B/ evaporates C/ is evaporating D/ would evaporate

Concerning conditional sentences, I have experienced:
 much difficulty some difficulty little difficulty no difficulty

Context 18

Abebe and Tenkir were classmates. During the first semester, Abebe was very frustrated for getting the (43) _____ grade in the class. His teacher advised him to work (44) _____. During the second semester, Abebe put some effort and scored nearly the same as Tenkir. So, he turned out to be (45) _____ his friend. As a result, his teacher congratulated him and told him that his score was (46) _____ than it was before.

- 43) A/ *biggest* B/ *most* C/ *least* D/ *lower*
 44) A/ *hardest* B/ *harder* C/ *more* D/ *lesser*
 45) A/ *cleverer than* B/ *less clever than* C/ *as clever as* D/ *more clever than*
 46) A/ *much better* B/ *far worse* C/ *so encouraging* D/ *less attractive*

Concerning comparison, I have experienced:
 much difficulty some difficulty little difficulty no difficulty

Context 19

Presently, the police (47) _____ training on how to control and treat criminals. It is believed that such training (48) _____ police brutality and (49) _____ physical damage. The police should, thus, learn how to handle emotionally unstable criminals who usually (50) _____ strangely.

- 47) A/ *are having* B/ *is having* C/ *have had* D/ *shall have*
 48) A/ *prevent* B/ *prevents* C/ *is preventing* D/ *has prevented*
 49) A/ *avoid* B/ *are avoiding* C/ *avoids* D/ *has avoided*
 50) A/ *behave* B/ *behaves* C/ *are behaving* D/ *is behaving*

Concerning subject-verb agreement, I have experienced:
 much difficulty some difficulty little difficulty no difficulty

Context 20

(Tesfaye and Zinash talking in the kitchen)

- Zinash: "Ayelech helped you when you were there, (51) _____ she?"
 Tesfaye: "Yes, but I also helped her with her studies."
 Zinash: "She hardly speaks English, (52) _____ she?"
 Tesfaye: "Of course not. That was the other thing for which she needed my help."
 Zinash: "Let's have something to eat, (53) _____ we?"
 Tesfaye: "Ok."
 Zinash: "I like potatoes very much. How about you?"

Tesfaye: (54) “ _____ . I like them especially with peppers.”

- 51) A/ hasn't B/ didn't C/ is D/ was
52) A/ hasn't B/ isn't C/ does D/ has
53) A/ do B/ shall C/ have D/ did
54) A/ Neither do I B/ So do I C/ I don't either D/ I used to

Concerning tag and remarks, I have experienced:

much difficulty some difficulty little difficulty no difficulty

Instruction: Put the fragments into the right order so as to form complete sentences

Example:

she took/ none of the books/ was interesting/ out of the library

Answer: None of the books she took out of the library was interesting.

- 55) has made life/ in the international market/ very difficult/ oil price /the steady increase of
56) know that/ nor his children/ his job/ neither his wife/ he has lost
57) suffering from/ a girl/ a serious illness/ who was/ they raised funds/ to help
58) kept on watching/ the boy/ at the corner/ at his watch / who was waiting

Concerning syntactic skills, I have experienced:

much difficulty some difficulty little difficulty no difficulty

Part II: Vocabulary Test

Instruction: Choose the best answer and writer the letter of your choice on the answer sheet

- 59) The child was sick ever since he had been _____ by the dog. Therefore, his mother had to take him to hospital immediately.
A/ beaten B/ bitten C/ chewed D/ wounded
- 60) Victory cannot be achieved without sacrifices. The history of people tells us that many have _____ their lives while fighting for their rights.
A/ saved B/ lost C/ destroyed D/ endangered
- 61) The weather had not been good lately. There had been a torrential rain this morning and hence the football match was _____ until next week.
A/ cancelled B/ postponed C/ played D/ watched
- 62) Almaz is a hardworking lady. Every morning, she cleans her room and _____ her bed before she leaves for work.
A/ makes B/ prepares C/ does D/ lays

Concerning verb forms, I have experienced:

much difficulty some difficulty little difficulty no difficulty

- 63) There had been incessant rain in our place. For fear of flood, we were made to _____ our village.
A/ live B/ leave C/ stay in D/ disappear
- 64) I asked the librarian to _____ me a book so that I could read it at home.
A/ lend B/ borrow C/ give D/ contribute
- 65) Yesterday, I bought a hen from market. No sooner had I brought the hen than it began to cackle and search for a place to _____ its egg.
A/ embrace B/ produce C/ bear D/ lay
- 66) My father is an old man but he dislikes to sponge on anyone. So, he works as a salesman to _____ his living.
A/ earn B/ deserve C/ do D/ overcome

Concerning infinitive, I have experienced:

much difficulty some difficulty little difficulty no difficulty

- 67) The new secretary invited us to her house where we celebrated Easter with plenty of food and drinks; we were amazed by the kindness and generosity of our _____.
A/ host B/ guest C/ guard D/ maid
- 68) As students cannot afford to pay for educational fees, universities usually request for a _____ letter of financial support so that students could pursue their post graduate studies.
A/ guardian's B/ partner's C/ sponsor's D/ colleague's

69) Last week, a fund-raising campaign was conducted in order to help street-children. Tesfaye, one of the Ethiopian diaspora, contributed a lot of money for the cause and the committee thanked him for his _____.

A/ payment B/ expenditure C/ generosity D/ greediness

70) Abebe is the son of my uncle; so Abebe is my _____.

A/ cousin B/ nephew C/ niece D/ brother

Concerning nouns, I have experienced:

much difficulty some difficulty little difficulty no difficulty

71) Abebech is a poor woman. She cannot feed her child properly. However, it is _____ for her to see her son suddenly taken sick.

A/ disgusting B/ annoying C/ shocking D/ amazing

72) It is so _____ of you to help that old woman to cross the road.

A/ kind B/ generous C/ diligent D/ clever

73) We had been called for a meeting this afternoon. When I reached the place, the room was so _____ that I could hardly get a seat.

A/ noisy B/ crowded C/ spacious D/ deserted

74) I went to visit a friend with my children last week. As we entered the compound, a large dog growled at us. My children, being _____ by the dog, rushed into the house.

A/ pleased B/ terrified C/ fascinated D/ amazed

Concerning adjectives, I have experienced:

much difficultv some difficultv little difficultv no difficultv

75) Tessema has recently joined college. He experiences difficulty of communicating his ideas as he _____ speaks the English language.

A/ effortlessly B/ somehow C/ scarcely D/ fluently

76) Abebech is in a train station in London to make her journey to Paris. Therefore, she needs to listen _____ to the announcement so as not to miss information about the time-table of the train.

A/ politely B/ casually C/ hardly D/ attentively

77) Having given instructions about the importance of clear answers, the teacher warned his students that they might lose marks for writing _____ on the answer sheet.

A/ illegally B/ illegibly C/ intelligibly D/ tactlessly

78) Alemu was an experienced driver. He stopped the car _____ when he saw a small child crossing the road.

Concerning adverbs, I have experienced:

much difficulty some difficulty little difficulty no difficulty

79) The government was determined to fight corruption. As a result, Belamo was sentenced to ten years' imprisonment for he was caught _____ bribes.

A/ stealing B/ taking C/ enjoying D/ allowing

80) Because Borsamo was a novice, he fell and broke his leg while _____ a bicycle.

A/ driving B/ riding C/ repairing D/ galloping

81) Personal hygiene is essential for one's health. How much time do you spend _____ bath?

A/ doing B/ taking C/ making D/ preparing

82) Nowadays, the traffic police are strict on rule breakers. They usually punish drivers for _____ the speed limit.

A/controlling B/ exceeding C/ exaggerating D/ keeping

Concerning gerunds, I have experienced:

much difficultv some difficultv little difficultv no difficultv

Appendix 5: Revised Speaking Skills Test

General query: Global analysis

Instruction: Put a tick (✓) mark in the box to give information about yourself

1. Test code: _____
2. Gender: male female
3. Age group: <18 18-23 24-29 >29
4. Cumulative GPA: <2.00 2.00-2.62 2.63-3.25 >3.25
5. High school attended: private government public

General Directions:

- This test contains questions aimed at testing your speaking skills. It has got two parts: accuracy test and interview.
- You will give written response for Part I while spoken response for Part II.
- Put a tick /✓/ mark in one of the boxes to show the level of difficulty.
- The test will last for 1:30 hour.

Part I: Accuracy test (22%)

I/ Grammar: Use complete sentences in response to the questions below and write your answer in the space given next to the question.

Example: Question: What is your name? Response: My name is Ayele Tesfaye.

1. What did you do yesterday?
2. What are you planning to do next week?
3. Have you been to Langano?
4. If you haven't, do you wish to go there?
5. How do you ask your teacher to go out of class?
6. How do you ask your teacher if you don't understand what he is explaining?
7. How do you greet your friend who has been away for a few days?
8. How do you apologize to your friend who has been offended by your words?

Concerning grammar, I have experienced:

much difficulty some difficulty little difficulty no difficulty

II/ Vocabulary: Use the correct word to complete the sentences below and show your response by inserting the word in the space given.

9. After a long work, you normally feel _____.
10. You will contract HIV if you are not _____ to your girlfriend/ boyfriend.
11. If children do not get balanced-diet, they will certainly suffer from _____.
12. A child who has lost his parents is an _____.
13. The child asked for more food; he was not _____.
14. Tilahun Gessesse was a celebrated _____ in Ethiopia.

Concerning vocabulary, I have experienced:

much difficulty some difficulty little difficulty no difficulty

III/ Pronoun reference

Use the correct pronoun to denote the noun it refers to and write the pronoun in the space given.

15. The police are very strict nowadays. _____ stop you and request for license.
16. The girl _____ hair is long is my sister.
17. The children are looking for _____ toys.
18. The wind uprooted the old oak tree _____ had been standing for 300 years.

Concerning pronoun reference, I have experienced:

much difficulty some difficulty little difficulty no difficulty

IV/ Discourse markers: Use the correct discourse marker to maintain clear relationship between the parts of the sentence and write the discourse marker in the space provided.

19. The teacher was angry with his students; _____, he dismissed them from class.
20. _____ she did not study hard, she hoped to pass the test.

21. The guard may not let you in _____ you show him your ID.
22. Ethiopia has several historical sites which attract tourists; _____, the rock-hewn churches are the most visited ones.

Concerning discourse markers, I have experienced:

much difficulty

some difficulty

little difficulty

no difficulty

Part II: Interview

1. Can you tell me about your place of birth and family?
2. What do your parents do to earn living?
3. What do you usually do after school and during weekends?
4. Tell me about your primary and secondary education.
5. How was your performance like in primary and secondary education?
6. What were your favourite subjects?
7. Why did you prefer one subject over the other?
8. Nowadays, some students use mobile phones in schools. Do you think this is right? Why? Why not?
9. How did you find your university education?
10. What is your performance like here now?
11. What are the challenges and difficulties you have faced here?
12. What should you do to minimize the effect of these difficulties?
13. Did you join the department based on your preference?
14. What happens to students who have been assigned to a department without their preference?

Appendix 6: Revised Pronunciation Test

General query: Global analysis

Instruction: Put a tick (✓) mark in the box to give information about yourself

1. Test code: _____
2. Gender: male female
3. Age group: <18 18-23 24-29 >29
4. Cumulative GPA: <2.00 2.00-2.62 2.63-3.25 >3.25
5. High school attended: private government public

General Directions:

- This test contains activities aimed at testing your pronunciation skills. Therefore, please do as you are instructed.
- The test will last for 0:40 hour.

Part I: Pronouncing words

Read out the sentences below correctly.

1. The ship sailed across the sea.
2. There are several sheep in the field.
3. She was determined to take her chance.
4. Don't undermine my effort.
5. I'm quite certain of her success.
6. Don't draw the curtain.
7. I don't want to bother you.
8. I doubt if it is the right path.
9. You should brush your teeth every day.
10. What a cute animal it is.
11. The dog lay on the floor.
12. Her face turned pale.
13. The children were flying their kites.
14. She splashed a pail of slop.
15. This is the site where I work.

16. The thief hid himself in the bush.
17. Almaz wore beautiful boots.
18. Nails pierce tires.
19. Don't be proud.
20. There is no cure for AIDS.

Part II: Putting Word Stress

Read the sentences below by placing the stress in the correct place for the underlined words

1. You have to eliminate unwanted expenditure.
2. The place became clean after the elimination of all rubbish.
3. Photography is a good art.
4. His photo is good.
5. He continued working until mid-night.
6. The numbers lack continuity.
7. Poets personify nature in their poems.
8. The personification used in the poem is admired by all.

Part III: Intonation

Read aloud the extract with the correct intonation.

The Encounter

- 1/ **Guest:** "You know who we are, eh?" beckoning the host with his finger.
- 2/ **Host:** How could I?
- 3/ **Guest:** You must consider yourself lucky for having us as your guest.
- 4/ **Host:** Should I? Oh, here in our parts, you see, we don't open our doors to lodgers... and if it 5/ were not for my wife making business of it, I wouldn't have admitted you?
- 6/ **Guest:** You've heard of the name Fitawrary Woldu, I presume.
- 7/ **Host:** So many Fitawraries nowadays...hard to catch up with their names.
- 8/ **Guest:** The real Fitawraries I'm talking about those of Menelik not of the Italians.
- 9/ **Host:** I was too young then to know anything about them.
- 10/ **Guest:** As if the present day Fitawraries deserve the title.
- 11/ **Host:** We've two of them in our villages; both of them left with title and medallions only.
- 12/ **Guest:** You've got me there, you see, yes! I was talking about the rich Fitawraries, and the 13/ richest of them all: Woldu.
- 14/ **Host:** I should have known such a name, I think. The problem with me, you see, is that I'm 15/ behind the news; not going to the village market as often as I should.
- 16/ **Guest:** I haven't made myself clear, it seems. You know, my type is not yet on the 17/ market...you needn't have bothered to go there?
- 18/ **Host:** Right you are, I needn't! Everything expensive as it: teff, millet, sorghum.
- 19/ **Guest:** Your language smells very much of the soil. Did you not have by any chance a 20/ master who could teach you how to talk to your superiors?
- 21/ **Host:** Oh, lots and lots of them. Why, anybody with money is my master for that matter.

22/ **Guest:** I mean men of blood; men who could teach you how to conduct yourself in decent 23/ society.

24/ **Host:** How should I know about that? They seem gentlemen enough to me until they get low 25/ in the purse. After that they don't even bother to rent bed.

Source: taken from "The Thirteenth Sun" by Dagnachew Worku

Appendix 7: The Background Questionnaire

Dear student,

The purpose of this questionnaire is to collect data about your family background, schooling, and English language learning disposition. The expected outcome of the study is helpful in making changes to the contents of the skill courses given in the English Department. In this regard, the information you give will have an immense value for the success of the study. Therefore, I need your sincere response to each item of the questionnaire. Moreover, I assure you that the information you provide will be confidential and will only be used for the desired purpose.

Sincerely yours,

The researcher

Direction: Put a tick/√/ mark to show your response for each query. You may give more than one response for some items.

Questionnaire code: _____

Sex: male female

Part I: Family/ Socio-economic Background

1. The region you came from: Amhara Oromia Tigray
SNNPR Specify if different
2. 1st language : Amharic Oromifa Tigrigna
Specify if different _____
3. Residence: rural urban
4. Parents' literacy situation:
Father: educated uneducated
Mother: educated uneducated
Foster parent: educated uneducated
5. If your response for No 3 is 'educated', what is the educational level of your parents?
Father: primary school graduate junior secondary school graduate
Secondary school graduate Certificate Diploma
Degree MA PhD
Mother: primary school graduate junior secondary school graduate
Secondary school graduate Certificate Diploma
Degree MA PhD
Foster parent: primary school graduate junior secondary school graduate
Secondary school graduate Certificate Diploma
Degree MA PhD
6. Parents' occupation/livelihood:
Civil servant merchant farmer
Specify if different _____
7. If your response for No 6 is 'civil servant', what is your parents' monthly income:
<100 101-500 501-900
901-1300 1301-1700 >1700
8. Could your parents afford stationery materials and school fees during elementary and secondary education?
Yes No
9. If your response for No 7 is 'no', what did you do to fulfill your needs?
Do jobs to get money ask people for help
Specify if any _____
10. Resources at home: TV radio textbooks
Reference books dictionary

Part II: English Language Background

Put a tick/√/ mark to show your preference

No	Item	Yes	No
1	Extracurricular English language training received		
2	Using reference books and encyclopedia		
3	Using the English language dictionary		
4	Reading English grammar books		
5	Fictions read in English		
6	Newspapers and magazines read in English		
7	Letter writing experience in English		
8	E-mailing in English		
9	Using the Internet		
10	Watching films in English		

Part III: School Background

- Had you attended kindergarten? Yes No
- At what grade did you start learning English? _____
- How did you find learning English at elementary school?
Easy manageable Difficult
- If your response for No 3 is 'difficult', which skills were most difficult for you?
Grammar vocabulary speaking listening
Reading writing
- How did you find learning English at secondary school?
Easy manageable Difficult
- If your response for No 5 is 'difficult', which skills were most difficult for you?
Grammar vocabulary speaking listening
Reading writing
- Did you have ample time or programme to study after school at home?
Yes No
- If your response to No 7 is 'no', then what interferes with your study?
Helping parents Playing with friends Doing some work to earn living

Appendix 8: The Learning Situation Questionnaire

Dear student,

The purpose of this questionnaire is to analyze the English language skill courses learning situation of Dilla University (i.e. Learning Situation Analysis). The expected outcome of the study is helpful in making changes to the contents of the skill courses given in the English Department. In this regard, the information you give will have an immense value for the success of the study. Therefore, I need your sincere response to each item of the questionnaire. Moreover, I assure you that the information you provide will be confidential and will only be used for the desired purpose.

Sincerely yours,

The researcher

Instruction: Put a tick (✓) mark in the box to give information about yourself

- Code: _____
- Sex: male female
- Age group: <18 18-23 24-29 >29
- Cumulative GPA: <2.00 2.00-2.62 2.63-3.25 >3.25
- High school attended: government private public

Instruction: Indicate your response by circling the letter or letters of your choice from the alternatives given.

An item may have one or more responses.

- What skill courses have you taken?
A/ Reading Skills B/ Spoken English I C/ Spoken English II
D/ Writing Skills E/ Listening Skills

- F/ Specify if any _____
2. Why did you take the skill courses? For _____.
 A/ academic requirement B/ improving language competence
 C/ following content courses D/ specify if any _____
 3. How did you find the skill courses at Dilla University?
 Easy manageable Difficult
 4. If your answer for No 3 is 'difficult', with which skill course/courses did you have much difficulty?
 A/ Reading Skills B/ Spoken English I C/ Spoken English II
 D/ Writing Skills E/ Listening Skills
 F/ Specify if any _____
 5. If your response for No 3 is 'difficult', what do you think is the cause for your difficulty with the skill courses?
 Language background Lack of commitment
 High number of credit hours per semester
 Mismatch between course contents and what you want to learn
 Specify if any _____.
 6. How do you perceive your performance in the skill courses?
 A/ competent/ skilled B/ less competent/ less skilled
 C/ incompetent/ unskilled D/ no idea
 7. What is your disposition towards the skill courses?
 A/ positive B/ negative C/ uncertain
 8. Did you join the English Department on your own preference?
 Yes No
 9. Did you have the required proficiency when you joined Dilla University?
 A/ yes B/ no C/ uncertain
 10. What do you think is your current level of English proficiency?
 A/ advanced/fluent B/ intermediate/ less fluent
 C/ beginner/ not fluent D/ no idea
 11. Which resources are lacking and thus constrain the learning of the skill courses?
 A/ teachers B/ reference books C/ language laboratory
 D/ none E/ specify if any _____.
 12. Do you think the academic schedule/ calendar provides enough time for meeting the objectives of the skill courses?
 A/ yes B/ no C/ uncertain
 13. If your answer for No 12 is 'no', what event interferes with the academic schedule?
 A/ holidays B/ meetings C/ absenteeism
 D/ specify if any _____.

Appendix 9: The Sub-Skills Questionnaire

Dear student,

The purpose of this questionnaire is to collect data about your needs for English sub-skills. The expected outcome of the study is helpful in making changes to the contents of the skill courses given in the English Department. In this regard, the information you give will have an immense value for the success of the study. Therefore, I need your sincere response to each item of the questionnaire. Moreover, I assure you that the information you provide will be confidential and will only be used for the desired purpose.

Sincerely yours,

The researcher

General query

Instruction: Put a tick (✓) mark in the box to give information about yourself

1. Questionnaire code: _____
2. Gender: male female
3. Age group: <18 18-23 24-29 >29
4. Cumulative GPA: < 2.00 2.00-2.50 2.50-3.00 >3.00

5. High school attended: government private public

Part One: Questionnaire on language sub-skills

Instruction:

Identify the sub-skills with which you have much difficulty and consequently you need much help to succeed in the skill courses by putting a tick (✓) mark on the rating scale/ continuum/ to show the degree of difficulty.

1= much difficulty 2= some difficulty 3= uncertain 4= little difficulty 5= no difficulty

Table 1: Sub-Skills Related to Reading

Decide to what extent you experience difficulty with the sub-skills below in the Reading Skills course.

No	Sub-skills	Scale				
		1	2	3	4	5
1	Understanding writer's purpose					
2	Understanding writer's tone/ mood (cynical, having positive outlook, etc)					
3	Understanding relationships signaled by discourse markers(i.e. moreover, for example, etc)					
4	Understanding the functional value of paragraphs and sentences (i.e. exemplifying, explaining, defining, etc)					
5	Recognizing text structure or organization.					
6	Interpreting lexical cohesion (i.e. different words referring to the same person/ thing)					
7	Basic reference skills (i.e. understanding the use of pronouns: his, hers, this, that, etc)					
8	Guessing the meanings of unfamiliar words.					
9	Distinguishing main ideas from supporting details					
10	Inferring (i.e. drawing inferences/generalizations)					
11	Critical reading (i.e. understanding a text through language awareness)					
12	Understanding the general idea of a text (i.e. skimming)					
13	Scanning(i.e. reading for specific ideas)					

Table 2: Sub-Skills Related to Writing (Mechanical & Stylistic Skills)

Decide to what extent you experience difficulty with the mechanical sub-skills below in Basic Writing Skills & Advanced Writing Skills courses.

No	Sub-skills	Scale				
		1	2	3	4	5
1	Forming letters correctly and writing legibly.					
2	Using capitalizations correctly.					
3	Using punctuation marks appropriately.					
4	Choosing the right vocabulary.					
5	Spelling words correctly.					
6	Using discourse markers (e.g. moreover, however, etc) in order to maintain sentence / paragraph cohesion.					
7	Using correct and complete sentences(i.e. grammar)					
8	Joining sentences and phrases.					
9	Using varied sentence structures.					
10	Using correct paragraph and essay layout/structure.					

Table 3: Sub-Skills Related to Writing (Cognitive & Rhetorical Skills)

Decide to what extent you experience difficulty with the rhetorical sub-skills below in Basic Writing Skills & Advanced Writing Skills courses.

No	Sub-skills	Scale				
		1	2	3	4	5

1	Understanding the purpose of writing and the audience to whom it is written.					
2	Ability to think clearly and generate ideas					
3	Ability to select relevant ideas					
4	Organizing ideas in a certain way(e.g. external-internal, far-near, etc)					
5	Ability to link ideas so as to develop a topic (i.e. synthesizing)					
7	Critically analyzing a topic.					

Table 4: Sub-Skills Related to Listening

Decide to what extent you experienced difficulty with the sub-skills below in Listening Skills courses.

No	Sub-skills	Scale				
		1	2	3	4	5
1	Using background knowledge to construct meaning (top-down processing)					
2	Using words and sentences in the listening text to figure out meaning (bottom-up processing)					
3	Understanding implied meanings (not clearly stated).					
4	Understanding the meanings of unfamiliar words					
5	Listening for general understanding (i.e. main idea)					
6	Listening for specific details/ideas					
7	Understanding pronouns that refer backward/ forward to nouns (cataphoric /anaphoric reference)					
8	Recognizing discourse markers indicating transitions, objections, conclusions, etc.					
9	Understanding speakers' attitude towards each other and the topic					
10	Understanding meanings that result from variations in sounds, stress, and intonation.					

Table 5: Sub-skills Related to Speaking

Decide to what extent you experienced difficulty with the sub-skills below in Spoken English I & II courses.

No	Sub-skills	Scale				
		1	2	3	4	5
1	Knowing what and how to say (interaction skill)					
2	Use of fillers (e.g. 'well', 'erm', etc) and ellipses (i.e. incomplete sentences) to get time to formulate one's ideas (facilitation skills)					
3	Using paraphrases and modifications of words to avoid misunderstanding(compensation skills)					
4	Ability to signal misunderstanding ,correcting mistakes, and using circumlocution(negotiation skills)					
5	Ability to shift topic and turn-taking (management skills)					
6	Sustaining communication with a communicative partner putting all linguistic resources to one's disposal (i.e. fluency).					
7	Using correct grammar(i.e. accuracy)					
8	Using correct vocabulary (i.e. accuracy)					
9	Producing speech sounds correctly (i.e. intelligibility)					
10	Expressing attitudinal meaning by varying one's voice. (i.e. intonation)					
11	Emphasizing main points using verbal cues (i.e. stress)					
12	Using discourse markers (i.e. first of all, on the other hand, etc) correctly.					
13	Using reference skills (i.e. pronouns) correctly.					

Appendix 10: The Target Situation Questionnaire

Dear graduate of Dilla University,

The purpose of this questionnaire is to analyze the use of English language skills in your work situation (i.e. Target Situation Analysis). The expected outcome of the study is helpful in making changes to the contents of the skill courses given in the English Department at Dilla University. In this regard, the information you give will have an immense value for the success of the study. Therefore, I need your sincere response to each item of the questionnaire. Moreover, I assure you that the information you provide will be confidential and will only be used for the desired purpose.

Sincerely yours,
The researcher

Part I: Put a tick (✓) mark in the box to give information about yourself

1. Code: _____
2. Sex: Male Female
3. Age: 20-25 years 26-31 years >31 years
4. The type of institution in which you are currently working:
Government NGO Private
Specify if different _____
5. Your position in the institution:
Head/principal academic staff administrative staff
Specify if different _____
6. Work experience since you've graduated from Dilla University:
0-5 years 6-10 years >10 years

Part II: Indicate your response by circling the letter of your choice from the alternatives given.

1. Do you use English in your work place?
A/ Yes B/ No
2. If your answer is 'yes' for No. 1, why do you use English in your work place?
A/ academic B/ office work C/ research
D/ specify if different _____
3. How often do you use English in your work place?
A/ very often B/ sometimes C/ scarcely
4. In which channel do you often communicate with your colleague/ students?
A/ telephone B/ face-to-face C/ written text
D/ specify if different _____
5. What is the content/ topic of your communication?
A/ politics B/ news C/ office work
D/ specify if different _____
6. Who is your communicative partner?
A/ native speaker of English B/ non- native speaker of English
7. How proficient is your communicative partner?
A/ advanced/ fluent B/ intermediate/ less fluent
C/ beginner/ not fluent D/ no idea
8. Where does the communication take place?
A/ office B/ classroom C/ meetings
D/ specify if different _____
9. Which language skills are most used in your work place?
A/ speaking B/ listening C/ reading D/ writing

Part III: Rate your difficulties with the sub-skills of the macro-skills you have selected in No 9 above using the rating scale below.

1= much difficulty	2= some difficulty	3= uncertain	4= little difficulty	5= no difficulty
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A/ Put a tick /√/ mark to show the level of difficulty you experienced with reading sub-skills in your work place

No	Reading Sub-skills	1	2	3	4	5
1	Understanding writer's tone					
2	understanding functional value					
3	recognizing text structure					
4	interpreting lexical cohesion					
5	Distinguishing main ideas from supporting details					
6	Understanding writer's purpose					
7	Drawing inferences					
8	Understanding relationships signaled by discourse markers					
9	Literal comprehension/ critical reading					
10	Reference skills					
11	Guessing meanings of words					
12	skimming					
13	scanning					

B/ Put a tick /√/ mark to show the level of difficulty you experienced with writing sub-skills below in your work place

No	Writing Sub-skill	1	2	3	4	5
1	Using capitalization correctly					
2	Spelling words correctly					
3	Using the correct discourse marker					
4	Using correct and complete sentences					
5	Punctuating sentences appropriately					
6	Joining sentences					
7	Writing legibly					
8	Using the right vocabulary					
9	Organizing ideas					
10	Synthesizing ideas					

C/ Put a tick /√/ mark to show the level of difficulty you experienced with listening sub-skills below in your work place

No	Listening Sub-skill	1	2	3	4	5
1	Listening for specific details					
2	Top-down processing					
3	Understanding implied meanings					
4	Bottom-up processing					
5	Understanding references					
6	Recognizing discourse markers					
7	Understanding attitudinal meaning					
8	Guessing unfamiliar words					
9	Listening for the gist					

D/ Put a tick /√/ mark to show the level of difficulty you experienced with speaking sub-skills below in your work place

No	Sub-skill tested	1	2	3	4	5
1	Using correct grammar					
2	Using appropriate words for a situation					
3	Using pronoun correctly					
4	Using discourse markers (e.g. however, moreover, etc) correctly					
5	Understanding and giving appropriate responses					
6	Using fillers and ellipses to formulate ideas					
7	Using paraphrases and modifications					
8	Signaling misunderstanding, correcting mistakes, and using circumlocution					
9	Fluency					

Part IV: Give a written response to the following questions

Dear graduate,

Please, give your comments in retrospect about:

1. the skill courses you had taken in Dilla University,
2. the strengths and deficiencies you had observed in these courses,
3. and eventually your overall impression regarding Dilla University as an institution of higher learning.

Appendix 11: Check-list for Instructional Materials Evaluation

Decide whether the sub-skills mentioned in the table are important to carry out the tasks in the teaching materials based on the following key:

1= not needed	2= needed	3= uncertain
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Table 1: Reading Skills Materials Evaluation

No	Reading sub-skills	1	2	3
1	Understanding writer's purpose			
2	Understanding writer's tone/ mood (cynical, having positive outlook, etc)			
3	Understanding relationships signaled by discourse markers(i.e. moreover, for example, etc)			
4	Understanding the functional value of paragraphs and sentences (i.e. exemplifying, explaining, defining, etc)			
5	Recognizing text structure or organization.			
6	Interpreting lexical cohesion (i.e. different words referring to the same person/ thing)			
7	Basic reference skills (i.e. understanding the use of pronouns: his, hers, this, that, etc)			
8	Guessing the meanings of unfamiliar words.			
9	Distinguishing main ideas from supporting details			
10	Inferring (i.e. drawing inferences/generalizations)			
11	Critical reading (i.e. understanding a text through language awareness)			
12	Understanding the general idea of a text (i.e. skimming)			
13	Scanning(i.e. reading for specific ideas)			

Table 2: Writing Skills Materials Evaluation

No	Writing sub-skills	1	2	3
1	Forming letters correctly and writing legibly.			
2	Using capitalizations correctly.			
3	Using punctuation marks appropriately.			
4	Choosing the right vocabulary.			
5	Spelling words correctly.			
6	Using discourse markers (e.g. moreover, however, etc) in order to maintain sentence / paragraph cohesion.			
7	Using correct and complete sentences(i.e. grammar)			
8	Joining sentences and phrases.			
9	Using varied sentence structures.			
10	Using correct paragraph and essay layout/structure.			
11	Understanding the purpose of writing and the audience to whom it is written.			
12	Ability to think clearly and generate ideas			
13	Ability to select relevant ideas			
14	Organizing ideas in a certain way(e.g. external-internal, far-near, etc)			
15	Ability to link ideas so as to develop a topic (i.e. synthesizing)			

Table 3: Listening Skills Materials Evaluation

No	Listening sub-skills	1	2	3
1	Using background knowledge to construct meaning (top-down processing)			
2	Using words and sentences in the listening text to figure out meaning (bottom-up processing)			
3	Understanding implied meanings (not clearly stated).			
4	Understanding the meanings of unfamiliar words			
5	Listening for general understanding (i.e. main idea)			
6	Listening for specific details/ideas			
7	Understanding pronouns that refer backward/ forward to nouns (cataphoric /anaphoric reference)			
8	Recognizing discourse markers indicating transitions, objections, conclusions, etc.			
9	Understanding speakers' attitude towards each other and the topic			
10	Understanding meanings that result from variations in sounds, stress, and intonation.			

Table 4: Spoken English I & II Materials Evaluation

No	Speaking sub-skills	1	2	3
1	Knowing what and how to say (interaction skill)			
2	Use of fillers (e.g. 'well', 'erm', etc) and ellipses (i.e. incomplete sentences) to get time to formulate one's ideas (facilitation skills)			
3	Using paraphrases and modifications of words to avoid misunderstanding(compensation skills)			
4	Ability to signal misunderstanding ,correcting mistakes, and using circumlocution(negotiation skills)			
5	Ability to shift topic and turn-taking (management skills)			
6	Sustaining communication with a communicative partner putting all linguistic resources to one's disposal (i.e. fluency).			
7	Using correct grammar(i.e. accuracy)			
8	Using correct vocabulary (i.e. accuracy)			
9	Producing speech sounds correctly (i.e. intelligibility)			
10	Expressing attitudinal meaning by varying one's voice. (i.e. intonation)			
11	Emphasizing main points using verbal cues (i.e. stress)			
12	Using discourse markers (i.e. first of all, on the other hand, etc) correctly.			
13	Using reference skills (i.e. pronouns) correctly.			

Appendix 12: Check-List for Validating the Sub-Skills

Dear colleague,

The purpose of this questionnaire is to validate the underlying sub-skills of the macro-skills such as reading, writing, listening, and speaking. Towards this end, the sub-skills are mixed up below. Please, sort them out into the macro-skills. You can tick number 1 to those sub-skills that you believe come under the reading skills, 2 for writing, 3 for listening, and 4 for speaking. Some sub-skills might be assigned to more than one macro-skill. In order to help you with the task, an operational definition is given.

Sub-skills: They are the micro-skills that come under a macro skill; for example, reading. In this regard, it is believed that a learner performs/ exercises all these sub-skills in order to extract the meaning from a reading text.

Similarly, a learner performs a number of sub-skills in order to encode his ideas in written text. The same applies for the rest of the macro-skills.

1= reading skills, 2= writing skills, 3= listening skills, and 4= speaking skills

No	Sub-skills	1	2	3	4
1	Emphasizing main points using verbal cues (i.e. stress)				
2	Understanding writer's purpose				
3	Knowing what and how to say (interaction skill)				
4	Scanning				
5	Understanding implied meanings				
6	Generating ideas				
7	Speaking with speed without hesitation (i.e. fluency)				
8	Recognizing text structure or organization				
9	Spelling words correctly				
10	Distinguishing opinions from facts				
11	Use of fillers (e.g. 'well', 'erm', etc) and ellipses (i.e. incomplete sentences) to get time to formulate one's ideas (facilitation skills)				
12	Using discourse markers (e.g. moreover, however, etc) in order to maintain sentence / paragraph cohesion				
13	Interpreting lexical cohesion (i.e. different words referring to the same person/ thing)				
14	Using punctuation marks appropriately				
15	Ability to signal misunderstanding, correcting mistakes (i.e. negotiation skills)				
16	Using words and sentences in a text to figure out meaning (bottom-up processing)				
17	Joining sentences and phrases				
18	Basic reference skills (i.e. understanding the use of pronouns)				
19	Ability to select relevant ideas				
20	Using paraphrases and modifications of words to avoid misunderstanding (compensation skills)				
21	Using capitalizations correctly				
22	Understanding writer's tone/ mood (cynical, having positive outlook, etc)				
23	Using correct paragraph and essay layout/structure				
24	Expressing/understanding attitudinal meaning by varying one's voice (i.e. intonation)				
25	Organizing ideas in a certain way (e.g. external-internal, far-near, etc)				
26	Distinguishing main ideas from supporting details				
27	Ability to link ideas so as to develop a topic (i.e. synthesizing)				
28	Understanding relationships signaled by discourse markers (i.e. moreover, for example, etc)				
29	Using correct and complete sentences (i.e. grammar)				
30	Using varied sentence structures				
31	Guessing the meanings of unfamiliar words				
32	Listening for general understanding (i.e. main idea)				
33	Using appropriate vocabulary				
34	Critical reading (i.e. understanding a text through language awareness)				
35	Forming letters correctly to keep legibility				
36	Understanding the functional value of paragraphs and sentences (i.e. exemplifying, explaining, defining, etc)				
37	Listening for specific details/ideas				
38	Producing speech sounds correctly (i.e. intelligibility)				
39	Inferring (i.e. drawing inferences/generalizations)				
40	Understanding the purpose of writing and the audience to whom it is written				
41	Ability to shift topic and turn-taking (management skills)				
42	Critically analyzing a topic				
43	Skimming				

44	Using background knowledge to construct meaning (top-down processing)				
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Appendix 13: Revised Scoring Criteria for the Reading Test

Item no	Sub-skill tested	'Much difficulty' for Score gained	'Some difficulty' for Score gained	'little difficulty' for scores gained	'No difficulty' for Score gained
1-3	Understanding writer's tone	0/1	2	3	
4-6*	<i>understanding functional value</i>	0/1	2	3	
7-9	recognizing text structure	0/1	2	3	
10-12	interpreting lexical cohesion	0/1	2	3	
13-18	Distinguishing main ideas from supporting details	0-2	3-4	5	6
19&20	Understanding writer's purpose	0	1	2	
21&22	Drawing inferences	0	1	2	
23&24*	Understanding relationships signaled by discourse markers	0	1	2	
25-28	Critical reading	0-1	2	3	4
29-32	Guessing meanings of words	0-1	2	3	4
33-38*	<i>Reference skills</i>	0-2	3/4	5	6
39-42	skimming	0-1	2	3	4
43*	<i>scanning</i>	0-3	4-7	8-9	10

*In the questionnaire, these sub-skills were not found to be much difficult for learners.

Scoring criteria for overall performance on the Reading Test

Item no	Sub-skill tested	'Much difficulty' for Score gained	'Some difficulty' for Score gained	'little difficulty' for scores gained	'No difficulty' for Score gained
1-43	52 scores	<31	32-45	46-49	50-52
		≤59.6%	>61.5%-86.5%	>88.5%-94.2%	>96.2%

Appendix 14: Revised Scoring Criteria for the Listening Skills Test

Item no	Sub-skill tested	'much difficulty' for scores gained	'some difficulty' for scores gained	'little difficulty' for scores gained	'no difficulty' for scores gained
1-6	Listening for specific details	0-2	3-4	5	6
7-8	Top-down processing	0	1	2	
9-10	Understanding implied meanings	0	1	2	
11-12	Bottom-up processing	0	1	2	
13-14*	<i>Understanding references</i>	0	1	2	
15-16	Recognizing discourse markers	0	1	2	
17-18	Understanding attitudinal meaning	0	1	2	
19-22	Guessing unfamiliar words	0/1	2	3	4
23-24	Listening for the gist	0	1	2	

		≤33.3%	>50%	>75%	100%
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**the sub-skill was not designated as much difficult by learners in the questionnaire.*

Scoring criteria for overall performance of the Listening Test

Item no	Sub-skill tested	'much difficulty' for scores gained	'some difficulty' for scores gained	'little difficulty' for scores gained	'no difficulty' for scores gained
1-24		≤12	13-19	20-22	23-24
		≤50%	>54.1%-79.2%	>83.3%-91.7%	>95.8%

Appendix 15: Revised Scoring Criteria for the Writing Skills Test

Item no	Sub-skill tested	'Much difficulty' for Score gained	'Some difficulty' for Score gained	'little difficulty' for scores gained	'No difficulty' for Score gained
1-6*	Using capitalization correctly	0-2	3/4	5	6
7-10	Spelling words correctly	0-2	3-5	6-7	8
11-14	Using the correct discourse marker	0-1	2	3	4
15-18	Using correct and complete sentences	0-1	2	3	4
19-22	Punctuating sentences appropriately	0-1	2	3	4
23-26	Joining sentences	0-1	2	3	4
27	Writing legibly*1	1	2	3	4
28	Using the right vocabulary	1	2	3	4
29	Organizing ideas	0-4	5-7	8/9	10
30	Synthesizing ideas*2	0-1	2	3	4
	percentage	≤25%	>50%	>75%	100%

**these sub-skills were not designated as much difficult by learners in the questionnaire.*

*1 Criteria for marking item 27: writing legibly

Written legibly and no difficulty in forming capital and small letters=4 Written legibly but with occasional problems in forming capital and small letters =3 Written somewhat legibly but with some problems in forming capital and small letters =2 Not legible and crammed with ill-formed letters=1
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*2 Criteria for marking Item 30: synthesizing ideas

Coherent but with few grammatical and lexical errors =4 Coherent but with many grammatical and lexical errors=3 Incoherent and with few grammatical and lexical errors=2 Incoherent and full of grammatical and lexical errors=1

Item no	Sub-skill tested	'Much difficulty' for Score gained	'Some difficulty' for Score gained	'little difficulty' for scores gained	'No difficulty' for Score gained
1-30	51 items/scores	≤29	30-41	42-48	49-52
		≤55.7%	>57.6%-78.8%	>80.7%-92.3%	>96%

Appendix 16: Revised for the Grammar and Vocabulary Tests

Item no	Grammatical aspects tested	'Much difficulty' for Score gained	'Some difficulty' for Score gained	'Little difficulty' for scores gained	'No difficulty' for Score gained
1-6	Tense	0-2	3-4	5	6
7-10	Passive voice	0-1	2	3	4
11-14	Modal verbs	0-1	2	3	4
15-18	Word forms	0-1	2	3	4
19-22	Adverbial particles	0-1	2	3	4
23-26	prepositions	0-1	2	3	4
27-30	Relative pronouns	0-1	2	3	4
31-34	Reported speech	0-1	2	3	4
35-38	Conjunctions	0-1	2	3	4
39-42	Conditional sentences	0-1	2	3	4
43-46	Comparison	0-1	2	3	4
47-50	Subject-verb	0-1	2	3	4
51-54	Tags & remarks	0-1	2	3	4
55-58	Syntactic skills	0-1	2	3	4
		≤33.3%	>50%	>75%	100%
Item no	Vocabulary				
59-62	Verb forms	0-1	2	3	4
63-66	Infinitive	0-1	2	3	4
67-70	Noun	0-1	2	3	4
71-74	Adjective	0-1	2	3	4
75-78	Adverb	0-1	2	3	4
79-82	gerund	0-1	2	3	4
		≤25%	>50%	>75%	100%

Scoring criteria for overall performance on Grammar & Vocabulary Test

Item no	Grammar	'Much difficulty' for Score gained	'Some difficulty' for Score gained	'Little difficulty' for scores gained	'No difficulty' for Score gained
1-58	58 items	≤29	30-43	44-51	52-58
		≤50%	>51.7%-74.1%	>75.9%-87.9%	>89.6%
Item no	Vocabulary				
59-82	24 items	≤11	12-17	18-21	22-24
		≤45.8%	>50%-70.8%	>75%-87.5%	>91.6%

Appendix 17: Revised Scoring Criteria for the Speaking Skills Test

Part I: Analytic Scoring Criteria

1. Interaction skills 1

1= Having much difficulty in understanding incoming information (≥ 4 instances of misunderstanding)

2= Having some difficulty in understanding incoming information (2/3 instances of misunderstanding)

3= Having little difficulty in understanding incoming information (1 instance of misunderstanding)

4= Having no difficulty in understanding incoming information (no instance of misunderstanding)

2. Interaction skills 2

1= Having much difficulty in giving appropriate responses (≥ 4 instances of word choice problem)

2= Having some difficulty in giving appropriate responses (2/3 instances of word choice problem)

3= Having little difficulty in giving appropriate responses (1 instance of word choice problem)

4= Having no difficulty in giving appropriate responses (no instance of word choice problem)

3. Facilitation skills

1= Having much difficulty in using fillers and ellipses to formulate ideas (0 instance of fillers and ellipses)

2= Having some difficulty in using fillers and ellipses to formulate ideas (1 instance of fillers and ellipses)

3= Having little difficulty in using fillers and ellipses to formulate ideas (2/3 instances of fillers and ellipses)

4= Having no difficulty in using fillers and ellipses to formulate ideas (≥ 4 instances of fillers and ellipses)

4. Compensation skills

1= Having much difficulty in using modifications/paraphrases (0 instance of modifiers)

2= Having some difficulty in using modifications/paraphrases (1 instance of modifiers)

3= Having little difficulty in using modifications /paraphrases (2/3 instances of modifiers)

4= Having no difficulty in using modifications/paraphrases (≥ 4 instances of modifiers)

5. Negotiation skills

1= Having much difficulty in signaling understanding (agreeing/disagreeing) or misunderstanding (questioning/correcting mistakes) (0 instance)

2= Having some difficulty in signaling understanding (agreeing/disagreeing) or misunderstanding (questioning/correcting mistakes) (1 instance)

3= Having little difficulty in signaling understanding (agreeing/disagreeing) or misunderstanding (questioning/correcting mistakes) (2/3 instances)

4= Having no difficulty in signaling understanding (agreeing/disagreeing) or misunderstanding (questioning/correcting mistakes) (≥ 4 instances)

6. Fluency

1= Speaks much slowly and with most frequent hesitation (< 1.62 words/second)

2= Speaks slowly and with more frequent hesitation (1.62-1.87 words/second)

3= Speaks with less speed and with some hesitation (1.88-2.13 words/second)

4= Speaks with speed but with occasional hesitation (> 2.13 words/second)

Scoring criteria for the Speaking Test

	Item no	Sub-skill tested	Much difficulty	Some difficulty	Little difficulty	No difficulty
Part I: accuracy test	1-8	Grammar	≤ 3	4/5	6/7	8
	9-14	Vocabulary	≤ 2	3/4	5	6
	15-18	Use of pronoun reference	1	2	3	4
	19-22	Use of discourse markers	1	2	3	4
Part II: interview test	1	Interaction skills 1	1	2	3	4
	2	Interaction skills 2	1	2	3	4
	3	Facilitation skills	1	2	3	4
	4	Compensation skills	1	2	3	4
	5	Negotiation skills	1	2	3	4

	6	Fluency*	1	2	3	4
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Scoring Criteria for Students' Overall Performance on the Speaking Test

Item no	Items	Much difficulty	Some difficulty	little difficulty	No difficulty
Part I	Accuracy	≤12	13-17	18-20	21-22
Part II	Interview	≤11	12-17	18-21	22-24
		≤24	25-35	36-42	43-46
		≤51%	>52.3%-76%	>76.1%-91.3%	>90.4%

Appendix 18: Revised Scoring Criteria for the Pronunciation Test

Item no	Sub-skill tested	'Much difficulty' for Score gained	'Some difficulty' for Score gained	'little difficulty' for scores gained	'No difficulty' for Score gained
1	Pronouncing words	<10	10-16	17-18	19/20
2	Word stress	<4	4-6	7	8
3	Intonation	<9	9-15	16/17	18/19

Scoring Criteria for Overall Performance on the Pronunciation Test

Sub-skill tested	'Much difficulty' for Score gained	'Some difficulty' for Score gained	'little difficulty' for scores gained	'No difficulty' for Score gained
3	<36	37-41	42-44	45-47
percentage	<76.5%	>78.7%-87.2%	>89.4%-93.6%	>95.7%

Appendix 19: Students' Interview Transcript

1/ Interview with code 20

Researcher: Ok eh thank you for coming to the interview session with me ... code 20?

Subject: Yes

R: Yes, I have a few questions for you and I want you to explain those questions to me. Can you tell me about your place of birth and family?

S: My place of birth is in Kemise in Kemise and eh I come from a large family especially...

R: Yah, how many brothers and sisters?

S: I have four brothers and two sisters.

R: Are you the younger?

S: Yah, no no the one who is the eldest wo my brother one of them is eldest and the other is the youngest

R: Okey, what do your parents do to live eh for living? How do they earn their living?

S: They earn their living by working on their farm land. That means they are farmers. Yah, in order to earn their living they work on for example such as ploughing, weeding such such activities

R: What do they produce?

S: They produce maize, sorghum, teff, and millet.

R: What do you usually do after school and during weekends? During weekends and after school? What do you do?

S: At the weekends?

R: Yah

S: Yah, I like the weekends because I study or I read my educations in the weekends. I enjoy reading at that time.

R: Lessons

S: Yah, my lessons.

R: How about after school? After coming back from school?

S: Yah, also after school from especially from 10 4o'clock up to 11.00 o'clock I also read my lessons.

R: Tell me about your primary and secondary education.

S: Ok, my primary education especially from grade 1-4 I learnt in Grebabile Elementary School. After I finished my... that means from grade 1-4 I transferred to Kemise Elementary School.

R: Okey

S: Yah, in Kemise Elementary School I spent from grade 5 to grade 8. Then, go to eh

R: high school?

S: Dirgagot school in Kemise high school yah. Especially, I attend that Kemise High School also preparatory school. I attend in the

R: the same school?

S: not in the same school preparatory school at the same place.

R: How was your performance in elementary school and how was your performance in secondary school?

S: My performance especially in elementary school my performance was good; for example, in grade 8 I got 1-3.

R: You stood 1st?

S: Yah, I stood 1st. For example, in grade 1 I stood 3rd; grade 2, 3rd; grade 4, 3rd also from grade 5-8 especially 1st and 2nd. Preparatory also 1st and 2nd both grade 11 & 12.

R: Very nice. What were your favourite subjects? The subjects that you like most?

S: My favourite subject is English.

R: Yah, English.

S: I like it and I read. I spent my time by reading dictionaries for example when for example when there is weeding in our village. I was alone and read dictionaries.

R: Ok, what was your reason, you know, for preferring English over the other subjects?

S: Eh, because even though I don't know why I prefer it. I like it from other courses. Because for the future I'm planning to go outside Ethiopia especially I'm eager to go to America. For this reason, I like English; I want to be fluent speaker.

R: Nowadays, as you may have noticed students were using mobile phones in school compounds. Do you think that's right using mobile phones in the school compounds and even in classrooms?

S: It's I think it is not right.

R: Why?

S: Because because for example the person or student who has a mobile telephone while the teacher is teaching in the class he interrupts the teaching-learning process. It is not, not right.

R: Alright, how did you find, coming back to Dilla University, how did you find your university education here?

S: When I came here?

R: Yah

S: I came by FB department but because of English is my favourite subject I changed my FB to other Social Sciences and Humanities and English is my 1st choice.

R: Ok, what is your opinion about the subjects or courses you have taken so far?

S: They are the courses that I have taken them before? They are good because eh I develop my experience by taking these courses.

R: Ok, what what is your performance like here? How's your performance?

S: Here, in DU? My performance as I think it is good.

R: Well, what are the challenges and difficulties you have faced here?

S: Especially, the weather condition the weather condition is hot.

R: It's rather hot?

S: Yah, it's rather hot from my place. It may be hamper me to study hard; for example, I can't study in the library because it's hot. When I go to there and sit for study...

R: Yah

S: I feel hot and I leave that...

R: What should you do or what should be done in order to minimize these difficulties?

S: These difficulties?

R: Can't they be avoided?

S: No, these can't be avoided but minimized. In order to alleviate or reduce these such problems, I study under the tree. There is fresh fresh air and there is no... That means under the tree especially in places where there is air circulation. In my dorm, I don't study that because there is suffocation.

R: Suffocation?

S: Yah, there is no air circulation. In order to get air circulation, I read in open areas.

R: Open areas. Okey, did you choose the department based on your preference?

S: Yah, I joined this department based on my preference or that means it's my 1st choice.

R: Your own choice? Ok, what happens to students who have been assigned to departments without their preference?

S: That means all students are each student has their own experience not join what they want. They may be not successful. So, in order to use their time, it is better to join their better to get in their choices.

R: Thank you.

2/ Interview with code 32

R: Allright, thank you for joining me for the interview. What was your code?

S: Code no is 32

R: 32? I have got a few questions for you to answer. Eh, can you tell me about your place of birth and family?

S: Of course, eh my place of birth is eh around generally it's I come from Oromiya region eastern Shewa , particularly around Adama or Nazeret. What you mean previous I come from this.

R: How about your family?

S: Eh my families are backgrounds is I come from eh farmers' families they work farms eh they are farmers generally.

R: Eh. Have you got sisters and brothers?

S: Yes, I have around 1-3 sisters and brothers or 13.

R: 13? It's too big!

S: Yah

R: Are you the youngest or?

S: I'm the last one

R: Yes, I understand. What do your parents do for living?

S: They are farmers. They do on farms and fields and get some eh what you mean by some teff, and other sorghum, millet, different things.

R: Ok, what do you usually do after school and after weekends during weekends and after school?

S: Let me start from eh after the class.

R: Ok

S: After the after class eh usually I study my lessons I went to library and I study some difficult subjects by preferring ones among the others I study that the difficult lessons to improve or to get eh better grades

R: How about in the weekends?

S: The weekends proceed to the weekends eh it's ob-obvious it's the weekend is the rest day and in addition to the rest I also do different assignments and I also want to watch church and left times also pass in the library studying different things.

R: Okey. Tell me about your primary secondary education.

S: Right eh I was learnt eh primary educations in a eastern Shewa around Tosat woreda eh Wolenchiti Primary Schools starting from grade 1-8. After I complete this grades I passed towards Bossa Secondary and Preparatory Schools and I also complete and also took the national exams eh 2000 or according to Ethiopian calendars 2000.

R: Okey, how was your performance in elementary school?

S: Right eh but no eh this is a difficult questions. No one explains himself eh really I think it's better.

R: Better?

S: Yah. It's good.

R: When it is compared to which one?

S: When I compare mine within other students which contain in our classes, I'm the best one.

R: Ok, How about your secondary education? How was your performance I secondary education?

S: Oh, it's also nice. I participate in classrooms and I like I follow my teacher attentively and I do what everything expects from me in the classroom.

R: Eh, what was your rank at the end of the year?

S: Eh, good in the secondary school?

R: Yah

S: In the secondary school my rank is in 9 grades I come 3rd and the grade 10th I come 2 second grade.

R: You stood second, okey. Eh what were your favourite subjects; the subjects you like most?

S: My favourite subject is English really

R: Yah

S: I like English very much starting from the bottom starting from primary schools. I like English very much and eh also I happy the teacher of English eh and I like my favourite subject is English

R: Okey, you prefer English over the other subjects. What was the reason you say?

S: I you know I like it simply I like it but the reason behind it eh our teachers while I was in grade 6,7 & 8 our teacher encourage me in the classrooms you know I try speaking it the language our teachers encourage me to...

R: Eh, well eh nowadays students are seen to use mobile phones in the school compounds and even in classrooms. Do you think that's right?

S: When we mean use eh could you precicize it?

R: Mobile phones are used by students in the school compounds and even in the classroom.

S: Yah

R: Do you think that's right?

S: Yes, it's good eh we don't say good and bad eh. But, it has its own advantage and also its own disadvantage.

When we come to advantages it's what nowadays it's a time of information exchanging eh we can meet eh our parents through this mobiles through the phones. So, in this side it's good to share idea or suggestion within family even with my classmate friends. This is the advantage or...

R: How about the disadvantage?

S: The disadvantages when we come to the disadvantages in the aspects of what extravagancy we pay for this phones. We buy what cards and extravagance and other is there is disturbance if some students do not switched off mobiles in the class if somebody calls or dials for them here it brought about what disturbance of the class

R: How did you find your university education here? How did you find it?

S: It's nice! It's good

R: Yah, what what feature of it makes you like it?

S: Eh, um

R: What's it's interesting part?

S: It's eh it's own interesting parts and somewhat difficult subjects there eh for example we are students of especially I'm student who come from rural areas or countryside. So, some course are become or what difficult for us. For example, listening to much difficult

R: Ok, how was your performance here?

S: As I told you previous or

R: In the university, how was it in the university?

S: Yah, as I think it's nice. When I compare with the previous one, it's nice. Now it's good I also try this speaking English. There's many opportunity to develop this languages because students there and instructors also our compound is full of instructors. We come interaction with these instructors as well as students. So, it's a good opportunity.

R: Okey, what were the challenges and difficulties you have faced here?

S: It's no challenge here rather than weather condition is very difficult here. Even though I come from hot area, this is too much different from that one. It's are too difficult.

R: It's much hotter than the place you have come?

S: Yah, it's much hotter.

R: Okey, what what things should be done in order to minimize these difficulties? What do you think?

S: Eh, as I think life by itself is a challenge. Eh there is no solution rather than be patient and tolerate these things. As I think it's my opinion.

R: Okey, eh did you join the English Department based on your preference?

S: Yah, eh this is the my God offered me to join this departments. I this is my 1st choice and I chose the other Social Sciences and Humanities as 1st and 2nd FBE and 3rd Law. I got my 1st ...

R: 1st choice?

S: Yah, here also I got my 1st choice. It's nice. I happy with this department.

R: Okey, what happens when a student is placed in a department without his preference?

S: Oh, it's a mischance. It's no good. As I think it's not good because if they their choice is what if the department is given for them based on their interests it's good because they have what some background or some information or some needs on that departments. But when the subjects or the field is simply given to students, it's not good because it asks the inner self or this subject or students should have positive attitude towards their what their department their fields. So, it's better to get by their own choices.

R: Thank you very much indeed.

3/ Interview with code 08

R: Thank you for joining me for the interview. What was your code?

S: 08

R: 08 okey. I have got some questions to you and I present them one after the other. Can you tell me about your place of birth and family?

S: I was born in Oromyia region around Bishoftu that is um a village called what we called eh Ude I was born around that.

R: How about your family?

S: My families their work is farming and breeding some ox and eh cows depend on that they survive themselves.

R: Is your family large?

S: Yes yes large

R: You have got brothers and sisters?

S: Yah, I have 4 sister and 3 brothers.

R: You are the oldest the eldest person?

S: the middle one

R: Ok, what do your parents do for living?

S: They are farming the land and breeding the stock or cattle survive them and there's mostly depend on farm.

R: Ok, how about they do they sell milk for the surrounding area?

S: That's not enough for sale but it used for in the house

R: Okey, house consumption?

S: Yah

R: What do you usually do after school and during weekends?

S: At this school?

R: No, when you are living with your family.

S: When in the afternoon I help my parents there is different works. Then, for my study in the night um that's it.

R: How about during weekends?

S: During weekend there's mostly we I concentrate on work but in the night may be washing eh clothes or in the Sunday go and church. But most of the time I concentrate on work.

R: Okey, tell me about your primary education.

S: My primary education eh 1-8 I have learned in Denkaka High School and joined Secondary Bishoftu.

R: Ok, how was your performance in elementary school?

S: My performance was very lazy. Grade 1-5 when I was grade 5, I connect myself with some friends. They then they helped me help to study more and they indicated me the way how I study and improve myself. Then, I through time I progress my study and my rank. Then, grade 7 my rank is 6; grade 8, 4th one.

R: Okey, let's talk about secondary education.

S: When I second I enjoy model school which is I learned 9 and 10 and my rank is at grade 9, 5 and grade 10, 6.

R: Ok, there is improvement.

S: Yah, yah

R: Ok, what were your favourite subjects?

S: My favourite subject is Biology and Geography.

R: Ok

S: But when I join preparatory school because I haven't experienced with calculation. Then, I join social education.

R: Ok, allright. So, you are not good at calculating?

S: Yah, yah.

R: With figures?

S: Yah, yah.

R: Ok, eh so why did you prefer Geography and Biology over the other subjects? Why?

S: Because I like them when I was around elementary school I want to doctor. Then, I very studied Biology because that and when Geography and Biology interrelated because of that I work even I registered in grade 10 'A' 'A' Geography and Biology.

R: Ok

S: But when I come to preparatory and social science...

R: Ok, nowadays eh it's customary for us to see students carrying mobile phones even in the classrooms and school compounds. Do you think that's right?

S: In compound I think that's advantageous. That means people use mobiles to communicate even there's mother and father to communicate with their with them and there's money which send to or communicate with parent and with friends. That is important but when we see another disadvantage of this eh when someone call you call to

student in the class that interruption of the education. That's not good even there's lack of money and student because that is extravagant to full its card.

R: Ok, eh how did you find your university education?

S: Yah, university I not find it not good. I think because I haven't I don't want to enjoy English language. When I come to university I want to enjoy Geography but my instructor guize me to enjoy English but I am not interest.

R: Well, what is how was your performance?

S: English language?

R: Yah

S: Because I experienced by science student

R: Yah

S: Because that influence me and I am not interested by English because of that I am not work that's but I'm the middle one but I'm not.

R: Not that much.

S: Yah

R: What were your difficulties and challenges you faced here?

S: My difficulties ones weather condition and another one is I have ill in my stomach because of that the reason which we eat enjera mixed of enset because that cause me difficulty and weather condition. The weather condition is naturally we may change by planting trees in the compound. So it is um

R: So the food you take and weather condition were

S: Yah, yah.

R: Ok, eh you have told me you are not eh didn't prefer to join the English Department. Yes? So, what would happen to students like you?

S: Students like me difficult because they expect to enjoy by their ability. People must when we eh know they know their experience how which one subject they can study more and they know even they are experienced by that subject because of that they are interested to study that. When the government or school obligize in giving another department they haven't interest first one. Then, the second one is they have not enough experience with that course.

R: Will they be successful?

S: At least they successful but they are not enough or better successful

R: Thank you very much indeed!

4/ Interview with code 27

R: Welcome to the interview. What was your code?

S: 27

R: 27, well, I have got some questions for you to answer. The first one of which is: can you tell me about your place of birth and family?

S: Yes, I came from the family in particular place called 'Etisa' and my family also were born there in 'Etisa'.

R: Where where's 'Etisa'?

S: Etisa in Oromiya region under Kinbibit woreda.

R: Ok, how about your family?

S: My family are was born there and grow eh there also eh they are illiterate and they did not get any education chance. They are engage they engage in the farm activities and the breeding of animals

R: Ok, how about family size?

S: We are small in size.

R: Ok and sisters and brothers?

S: Only two. I'm the last of them.

R: Ok, what do your parents do for living you said?

S: Oh, as I mentioned earlier they engage on farming activities; mostly they grow crops such as wheat, corn, teff, sorghum and the like.

R: Ok

S: Chickpeas, and lentils are also there

R: Ok, so what do you usually do after school and during weekends?

S: Ok, mostly after school I help my parents since they are farmers eh for this reason eh they want to support by collecting crops and watching animals and also supporting them by taking the crops from the field to that of the threshing areas.

R: Ok

S: and in that I engage most of the time after I accomplish such tasks I return back to home and I study my lesson and read my homework

R: How about in the weekends?

S: In the weekends I spend most of the time my weekends by the spiritual places such as church Sunday always I go to church and then Saturday also afternoon I'll have chance to sing with spiritual songs with the other singer.

R: Tell me about your primary education.

S: Ok, in my primary education I attended my primary education at Sheno Primary School and it was it was said that better because I attended it in a very brief manner I was good at English eh other subjects also attended in a careful manner so for this case my primary education was the lovely course so I attended it in a very brief manner.

R: Well, I hope your score will be good?

S: Yah, I stood 1 up to 3.

R: Ok, very nice really. Eh let's talk about your secondary education.

S: Ok, my secondary education was also better. It was not so much good like that of the primary education. But here I had some limitation eh for example in physics, chemistry, and maths I was not good at that subjects as a result of that I minimized reduce course I reduced my results

R: It reduced?

S: My results reduced eh to minimize

R: Ok, ok what was your choice of stream?

S: My choice of stream was while I score less results I tried to my best but I cannot overcome the problem particularly maths, physics, and chemistry even in my final examinations I score less on this.

R: Ok, but you have no problem with language?

S: Language of course it is not said fluent; yah I try my best and it is not said much problem

R: So, what can you say about your favourite subjects?

S: Oh, my favourite subject is English. I try my best starting from grade 1 up to the last grade eh it's my favourite subject I love to do with it.

R: Why English so favourite for you?

S: Oh, it's my favourite subject that eh for two reasons. The first one is that it has larger vocabulary and using that vocabulary to deal is its function is makes me favourite eh another mostly makes me favourite the listening that course makes me favourite t attend it

R: Makes you like it more!

S: Like it more, yah.

R: Nowadays it's customary to see students eh carrying mobile phones in the school compounds and even in classrooms. Do you think that's right?

S: Oh, of course it may right if the situation is good while I say this it mean that they use to communicate to exchange information since the time is very globalized and it is skilled or technological season or time. But, some circumstances it becomes very bad; for example, in class and in spiritual places they whisper and make sounds and disturb other programmes. Not good in the class also disturb so interrupting the class the teacher programme or doing unnecessary thing at that time it may disturb others other programmes but if it is determined or specify place to use may be important but while people use unnecessary another programme it's not good.

R: Well, ok. How did you find your university education here in Dilla?

S: Ok, it's somewhat fine. First, why I say fine because I enjoy the my preference and I get the chance of preference English first.

R: Was it by your preference you joined the department?

S: Yah, it was my first choice.

R: Ok

S: But I got some difficulties also. The difficulties are even though I came from rural areas I didn't get to hear sounds to adapt to hear such as listening to TV and radios. As a result, eh I faced a problem in listening and also computer applications. In these two aspects I was very difficult I get serious difficulties and second semester also Statistics is also calculation since I'm poor in mathematics I face difficulty in calculating and totally in common courses.

R: Ok. How about the weather condition?

S: The weather the weather condition also affected me last year really but nowadays I try to adapt to some extent but the hot affected me really to great detail. Last year really even my colour is very disappointed.

R: Ok, eh do you think there's a way to eh avoid or minimize these problems challenges you faced?

S: Of course not avoid but to some extent may minimize. For example, the weather I can I adapt by moving the weather while it's harsh and I try to adapt

R: Well, eh you told me that you joined the department based on your preference. What will happen do you think to a student who has been assigned without his preference?

S: Really this is it will be a serious problem in my opinion because for example I can take myself in this case in this regard if I join in other courses really I was in a serious problem because without my preference I may have I have background in language but while I enter the FB or in other I'll be influenced since I'm not experienced in maths, FB, or others based on I'm not so experienced I will face a problem to attend that and I will be in a serious problem.

5/ Interview with code 13

R: Thank you for coming for the interview session. What was your code?

S: My code is 13.

R: 13 Ok, I have got a few questions for you to answer. The first one of which is: can you tell me about your place of birth and family?

S: Ok, I was born in 1984 according to Ethiopia calendar eh. I was born around south western Showa in Oromiya eh

R: How about your family? Tell me about your family.

S: My family is their background is eh they are farmers eh all of them are not educated. Only my brothers and sisters two of them are educated. I'm the one of the students who graduate who come to university first one in our families

R: How about the rest of your brothers and sisters?

S: All are not educated. They are educated for the futures.

R: Eh, as you told me your parents were farmers.

S: Yah

R: What do they produce?

S: They produce eh not cash crop; they produce food eh production

R: Cereals

S: Cereals

R: What what type of?

S: Wheat, teff

R: Okey

S: and barley

R: Ok, what do you usually do after school and during weekends?

S: I do before when I'm in elementary

R: Elementary and high school.

S: In elementary when I'm beside of our family with my family eh I help them on the production on the working places.

R: In the farm?

S: I haven't more time for my educations and simply I touch some exercise books at night by using light

R: How about the weekends? What do you do?

S: In the weekends I already Saturday sometimes I'm playing with my friends and most of the time I pass with my friends.

R: How about Sunday?

S: I wash my clothes and clean my bodies.

R: Tell me about your primary education.

S: Eh, I'm starting from grade 1?

R: Yah, what is the name of your of your school and the like.

S: I learnt in Haro Elementary School Haro Elementary School. Haro is found in south east Showa in Kersa Malima worda. Eh, that elementary is not more successive and not interesting and it is found in the rural area.

R: Why is it not interesting for you?

S: It's the teachers and use the material they use is the library is not success

R: Not suitable for you

S: My performance is medium. I'm not high-scorer and low.

R: You are average student?

S: I'm average student.

R: How about your secondary education?

S: In secondary education I'm far from I'm going far from my families and living with a roommate eh

R: How many kilometers away from your home town?

S: Around 12km from our village eh I live roommately with
R: So, you rented a house to live or you walk every day 12kms.
S: No, I live rented by rented house.
R: Ok, alright how is your performance in secondary school?
S: My performance is just like elementary no more changeable.
R: Oh
S: Got high school grade 9; my rank is around 10-12; my average score 75-80 around this.
R: What what is your performance being average? What's the reason?
S: The reason is I'm not fulfilled everything for education. Sometimes I have not more time to read. I have not managed my time sometimes.
R: Ok, eh. What is your favourite subject?
S: My favourable subject first elementary favourite by science
R: How about in secondary school?
S: In secondary school my favourite subject is Geography; I'm not interesting with some calculus.
R: Calculations
S: Calculations because of this I prefer to social science
R: Very interesting! Eh, nowadays it's customary to see students carrying this mobile phone. They are using it in the school compound and even in the classroom. Do you think that's correct?
S: Eh, yes it is correct; they use mobile telephone to communicate with others and to get information.
R: Yah, my question is: is it right to use?
S: Yes, it's right.
R: Why?
S: Because this communication system is very good communication system when we far from families, villages and our zones. This is important to communicate trantale our hindrances.
R: Ok, how did you find your university education here in Dilla?
S: Dilla university I find them my educations the same with that of high school. No more influence.
R: No change at all.
S: No more difference.
R: Why?
S: Some challenges hindering me
R: What were these challenges?
S: The challenges weather condition, malaria make things difficult and I'm not fulfilled something.
R: Ok, how about the food?
S: The food is not interesting for me.
R: Ok
S: I'm mealed about foods; my stomach is ill I selects foods which is not become eh facilitated by yeasts.
R: Ok, ok it's very interesting. Coming to eh you told me that your academic performance here is average also. What were the problems and challenges with regard to academic courses?
S: Yah, the problems more things I have not background knowledge about the courses and sometimes I'm not select more references and um the weather condition is hindrance.
R: Ok, eh. Did you join the English Department based on your preference?
S: No, I'm not joining English Department on my selection.
R: What was your preference?
S: First preference is sociology, EDPM, and ...
R: What do you think would happen to a student who was not placed in a department of his preference?
S: You see faced more challenges psychologically they are not interesting. Based on this they get um not interesting no more ranking
R: Could they be successful at the end?
S: They successful on when they are become strong and tactful. If they are not tactful and crowded attention, they are not successful.
R: Thank you very much indeed.

6/ Interview with code 16
R: Welcome to the interview session. What was your code?
S: My code 1-6, 16.
R: 16

S: Yes

R: I have got some questions for you.

S: Ok

R: Can you tell me about your place of birth and family?

S: Ok, I was born in 1980 in south western Shewa in Oromiya region. The particular place is in Illu woreda Abanjitu kebele.

R: How about your family?

S: My family is farmer; my mother is housewife.

R: How about your brothers and sisters?

S: Yah, I'm the older of in my family um someone whom not get this chance get university. Eh one brother is take entrance exam this year and the other is in grade 7 in grade 8 around that

R: Are you the eldest son?

S: Yah

R: Ok, eh. What do your parents do for living?

S: That is he do my father I said farmer. He is cash crop materials. That's sorghum and teff, maize. Just like that.

R: Ok, let me turn your attention to school. What do you usually do after school and during weekends?

S: Ok, somewhat I helped half of my time I helped my parents.

R: You helped your parents?

S: Unless

R: In what way?

S: I helped in the farming time; I farming the I help my father and the left I played with my friends and the other time used to study.

R: How about in the weekends?

S: Yah, weekends means Thursday.

R: Saturday and Sunday

S: Ok, that time I playing with friends and the Sunday I washed my clothes, clean my bodies; I take a bath.

R: Ok. Tell me about your primary education.

S: Ok, I take about primary education 1-10. I take to in Taji High School and the

R: High school or primary school? Elementary

S: The same elementary I take to Taji Primary School.

R: Okey

S: Then, it is very mize, not more interesting

R: Why?

S: for learning this time I bit helping my father. The interference of helping my father is not much comfortable for learning to me.

R: Ok, alright. How was your performance in the primary school?

S: Ok, that's eh once in while school one it so so of the day is learning. In one month 1, 2 o'clock up to 6, the other 7 up to 11. When I learnt in the morning I learned up to 6 and got my houses and helping my father.

R: I wanted to know about your performance: your test results.

S: Oh, that's average.

R: Average? Ok, tell me about your secondary education?

S: Secondary education in high school I take that that time no more I take to find comfortable weather that's I go to the town of my country Taji. I learnt performance is to learn to ...

R: How was your performance compared to primary education?

S: That is more very important thing in high school.

R: Was it better or worse?

S: I study all time I study not more spent my time to for other words

R: Well, eh. What's your most preferred subject?

S: History, history is my favourite subject.

R: Why?

S: I study history for recreation. Something I heard from when I study history I remember the past things. When I in that study for recreation

R: It recreates you?

S: Yah

R: Ok, eh. Thesedays it's customary to see students carrying this mobile phone even in the school compound and even in classroom. Do you think that's right?

S: I think in the compounds is right but in the class is not right.

R: Why?

S: When you have mobile interfere the class, when somebody he calls interfere the class. So, that's not important.

R: Well, good. Eh how about your university education here in Dilla? How did you find it?

S: It's just more challenges, many challenge

R: It's full of challenges? So, what were these challenges?

S: For me just like weather condition. Eh, malaria and some like foods not comfortable for me. More time I don't eat enjera; eat bread. Enjera is not comfortable.

R: How about the courses?

S: The courses that's not very good better to me more courses.

R: So, how was your performance in the university?

S: It's average

R: Average? So, what what made it average?

S: That's I don't really English is not my selection.

R: Oh, you didn't select; you didn't prefer the department?

S: I want to study Geography before I come to here.

R: Ok. So, what would happen to a student like you was not placed in a department without his preference?

S: I don't know but when I asked some students

R: Yah

S: just like me it's difficult to challenge more succeeded for this courses

R: It's hard for them to succeed.

S: Yah, he has no more interest about this courses

R: Thank you very much indeed.

7/ Interview with code 15

R: Thank you for joining me for the interview. What is your code?

S: My code is 15.

R: I have got some questions for you to answer. Can you tell me about your place of birth and family?

S: Yah, I can. My place of birth place is Oromiya region and western Shewa zone particularly Ejaji town and I was born in 1982 eh from my mother eh Shere Chemeda and from my father Gilo Lachisa. And they were eh there was eh a farmer and they were all striving for working...

R: Your father is?

S: My father is eh I was born from my mother eh father...

R: What is your father's job?

S: My father's job is farmer

R: Farming?

S: and also my mother farmer

R: What do they produce?

S: As the farmer they produce a lot of milk that means they produce teff, eh maize, sorghum, nug, and the like.

R: Let me turn your attention to school. What do you do after school and during the weekends?

S: After school?

R: Yah

S: Ok, I do a lot of eh jobs works after my school that means if I no have any home work other study eh I help my parents if there is other very a terrible working season. Then, I help my parents.

R: Otherwise

S: Otherwise I study in ploughing or recreation

R: How about during weekends? What do you do?

S: Weekend?

R: Yah

S: Saturday already I study my education. After that also I help my father already my parents. Then, after I wash my clothes and my pants. After that I study and recreation.

R: Ok, tell me about your primary education.

S: Ok, starting from

R: elementary education.

S: I start elementary school to Meta Kidanemihiret and I was learn from 1-8 Meta Kidanemihiret School and secondary school also Ejaji town.

R: Ok, how was your performance in elementary school?

S: In elementary school performance is medium

R: Moderate?

S: Yah, average student

R: Ok, how about your secondary education?

S: Secondary education yah was processing my education in the same performance. That means I'm average in secondary school.

R: What was your reason for performing average?

S: That means when um turn to back my starting education as I told you my parent is a farmer and also I not get preference material or reference material such like extra book and that thing to increase our knowledge

R: Ok, well, what were your favourite subjects in your secondary school?

S: My favourite subject is history and also this English is very my favourite subject

R: English too

S: Yah

R: Ok, why?

S: Eh, history for example when we take history eh it is very interesting to me if I know the past happening events eh that means the history of our country under the ruling eh or the governments who have passed; therefore, it's very interesting for me

R: Ok, what aspect of this English interested you? You told me that English was also your favourite subject?

S: It's very interesting or it's very suitable for me. When I learn in the secondary no no elementary school, eh myself I practice with my boyfriends and I also may moderately or averagely I trying to speaking for that um.

R: Um nowadays it is customary to see students using this mobile phone even in classrooms and in school compounds. Do you think that is right to do?

S: In a school compound?

R: Yah

S: Yah, it is it is necessary; eh that means if there may be if there's some problem that means if some problem is faced another person or that person abruptly he may send or he may reach his message to other person who can help him. Therefore, it is necessary in the compound.

R: How about in the classroom?

S: In the classroom, it is no need of; it is not necessary.

R: Ok, eh. How is your university education here in Dilla?

S: In this it's not good.

R: Um why?

S: I can express him in a lot of different ways when I see it's weather condition it's every bad it's not suitable for living. That means I'm living in my country in a moderate weather condition. Then also when I come to here it's come to me very difficult not suitable. Therefore, weather condition is very difficult. Also when I come to in this giving educational system it is very serious a lot of students cannot be success as their needs

R: Why?

S: That means their ruling their system is very difficult for the students. When we compare this university with other university their system is very different.

R: When you say 'system', can you?

S: System is continuous assessment. The other universities not have such assessment such system. And also the giving educational learning style is very difficult generally. Therefore, it's...

R: It's challenging

S: Yah

R: Well, eh. Do you think the challenges you faced could be minimized?

S: This problem or this ...

R: Yah, these problems you mentioned

S: This problem may be but other way it have advantage for students but if there's a more problem it may be challenged. Therefore, if no there is problem may be continue in such a way.

R: Ok, regarding your department. Did you join the department on your preference?

S: Eh, yah. It's my second preference prefer EPDM on the 2nd I prefer this...

R: So you are happy with your preference.

S: Yah, almost I'm happy.

R: Ok, regarding those student who didn't get the department that they chose. What would happen to them?

S: Eh, regarding this all in all they don't work that fields by their interesting. Therefore, standing from that they can't be success in this fields.

R: They may not be successful.

S: They may not be successful.

R: Thank you very much indeed.

8/ Interview with code 11

R: Welcome to the interview session with me. What was your code?

S: 11

R: I have got some questions here. I want you to answer those questions. Can you tell me about your place of birth and family?

S: Ok, I was born eh ok eh my place of birth is on western part that is Oromiya region Jimma zone and Goma woreda the place of city town is Agaro.

R: Tell me about your family.

S: My family is eh my mother is teacher and my father is also teachers

R: Ok. Do they teach secondary or elementary schools?

S: Both of them teach primary school.

R: Ok. How about your sisters and brothers? Tell me about them.

S: Ok. I have two sister and 1 brothers. Eh, the two sister is one of grade 10 student and second one is now grade 10 students and my brother is grade 6 students.

R: Good. Let me turn your attention to your school. What do you usually do after school and during weekends?

S: I do after schools to read a book and watch a movie.

R: What kind of a book?

S: I like to read fictions sometimes I read exercise books related to our educations.

R: Ok, how about during weekends?

S: Yah, most of the time I go to church and I read some materials to assist my eh educations and also I enjoy to watching movie.

R: Good. Eh, you said movie; do you... is it an English movie or Amharic?

S: Most of the time I was watch English movie eh it's very interesting and it's eh my attention to watch English movie because it's interesting.

R: Ok, tell me about your primary education.

S: Ok, my primary education is in I said so far in Agaro Ras Desta Primary Schools on that time I was learned a lot of experience in that school.

R: How was your performance in the elementary school?

S: Medium student on this time because many computers that's now schools. So I'm a medium student.

R: Let me take you to secondary education. Tell me about that.

S: Ok, my secondary education also it is good for me because eh I learn eh to not far my family which is more advantageous for because eh in that time eh the first preparatory or secondary school is building in our surrounding area so I'm benefited to that ones

R: How was your performance in the secondary school?

S: It's very better to the primary ones because have a lot of experience got in by primary to eh because in primary it's tutorials and reference books it is enough so eh and also I use library so my performance is grew up in secondary schools.

R: What was your favourite subjects or subjects?

S: On secondary school?

R: Yah

S: I like geography because maybe it's the influence of my parents. Both of them teach geography that influence may be I'm to favourite subject is geography.

R: Ok, allright eh nowadays it's usual to see students carrying this telephone mobile phone in their pockets and using it in the school compound even in the classroom. Do think that is right to use?

S: Ok, it's not good because eh firstly it's ethics to in school mobile phone is not use because our ethics is to already contaminate here our instructors so it's waste time to using mobile

R: disturbing

S: Yah, so disturb and also eh today is globalization eh seasons in this times have someone mobiles he may be the teachers ask some questions he ask internet so he has to got a lot of answers that mobiles so it's not fair to computers to students.

R: Ok, let me turn your attention to university education. How did you find your university education here in Dilla?

S: I have got by fault this university because I near to home towns there is university but by happy chance I've got this university.

R: Eh, were you happy to be here?

S: No, because the first time too far family that is one influence to introduce their cultures and weather condition also so it is not happy. But today is I'm because accepted the weather conditions and eh

R: You are getting familiar with the

S: Yah, I'm familiar a lot of society outside university.

R: How is your performance here in this university?

S: So, classmates you are average performer

R: Average performance. Well, what were the challenges and difficulties you faced here in the university?

S: Eh, it's eh actually it's not eh much too difficult but some senior students warned to our university condition that's may be influenced to our education but the teaching process and the relation to our students and it's better to me but some warning to the senior students may be it's got a fire to education but I have to begin to the eh the education not much difficult for me

R: Ok, eh. Did you join the department based on your preference?

S: No, it's not my preference.

R: What was your preference?

S: Eh, I like to journalist eh so I my first choice is journalist

R: Journalist?

S: Yah

R: What do you think will happen to students like you who had been placed in a department without their preference?

S: It's not fair because you have matured and you have their own interests eh the university management it's prefer to the student choice the teaching process is successful because someone you have not his choice or her choice it's hard to work in order to success his aim but get another choice or he's not his preferences may be his morally loses it's...

R: demotivating?

S: demotivating

R: Thank you very much indeed.

9/ Interview with code 22

R: Ok, thank you for joining for the interview session.

S: Welcome

R: What is your code number?

S: 22

R: 22 I have got some questions for you to answer. The first one is: can you tell me about your family and place of birth?

S: Oh, your family is eh

R: Where's the country you were born?

S: Country Ethiopia especially Amhara region that specific place Mota town.

R: Tell me about your family.

S: Our family have job eh

R: Tell me about your father and mother.

S: Your father name is Adugna Ahmed our mother Ansha Yesuf. Her jobs are um what you call about

R: In the field, are they working in the fields?

S: Yah, working

R: farmers?

S: Now its

R: Are they merchants?

S: Yah, merchant.

R: What do they sell?

S: It's merchant about any

R: What articles do they sell?
S: That activities of
R: Articles, articles? Do they sell soaps?
S: Yah, soaps to collect farmers
R: Ok, ok. So they are farmers?
S: Yah
R: So, what do they produce?
S: Especially Gojam produce teff
R: Do you have sisters and brothers?
S: Yah, there are two brothers and one sisters
R: Ok, are they students?
S: No, our sisters is living on time still Saudi Arabia.
R: Abroad?
S: Yah, abroad.
R: How about the others?
S: The others include by
R: Your sisters and brothers. Tell about the other sisters and brothers.
S: Yah, still now live now eh joined by father and mother
R: Ok, they live eh with your father and mother?
S: Yah
R: Ok, alright. You told me that your father's work is farming?
S: Yah
R: They produce teff?
S: Yah
R: Do you sell teff yourself? You sell by taking it to the market?
S: Yah, sell
R: How much is a quintal of teff?
S: About year.
R: How much is the cost of a quintal of teff?
S: 1000 birr.
R: Allright eh let me turn your attention to school. So, what do you do after school? When you come back from school?
S: Um some activities about in the town
R: What are they?
S: That is eh hair cutting.
R: Ok, you are a barber?
S: Yah, barber.
R: Excellent, so you are being paid well?
S: Yah, it's get some
R: How much? How do you ask for per head?
S: By price or?
R: By price.
S: Yah, I think 100 birr today. One day.
R: Oh, daily income?
S: Yah, daily income.
R: Ok, I mean I asked you per a person.
S: Ok, totally
R: No, no. One person comes and you cut his hair. What is the price?
S: Yah, 6 birr.
R: 6 birr?
S: Only 6 birr.
R: Is it not expensive?
S: No
R: Ok, what do you do during weekends? Weekends means Saturday and Sunday. What do you do?
S: I do read fictions and play football.

R: What articles do they sell?
S: That activities of
R: Articles, articles? Do they sell soaps?
S: Yah, soaps to collect farmers
R: Ok, ok. So they are farmers?
S: Yah
R: So, what do they produce?
S: Especially Gojam produce teff
R: Do you have sisters and brothers?
S: Yah, there are two brothers and one sisters
R: Ok, are they students?
S: No, our sisters is living on time still Saudi Arabia.
R: Abroad?
S: Yah, abroad.
R: How about the others?
S: The others include by
R: Your sisters and brothers. Tell about the other sisters and brothers.
S: Yah, still now live now eh joined by father and mother
R: Ok, they live eh with your father and mother?
S: Yah
R: Ok, alright. You told me that your father's work is farming?
S: Yah
R: They produce teff?
S: Yah
R: Do you sell teff yourself? You sell by taking it to the market?
S: Yah, sell
R: How much is a quintal of teff?
S: About year.
R: How much is the cost of a quintal of teff?
S: 1000 birr.
R: Alright eh let me turn your attention to school. So, what do you do after school? When you come back from school?
S: Um some activities about in the town
R: What are they?
S: That is eh hair cutting.
R: Ok, you are a barber?
S: Yah, barber.
R: Excellent, so you are being paid well?
S: Yah, it's get some
R: How much? How do you ask for per head?
S: By price or?
R: By price.
S: Yah, I think 100 birr today. One day.
R: Oh, daily income?
S: Yah, daily income.
R: Ok, I mean I asked you per a person.
S: Ok, totally
R: No, no. One person comes and you cut his hair. What is the price?
S: Yah, 6 birr.
R: 6 birr?
S: Only 6 birr.
R: Is it not expensive?
S: No
R: Ok, what do you do during weekends? Weekends means Saturday and Sunday. What do you do?
S: I do read fictions and play football.

R: What kind of fictions: Amharic or English?
S: Amharic.
R: Amharic. Have you not read English fictions?
S: No
R: Ok, tell about your primary education.
S: Ok
R: You can tell me about the name of the school and you tell about that.
S: First, I learn about high school.
R: No, not high school. Tell me about your elementary school.
S: Um sometimes
R: What is the name of the school?
S: Mota preparatory school.
R: No, no. Elementary, elementary.
S: Yah
R: Tell me about the elementary school.
S: Elementary the name of Aba Motsa.
R: Ok
S: Aba Motsa its names come from one person that person is living that around then hit
R: Ok, tell me about the subjects you had been taught.
S: Ok, elementary yah um Geography
R: Elementary school
S: Yah, science, Amharic, English, and Mathematics.
R: So, how was your performance in those subjects?
S: Our performance
R: Your performance, your performance. How did you perform? What does your result look like?
S: Yah, it's medium
R: Medium, average?
S: Yah
R: Tell me about your secondary school.
S: Secondary school?
R: Yes, high school.
S: Mota school, preparatory school that learn
R: What subjects did you learn?
S: All the elementary schools taken
R: Ok
S: That means
R: The subjects you took in elementary school?
S: Those, yah
R: Ok. How was your performance?
S: Um, it's medium.
R: Again, average?
S: Yah, the same is.
R: What what is the reason for you being average student? Why?
S: Ok, our problem interest
R: Don't have interest?
S: Yah
R: Why?
S: Because your interest is um suspense only are on money
R: You are only after money getting money?
S: Yah, getting money
R: Ok, what were your favourite subjects?
S: Yah, Amharic
R: Amharic
S: Subject is very poor
R: Why?

S: Because the background and mother tongue is based on this

R: Ok, nowadays it's customary to see students you know carrying mobile phones using it in school compounds even in classrooms. Do think that is right?

S: Yes

R: Why?

S: Because don't understand this question.

R: Yah, students if you go to high schools here in the university students are using mobile phones in the school compound and even in the classrooms. Do you think that is right? Is it correct to use?

S: Um, I think no because your are student just seriously attention to learning and teaching process.

R: Ok, alright how did you find your university education here in Dilla? What is your opinion about the education you are following here?

S: Yes, I found it our some students in this campus learning. Just is inform for me at the background and that's the shapes at Dilla University just true our mind just our first select

R: No, no. My question is how did you find the university education here when compared to your secondary education?

S: Ok, it's highest level, just you find highest knowledge because

R: Is it easy for you or much difficult?

S: Yah, it's difficult for me. Because you subject favourite is um Amharic. Then, by department.

R: Did you join the Department of English based on your preference?

S: Yes, um

R: Did you join the department based on your preference? You preferred it?

S: No

R: Ok

S: It is not choice

R: So, you are not happy with the

S: Yah

R: Courses being given to you.

S: No

R: What was your first preference/ choice?

S: Um 1st choice geography

R: Ok, what do you think a student like you is placed in a department which is not his own choice? What would happen to him?

S: Many students had not the choice

R: Ok, what would happen to them?

S: It's low score in eh still dismissal

R: Ok, they may face dismissal.

S: Yah

R: They may not be successful.

S: Successful

R: Thank you very much indeed.

10/ Interview with code 26

R: Thank you for joining me for the interview session. What was your code number?

S: My code number is 26.

R: Twenty?

S: Six

R: 26 Ok, I have got some questions for you to answer. The first one is: can you tell me about your place of birth and family?

S: Ok, my specific place birth or

R: Yah, yah.

S: Eh, my father is a merchant my mother have no work and kinds of works that means.

R: She is housewife?

S: Yes, she's my house

R: How about sisters and brothers have you got?

S: Yes, I do have 3 sister and 3 brothers.

R: Are they students?

S: Eh, among them 3 are students; they didn't learn.
R: Ok, eh what do your parents do for living you said? How do they make money? Merchants you said?
S: Yes, they are merchants. Others are merchant.
R: What articles does your father sell?
S: Ok, most of the time he eh teff
R: So, I think your father is a farmer. A farmer?
S: Not farmer.
R: Ok
S: He's merchant.
R: He's merchant.
S: He's merching is
R: He deals in teff.
S: He buys and selling that means
R: Where does he buy the teff from?
S: Arsi Huruta the kebele which the specific is eh Huruta Etosa
R: Ok
S: He bought from them and sell Arsi
R: Arsi town?
S: She is not far from Huruta.
R: Ok, let me turn your attention to your school days. Eh, what do you do after school? When the lesson is over what do you do?
S: At home?
R: At home.
S: Actually, at home no work but I work on the turn back of the school. I am a shoe-shine boy. I works
R: Ok, ok. You do that?
S: So, I have no any helper on the education or I the financial problem
R: But you told me that your father is a merchant?
S: Even though he and I mean no eh what we call it we do not have a relations apart from him our relations is that much sensitive
R: So you are not living with him?
S: Yes
R: So you are living alone.
S: Yes, yes
R: What do you do during weekends?
S: Weekend?
R: Weekends.
S: Also I work a shoe-shine's.
R: Shoe-shining ok allright.
S: Most of the time I will spent on the work of shoe-shines.
R: Ok, tell me about your primary education?
S: My primary education I have learned in Arsi Huruta um the school name is Porkualelta Primary School.
R: What subjects did you learn?
S: Most of the time Amharic why because it's our tongue it's easy to understand so
R: The subjects you were taught in the school. What were the subjects?
S: Maths, English, Amharic, Music, Sport. They are a lot in number.
R: How was your performance; your score in those subjects?
S: Yes, my performance is at that just I'm good eh especially up to 6 I'm a good persons.
R: What was your rank?
S: My rank is 4/5.
R: Allright tell me about secondary education.
S: Secondary education is that much good for me why because eh as I have told earlier as I have mentioned earlier I'm a shoe-shines boy and most the time I spent on the work. Why because I'm not helper.
R: No one to help you?
S: Yes, by this reason I spent my time in a work so even though I absent from the class.
R: Ok

S: for job if not hard work in the work I came to learn and most of the time I'll miss the class. That's the problem.

R: So, what was your performance then? What is the result/ effect of this?

S: The effect of this is much affected by these problems why because I'm not standardized with my friend when I compare with my friend I'm less from them.

R: Yah

S: By educational or other things

R: So your scores are...

S: And also I what you get I wounded psychologically I affected

R: Ok, psychologically

S: Psychologically, financially whatever.

R: Demoralized?

S: Yes, why because I'm a background up to 6 good background but after 6 class in 7,8 above I just can't to read my ability.

R: Ok, sorry about that. Despite your problems are there subjects liked by you?

S: It's not

R: The subjects that you like most.

S: Ok, Amharic

R: Amharic, why was that?

S: Because that's easy to understand why because our language is Amharic mother tongue that means

R: Ok, eh nowadays it's usual to see students having this mobile phones in their pockets and using it in the school compound and even in the classroom. Do you think that's right to use?

S: Ai, it's not right why because it disturb the teacher. Not only the teacher but also the students are disturb in the class when that means the mobile is ranging.

R: Ok

S: And also I'm not encourage thus

R: You don't encourage. Allright let me take you to this situation: university education. How did you find your university education here in Dilla?

S: But when I come to Dilla I expect a lot. But when I come here different from my expectation.

R: Ok, it fell short of your expectation. What is your expectation?

S: My expectation before coming here I consider as a big city or it's a beautifuls and the thing which is available everything

R: Every facility is available?

S: Yes, but when you come this very different and contrasting with my expectation.

R: Ok, how about the courses given here? What is your opinion about that?

S: Actually this not my choose.

R: You didn't choose?

S: Yes

R: The department itself?

S: Yes, when my in this time but I'm interested by the course

R: Now, before you didn't prefer the department. So, what was your first preference?

S: My preference is in psychology.

R: Psychology; well, you were unfortunately assigned to English Department.

S: Yes

R: What is your opinion about the skill courses here?

S: I'm so I interested and I need it but in this compound there is not eh what you call it time or something to speak or to practice a lot of time. They didn't give...

R: Well, what are the challenges and problems you faced here?

S: It's the challenge is the weather condition why because I come from the eh cold area but here the weather condition is very hot difficult to survive.

R: It's rather hot for you.

S: Yes

R: Ok, how about the food being given here?

S: On the side of me no problem why because my experience is to eat any kids of

R: Ok, I understand that

S: No problem

R: One last question. What would happen to a student like you who is placed in a department without his choice?
S: Ok, I advise that if whatever they need if they are not interested in the subject they assigned if they study hard if they hard work they will be success.
R: Despite of that they can be successful.
S: Yes, if they study hard work hard no matter whenever
R: Whatever department it is
S: No problem every department require effort.
R: Effort yah; thank you very much indeed.

11/ Interview with code 31

R: Thank for joining me for the interview session. What is your code number?
S: My code number is 31.
R: 31. I have got a few questions for you to answer. Let me begin with the first one: can you tell me about your place of birth and family?
S: I came from Wolayta and my parents also live in Wolayta.
R: Ok, tell me about your family and members.
S: Um, my family number 4/5.
R: Brothers and sisters
S: Yah
R: Yes, how many?
S: I have one brothers and one sister.
R: OK, are they educated?
S: They are now learning.
R: Ok, what do your parents do for living?
S: They are farmer.
R: What farm products do they produce?
S: Maize and teff.
R: Ok, eh. What do you usually do after school?
S: I'm helping my parents.
R: Eh, in what way?
S: Eh, if they my father ploughing the lands I'm helping.
R: Eh, how about during weekends?
S: I'm
R: Saturday and Sunday
S: I'm working or playing with my friends.
R: Ok, what do you play?
S: Um, volleyball.
R: Ok, tell me about your primary education. You can begin with the name of the school and so on.
S: Eh, I'm learned in primary school in Shantu.
R: Yes?
S: Shantu
R: Or the subjects?
S: Subjects is mathematics, geography, biology, chemistry and so on.
R: How was your performance?
S: I'm performs
R: Your scores?
S: Ok, I'm not low not highest
R: Average?
S: Yah
R: Tell me about your secondary education.
S: My secondary education. I'm learn in Boditi Secondary and Preparatory School.
R: How about the subjects?
S: Eh, I'm decide social science
R: Social science. Is it by your preference?
S: Yah
R: Ok, eh. What subjects are eh most liked by you?

S: Geography and history.
R: Why?
S: Why because I study hard in lower grade grade 9&10 at that case I like then
R: Ok, eh. Nowadays, it is usual to see students using mobile phones in the school compound and even in the classroom. Do you think that is right?
S: Yes, it's right why because the telephone is good to meet their friends or their parents. So, it's good.
R: Doesn't it have any bad effects?
S: Yes, I think bad effects why because mobile is lost money.
R: Yah, it makes you spend money. What other problems?
S: There is no problem.
R: No other problems. Ok, eh. How did you find your university education here in Dilla?
S: It's good but I'm not decide in this programme.
R: Ok you didn't prefer to join this department?
S: Yes.
R: Ok, what was your first preference?
S: My first preference is civic and ethical education.
R: Ok, is it because related to geography?
S: No, but I'm learned civics in 5-12. It is also good.
R: Ok, eh. How is your performance here in the department?
S: Now?
R: Your result, your result.
S: My result is medium why because I'm studying art but it not my decide at that case I'm not score good result.
R: What is the reason for getting low marks?
S: The reason is English programme is not my decide
R: Not your preference?
S: Yah
R: Ok, so you are not interested?
S: Yes
R: Ok, eh. What were the challenges and difficulties you faced here?
S: Now, I'm studying hard and hard. I'm challenging these problems to solve.
R: No, the challenges and problems you faced here; that make your study very difficult or your stay here very difficult? What things make you unhappy here? You didn't understand?
S: Yes
R: There are problems here.
S: Ok
R: that may interfere with your lesson/ courses here. What are these problems? You didn't have any problems?
S: Eh, I have some problems in this
R: What are they?
S: Listening and Advanced Writing.
R: Writing and Listening. That is with regard to the skill courses.
S: Yah
R: Ok, what should you do in order to minimize these problems?
S: The I'm to minimize this problem listening again and again mass media
R: Yah, practice
S: practicing everything
R: Well, eh. You told me that you didn't prefer the department?
S: Yes
R: So, what would happen to a student like you who is not placed in a department of his preference? What would happen to him?
S: Ok, I'm give to advise them to if you are hard working you can score good results there is no good so you have to study hard
R: Yah, thank you very much indeed.

12/ Interview with code 34
R: Tell me your code number first.
S: My code number is 34.

R: Ok, I have got a few questions to you. Can you tell me about your place of birth and family?

S: Ok, my place of birth is Kobo the northern part of Amhara region. Kobo is around

R: Around Desse?

S: Around the Alamata and Tigray region.

R: Ok, tell me about your family.

S: Ok, my family is a farmer. My father is a farmer and my mother is a housewife.

R: Ok

S: and I have two brothers and one sisters

R: Ok, are they students?

S: The two brothers who is now a grade 9 students. Yes

R: Both of them?

S: Yes

R: Both of them in grade 9?

S: Yes

R: How about your sister?

S: The sister is now in the bride.

R: Eh?

S: My sister is now a bride.

R: Bride?

S: Yah

R: Ok, ok. Married?

S: Yes

R: That's interesting really. You told me that your father is a farmer?

S: Yes

R: What farm products does he produce?

S: He crops eh teff and sorghum

R: Sorry?

S: Sorghum

R: Ok, sorghum. Eh, what do you usually do after school? When you come back from school, what do you do?

S: Ok, I helps my parents.

R: Ok, parents. How? How do you help them?

S: When I went to after the class

R: Yah

S: I went to farm eh

R: farm place?

S: Farm place and when I eh when I driving the cows

R: Ok, so you look after the cows?

S: Yes

R: Good! Eh, how about during weekends? Saturday and Sunday?

S: That time when I refresh my mind and when I play my friends.

R: Refresh? How do you refresh?

S: Refresh my mind when playing with friends.

R: Playing? What things do you play? What games do you play?

S: In this time?

R: Yah

S: We play hockey.

R: Ok, gena in Amharic?

S: Yes

R: Allright, tell me about your primary education.

S: My primary when I have when I was a primary level the name of the school is Gobiye Elementary or Primary School.

R: Ok, what subjects did you learn?

S: Amharic, English, maths, and science.

R: How was your performance? Your score in those subjects?

S: My performance my score is high in the science.

R: Science?
S: Yes
R: How about your secondary education?
S: My secondary education is eh around my living place who is longer than
R: Very far away?
S: Yes
R: How many kilometers?
S: Um, 10 kilometers.
R: Do you walk all that distance?
S: Yes, I walk daily.
R: Daily?
S: Yes, because that time my
R: Doesn't that have effect on your performance?
S: Yes, because of my family they is poor. Then, my classmate students to live in that place that are I have to
R: Rent a house?
S: Yes, daily. Then, my interesting is the my academic interesting is thus because of
R: Low?
S: Yes, because of I'm turning to daily
R: Because of the travel you become very tired every time
S: Yes
R: So, eh doesn't that have effect on your study? Do you study?
S: Yes, after
R: When do you study? After walking that distance?
S: Yes, evening.
R: Evening time?
S: Yes, evening time.
R: Eh, how was your performance in the high school?
S: My performance is mid medium.
R: Medium; ok. What were your favourite subjects?
S: My favourite subject is history.
R: Ok, why?
S: Because of when I learn in the primary school in the grade 6&7 eh we grade 6&7 history is eh depend on the geography.
R: Ok
S: But that time I have a good score up to in the 90 and more in the history and geography. In that cause my favourite subject is history.
R: Nowadays, its customary to see students using mobile phones in the school compound and even in the classroom. Do you think that's right?
S: Eh, that's I no that's wrong.
R: Why?
S: Because of eh many students are we are not silent eh mobile and to the class we are disturbing the teachers and other students.
R: So, it's disturbing
S: Yah
R: Ok, eh. How did you find your university education here in Dilla when compared to your high school?
S: Ok, Dilla is found in the northern in the southern part of region. It's around the Rift Valley.
R: Yah. How did you find the university education when compared to your secondary education?
S: My secondary education is that is eh it is the area is plain and that is comfortable
R: But you have to travel daily 10 kilometers. But, here you have no travelling.
S: Yes
R: So, how did you find your university education? What's your opinion about that?
S: Ok, my opinion is university education is eh it is good but eh my interesting subject is history in this case when I entered to that English.
R: Without your preference
S: Yes

R: Ok, what were the difficulties and challenges you faced here?

S: Thanks to my God

R: You thank

S: Yes

R: But there are challenge and difficulties.

S: Yes

R: What are they?

S: In the listening skill and writing skill.

R: Listening skills and writing skills. Ok.

S: the other is good but I am read and

R: How about the weather condition and the food?

S: The weather condition is not difference my area.

R: Similar to yours?

S: Yes, because that is my area is it is hot and cold in this condition at the same

R: Allright that does not create problem. Ok, you told me that you didn't choose the department to join. So, what would happen to a student like you eh who are placed in a department without their preference?

S: In English programme?

R: I'm talking about any student being placed in a department which is not his preference. What would happen to him?

S: Ok, I advise some information about the university and he will be study hard to success

R: To be successful?

S: Yes

R: Thank you very much indeed.

Appendix 20: Scoring of Fluency

1st round scoring of fluency (word/second)

Code no	1st sample	2nd sample	3rd sample	total	Aver. speed w/sec	performance
20	1.79	1.89	2.11	5.79	1.93	3
32	1.82	1.54	1.69	5.05	1.68	2
8	1.92	1.93	1.95	5.8	1.93	3
27	1.98	2.03	2.06	6.07	2.02	3
13	1.2	2.14	1.8	5.14	1.71	2
16	1.54	1.93	1.77	5.24	1.75	2
15	1.39	1.65	1.66	4.7	1.57	1
11	1.49	1.46	1.68	4.63	1.54	1
22	1.19	1.18	1.78	4.15	1.38	1
26	1.83	2.05	3.17	7.05	2.35	4
31	1.89	1.81	2.28	5.98	1.99	3
34	1.06	1.67	1.36	4.09	1.36	1

2nd round scoring of fluency (word/ second)

Code no	1st sample	2nd sample	3rd sample	total	Aver. speed w/sec	performance
20	1.89	1.8	1.56	5.25	1.75	2
32	1.74	1.69	1.66	5.09	1.70	2
8	2.05	1.96	2.03	6.04	2.01	3
27	1.66	2.1	2.15	5.91	1.97	3
13	2.03	1.41	1.56	5	1.67	2

16	2.41	1.75	1.49	5.65	1.88	3
15	1.66	1.57	1.95	5.18	1.73	2
11	1.47	1.9	1.74	5.11	1.70	2
22	1.23	1.79	1.79	4.81	1.60	1
26	2.03	3.09	2.08	7.2	2.40	4
31	1.72	1.94	2.34	6	2.00	3
34	1.14	1.36	1.7	4.2	1.40	1

Criteria for scoring fluency:

<1.62=1; 1.62-1.87=2; 1.88-2.13= 3; >2.13= 4

Appendix 21: 1st And 2nd Round Scoring of the Interview Test

1st Round Scoring of Interview Test

Code no	Interaction Skill1	Interaction skill2	facilitation skill	compensation skill	Negotiation skill	fluency
20	4	4	4	4	4	3
32	4	2	4	4	4	2
8	4	1	4	4	4	3
27	4	2	4	4	4	3
13	3	1	4	4	4	2
16	2	1	3	4	4	2
15	3	1	4	4	4	1
11	4	2	4	4	4	1
22	1	1	4	4	4	1
26	1	1	4	4	4	4
31	2	1	4	4	4	3
34	1	2	4	4	4	1

2nd round scoring of interview test

code	Interaction skills 1	Interaction skills 2	Facilitation skills	Compensation skills	Negotiations skills	Fluency
20	3	2	4	4	4	2
32	2	1	4	4	4	2
8	3	1	4	4	4	3
27	4	1	4	4	4	3
13	2	1	4	4	4	2
16	2	1	4	4	4	3
15	3	1	4	4	4	2
11	3	1	4	4	4	2
22	1	1	4	4	4	1

26	3	1	4	4	4	4
31	2	1	2	3	4	3
34	1	1	4	4	4	1

Appendix 22: Modified Version of Urquhart & Weir's (1998) Specification for Text Selection

No	conditions	descriptions
1.	purpose	To test students' ability to comprehend academic texts and extract information.
2.	Nature of texts	Texts written for non-specialist audience
3.	Source of texts	Chapters from textbooks, magazines, etc
4.	Rhetorical organization	Expository, argumentative, and narrative
5.	Lexical range	Academic and semi-technical
6.	Topic	Familiar and interesting
7.	Illocutionary feature	To inform, explain, describe, advise, and persuade
8.	Channel of presentation	Textual and auditory
9.	Text length	Short and long
10.	Skills/strategies	Texts were selected based on their suitability to test the sub-skills
11.	Control over time	Time was allocated to work on each text
12.	Test format	Multiple-choice and sentence completion
13.	Weighting	Equal mark was assigned for each item

Appendix 23: Answer key for all Tests

Grammar

1. A	2.B	3.B	4.C	5.B	6.C	7.D
8. C	9.C	10.D	11.B	12.A	13.C	14.A
15. B	16.C	17.B	18.A	19.A	20.D	21.C
22. B	23.C	24.D	25. A	26.D	27.B	28.A
29. D	30.C	31.B	32.C	33.D	34.A	35.D
36. B	37.A	38.B	39.A	40.D	41.C	42.B
43. C	44.B	45.C	46.A	47.A	48.B	49. C
50. A	51.B	52.C	53.B	54.B		

55. The steady increase of oil price in the international market has made life very difficult.

56. Neither his wife nor his children know that he has lost his job.

57. They raised funds to help a girl who was suffering from a serious illness.

58. The boy who was waiting at the corner kept watching at his watch.

Vocabulary

59. B	60.B	61.B	62.A	63.B	64.A	65.D
66. A	67.A	68.C	69.C	70.A	71.C	72. A
73. B	74.B	75.C	76.D	77.B	78.A	79.A
80. B	81.B	82.B				

Answer key for the Listening Test

1. Feed her cat and family	2.Ten	3.5/6	4.Older	5.Song
6.Change calendar	7. responsible	8.respectful	9.focused	
10.be creative in presenting tasks recently	11.trying to impose her ideas	12.Has restarted teaching English		
13.older	14.lessons	15. Sequence	16.Emphasis	17.Bad-
tempered & unhelpful	18.Boring	19.Casual	20. varying	21.Response
22.Friendly				
23.Responsible & hardworking	24.A school teacher's daily routine			

Answer key for the Reading Test

1.C	2.A	3.A	4.A	5.C	6.A	7.B	8.B	9.B	10.A	11.B	12.C	13.G
14.F	15.D	16.A	17.H	18.C	19.B	20.C	21.A	22.A	23.B	24.C	25.A	26.A
27.B	28.B	29. Modify	30.devastate	31. Consume	32. Impact	33. Compassion						
34. patient's	35. Stewardess	36. Passengers	37. Juvenile offender	38.reader	39.Extract 1:A							

40. Extract 2: C 41. Extract 3: C 42. Extract 4: B 43. A/ Braille B/ Coupvray C/ ten years
 D/ a French cavalry officer E. 1829 F. punctuation marks, numbers and musical notation
 G/ the French cavalry officer H. 43 years

Answer key for the Writing Test

1. Rift Valley 2. Ethiopian Herald 3. Christmas 4. Introduction to Linguistics 5. Dilla University
 6. January 7. Concentrate, succeed 8. Sea, ship 9. Received, expenditure
 10. Accused, stealing 11. C 12. B 13. B 14. B 15. Reading it 16. Interesting 17. on time
 18. fired 19. He said, "I'm pleased to meet you." 20. Her shopping list includes several items:
 tomatoes, potatoes, sugar, etc. 21. The guard shouted, "Stop!" 22. If you are interested, you may join us.
 23. The managers decided to raise the wages of the workers who had been working in the factory for several years.
 24. The students performed poorly on the test; as a result, the teacher decided to give them tutorials.
 25. The village was often attacked by flood; therefore, the villagers were determined to evacuate their place.
 26. The children came close to the fire place so that they could keep themselves warm.
 27. Copying as it is.
 28. A/ coward B/ deaf C/ dentist D/ slow
 29. F, C, J, G, B, E, I, A, H, D

30. Cigarette smoking has unfavourable effects on a person's health. A smoker often looks untidy and suffers from poor hygiene. For example, his lips are always dry and pale and his teeth appear sooty and rotten. Besides, his clothes reek of bad smell and cause discomfort to people around him. Chain smokers are usually accompanied by serious cough which at the end of the day leads to lung cancer. Therefore, smokers have to stop smoking before it causes serious harm to their well being.

Answer Keys for Pronunciation Test

Part I: Pronouncing words

1. *ðə ʃɪp seɪld əkrɒs ðə si:*
 2. *ʒer ar sevrəl ʃi:p ɪn ðə fi:ld*
 3. *ʃi: wəz di:tərmɪnd tu teɪk hɜr tʃæns*
 4. *dɒnt ʌndərməɪn maɪ ɛfɜrt*
 5. *dɒm kwɪt sɜ:tn əv hɜr sɒksɛs*
 6. *dɒnt drɒ ðə kɑ:teɪn*
 7. *ɑ: dɒnt wɒnt tu hɔ:ə ju:*
 8. *ɑ: dɒnt ɪf ɪf ɪz ðə raɪt pɛθ*
 9. *ju: ʃʊd brɪʃ ju:ə ti:θ ɛvərs deɪ*
 10. *wɒt ə kjʊt dɛnɪməɪ ɪt ɪz*
 11. *ðə dɒg lɛs ɔn ðə flɔ:ɪr*
 12. *hɜr fɛs tɔ:nd peɪ*
 13. *ðə tʃɪldrən wɜr flɑ:ɪn ʒɜr kɑ:ts*
 14. *ɪ splɔ:ft ə peɪl əv slɒp*
 15. *ɔ:s ɪz ðə sɑ:t wɜr ɑ: wɜ:k*
 16. *ðə θi:f hɪd hɪmsɛlf ɪn ðə bʊʃ*
 17. *ɑ:mɑ:z wɜr hɪtʃɪfʊl bu:ts*
 18. *neɪtʃ pɪns tʃɑ:ns*
 19. *dɒnt bi: prɑ:vd*
 20. *ʒɜr ɪz nəv ki:ə fɔ: eɪdʒ*

Part II: word stress

1. e'liminate
2. elimi'nation
3. pho'tography
4. 'photo
5. con'tinued
6. conti'nuity
7. per'sonify
8. personifi'cation

Part III: intonation

The selected items for testing intonation were listed below:

- 1/ **Guest:** "You know who we are, eh?" beckoning the host with his finger.
- 2/ **Host:** How could I?
- 4/ **Host:** Should I? Oh here in our parts, you see, we don't open our doors to lodgers... and if it
- 5/ were not for my wife making business of it, I wouldn't have admitted you?
- 6/ **Guest:** You've heard of the name Fitawrary Woldu, I presume.
- 12/ **Guest:** You've got me there, you see, yes! I was talking about the rich Fitawraries, and the
- 13/ richest of them all: Woldu.
- 14/ **Host:** I should have known such a name, I think. The problem with me, you see, is that I'm behind the
- 15/ news; not going to the village market as often as I should.
- 16/ **Guest:** I haven't made myself clear, it seems. You know, my type is not yet on the market... you
- 17/ needn't have bothered to go there?
- 18/ **Host:** Right you are, I needn't! Everything expensive as it: teff, millet, sorghum.
- 19/ **Guest:** Your language smells very much of the soil. Did you not have by any chance a master who
- 20/ could teach you how to talk to your superiors?
- 21/ **Host:** Oh, lots and lots of them. Why, anybody with money is my master for that matter.
- 24/ **Host:** How should I know about that? They seem gentlemen enough to me until they get low in the
- 25/ purse. After that they don't even bother to rent bed.

* Rising intonation
 ♪ Falling intonation

Appendix 24: Original Tests

24.1 Original Speaking Test

General query: Global analysis

Instruction: Put a tick (✓) mark in the box to give information about yourself

1. Test code: _____
2. Gender: male female
3. Age group: <18 18-23 24-29 >29
4. Cumulative GPA: <2.00 2.00-2.50 2.50-3.00 >3.00
5. High school attended: private government
6. How do you rate yourself in speaking skills? Use the key below for rating:

Unskilled: can communicate orally with much difficulty
 Less skilled: can communicate orally with some degree of difficulty
 Skilled: can communicate orally without any difficulty

Language skill	Unskilled	Less skilled	Skilled
Speaking			

7. If you are skilled, what is the reason for your good at speaking skills?
 Earlier language training personal effort
8. If you have made personal efforts, what exactly have you done?

General Directions:

- This test contains questions aimed at testing your speaking skills. It has got three parts: interview, pronounce speech sounds, and intonation.
- The test will last for 1:30 hour.

Part I: Interview

1. Can you tell me about yourself: your place, family, and education (i.e. primary, secondary and university education)?
2. Can you tell about a public / religious festival that interests you and how your people celebrate it?
3. Can you tell me about harmful traditional practices being done in your society and how these affect the society?

Part II: Pronunciation

A/ Read aloud the words below correctly

	A	B	C
1	This/these	Determine/undermine	Certain/curtain
2	Bother/both	Brush/brute	Pot/pour
3	Debt/ debit	Tell/tail	Bail/bile
4	Put/boom	Lose/loose	Blood/loot

B/ Read the sentences below by placing the stress in the correct place for underlined words

1. He recorded his voice.
2. The record was good.
3. Photography is a good art.
4. His photo is good.
5. The doctor examined the patient.
6. The patient went home when the examination was over.
7. Don't desert your country.
8. The monastery is found in a desert.

Part III: Intonation

Read aloud the extract with the correct intonation.

The Encounter

Guest: "You know who we are, eh?" beckoning the host with his finger.

Host: How could I?

Guest: You must consider yourself lucky for having us as your guest.

Host: Should I? Oh, here in our parts, you see, we don't open our doors to lodgers... and if it were not for my wife making business of it, I wouldn't have admitted you?

Guest: You've heard of the name Fitawrary Woldu, I presume.

Host: So many Fitawraries nowadays...hard to catch up with their names.

Guest: The real Fitawraries I'm talking about those of Menelik not of the Italians.

Host: I was too young then to know anything about them.

Guest: As if the present day Fitawraries deserve the title.

Host: We've two of them in our villages; both of them left with title and medallions only.

Guest: You've got me there, you see, yes! I was talking about the rich Fitawraries, and the richest of them all: Woldu.

Host: I should have known such a name, I think. The problem with me, you see, is that I'm behind the news; not going to the village market as often as I should.

Guest: I haven't made myself clear, it seems. You know, my type is not yet on the market...you needn't have bothered to go there?

Host: Right you are, I needn't! Everything expensive as it: teff, millet, sorghum.

Guest: Your language smells very much of the soil. Did you not have by any chance a master who could teach you how to talk to your superiors?

Host: Oh, lots and lots of them. Why, anybody with money is my master for that matter.

Guest: I mean men of blood; men who could teach you how to conduct yourself in decent society.

Host: How should I know about that? They seem gentlemen enough to me until they get low in the purse. After that they don't even bother to rent bed.

Source: taken from "The Thirteenth Sun" by Dagnachew Worku

24.2 Original Writing Skills Test

General query: Global analysis

Instruction: Put a tick (✓) mark in the box to give information about yourself

1. Test code: _____
2. Gender: male female
3. Age group: <18 18-23 24-29 >29
4. Cumulative GPA: < 2.00 2.00-2.50 2.50-3.00 >3.00
5. High school attended: private government
6. How do you rate yourself in reading skills? Use the key below for rating:

Unskilled: can communicate through writing with much difficulty
Less skilled: can communicate through writing with some degree of difficulty
Skilled: can communicate through writing without any difficulty

Language skill	Unskilled	Less skilled	Skilled
Writing			

7. If you are skilled, what is the reason for your becoming a good writer?
Earlier language training personal effort
8. If you have made personal effort, what exactly have you done?

General directions

- This test contains a reading passage, followed by a number of questions. Please, answer the questions after reading it carefully.
- Give your answers clearly on the space provided.
- Try to finish the test within 2:30 hours.

Instruction I: Use the correct capitalization in the following sentences

1. The Nile river is the longest in Africa.
2. The Ethiopian Herald is one of the oldest newspapers in Ethiopia.
3. They are going to celebrate Christmas next Monday.
4. Only Tesfaye got an 'A' in Introduction to Linguistics.

Instruction II: Use the correct spelling for the words underlined in the sentences below

5. Consentrate on your work if you want to suxed.
6. The see is now calm; our sheep can sail safely.
7. She likes eating raw meet and hence she often goes their to buy.
8. Although the article was chip in the market, the man was tempted to still it.

Instruction III: Choose the correct discourse marker

9. He speaks _____ he were the manager of the organization, but actually he was not. A/ even if
B/ even though C/ as if
10. They were found guilty of robbery; _____, they were sentenced to 10 years imprisonment.
A/ as B/ therefore C/ however

11. You can go out _____ you have a permission.
A/ when B/ if C/ as a result
12. The weather was getting hot; _____, people began to take off their coats.
A/ because B/ consequently C/ for example

Instruction IV: Complete the sentences below with your own words

13. _____ when you have finished reading it.
14. The children listened to the story attentively because _____.
15. He drove fast so as _____ on time for work.
16. Knife _____ to cut things.

Instruction V: Punctuate the following sentences

17. What is your name she asked
18. Her shopping list includes several items tomatoes potatoes sugar etc
19. She didn't study hard however she passed the test
20. If you are interested you may join us.

Instruction VI: Join the sentences below using the words in brackets

21. The workers decided to go on strike. The workers had been working in the factory for several years. (who)
22. Ethiopia has several historical sites. These are visited by a large number of tourists every year. (which)
23. The inhabitants were determined to evacuate their place. The village was often attacked by flood. (therefore)
24. They came close to the fireplace to warm up themselves. The children were shivering with cold. (Start your sentence with: "Shivering...")

25. Instruction VII: The sentences below are disordered; arrange them to get a coherent paragraph

- A. But, he told them: "It is not I who deserves death but my father. When in my childhood I began stealing corn and grain, he praised me instead of punishing me and accustomed me to robbery."
- B. When the robber caught sight of his father, he asked to say a few words to him before his death.
- C. The king, having heard this, sent out his soldiers. They caught him and brought him in chains to the king who sentenced him to death.
- D. Having said this, he was beheaded, but all those who had children understood the seriousness of the matter.
- E. Once he got close to his father, he tried to hit him, but he failed to do so because his hands were tied together. So, he began to inflict upon him a terrible bite with his teeth.
- F. There was a robber who roamed in the countryside. He pillaged and killed passers-by.
- G. As they took him to the place where he was to be beheaded, the old father of this robber was following him in tears.
- H. For this reason, I became a bandit and thus reached this hour of my death. Had my father punished at the appropriate time, I would not have come to this end.
- I. All the people around him shouted: "Really, this bandit deserves death since he wanted to kill his father."

26. Instruction VIII: Write a coherent paragraph entitled as "the effect of smoking cigarette"

Use the following ideas to write your paragraph:

- Serious cough
- Lung cancer
- Bad smell
- Dry and pale lips
- Sooty and rotten teeth
- Untidy and poor hygiene
- Causes discomfort to people

24.3 Original Reading Test

General query: Global analysis

Instruction: Put a tick (✓) mark in the box to give information about yourself

1. Test code: _____

2. Gender: male female
3. Age group: <18 18-23 24-29 >29
4. Cumulative GPA: < 2.00 2.00-2.50 2.50-3.00 >3.00
5. High school attended: private government public
6. How do you rate yourself in reading skills? Use the key below for rating:

Unskilled: can understand reading texts with much difficulty
 Less skilled: can understand reading texts with some degree of difficulty
 Skilled: can understand reading texts without any difficulty

Language skill	Unskilled	Less skilled	Skilled
Reading			

7. If you are skilled, what is the reason for your good reading skills?
 Earlier language training personal effort
8. If you have made personal effort, what exactly have you done?

General directions

- This test contains a reading passage, followed by a number of questions. Please, answer the questions after reading it carefully.
- Give your answers clearly on the space provided.
- Try to finish the test within 1:00 hours.

Reading text I

We all use drugs in one way or another. Drugs are chemicals which have the power to modify the chemistry of our bodies and consequently they also have an influence on the natural balance of our minds and emotions. Some drugs are prescribed for us when we visit the doctor and these drugs can have a beneficial effect if we follow these instructions as to how and when to use them. It is not much of a surprise if, when we have malaria, we are prescribed fansidar, or another drug commonly used in cases of this kind. Almost all of us make use of these drugs, which we commonly call medicines, because of their power to ease and to cure. For example, we use aspirin for headaches, pains and fevers, penicillin for infections and fansidar for malaria.

Some drugs are extremely strong, and are dangerous if taken frequently or in large doses. Many of these drugs, such as cocaine and heroin, are illegal in all countries because they can have devastating psychological effects and can lead to addiction. Drug addiction is a state of intoxication produced by repeated consumption of a drug. Its characteristics include a compulsion to continue taking the drug and a tendency to increase the dosage. The process leads to physical and psychological dependence on the substance.

People turn to addictive drugs for various reasons. Some start taking them just because they want to see what they are like. Others take them because they like the way these drugs make them feel, because they help them to forget their problems, because they are bored or frustrated or just because other members of their family or group take them. Whatever their reason for taking them they will not be able to stop taking them without help from other people. And while they are taking them their bodies and minds suffer.

Unfortunately many people who start taking addictive drugs are unaware of what will happen to them in the future and in Africa drug addiction is on the increase. More and more young people are starting to take drugs. Some of them are rich and some are poor; some live in villages and some live in towns. All of them are in danger.

In many African countries the most commonly used drug is cannabis. It is usually illegal to grow and trade it but it is often easy to buy. The effects caused by this drug are not as devastating as those of the more powerful drugs and therefore many young people indulge in its use. However in the long run it can cause damage and its use can tempt people to try more powerful drugs.

Drug addiction causes pain for individuals and families and it damages society by increasing crime and reducing productivity. We can try to reduce it by imposing heavy sentences for drug offences but we can only really have an impact through education. We need to inform young people of the dangers of drug abuse and we need to convince them that taking addictive drugs is not the easy way to escape from the reality of life that they think it is. We also need to help young people to develop the skills and interests they need in order to live fulfilling lives without the need to resort to drugs.

Source: taken from "Improve your English: A Course for Ethiopian Teachers, Face-to-face Materials 1, pp.9-10"

Instruction I:

The following is a list of main ideas for the six paragraphs in the reading text; however, they are not orderly. Match the main ideas to the paragraphs 1-6. Use the Answer Sheet to give your answers.

Column A

Column B

- | | |
|-----------------------|--|
| 1. Paragraph 1: _____ | A/ All types of people taking drugs are in danger. |
| 2. Paragraph 2: _____ | B/ Repeated use of drugs leads to dependence on them. |
| 3. Paragraph 3: _____ | C/ The far-reaching impact of drug addiction can be addressed through education. |
| 4. Paragraph 4: _____ | D/ People take drugs without having awareness. |
| 5. Paragraph 5: _____ | E/ There are several reasons for using drugs. |
| 6. Paragraph 6: _____ | F/ Some drugs are useful while others are harmful. |
| | G/ Drug addiction is very dangerous. |
| | H/ We cannot live without drugs. |
| | I/ In Africa, people tend to take cheap and less powerful drugs. |

Instruction II: Choose the correct answer from the choices given

7. What is the writer's purpose? To _____.
A/ inform B/ persuade C/ explain D/ A&B E/ A&C
8. Why does the writer mention drugs prescribed by doctors? To _____.
A/ support his proposition that drugs are taken by all
B/ explain that drug modify the chemistry of the body
C/ exemplify that there are harmless drugs
9. The writer is optimistic that drug addiction can be stopped.
A/ true B/ false C/ no evidence to support the claim
10. Despite people's reasons, taking drugs is _____.
A/ unadvisable B/ advisable C/ controversial
11. What discourse marker can be used to link Paragraph 4&5 effectively?
A/ on the other hand B/ for example C/ consequently
12. What discourse marker can end the text effectively?
A/ finally B/ in conclusion C/ in general
13. Drugs _____.
A/ can have different effects on our bodies and emotions.
B/ are always harmful and hence should be avoided.
C/ are substances taken for medical purposes.
14. Why are drugs made illegal? Because they _____.
A/ make people involve in crime and less productive.
B/ discourage people from facing the realities of life.
C/ are bought cheaply.
15. Why is drug addiction increasing in Africa? Because _____.
A/ they make people feel good
B/ people lack awareness
C/ they make people forget their problems
16. Drugs are taken by _____.
A/ a small section of the population, especially the youngsters
B/ almost all types of people
C/ people in developing countries like Africa

Instruction III: Complete the blanks with words from the passage

17. The word 'they' in paragraph 2 line 2 refers to: _____.
18. The word 'this' in paragraph 5 refers line 2 to: _____.
19. The word 'it' in paragraph 6 line 2 refers to: _____.
20. The word 'they' in paragraph 6 line 5 refers to: _____.

Instruction IV: Find a word in the reading passage that has the same meaning as the following

21. 'order' Paragraph 1 line 3

- 22. 'destroy' paragraph 2 line 3
- 23. 'use' paragraph 2 line 4
- 24. 'effect' paragraph 6 line 3

25. Instruction V: Read the following extracts taken from different sources and write out what they are about. Use only a phrase to give your answer.

Example

Extract:

It is important to understand that there are a lot of steps between being a totally successful teacher and being a failure. This is hard for Kim, but the fact that she's so intelligent and hardworking will help her solve the challenges she inevitably will face in her teaching career. I think that, deep down, Kim does know that she will end up being a terrific teacher.

Answer: Kim as an intelligent and hardworking teacher

Extract 1:

A few weeks ago, a week-old cheetah cub was rescued from the brink of death in the Maasai Mara. It was ferried to Nairobi Animal Orphanage for resuscitation courtesy of Serena Hotels, amid great publicity. This cheetah, since nicknamed Mara Serena, is indeed lucky to be alive, as numerous others succumb daily to death after their mothers forsake them due to harassment by tourists, their biggest admirers turned tormentors. As a result, its survival rate has plummeted and the cheetah, the fastest land animal in Africa, may not be able to outrun the extinction snapping at its heels.

Answer: _____

Extract 2:

It seems then that there are some brain cells which become active when the monkey performs an action and in response to the sight and sound of another animal performing the same action. These cells are found in a part of the monkey's brain which is similar to part of the human brain which scientists call 'Broca's area'. It is this part of the human brain- Broca's area- which controls speech in humans. The importance of 'mirror neurons' is that they show an animal's ability to understand the meaning of what another animal is doing. If, for example, Monkey A sees Monkey B reacting to danger in the same way that Monkey A reacts to danger, you can say that Monkey B has communicated with Monkey A: he has told him that there is danger around. Communication among humans might have started accidentally, like the communication between Monkey A and Monkey B, and later become intentional.

Answer: _____

Extract 3:

After graduating from Morehouse College in 1948, King entered Crozer Theological Seminary to train to be a Baptist minister. While there he attended a lecture about the Indian pacifist Mahatama Gandhi. This lecture provided King the direction he needed in his life. "His message was so profound and electrifying," King later said, "that I left the meeting and bought a half dozen books on Gandhi's life and works.

Answer: _____

Test of scanning

26. Instruction VI: Complete the sentences below with information from the passage that comes next to them

- A. Louis Braille was a _____ citizen.
- B. When was Louis Braille born? _____
- C. How old was he when he was taken to school? _____
- D. Who used raised dots for the first time to represent speech sounds? _____
- E. When did Louis Braille start working on his writing system? _____
- F. What features did his writing system include? _____
- G. Who gave recognition to his new writing system? _____
- H. When was the memorial monument constructed for his honour? _____

Reading text II

Louis Braille, a blind French school teacher, invented the raised, six-dot system of writing which bears his name. It is taught in schools for the blind in every country in the world. It was he who brought the joys of reading and writing to the sightless.

Louis Braille was born on January 4, 1809, in the village of Coupvray, about twenty-six miles east of Paris. He was the son of the village harness-maker, and it was while playing with his father's tools that he accidentally poked one of them into his eye and as a result lost his sight.

At the age of ten, his father took him to the school for the young blind in Paris and there Louis remained a pupil until he was seventeen, when he became a junior master. Two years later, he was promoted to professor.

Young Braille was always trying to devise a system of writing which could be easily read and written by his pupils, and thus speed up their learning. In the few books available for the blind, the letters of the alphabet as we know it were in big, raised type, which made the books themselves cumbersome and some took a long time for little fingers to travel over, letter by letter, word by word; nor could the pupils write these letters easily themselves.

Louis Braille heard that a French cavalry officer had evolved a method of representing speech sounds by combination of twelve raised dots instead of by raised letters. But, he thought even this code still too large to be covered by the feeling finger-tip; his ambition was to represent the whole alphabet by a combination of only six-dots.

By 1829, when he was still only twenty, Louis Braille had worked out his first scheme. Five years later, he had revised and perfected it. In addition to the letters of the alphabet, it included punctuation marks, numbers and musical notation. That his system should cover music is not a surprising when we remember Braille was also an accomplished musician. Although he told the school authorities and also the cavalry officer about his invention, only the cavalry officer recognized its worth, and it was not adopted in the school until two years after his death.

Always delicate, Louis Braille died in Paris at the age of forty-three and was buried in the cemetery on the hillside above his native village of Coupvray. In 1887, a memorial was constructed for him surmounted by a blind boy, and another at the back showing his alphabet in bronze relief and the sighted equivalents beneath each symbol. From time to time, representatives of the blind of many countries have gathered round this memorial to honour the village harness-maker's son who did so much for those of his fellow creatures condemned to live in darkness all their lives.

Source: Black, E.L and A.H. Lawley (1961) *Precise and Comprehension Practice*. London: University of London Press Ltd.

24.4 Original Listening Skills Test

General query: Global analysis

Instruction: Put a tick (✓) mark in the box to give information about yourself

1. Test code: _____
2. Gender: male female
3. Age group: <18 18-23 24-29 >29
4. Cumulative GPA: <2.00 2.00-2.50 2.50-3.00 >3.00
5. High school attended: private government
6. How do you rate yourself in reading skills? Use the key below for rating:

Unskilled: can decode audio texts with much difficulty
 Less skilled: can decode audio texts with some degree of difficulty
 Skilled: can decode audio texts without any difficulty

Language skill	Unskilled	Less skilled	Skilled
Listening			

7. If you are skilled, what is the reason for your improved listening skills?
 Earlier language training personal effort
8. If you have made personal effort, what exactly have you done?

General directions

- The test contains questions aimed at testing your listening skills. Therefore, attempt to answer all the questions.
- Give your answers by ticking in the boxes.
- Try to finish the test within the given time (i.e. 0:40 minutes).

Instruction I: Answer the questions below by ticking (✓) in the box; your answers could be one or more than one

5. High school attended: private government
6. How do you rate yourself in reading skills? Use the key below for rating:

Unskilled: can communicate with much difficulty because of having a lot of grammatical and vocabulary errors.
 Less skilled: can communicate with some degree of difficulty because of having some grammatical and vocabulary errors.
 Skilled: can communicate efficiently because of having no grammar and vocabulary errors.

Language skill	Unskilled	Less skilled	Skilled
Grammar			
Vocabulary			

7. If you are skilled, what is the reason for your becoming skillful in grammar and vocabulary?
 Earlier language training personal effort
8. If you have made personal effort, what exactly have you done?

General Directions:

- This test contains grammar and vocabulary questions aimed at testing your skill to use them in your compositions. Therefore, please attempt to answer all the questions.
- Choose the correct answer and write your response on the Answer Sheet.
- Try to finish the test within 0:50 minutes.

Part I: Grammar Test

1. The children _____ bitterly when they heard their parents' death in the accident.
 A/ wept B/ had been weeping C/ could weep D/ were weeping
2. Submit the assignment now if you _____ doing it.
 A/ finished B/ finish C/ have finished D/ had finished
3. By this time next year, my mother _____ college education.
 A/ is completing B/ will complete C/ completes D/ will have completed
4. The construction of the school _____ in 1996.
 A/ had been completed B/ was completed C/ has been completed
5. I'm terribly hungry as I _____ anything since morning.
 A/ haven't eaten B/ didn't eat C/ hadn't eaten D/ don't eat
6. He _____ coffee but now it surprises me to see him drinking it now.
 A/ is disliking B/ dislikes C/ has disliked D/ has been disliking
7. No car is allowed to pass because the bridge _____.
 A/ is being repaired B/ is repaired C/ has been repaired D/ is repairing
8. _____ the absence of electricity, night school students returned home early.
 A/ telling B/ having told C/ having been told
9. The road was muddy when I went out in the morning; it _____ the night before.
 A/ must rain B/ must have rained C/ must be raining D/ must be rain
10. You _____ write it twice; you may use a carbon.
 A/ don't have to B/ must not C/ should not D/ ought not to
11. You need to work harder in order to be _____.
 A/ success B/ succeed C/ successful D/ succeeding
12. He is a _____ student; he strives for better results.
 A/ committing B/ committed C/ commitment D/ commit
13. She has worked hard for the test and hopes _____ a very good result.
 A/ to get B/ to getting C/ to have got D/ having got
14. The thief admitted _____ money from the bank and thus he was imprisoned.
 A/ to take B/ taking C/ to have taken D/ having taken
15. The doctor told him to give _____ smoking as his health was at risk.
 A/ up B/ in C/ out D/ off
16. Bringing _____ children has nowadays become a formidable undertaking for most parents.
 A/ in B/ up C/ for D/ out

17. The villagers are trying to put logs _____ the river so that they can use them as a bridge.
A/ on B/ over C/ across D/ beyond
18. The children took interest _____ playing the game.
A/ on B/ in C/ at D/ with
19. They were raising funds to help children _____ parents died in HIV.
A/ whose B/ who C/ that D/ whom
20. The guard allowed me to talk to _____ I like.
A/ whatever B/ whomever C/ whichever D/ whenever
21. She promised, "I will help you." (Direct speech)
She promised that she _____ me. (Indirect speech)
A/ would help B/ is going to help C/ might help D/ will help
22. She asked, "Where are you going?" (Direct speech)
She asked _____ I was going. (Indirect speech)
A/ where B/ if C/ whether D/ that
23. He brought a knife _____ he could free the kidnapped child by cutting the rope.
A/ in order to B/ so that C/ even though D/ if
24. Show me your ID card; _____, I may not let you in.
A/ consequently B/ though C/ otherwise D/ despite
25. I _____ you if I had known his whereabouts.
A/ can tell B/ could tell C/ could have told D/ must have told
26. You may get what you want if you _____ early.
A/ come B/ have come C/ came D/ will come
27. The weather got _____ than we imagined it to be.
A/ as hot as B/ hotter C/ hottest D/ more hot
28. Of all team members, two played _____ skillfully; therefore, they were given warning.
29. One of the eggs _____ rotten and I have to throw _____ away.
A/ are/them B/ is/it C/ has/it D/ have/them
30. Neither my father nor my brothers _____ agreed to my plan.
A/ have B/ has C/ are D/ is
31. Ayelech helped you when you were there, _____ she?
A/ hasn't B/ didn't C/ is D/ was
32. Abebe: The boys tried to cheat in the examination room.
Debebe: _____ the girls.
A/ neither did B/ nor have C/ so did D/ either have

Part II: Vocabulary Test

33. We lost the game because our team was _____ twice.
A/ insulted B/ beaten C/ trained D/ suspended
34. The host kindly asked us to take _____.
A/ a seat B/ a rest C/ time
35. They spend their time _____ films.
A/ looking B/ watching C/ playing
36. They kidnapped the child and asked for _____.
A/ reward B/ sponsorship C/ ransom D/ asylum
37. The villagers were obliged to _____ their place because of the flood.
A/ live B/ leave C/ desert D/ furnish
38. I asked the librarian to _____ me a book.
A/ lend B/ borrow C/ sell D/ award
39. Many have _____ their lives while fighting for their rights.
A/ saved B/ lost C/ rescued D/ endangered
40. The man gave a lot of money to the orphans and they thanked him for his _____.
A/ payment B/ richness C/ generosity D/ prize
41. Because of the heavy rain, the football match was _____ until next week.
A/ cancelled B/ postponed C/ played D/ watched
42. Abebe is the son of my father's brother; so Abebe is my _____.
A/ cousin B/ nephew C/ niece D/ brother

43. Aster and Taddese are engaged; therefore, Aster is Taddese's _____.
 A/ wife B/ fiancé C/ girlfriend D/ widow
44. Jane is a young unmarried lady; hence, we can address her as '___ Jane'.
 A/ Mrs. B/ Ms. C/ Mr. D/ Madam

Appendix 25: Original Scoring Criteria for all Tests

Scoring criteria for Listening Test

Item no	Sub-skill tested	'much difficulty' for scores gained	'some difficulty' for scores gained	'little difficulty' for scores gained	'no difficulty' for scores gained
1-4	Listening for specific details	0-2	3-4	5	6
5-6	Top-down processing	0-2	3-5	6-7	8
7-8	Bottom-up processing	0	1		2
9-10	Understanding references	0	1		2
11-12	Recognizing discourse markers	0	1		2
13-14	Understanding attitudinal meaning	0	1		2
15-18	Guessing unfamiliar words	0	1-2	3	4
19-20	Listening for the gist	0	1		2

Scoring criteria for the Writing Test

Item no	Sub-skill tested	'Much difficulty' for Score gained	'Some difficulty' for Score gained	'little difficulty' for scores gained	'No difficulty' for Score gained
1-4	Using capitalization correctly	0-3	4-6	7-8	9
5-8	Spelling words correctly	0-2	3-5	6-7	8
9-12	Using the correct discourse marker	0-1	2	3	4
13-16	Using correct and complete sentences	0-1	2	3	4
17-20	Punctuating sentences appropriately	0-1	2	3	4
21-24	Joining sentences	0-1	2	3	4
25	Organizing ideas	0-3	4-6	7-8	9
26	Synthesizing ideas*	0-1	2	3	4

*criteria for marking Item 26: synthesizing ideas

Coherent, grammatically and lexically accurate = 4 Coherent but with some grammatical and lexical errors=3 Incoherent and with some grammatical and lexical errors=2 Incoherent and full of grammatical and lexical errors=1

Scoring criteria for the Reading Test

Item no	Sub-skill tested	'Much difficulty' for Score gained	'Some difficulty' for Score gained	'little difficulty' for scores gained	'No difficulty' for Score gained
1-6	Distinguishing main ideas from supporting details	0-2	3-4	5	6

7-8	Understanding writer's purpose	0	1		2
9-10	Drawing inferences	0	1		2
11-12	Understanding relationships signaled by discourse markers	0	1		2
13-16	Critical reading	0-1	2	3	4
17-20	Reference skills	0-1	2	3	4
21-24	Guessing meanings of words	0-1	2	3	4
25	skimming	0	1	2	3
26	scanning	0-3	4-7	8-9	10

Analytic Scoring Criteria for the Speaking Test

Part I

1. Grammar

Grammar almost entirely inaccurate causing communication failures=1

Frequent grammatical errors making communication much difficult=2

Occasional grammatical errors entailing some clarification=3

No grammatical errors and thus message made clear=4

2. Vocabulary

Vocabulary almost entirely inadequate causing communication failures=1

Vocabulary much limited making communication much difficult=2

Vocabulary choice sometimes inappropriate entailing some clarification=3

Vocabulary adequate and appropriate to get ideas across=4

3. Fluency

Speech is constrained to 'yes' and 'no' responses=1

Speech is often fragmentary, slow, and often characterized by stammering= 2

Speech contains routine sentences and explanations often require much effort=3

Speech is produced effortlessly and thus meaning is clear=4

4. Use of pronoun references

Use of pronouns almost entirely incorrect often causing communication failures=1

Frequent pronoun errors sometimes causing much difficulty=2

Few pronoun errors not affecting meaning=3

Correct use of pronouns and thus message is made clear=4

5. Use of discourse markers

Use of discourse markers almost entirely incorrect often causing communication much difficult=1

Frequent discourse markers errors sometimes affecting meaning clarity=2

Few discourse markers errors not affecting meaning=3

Correct use of discourse markers and thus message made clear=4

6. Pronunciation

Speech entirely dominated by mispronunciation making it unintelligible=1

Frequent mispronunciation causing some difficulty of comprehension=2

Occasional mispronunciation but not affecting comprehension=3

Correct use of pronunciation and thus message made clear=4

Scoring criteria for the Speaking Test

	Sub-skill tested	'Much difficulty'	'Some difficulty'	'little difficulty'	'No difficulty'
Part I	Grammar	1	2	3	4
	Vocabulary	1	2	3	4
	Use of pronoun reference	1	2	3	4
	Use of discourse markers	1	2	3	4
	Pronunciation	1	2	3	4
Part II:	Vowels and consonants	0-4	5-9	10-11	12

A & B	Placing word stress	0-3	4-6	7	8
Part II:	Use of intonation*1	1	2	3	4
C	Pronouncing words*2	1	2	3	4

Holistic scoring criteria

*1 use of intonation

Entirely read with wrong intonation=1

Frequent use of wrong intonation=2

Occasional use of wrong intonation=3

Read with correct intonation=4

*2 pronouncing words

Almost all words are mispronounced=1

Frequent mispronouncing of words=2

Occasional mispronouncing of words=3

Correct pronouncing of words=4

Scoring criteria for Grammar & Vocabulary Test

Item no	Grammatical aspects tested	'Much difficulty' for Score gained	'Some difficulty' for Score gained	'Little difficulty' for scores gained	'No difficulty' for Score gained
1-6	Tense	0-2	3-4	5	6
7-8	Passive voice	0	1		2
9-10	Modal verbs	0	1		2
11-14	Word forms	0-1	2	3	4
15-16	Adverbial particles	0	1		2
17-18	prepositions	0	1		2
19-20	Relative pronouns	0	1		2
21-22	Reported speech	0	1		2
23-24	Conjunctions	0	1		2
25-26	Conditional sentences	0	1		2
27-28	Comparison	0	1		2
29-30	Subject-verb	0	1		2
31-32	Tags & remarks	0	1		2
Item no	Vocabulary				
33-44		0-4	5-9	10-11	12

Appendix 26: Original Questionnaire

Dear student,

The purpose of this questionnaire is to collect data about your academic English skills needs. The expected outcome of the study is helpful in making changes to the Communicative English Skills in proposing a new remedial/preparatory English course that will help you to learn the skill courses offered in the English Department. In this regard, the information you give will have an immense value for the success of the study. Therefore, I need your sincere response to each item of the questionnaire. Moreover, I assure you the information you provide will be confidential and will only be used for the desired purpose.

Sincerely yours,

The researcher

General query: Global analysis

Instruction: Put a tick (✓) mark in the box to give information about yourself

1. Questionnaire code: _____

2. Gender: male female
3. Age group: <18 18-23 24-29 >29
4. Cumulative GPA: <2.00 2.00-2.50 2.50-3.00 >3.00
5. How do you rate yourself in the following English language skills? Use the key below for rating:

Unskilled: can communicate with much difficulty
 Less skilled: can communicate with some degree of difficulty
 Skilled: can communicate without any difficulty

Language skills	Unskilled	Less skilled	Skilled
Listening			
Speaking			
Reading			
Writing			
Grammar			
Vocabulary			
Pronunciation			

6. If you are skilled, what is the reason for your good language background?
 7. If you have made any personal effort to improve your English, what exactly have you done?
 8. Which strategy do you often use to learn English? _____

Learning strategies	Never	Less often	More often
Getting help from teachers			
Studying by yourself/individually			
Practicing in pairs (i.e. with a friend)			
Practicing in group work			

Specify if any _____

Part One: Questionnaire on language sub-skills (rhetorical level analysis)

Instruction: Put a tick (✓) mark on the rating scale to show the degree to which the language sub-skills help you learn the skill courses.

-1= not needed 0= not sure 1= least needed 2= needed 3= most needed

Table 1: sub-skills related to reading

Decide to what extent the following sub-skills are needed in the Reading Skills course

No	Items	-1	0	1	2	3
1	Distinguish main ideas from supporting details					
2	Extracting relevant points from a text					
3	Understanding writer's purpose					
4	Inferring(i.e. drawing inferences/generalizations					
5	Understanding writer's tone/mood (cynical, having positive outlook, etc)					
6	Interpretation (i.e. understanding implied meaning)					
7	Understanding conceptual meaning					
8	Understanding relationships between paragraphs signaled by discourse markers					
9	Understanding relationships between sentences with/without discourse markers					
10	Literal comprehension (i.e. understanding explicitly stated information)					
11	Critical/ careful reading					
12	Reading for global knowledge/general understanding (i.e. reading novels, newspapers, etc)					
13	Scanning					
14	Basic reference skills					

15	Guessing the meanings of unfamiliar words					
16	Transcoding information					

Table 2: sub-skills related to writing (Mechanical & stylistic skills)

Decide to what extent the following sub-skills are needed in Basic Writing Skills and Advanced Writing Skills courses.

No	Items	-1	0	1	2	3
1	Using capitalization correctly					
2	Spelling words correctly					
3	Using discourse markers in order to maintain sentence/ paragraph cohesion					
4	Using correct and complete sentences					
5	Using punctuation marks appropriately					
6	Joining sentences and phrases to achieve varied sentence structures					
7	Using correct paragraph and essay layout					
8	Forming letters correctly and writing legibly					
9	Choosing the right vocabulary					

Table 3: sub-skills related to writing (cognitive & rhetorical skills)

Decide to what extent the following sub-skills are needed in Basic Writing Skills and Advanced Writing Skills courses.

No	Items	-1	0	1	2	3
1	Organizing ideas					
2	Synthesizing ideas into a whole					
3	Defining the topic and exemplifying					
4	Analyzing the topic and explaining					
5	Comparing and contrasting ideas					
6	Presenting ideas convincingly					
7	Presenting a critical analysis of a topic					
8	Understanding the purpose of writing and the audience					

Table 4: sub-skills related to listening

Decide to what extent the following sub-skills are needed in Listening Skills course

No	Items	-1	0	1	2	3
1	Listening for specific details					
2	Understanding the place of conversation and the role of speakers					
3	Using words and sentences in the listening text to figure out meaning					
4	Understanding pronouns					
5	Using background knowledge to construct meaning					
6	Understanding implicit ideas					
7	Recognizing discourse markers					
8	Understanding meanings that result from variations in voice					
9	Understanding speakers attitude towards each other and the topic					
10	Understanding unfamiliar words through word formation					
11	Listening for general understanding					
12	Understanding the communicative function of utterances					
13	Predicting					
14	Distinguishing opinions from facts					
15	Transforming spoken information into graphic displays					

Table 5: sub-skills related to speaking

Decide to what extent the following sub-skills are needed in Spoken English I & II courses

No	Items	-1	0	1	2	3
1	Speaking with correct grammar					
2	Using pronouns correctly					
3	Using discourse markers correctly					
4	Describing a process or phenomena orally					
5	Sustaining communication with communicative partner					

6	Paraphrasing					
7	Pronouncing words correctly					
8	Expressing attitudinal meaning by varying one's voice					
9	Emphasizing main points using verbal cues					
10	Repairing communication failures using non-linguistic cues					

Part Two: Questionnaire on topics for preparing language skills activities (rhetorical level analysis)

Instruction: Put a tick (✓) mark on the rating scale/ continuum/ to show the degree to which you want the new remedial/ preparatory course to base the language skills activities on the following topics.

-1= not needed 0= not sure 1= least needed 2= needed 3= most needed

Table 6: Topics for speaking, listening, reading, and writing tasks/ activities

No	topics	-1	0	1	2	3
1	Holidays					
2	Sports					
3	Historical sites					
4	Education					
5	Countries					
6	Culture					
7	Animals					
8	Environment					
9	Families					
10	Famous people					
11	People of the world					
12	Friendship					
13	Jobs					
14	Transportation					
15	Communication					
16	Drugs					
17	Health					

Specify if any _____

Appendix 27: Item Analysis of the Reading Test, N=18

Item no	Hc	Lc	Hc-Lc	Hc+Lc	difficulty level	Remarks	Discrimination	remarks
1	1	0	1	1	0.06	difficult	0.06	unacceptable
2	1	0	1	1	0.06	difficult	0.06	unacceptable
3	6	5	1	11	0.61		0.06	unacceptable
4	1	1	0	2	0.11	difficult	0.00	unacceptable
5	9	8	1	17	0.94		0.06	unacceptable
6	8	5	3	13	0.72		0.17	
7	3	1	2	4	0.22	difficult	0.11	questionable
8	2	0	2	2	0.11	difficult	0.11	questionable
9	8	4	4	12	0.67		0.22	
10	9	3	6	12	0.67		0.33	
11	6	3	3	9	0.50		0.17	
12	8	5	3	13	0.72		0.17	
13	9	6	3	15	0.83		0.17	
14	8	4	4	12	0.67		0.22	
15	7	7	0	14	0.78		0.00	unacceptable

16	6	3	3	9	0.50		0.17	
17	9	7	2	16	0.89		0.11	questionable
18	9	3	6	12	0.67		0.33	
19	9	6	3	15	0.83		0.17	
20	7	6	1	13	0.72		0.06	unacceptable
21	5	3	2	8	0.44		0.11	questionable
22	9	6	3	15	0.83		0.17	
23	9	6	3	15	0.83		0.17	
24	7	3	4	10	0.56		0.22	
25A	0	0	0	0	0.00	difficult	0.00	unacceptable
B	0	0	0	0	0.00	difficult	0.00	unacceptable
C	1	1	0	2	0.11	difficult	0.00	unacceptable
26A	6	7	-1	13	0.72		-0.06	neg. discrimination
B	9	8	1	17	0.94		0.06	unacceptable
C	9	6	3	15	0.83		0.17	
D	5	1	4	6	0.33		0.22	
E	6	2	4	8	0.44		0.22	
F	8	2	6	10	0.56		0.33	
G	6	3	3	9	0.50		0.17	
H	7	6	1	13	0.72		0.06	unacceptable

Reading retest								
Item no	h.c	l.c	h.c-l.c	discrimi.l	remarks	h.c+l.c	difficulty l.	Remarks
1	4	1	3	0.21	ok	5	0.36	ok
2	5	0	5	0.36	ok	5	0.36	ok
3	7	2	5	0.36	ok	9	0.64	ok
4	5	0	5	0.36	ok	5	0.36	ok

Appendix 28: Item Analysis of the Writing Test

Table 1: Items with 1 response

Item no	h.c	l.c	h.c-l.c	discrimination	remarks	h.c+l.c	difficulty level	remarks
9	8	2	6	0.30		10	0.50	
10	9	3	6	0.30		12	0.60	
11	10	9	1	0.05	unacceptable	19	0.95	too easy
12	7	4	3	0.15	questionable	11	0.55	
13	9	6	3	0.15	questionable	15	0.75	
14	10	4	6	0.30		14	0.70	
15	3	1	2	0.10	unacceptable	4	0.20	difficult
16	5	1	4	0.20		6	0.30	
17	2	1	1	0.05	unacceptable	3	0.15	difficult
18	6	1	5	0.25		7	0.35	
19	2	3	-1	-0.05	neg. discrimination	5	0.25	difficult
20	9	3	6	0.30		12	0.60	
21	3	1	2	0.10	unacceptable	4	0.20	difficult
22	8	6	2	0.10	unacceptable	14	0.70	
23	7	1	6	0.30		8	0.40	
24	4	0	4	0.20		4	0.20	difficult

Table 2: Items with 2 responses

Item no	Response	h.c	l.c	h.c-l.c	Discrim.	remarks	h.c+l.c	Difficulty l.	remarks
25	1	10	7	3	0.15	questionable	17	0.85	
	2	9	4	5	0.25		13	0.65	
	3	5	3	2	0.10	unacceptable	8	0.40	
	4	2	2	0	0.00	unacceptable	4	0.20	difficult
	5	4	1	3	0.15		5	0.25	difficult
	6	3	1	2	0.10	unacceptable	4	0.20	difficult
	7	4	3	1	0.05	unacceptable	7	0.35	
	8	4	2	2	0.10	unacceptable	6	0.30	
	9	6	4	2	0.10	unacceptable	10	0.50	

Table 3: Item with 3 responses

Item no	Response	h.c	l.c	h.c-l.c	Discrim.	remarks	h.c+l.c	Difficulty l.	remarks
1	1	0	2	-2	-0.10	neg.unacceptable	2	0.10	difficult
	2	10	8	2	0.10	unacceptable	18	0.90	
2	1	6	3	3	0.15	questionable	9	0.45	
	2	10	8	2	0.10	unacceptable	18	0.90	
3	1	6	3	3	0.15	questionable	9	0.45	
	2	7	2	5	0.25		9	0.45	
5	1	8	4	4	0.20		12	0.60	
	2	4	1	3	0.15	questionable	5	0.25	difficult
6	1	8	4	4	0.20		12	0.60	
	2	9	1	8	0.40		10	0.50	
7	1	10	7	3	0.15	questionable	17	0.85	
	2	6	1	5	0.25		7	0.35	
8	1	10	7	3	0.15	questionable	17	0.85	
	2	9	4	5	0.25		13	0.65	

Table 4: Item with 9 responses

N=20

Item no	Response	h.c	l.c	h.c-l.c	Discrim	remarks	h.c+l.c	Difficulty l.	remarks
4	1	9	5	4	0.20		14	0.70	
	2	8	1	7	0.35		9	0.45	
	3	1	0	1	0.05	unacceptable	1	0.05	difficult

Appendix 29: Item Analysis of the Grammar Test

Item no	h.c	l.c	h.c-l.c	discrimination	remarks	h.c+l.c	difficulty l.	remarks
1	6	4	2	0.11	questionable	10	0.56	
2	9	4	5	0.28		13	0.72	
3	3	3	0	0.00	unacceptable	6	0.33	
4	7	4	3	0.17		11	0.61	
5	7	4	3	0.17		11	0.61	
6	5	7	-2	-0.11	neg. discrim.	12	0.67	
7	7	5	2	0.11	questionable	12	0.67	
8	4	1	3	0.17		5	0.28	difficult
9	8	3	5	0.28		11	0.61	

10	5	3	2	0.11	questionable	8	0.44	
11	8	3	5	0.28		11	0.61	
12	7	3	4	0.22		10	0.56	
13	8	5	3	0.17		13	0.72	
14	2	2	0	0.00	unacceptable	4	0.22	difficult
15	6	3	3	0.17		9	0.50	
16	4	2	2	0.11	questionable	6	0.33	
17	7	7	0	0.00	unacceptable	14	0.78	
18	5	3	2	0.11	questionable	8	0.44	
19	8	7	1	0.06	unacceptable	15	0.83	
20	5	1	4	0.22		6	0.33	
21	6	6	0	0.00	unacceptable	12	0.67	
22	8	6	2	0.11	questionable	14	0.78	
23	7	2	5	0.28		9	0.50	
24	9	8	1	0.06	unacceptable	17	0.94	
25	7	4	3	0.17		11	0.61	
26	7	2	5	0.28		9	0.50	
27	8	3	5	0.28		11	0.61	
28	0	1	-1	-0.06	neg. discrim.	1	0.06	difficult
29	7	4	3	0.17		11	0.61	

Appendix 30: Item Analysis of the Grammar Retest
N=14

Item no	h.c	l.c	h.c-l.c	discrimin.l	remarks	h.c+l.c	difficulty l.	remarks
1	7	2	5	0.36		9	0.64	
2	6	4	2	0.14	questionable	10	0.71	
3	2	2	0	0	Unacceptable	4	0.29	difficult
4	5	5	0	0	unacceptable	10	0.71	
5	6	2	4	0.29		8	0.57	
6	6	3	3	0.21		9	0.64	
7	6	4	2	0.14	questionable	10	0.71	
8	5	2	3	0.21		7	0.5	
9	1	6	-5	-0.36	neg. discrimination	7	0.5	
10	4	0	4	0.29		4	0.29	difficult
11	4	5	-1	-0.07	neg. discrimination	9	0.64	difficult
12	2	1	1	0.07	unacceptable	3	0.21	difficult
13	2	0	2	0.14	questionable	2	0.14	difficult
14	1	1	0	0	unacceptable	2	0.14	difficult
15	7	3	4	0.29		10	0.71	
16	4	3	1	0.07	unacceptable	7	0.5	
17	7	2	5	0.36		9	0.64	
18	0	1	-1	-0.07	neg. discrimination	1	0.07	difficult
19	5	2	3	0.21		7	0.5	
20	7	4	3	0.21		11	0.79	
21	7	6	1	0.07	unacceptable	13	0.93	too easy

22	4	0	4	0.29		4	0.29	difficult
23	4	2	2	0.14	questionable	6	0.43	
24	2	6	-4	-0.29	neg. discrimination	8	0.57	
25	1	1	0	0	unacceptable	2	0.14	difficult
26	5	2	3	0.21		7	0.5	
27	4	3	1	0.07	unacceptable	7	0.5	
28	7	1	6	0.43		8	0.57	
29	6	5	1	0.07	unacceptable	11	0.79	
30	7	5	2	0.14	questionable	12	0.86	
31	5	3	2	0.14	questionable	8	0.57	
32	7	5	2	0.14	questionable	12	0.86	
33	7	0	7	0.5		7	0.5	
34	4	1	3	0.21		5	0.36	
35	6	1	5	0.36		7	0.5	
36	1	1	0	0	unacceptable	2	0.14	difficult
37	4	1	3	0.21		5	0.36	
38	6	4	2	0.14	questionable	10	0.71	
39	6	4	2	0.14	questionable	10	0.71	
40	6	2	4	0.29		8	0.57	
41	4	3	1	0.07	unacceptable	7	0.5	
42	5	1	4	0.29		6	0.43	
43	4	3	1	0.07	unacceptable	7	0.5	
44	6	2	4	0.29		8	0.57	
45	1	1	0	0	unacceptable	2	0.14	difficult
46	7	6	1	0.07	unacceptable	13	0.93	
47	3	2	1	0.07	unacceptable	5	0.36	
48	5	2	3	0.21		7	0.5	
49	3	1	2	0.14	questionable	4	0.29	difficult
50	3	1	2	0.14	questionable	4	0.29	difficult
51	7	3	4	0.29		10	0.71	
52	4	4	0	0	unacceptable	8	0.57	
53	7	5	2	0.14	questionable	12	0.86	
54	5	0	5	0.36		5	0.36	
55	6	4	2	0.14	questionable	10	0.71	
56	6	2	4	0.29		8	0.57	
57	4	0	4	0.29		4	0.29	difficult
58	6	2	4	0.29		8	0.57	

Appendix 31: Students' Questionnaire Validation

Questionnaire 1								
quest.code	Sex	1	2	3	4	5	6	total
1	M	58	37	36	59	42	75	307
5	M	73	45	38	71	46	82	355
6	M	62	41	37	59	49	76	324
8	F	59	41	34	60	38	60	292

10	M	61	33	28	40	38	58	258
11	M	71	43	37	68	48	77	344
12	M	71	43	37	72	50	79	352
13	M	76	38	28	65	38	68	313
14	M	62	45	37	59	55	79	337
15	M	69	40	37	72	49	79	346
16	M	71	42	36	68	45	78	340
17	M	75	44	38	78	42	75	352
19	M	51	32	27	43	32	50	235
20	M	73	43	37	69	47	65	334
23	M	70	43	38	68	40	76	335
25	M	72	42	36	68	44	71	333
26	M	73	45	37	73	55	74	357

Questionnaire 2								
quest.code	Sex	1	2	3	4	5	6	total
1	M	70	42	35	66	46	75	334
5	M	71	42	37	60	48	71	329
6	M	52	31	28	46	39	57	253
8	F	59	37	34	65	41	63	299
10	M	65	40	33	63	42	72	315
11	M	67	44	31	67	54	78	341
12	M	71	43	36	69	54	77	350
13	M	75	34	36	60	39	81	325
14	M	64	45	33	52	55	75	324
15	M	64	40	32	68	42	77	323
16	M	59	33	32	40	39	56	259
17	M	64	40	40	69	50	81	344
19	M	53	22	21	59	52	77	284
20	M	66	41	35	72	50	69	333
23	M	75	42	38	70	46	53	324
25	M	72	34	35	71	50	79	341
26	M	74	45	40	78	50	71	358

Appendix 32: Teachers' Questionnaire Validation

Questionnaire 1							
quest.code	Sex	1	2	4	5	6	total
1	M	80	45	80	50	85	340
2	M	61	36	56	34	78	265
3	M	66	34	54	35	68	257
4	M	73	39	72	42	72	298
5	M	76	45	80	50	85	336
6	M	58	35	55	37	68	253
7	M	68	22	62	11	27	190
8	M	61	35	59	38	79	272

Questionnaire 2							
quest.code	Sex	1	2	4	5	6	total
1	M	80	45	80	50	85	340

2	M	64	36	54	36	71	261	mean x	276.38
3	M	80	45	80	50	85	340	mean y	302.75
4	M	67	42	67	46	79	301	N	8
5	M	71	39	73	45	65	293	Σx	0
6	M	71	38	61	40	66	276	Σy	0
7	M	63	36	58	50	69	276	Σx ²	16601.88
8	M	75	45	80	50	85	335	Σy ²	7087.5
								Σxy	4298.75

Pearson's product moment correlation

$$r_{xy} = \frac{N \sum xy - \sum x \cdot \sum y}{\sqrt{(N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2)}} = 0.39$$

Appendix 33: Socio-economic and English language background of study-subjects

No	Study-subjects'	Amhara		Oromiya		Tigray		SNNPR		others	
1	region	13	37.1%	14	40%	3	8.6%	4	11.4%	1	2.9%
2	1 st language	Amharic		Oromifa		Tigrigna		others			
		18	51.4%	9	25.7%	3	8.6%	5	14.3%		
3	residence	rural		urban							
		25	71.4%	10	28.6%						
4	father's literacy	educated		uneducated		missing					
		9	25.7%	23	65.7%	3	8.6%				
5	Mother's literacy	5	14.3%	26	74.3%	4	11.4%				
6	Foster's literacy	2	5.7%	1	2.9%	32	91.4%				
7	Literacy total	12	34.3%	23	65.7%	0	0%				
8	Father's educ. level	≤ secondary school		certificate		diploma		1 st degree		Missing*	
		5	14.3%	1	2.9%	2	5.7%	1	2.9%	26	74.3%
9	Mother's educ. level	1	2.9%	0	0%	3	8.6%	1	2.9%	30	85.7%
10	Foster's educ. level	0	0%	0	0%	0	0%	2	5.7%	33	94.3%
11	Parents' occupation	Civil servant		merchant		farmer					
		4	11.4%	9	25.7%	2	62.9%				
		1301-1700		>1700		missing					
12	Monthly income	2	5.7%	2	5.7%	3	88.6%				
		yes		no							
13	Affording fee & stationery	20	57.1%	15	42.9%						
14	Attempt to fulfill needs	Do jobs		dependent		missing					
		9	25.7%	6	17.1%	2	57.1%				
15	Resources at home*1	TV& radio		Text books & ref. books		dictionary		nothing			
		23	65.7%	16	45.7%	10	28.6%	2	5.7%		
		yes		no							
16	Extracurricular training	9	25.7%	26	74.3%						
17	Using ref. books	13	37.1%	22	62.9%						
18	Using dictionary	31	88.6%	4	11.4%						

19	Reading grammar books	29	82.9 %	6	17.1 %									
20	Reading fictions in English	9	25.7 %	26	74.3 %									
21	Reading newspapers & magazines	13	37.1 %	22	62.9 %									
22	Letter writing in English	12	34.3 %	23	65.7 %									
23	e-mailing in English	1	2.9%	34	97.1 %									
24	Using the internet	3	8.6%	32	91.4 %									
25	Watching films in English	21	60%	14	40%									

*1 since a subject has chosen more than one item, total percentage exceeds 100%.

* 'missing' because question not answerable; for example, we cannot ask uneducated parents' educational level.

Appendix 34: Scores for all Tests

Reading test scores

	1	4	7	10	13	19	21	23	25	29	33	39	43	total
1	0	1	2	3	4	0	1	0	0	2	0	0	4	17
2	0	2	1	1	3	1	2	2	1	4	4	2	5.5	28.5
3	3	1	0	1	3	0	1	2	2	3	3	2	5.5	26.5
4	3	1	1	2	3	2	2	1	1	4	1.5	2	3	26.5
5	3	1	2	1	4	2	1	1	2	1	2	1	5.5	26.5
6	1	2	1	2	3	1	1	1	1	4	2.5	1	5.5	26
7	2	3	1	1	6	1	1	1	3	3	5.5	2	6.5	36
8	3	1	2	3	5	2	0	1	2	3	3.5	3	5.5	34
9	1	3	2	2	3	0	1	2	3	2	3	2	5.5	29.5
10	3	2	0	3	4	1	0	1	2	0	2.5	1	6	25.5
11	2	2	1	2	4	0	2	2	1	3	3	4	6.5	32.5
12	2	2	1	1	2	0	1	1	3	2	2	2	6.5	25.5
13	2	1	3	1	3	2	1	1	3	4	4	2	6.5	33.5
14	1	2	0	2	3	2	0	0	3	4	1	1	4	23
15	0	0	1	0	2	0	0	2	3	3	3	2	4.5	20.5
16	2	3	1	2	2	0	2	1	2	2	3.5	2	5	27.5
18	1	3	1	2	5	0	1	2	2	4	5	2	6.5	34.5
19	3	2	1	3	4	2	1	0	3	2	6	2	3	32
20	2	3	1	3	3	1	1	2	3	3	3	3	7	35
21	1	3	1	2	3	1	2	2	1	4	5	3	3.5	31.5
22	2	3	1	2	2	0	0	1	2	3	0	1	2	19
23	2	3	2	2	4	1	0	1	3	2	3.5	1	6.5	31
24	2	1	2	2	2	0	0	1	1	3	3	1	3	21
25	2	0	2	1	2	1	2	0	2	1	1	2	3	19
26	2	1	2	1	2	2	1	2	1	1	4	0	3.5	22.5
27	3	2	0	1	3	2	0	1	2	4	3	1	4.5	26.5
28	2	0	0	2	4	0	0	1	2	1	2	2	4	20
29	1	3	0	1	5	2	1	1	2	3	3	2	3.5	27.5

30	1	1	2	2	3	0	2	1	2	4	2	3	4	27
31	2	0	0	2	4	1	0	1	1	2	4	2	3.5	22.5
32	2	0	2	2	3	2	1	1	1	4	2.5	1	6.5	28
33	0	0	1	2	2	2	1	1	1	2	2	0	4.5	18.5
34	2	1	1	2	6	1	0	0	1	2	1	0	4	21
35	2	0	2	2	1	2	1	1	2	3	3.5	2	4	25.5
36	1	2	1	2	4	0	1	2	2	2	3	3	5	28

1-43 item numbers

1-36 code numbers

Writing test scores

	1-6	7-10	11-14	15-18	19-22	23-26	27	28	29	30	total
1	2.5	1	2	0.5	0.5	1	3	0	0	1	11.5
2	3	3	3	2	1	3	2	2	2	1	22
3	4	4	1	0	1	1	3	0	0	1	15
4	3	0	1	1	2	1	2	1	3	1	15
5	3	7	3	3	2	0	4	2	3	3	30
6	3	4	2	2	1.5	1	4	3	6	2	28.5
7	4	6	3	3	2.5	3	4	3	7	3	38.5
8	4	5	3	0	1	2	3	3	3	1	25
9	5	4	4	1	3.5	2	3	2	4	3	31.5
10	4	2	2	0	1.5	0	4	3	0	1	17.5
11	5	3	1	1	2	1	2	0	2	1	18
12	2	4	3	3	3	3	3	3	3	1	28
13	3	4	2	0	2	1	4	2	6	1	25
14	2	1	2	0	0	0	2	0	0	1	8
15	1	6	2	0	1.5	1	3	1	2	1	18.5
16	4	1	2	0	1	1	3	2	1	2	17
18	3	8	3	3	1	3	2	4	2	1	30
19	3	3	3	0	2.5	2	3	1	7	1	25.5
20	6	8	4	2	2	4	4	3	7	4	44
21	3	4	4	3	2	2	2	2	2	4	28
22	1	0	1	0	0	0	2	0	0	1	5
23	3	6	3	2	3	2	3	4	1	1	28
24	3	5	3	0	3	4	2	3	4	1	28
25	4	1	1	0	1.5	0	3	1	2	1	14.5
26	1	0	1	0	1.5	0	2	1	3	1	10.5
27	5	7	3	4	2	4	3	4	2	2	36
28	4	0	1	0	1	1	2	0	1	1	11
29	3	3	4	0	2.5	0	2	3	2	1	20.5
30	3	2	1	3	1	0	3	2	2	4	21
31	3	1	2	0	2	1	3	0	1	1	14
32	4	4	1	0	3	3	2	2	4	2	25
33	2	1	3	0	0	1	3	0	1	1	12
34	6	0	2	0	0	2	4	0	1	1	16

35	4	5	2	0	2.5	1	4	3	1	13	23.5
36	3	1	1	0	1.5	0	4	1	1	1	13.5

Listening test scores

	1-6	7-8	9-10	11-12	13-14	15-16	17-18	19-22	23-24	total
1	4	1	0	1	0	1	0	2	0	9
2	4	1	0	1	0	1	1	3	1	12
3	3	2	1	2	0	0	2	3	1	14
4	5	2	0	0	0	2	0	2	0	11
5	4	2	2	2	2	1	2	3	2	20
6	2	1	0	0	0	2	2	3	1	11
7	5	0	2	0	2	1	1	3	1	15
8	2	0	1	0	1	1	1	4	2	12
9	4	1	0	0	1	2	2	3	0	13
10	4	2	0	1	0	2	0	3	2	14
11	3	2	2	1	1	2	2	3	2	18
12	4	1	1	0	1	1	2	3	2	15
13	3	2	1	0	1	0	1	2	1	11
14	3	1	2	0	0	0	2	2	1	11
15	4	1	1	0	1	1	2	2	1	13
16	4	2	1	1	1	1	2	4	2	18
18	4	0	2	0	0	1	2	3	1	13
19	4	2	1	1	0	1	2	4	2	17
20	4	2	2	2	1	1	2	4	1	19
21	4	1	1	0	1	1	1	1	2	12
22	3	1	1	1	0	1	1	4	2	14
23	4	2	2	0	1	1	2	1	1	14
24	4	0	1	1	0	1	0	1	2	10
25	4	2	1	0	0	0	1	3	2	13
26	3	2	2	1	1	1	1	3	2	16
27	3	1	2	1	1	2	2	4	1	17
28	6	1	0	2	0	0	0	1	1	11
29	2	2	1	1	0	1	1	2	2	12
30	4	1	0	0	0	1	1	2	2	11
31	3	1	1	1	2	1	1	3	1	14
32	1	0	2	0	0	2	2	2	1	10
33	5	1	1	1	1	2	1	3	0	15
34	5	1	0	2	0	1	1	2	1	13
35	2	1	1	1	1	0	0	4	2	12
36	4	2	2	2	1	1	1	2	1	16

Speaking accuracy test scores for all subjects

	1-8	9-14	15-18	19-22	total
1	4	1	1	0	6
2	6	0	1	2	9
3	3	1	0	0	4

4	5	2	0	1	8
5	8	3	2	4	17
6	7	4	4	3	18
7	8	5	4	3	20
8	6	3	2	2	13
9	5	3	3	3	14
10	6	5	2	2	15
11	5	1	1	2	9
12	8	3	4	3	18
13	7	2	4	2	15
14	7	1	1	0	9
15	6	1	3	3	13
16	4	1	2	0	7
18	6	5	3	4	18
19	3	2	2	1	8
20	8	5	4	3	20
21	8	4	4	3	19
22	4	0	0	0	4
23	5	6	3	2	16
24	5	3	2	3	13
25	2	1	0	1	4
26	5	2	1	2	10
27	7	5	3	4	19
28	2	0	1	1	4
29	6	2	1	3	12
30	7	2	4	2	15
31	5	0	0	2	7
32	7	1	2	1	11
33	1	1	1	2	5
34	1	1	0	0	2
35	4	2	2	1	9
36	3	1	1	1	6

Speaking test scores for 12 sample subjects (i.e. high, average, and low scorers)

Code no	Interview test						Accuracy test				total
	1	2	3	4	5	6	1-8	9-14	15-18	19-22	
20	3	3	4	4	4	2	8	5	4	3	40
32	3	1	4	4	4	2	7	1	2	1	29
8	3	1	4	4	4	3	6	3	2	2	32
27	4	1	4	4	4	3	7	5	3	4	39
13	2	1	3	4	4	2	7	2	4	2	32
16	2	1	3	4	4	2	4	1	2	0	24
15	3	1	4	4	4	1	6	1	3	3	32
11	3	1	4	4	4	1	5	1	1	2	28

22	1	1	4	4	4	1	4	0	0	0	19
26	2	1	4	4	4	4	5	2	1	2	28
31	2	1	3	3	4	3	5	0	0	2	22
34	1	1	4	4	4	1	1	1	0	0	18

Pronunciation test scores for 12 sample subjects (i.e. high, average, and low scorers)

	Pronounce words	Word stress	intonation	
test code	1	2	3	total
8	11	2	12	25
20	15	3	14	32
27	15	3	13	31
32	12	3	13	28
11	14	3	13	30
13	12	3	11	26
15	12	3	14	29
16	8	3	10	21
22	2	2	11	15
26	9	3	13	25
31	7	2	12	21
34	10	1	9	20

Grammar Test Scores

	1	7	11	15	19	23	27	31	35	39	43	47	51	55	total
1	2	1	0	0	0	0	3	2	3	2	2	1	2	0	18
2	3	2	2	2	1	2	4	0	3	1	3	2	4	1	30
3	2	1	1	1	1	3	4	0	1	0	3	1	2	0	20
4	2	3	1	0	1	2	3	0	2	1	0	2	2	0	19
5	4	1	2	2	2	2	4	1	4	3	3	2	4	1	35
6	4	3	4	2	0	3	4	1	1	3	4	2	1	2	34
7	3	3	2	3	2	4	4	1	4	3	2	4	4	3	42
8	3	1	1	1	1	4	4	2	4	4	2	2	3	2	34
9	5	2	2	2	2	3	3	2	3	1	4	4	3	3	39
10	2	2	2	3	2	3	4	2	1	3	3	2	3	0	32
11	2	1	1	1	3	3	3	3	2	1	2	1	3	0	26
12	3	0	1	2	2	3	4	1	3	2	3	2	3	1	30
13	2	1	2	2	2	2	4	3	3	1	3	1	1	3	30
14	4	2	2	2	1	2	4	0	1	1	2	2	1	1	25
15	3	3	0	1	3	3	3	2	3	2	3	1	2	2	31
16	4	2	2	0	3	2	1	2	3	0	2	0	0	0.5	21.5
18	2	3	2	1	1	0	0	1	3	3	3	2	2	3	26
19	1	0	4	1	4	3	1	2	1	1	4	3	3	1	29
20	5	3	3	2	3	3	4	4	1	4	3	2	3	3	43

21	4	3	3	2	2	3	4	4	4	4	4	2	4	3	46
22	2	1	2	2	1	1	2	1	2	2	1	0	3	0	20
23	3	0	0	2	2	3	3	2	3	1	3	3	3	1	29
24	3	1	1	2	2	3	3	3	2	0	4	0	3	3	30
25	3	2	0	1	0	2	1	1	2	1	3	1	3	0	20
26	3	2	1	1	2	2	3	0	0	3	4	1	3	1.5	26.5
27	4	3	2	1	3	2	4	1	3	4	3	2	4	3	39
28	1	1	1	1	1	1	2	2	0	0	1	1	0	0	12
29	2	3	3	2	1	2	3	3	1	4	4	3	4	0	35
30	3	3	2	2	1	3	4	2	0	1	2	0	3	2.5	28.5
31	5	2	2	2	0	3	2	1	2	0	3	0	2	0	24
32	5	2	1	2	2	3	4	1	4	3	3	2	4	1	37
33	2	2	0	2	0	3	3	1	1	1	1	0	1	0	17
34	3	1	1	3	2	2	4	2	2	0	2	1	1	0	24
35	2	0	0	2	0	2	2	1	3	2	2	1	1	0	18
36	3	3	0	2	1	3	4	2	4	1	2	0	2	0	27

Vocabulary Test Scores

	59-62	63-66	67-70	71-74	75-78	79-82	total
1	2	2	1	2	0	0	7
2	2	2	1	2	0	0	7
3	0	0	1	2	2	1	6
4	1	3	1	1	2	2	10
5	3	1	2	2	4	2	14
6	2	3	2	3	3	2	15
7	3	3	3	4	4	2	19
8	2	2	3	3	3	3	16
9	4	2	2	2	4	2	16
10	2	1	0	2	2	1	8
11	2	1	2	4	1	0	10
12	3	4	1	3	3	2	16
13	1	2	2	2	2	0	9
14	1	1	2	2	0	2	8
15	3	2	3	2	2	2	14
16	2	2	2	3	1	1	11
18	4	2	2	0	2	0	10
19	4	3	3	1	2	3	16
20	2	3	4	4	4	3	20
21	2	3	4	3	3	3	18
22	2	1	2	2	0	1	8
23	3	1	2	3	3	2	14
24	3	3	3	4	2	2	17
25	3	0	0	2	0	2	7
26	1	1	2	2	1	2	9
27	2	4	3	3	3	2	17

28	1	0	0	1	2	0	4
29	3	3	2	3	1	2	14
30	2	1	1	0	0	2	6
31	2	2	2	3	0	1	10
32	2	3	3	3	2	3	16
33	1	4	1	2	2	1	11
34	1	1	1	1	1	1	6
35	4	3	2	2	2	3	16
36	2	3	0	1	2	1	9

All Subjects' Aggregate Scores for All Tests

test code	writing 52%	reading 52%	grammar 58%	vocabulary 24%	listening 24%	speaking accuracy 22%
1	11.5	17	18	7	9	6
2	22	28.5	30	7	12	9
3	15	26.5	20	6	14	4
4	15	26.5	19	10	11	8
5	30	26.5	35	14	20	17
6	28.5	26	34	15	11	18
7	38.5	36	42	19	15	20
8	25	34	34	16	12	13
9	31.5	29.5	39	16	13	14
10	17.5	25.5	32	8	14	15
11	18	32.5	26	10	18	9
12	28	25.5	30	16	15	18
13	25	33.5	30	9	11	15
14	8	23	25	8	11	9
15	18.5	20.5	31	14	13	13
16	17	27.5	21.5	11	18	7
18	30	34.5	26	10	13	18
19	25.5	32	29	16	17	8
20	44	35	43	20	19	20
21	28	31.5	46	18	12	19
22	5	19	20	8	14	4
23	28	31	29	14	14	16
24	28	21	30	17	10	13
25	14.5	19	20	7	13	4
26	10.5	22.5	26.5	9	16	10
27	36	26.5	39	17	17	19
28	11	20	12	4	11	4
29	20.5	27.5	35	14	12	12

30	21	27	28.5	6	11	15
31	14	22.5	24	10	14	7
32	25	28	37	16	10	11
33	12	18.5	17	11	15	5
34	16	21	24	6	13	2
35	35.5	25.5	18	16	12	9
36	13.5	28	27	9	16	6

Sample Subjects' (i.e.12 Subjects) Aggregate Score for All Tests

Test code	Writing 52%	reading 52%	Gram. 58%	Voca. 24%	Listen. 24%	speaking accu.22%	speaking inter. 24%	Pronunciation 47%
20	44	35	43	20	19	20	20	26.5
32	25	28	37	16	10	11	18	32.5
8	25	34	34	16	12	13	19	31.5
27	36	26.5	39	17	17	19	20	29
13	25	33.5	30	9	11	15	16	30.5
16	17	27.5	21.5	11	18	7	16	27.5
15	18.5	20.5	31	14	13	13	17	29.5
11	18	32.5	26	10	18	9	17	21
22	5	19	20	8	14	4	15	16
26	10.5	22.5	26.5	9	16	10	19	26
31	14	22.5	24	10	14	7	16	22.5
34	16	21	24	6	13	2	15	20.5

Appendix 35: 1st and 2nd Round Scoring of Pronunciation Test

1st round pronunciation scoring

Part I: Pronouncing words

	high scorers				average scorers				low scorers			
	20	32	8	27	13	16	15	11	22	26	31	34
1	√	x	x	√	√	√	√	√	x	√	√	√
2	x	√	x	x	x	x	x	x	x	x	x	x
3	√	x	x	x	x	x	x	x	x	x	x	x
4	√	x	√	√	√	√	√	√	x	√	√	√
5	√	√	√	√	√	√	√	√	x	√	√	√
6	√	√	x	√	x	x	x	√	x	x	x	x
7	√	√	x	√	√	x	√	√	x	x	√	√
8	x	√	√	√	x	√	x	x	x	x	x	x
9	x	x	√	x	x	x	√	√	x	x	√	x
10	√	√	x	√	√	x	√	√	√	√	x	x
11	√	√	x	√	√	√	√	√	x	x	x	√
12	√	x	√	√	√	√	√	x	x	√	x	√
13	x	x	√	√	√	√	√	x	x	x	x	x
14	√	√	√	√	x	x	√	√	x	x	x	x

15	√	√	√	√	√	x	√	√	x	√	√	√
16	√	√	x	x	x	x	x	√	x	√	x	√
17	√	√	√	√	√	x	√	√	x	√	x	√
18	√	x	x	√	√	x	x	x	x	x	x	x
19	√	√	√	√	√	x	x	√	x	x	√	√
20	√	√	√	√	√	x	√	√	x	x	√	√
total	16	13	11	16	13	7	13	14	1	9	8	11

Part II: Word stress scoring

	high scorers				average scorers				low scorers			
	20	32	8	27	13	16	15	11	22	26	31	34
1	x	x	x	x	x	√	x	x	x	√	x	x
2	x	x	x	√	√	√	√	x	x	x	√	x
3	x	x	x	x	x	x	x	x	x	x	x	x
4	√	√	√	√	√	√	√	√	√	√	√	√
5	√	√	√	√	√	x	√	√	x	√	x	x
6	x	x	x	x	x	x	x	x	x	x	x	x
7	x	x	x	x	x	x	x	x	x	x	x	x
8	√	√	x	x	√	x	x	√	x	√	√	x
total	3	3	2	3	4	3	3	3	1	4	3	1

Part III: Intonation scoring

	20	32	8	27	13	16	15	11	22	26	31	34
1	x	x	x	x	x	x	x	x	x	x	x	x
2	x	√	x	x	√	x	√	√	√	x	√	√
5	√	√	x	√	√	√	√	√	√	√	x	√
6	√	√	√	√	√	√	√	x	√	√	√	√
13	√	√	x	√	√	√	√	√	x	√	√	√
14	√	x	√	√	x	√	√	√	√	√	√	x
17	x	x	x	x	x	x	x	x	x	x	√	x
20	x	√	√	x	√	x	x	√	x	x	x	x
24	√	√	√	√	√	√	√	√	√	√	√	√
	5	6	4	5	6	5	6	6	5	5	6	5

Intonation

	20		32		8		27		13		16		15	
4	√	√	√	√	√	√	√	√	√	√	x	√	√	x
12	x	√	√	x	√	x	x	√	√	√	√	x	√	√
	5		4		5		5		4		4		5	

Intonation

	20		32		8		27		13		16		15		11		22		26		31		34	
18	√	√	√	√	√	x	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
21	√	x	√	x	√	√	x	√	x	x	√	x	x	√	x	x	√	x	x	√	√	x	x	
	3		3		3		3		2		2		3		2		3		3		2		3	

1st and 2nd Round Scoring of Pronunciation Test

	20	32	8	27	13	16	15	11	22	26	31	34
1	√	√	x	√	√	√	√	√	x	√	√	√
2	x	X	x	x	x	x	x	x	x	x	x	x
3	√	X	x	x	x	x	x	x	x	x	x	x
4	√	x	√	√	√	√	x	√	√	√	x	x
5	√	√	√	√	√	√	√	√	√	√	√	√
6	√	√	x		x	x	x		x	x	x	x
7	√	√	√	√	√	x	√	√	x	x	√	√
8	x	√	√	x	x		x	x	x	x	x	x
9	x	X	√	x	x	x	√	√	x	x	√	x
10	√	√	x	√	√	x	√	√	√	√	x	x
11	√	√	x	√	x	√	√	√	x	x	√	√
12	√	x	√	√	√	√	√	x	x	√	x	√
13	x	x	√	√	√	x	√	x	x	x	x	x
14	√	√	√	√	x	x	√	√	x	√	x	x
15	√	√	√	√	√	x	√	√	x	√	√	√
16	x	x	x	x	x	√	x	√	x	√	x	√
17	√	√	√	√	√	√	√	√	x	√	x	√
18	√	x	x	√	√	x	x	x	x	x	x	x
19	√	√	√	√	√	√	x	√	x	x	x	√
20	√	√	√	√	√	x	√	√	√	√	√	x
total	15	12	12	15	12	9	12	14	4	10	7	9

Part II: word stress scoring

	20	32	8	27	13	16	15	11	22	26	31	34
1	√	x	x	x	x	√	x	x	x	x	x	x
2	x	X	x	√	x	√	x	x	x	x	x	x
3	x	x	x	x	x	x	x	x	x	x	x	x
4	√	√	√	√	√	√	√	√	√	√	√	√
5	√	√	√	x	√	x	√	√	√	√	x	x
6	x	x	x	x	x	x	√	x	x	x	x	x
7	x	x	x	x	x	x	x	x	x	x	x	x
8	x	√	√	√	√	x	x	√	√	√	√	x
total	3	3	3	3	3	3	3	3	3	3	2	1

Part III: Intonation scoring

	20	32	8	27	13	16	15	11	22	26	31	34
1	x	x	x	x	x	x	x	x	x	X?	x	x
2	√	√	√	x	√	x	√	x	√	X?	√	√
5	√	√	x	√	√	√	√	√	√	√	x	√

6	Interpreting lexical cohesion	4	12	1	9	9
7	Understanding the use of pronouns	0	2	1	8	23
8	Guessing the meanings of unfamiliar words	8	14	0	9	4
9	Distinguishing main ideas from supporting details	6	7	1	15	6
10	Drawing inferences	9	12	2	8	4
11	Critical reading	7	11	2	8	7
12	skimming	4	11	3	8	9
13	scanning	0	4	2	8	21

Frequency counts of sub-skills from writing questionnaire

No	Sub-skills	Much difficulty	Some difficulty	uncertain	Little difficulty	No difficulty
1	Forming letters correctly	4	10	0	10	11
2	Using capitalization correctly	1	5	1	13	15
3	Using punctuation marks	9	13	1	8	4
4	Choosing the right vocabulary	7	15	1	11	1
5	Spelling words correctly	4	8	2	14	7
6	Using discourse markers	1	12	1	15	6
7	Using complete sentences	7	15	1	11	1
8	Joining sentences	4	10	2	12	7
9	Using varied sentences	4	14	2	9	5
10	Using correct layout	7	8	1	9	10
1	Purpose and audience	6	7	2	14	6
2	Generate ideas	6	15	1	8	5
3	Select relevant ideas	2	12	1	16	4
4	Organize ideas	4	16	2	12	1
5	Link ideas to develop a topic	6	16	3	7	3
6	Critically analyzing a topic	7	14	2	12	0

Frequency counts of sub-skills from listening questionnaire

No	Sub-skills	Much difficulty	Some difficulty	uncertain	Little difficulty	No difficulty
1	Top-down processing	9	13	1	8	4
2	Bottom-up processing	5	15	1	10	3
3	Understanding implied meanings	15	8	3	5	2
4	Understanding unfamiliar words	12	16	2	5	0
5	Distinguishing opinions from facts	3	8	3	17	3
6	Listening for main ideas	4	12	3	13	3
7	Listening for specific ideas	5	10	2	12	4
8	Reference skills	4	14	3	9	4
9	Recognizing discourse markers	5	16	2	11	1
10	Understanding speaker's attitude	6	12	2	12	3
11	Understanding prosodic features	13	15	2	4	1

Frequency counts of sub-skills from speaking questionnaire

No	Sub-skills	Much difficulty	Some difficulty	uncertain	Little difficulty	No difficulty
1	Interaction skills	3	13	2	13	4
2	Facilitation skills	11	13	3	6	1
3	Compensation skills	8	13	4	7	3

4	Negotiation skills	8	16	2	8	1
5	Management skills	7	15	4	8	1
6	Fluency	13	12	2	7	1
7	Accuracy (grammar)	7	13	1	11	3
8	Accuracy (vocabulary)	12	12	1	9	1
9	Intelligibility	13	10	4	7	1
10	Intonation	9	12	3	10	1
11	stress	4	17	9	4	1
12	Using discourse markers	2	11	3	15	4
13	Reference skills	4	6	4	13	8

Appendix 37: Frequency Counts of Sub-Skills from Teachers' Questionnaire

Frequency counts of sub-skills from reading questionnaire

No	Sub-skills	Much difficulty	Some difficulty	uncertain	Little difficulty	No difficulty
1	Understanding writer's purpose	6	8	1	1	0
2	Understanding writer's tone	7	3	5	0	0
3	Understanding relationships signaled by discourse markers	1	12	0	3	0
4	Understanding functional value of paragraphs and sentences	1	8	3	3	1
5	Recognizing text structure	7	8	0	1	0
6	Interpreting lexical cohesion	5	8	2	0	1
7	Understanding the use of pronouns	1	5	4	5	1
8	Guessing the meanings of unfamiliar words	3	8	1	3	0
9	Distinguishing main ideas from supporting details	2	4	1	8	1
10	Drawing inferences	5	8	3	0	0
11	Critical reading	10	3	1	2	0
12	skimming	0	10	1	4	1
13	scanning	1	8	1	3	2

Frequency counts of sub-skills from writing questionnaire

No	Sub-skills	Much difficulty	Some difficulty	uncertain	Little difficulty	No difficulty
1	legibility	1	10	0	4	1
2	capitalization	3	9	1	3	0
3	punctuation	2	10	0	4	0
4	Choosing vocabulary	11	4	1	0	0
5	Spelling words	5	8	2	1	0
6	Using discourse markers	6	6	1	3	0
7	Using complete sentences	8	6	0	2	0
8	Joining sentences	7	6	1	2	0
9	Using varied sentence structures	8	6	1	1	0
10	Using correct layout	11	5	0	0	0
11	Purpose and audience	7	5	1	2	0
12	Generate ideas	5	8	3	0	0
13	Select relevant ideas	4	9	1	2	0
14	Organize ideas	6	6	2	2	0
15	Link ideas to develop a topic	5	10	1	0	0
16	Critically analyzing idea	11	4	1	0	0

Frequency counts of sub-skills from listening questionnaire

No	Sub-skills	Much	Some	uncertain	Little	No
----	------------	------	------	-----------	--------	----

		difficulty	difficulty		difficulty	difficulty
1	Top-down processing	4	8	2	1	0
2	Bottom-up processing	4	8	2	2	0
3	Understanding implied meaning	7	6	1	1	0
4	Understanding unfamiliar words	7	6	1	1	0
5	Distinguishing opinions from facts	5	7	1	3	0
6	Listening for main ideas	1	11		2	2
7	Listening for specific ideas	2	9	0	4	1
8	Understanding the use of pronouns	2	7	2	5	0
9	Recognizing discourse markers	3	10	1	2	0
10	Understanding speaker's attitude	7	6	2	1	0

Frequency counts of sub-skills from speaking questionnaire

No	Sub-skills	Much difficulty	Some difficulty	uncertain	Little difficulty	No difficulty
1	Interaction skills	6	8	1	1	0
2	Facilitation skills	5	8	0	3	0
3	Compensation skills	7	8	0	1	0
4	Negotiation skills	8	7	0	1	0
5	Management skills	5	8	2	1	0
6	Fluency	9	5	0	1	1
7	Using correct grammar	8	8	0	0	0
8	Using correct vocabulary	5	10	0	1	0
9	intelligibility	5	8	0	2	0
10	intonation	5	8	1	2	0
11	Stress*	8	5	2	1	0
12	Using discourse markers	3	9	1	2	1
13	Using pronouns correctly	1	11	1	2	1

* A sum less than the total number of respondents (N=16) shows a missing datum.

Appendix 38: Learning Situation Analysis Data from Students

No	Learners'	yes	no	uncertain		
1	Proficiency while joining DU	19 52.8%	13 36.1%	3 8.3%		
2	Learners' Current proficiency	Advanced/ fluent 7 19.4%	Intermediate/less fluent 21 58.3%	Beginner/not fluent 4 11.1%	No idea 3 8.3%	
3	Learners' Performance in skill courses	Competent/skilled 16 44.4%	Less competent/less competent 18 50.0%	No idea 1 2.8%		
4	Learners' Disposition towards skill courses	positive 26 72.2%	negative 7 19.4%	uncertain 2 5.6%		
5	Adequacy of academic calendar	yes 11 30.6%	no 18 50.0%	uncertain 6 16.7%		
6	Skill courses taken	Reading skills 35 100%	Spoken English I 35 100%	Spoken English II 32 91.4%	Writing skills 35 100%	Listening skills 35 100%
7	Difficult skill courses	Reading skills 3 8.6%	Spoken English I 6 17.1%	Spoken English II 5 14.3%	Writing skills 19 54.3%	Listening skills 27 77.1%

	Reasons for taking skill courses	Academic requirement	Improving language	Following content courses				
8		20 57.1%	25 71.4%	5 14.3%				
		teachers	Reference books	Language lab.	None			
9	Resource lacking	6 17.1%	21 60%	30 85.7%	1	2.9%		
	Events interfering with academic calendar	holidays	meetings	absenteeism				
10		7 20%	10 28.6%	9 25.7%				
	Favoured teaching techniques	lecture	Group work	Pair work	Game			
11		21 60%	23 65.7%	17 48.6%	0	0%		
	Joined department by preference	Yes	No					
12		12 34.3%	23 65.7%					
	Perception about skill course	easy manageable	difficult					
13		0 0%	11 31.4%	24 68.6%				
		Spoken English I	Spoken English II	Reading skills	Listening skills	Basic writing skills		
14	Difficult skill courses	12 17.1%	10 14.3%	2 2.9%	26 37.1%	18	25.7%	
		Advanced writing skills I	Communicative English skills					
	Difficult skill courses	28 40%	10 14.3%					

Appendix 39: Learning Situation Analysis Data from Teachers

No	Instructor's	male	female					
1	gender	16 94.1	1 5.9					
		teacher	head					
2	position	16 94.1	1 5.9					
		1-5years	6-10years					
3	Teaching experience	10 58.8	7 41.2					
	Students' proficiency while joining DU	yes	no	uncertain				
4		2 11.8	13 76.5	2 11.8				
	Competency of students to meet skill courses	yes	no	uncertain				
5		1 5.9	14 82.4	2 11.8				
	Learners' current level of proficiency	advanced/fluent	intermediate/less fluent	beginner/not fluent				
6		1 5.9	5 29.4	11 64.7				
7	Learners' performance in skill courses	Competent /skilled	Less competent /less skilled	incompetent /unskilled	No idea			
		0 0	14 82.4	3 17.6	0	0		
	Learners' disposition to skill courses	positive	negative	uncertain				
8		6 35.3	4 23.5	7 41.2				
	Sufficiency of academic calendar	yes	no	uncertain				
9		7 41.2	9 52.9	1 5.9				
		reading skills	spoken English I	spoken English II	writing skills	listening skill		
10	Skill courses taught by instructors	9 52.9	7 41.2	6 35.3	1 4	82.4	4	23.5

	Reason for lack of competence	Language background	Lack of commitment	uncertain					
11		14 82.4	5 29.4	0 0					
		reading skills	spoken English I	spoken English II	writing skills			listening skill	
12	Skill courses taken by students	12 70.6	10 58.8	9 52.9	1 2 70.6			9 52.9	
	Learners' purpose for taking skill courses	Academic requirement	Improving language competence	Following content courses					
13		12 70.6	10 58.8	4 23.5					
	Difficulty with skill courses	reading skills	spoken English I	spoken English II	writing skills			listening skill	
14		5 29.4	5 29.4	6 35.5	14 82.4			6	
		teachers	Reference books	Language lab.	none				
15	Resources lacking	1 5.9	5 29.4	12 70.6	4 23.5				
	Events interfering with academic calendar	holidays	meetings	absenteeism					

Appendix 40: Target Situation Analysis Data from Graduates

No	Graduates' gender	male	female		
1		15 75%	5 25%		
		20-25	>26		
2	Age group	4 20%	16 80%		
	Type of institution the graduates work	Government	private		
3		18 90%	2 10%		
	Position of graduates in the institution	Head	Academic staff	Administrative staff	
4		4 20%	14 70%	2 10%	
		<5 years	6-10 years	>10 years	
5	Work experience	17 85%	2 10%	1 5%	
	Use of English in work place	yes	No		
6		20 100%	0 0%		
	Purpose of using English in the work place	academic	Office work	research	
7		19 95%	4 20%	1 5%	
	Rate of using English in the work place	Very often	Some times	scarcely	
8		18 90%	3 15%	1 5%	
	Channel of communication	telephone	Face-to-face	Written text	
9		3 15%	19 95%	9 45%	
	understanding writer's tone	Much difficulty	Some difficulty	uncertain	Little difficulty
10		1 5%	5 25%	1 5%	12 60%
	understanding functional value	0 0%	6 30%	1 5%	6 30%
11					7 35%
	recognizing text structure	0 0%	4 20%	5 25%	8 40%
12					3 15%
	interpreting lexical cohesion	0 0%	5 25%	1 5%	6 30%
13					8 40%
	distinguishing main ideas from supporting	0 0%	0 0%	2 10%	4 20%
14					14 70%

	details										
15	understanding writer's purpose	0	0%	1	5%	1	5%	7	35%	11	55%
16	drawing inferences	0	0%	2	10%	2	10%	10	50%	6	30%
17	understanding relationships signalled by discourse markers	0	0%	2	10%	2	10%	5	25%	11	55%
18	critical reading	0	0%	7	35%	2	10%	8	40%	3	15%
19	reference skills	0	0%	0	0%	0	0%	5	25%	15	75%
20	guessing meanings of words	0	0%	3	15%	1	5%	2	10%	13	65%
21	skimming	0	0%	1	5%	1	5%	5	25%	13	65%
22	scanning	0	0%	1	5%	1	5%	1	5%	17	85%
23	using capitalization correctly	0	0%	4	20%	0	0%	7	35%	9	45%
24	spelling words correctly	0	0%	4	20%	1	5%	9	45%	6	30%
25	using discourse markers	0	0%	3	15%	3	15%	9	45%	5	25%
26	using complete sentences	0	0%	4	20%	0	0%	10	50%	6	30%
27	punctuating sentences appropriately	1	5%	2	10%	3	15%	7	35%	7	35%
28	joining sentences	0	0%	2	10%	0	0%	12	60%	6	30%
29	writing legibly	0	0%	3	15%	0	0%	5	25%	12	60%
30	using the right vocabulary	0	0%	6	30%	2	10%	8	40%	4	20%
31	organizing ideas	0	0%	5	25%	1	5%	7	35%	7	35%
32	synthesizing ideas	1	5%	3	15%	3	15%	10	50%	3	15%
33	listening for specific ideas	1	5%	3	15%	0	0%	7	35%	9	45%
34	top-down processing	1	5%	1	5%	2	10%	9	45%	7	35%
35	understanding implied meaning	1	5%	6	30%	3	15%	6	30%	4	20%
36	bottom-up processing	1	5%	6	30%	1	5%	8	40%	4	20%
37	understanding references	0	0%	1	5%	0	0%	9	45%	10	50%
38	recognizing discourses markers	0	0%	3	15%	2	10%	6	30%	9	45%
39	understanding attitudinal meaning	0	0%	5	25%	3	15%	7	35%	4	20%
40	guessing unfamiliar meanings	2	10%	0	0%	1	5%	9	45%	8	40%
41	listening for the gist	0	0%	4	20%	1	5%	6	30%	9	45%
42	using correct grammar in speaking	3	15%	2	10%	1	5%	10	50%	4	20%
43	using appropriate words	0	0%	7	35%	1	5%	6	30%	6	30%
44	using pronouns correctly	0	0%	0	0%	3	15%	5	25%	12	60%
45	using discourse markers	0	0%	3	15%	0	0%	10	50%	7	35%
46	understanding and giving responses	0	0%	5	25%	0	0%	7	35%	8	40%
47	using fillers and ellipses	1	5%	8	40%	2	10%	4	20%	5	25%
48	using paraphrases and modifications	0	0%	4	20%	2	10%	7	35%	7	35%
49	signalling	0	0%	1	5%	1	5%	10	50%	8	40%

	misunderstanding and correcting mistakes										
50	fluency	5	25%	3	15%	2	10%	6	30%	4	20%
51	Topic of communication	politics		news		Office work					
		2	10%	4	20%	1	60%				
52	Type of communicative partner	Native speaker		Non-native speaker							
		5	25%	18	90%						
53	Proficiency of communicative partner	Advanced/flu ent		Intermediate /less fluent		Beginner/ not fluent		No idea			
		5	25%	15	75%	8	40%	0	0%		
54	Place of communication	office		classroom		meetings					
		9	45%	17	85%	2	10%				
55	Language skill used in the work place	speaking		listening		reading		writing			
		20	100%	17	85%	1	90%	18	90%		

Appendix 41: Resources Available at Home

High-scorers

average-scorers

code	TV		radio		Film watching		code	TV		radio		Film watching	
	yes	no	yes	no	yes	no		yes	no	yes	no	yes	no
5		1	1		1		2		1	1		1	
6		1	1		1		10	1		1		1	
7		1	1		1		11	1		1		1	
8	1		1		1		13		1	1		1	
9		1	1		1		15		1	1		1	
12		1	1			1	16		1	1		1	
18		1		1	1		19	1		1		1	
20		1		1		1	24		1	1			1
21	1		1		1		29		1		1		1
23		1		1		1	30		1	1			1
27		1	1			1	35	1		1		1	
32		1	1			1	total	4	7	10	1	8	3
total	2	10	9	3	7	5							

Low-scorers

code	TV		radio		film watching	
	yes	no	yes	no	yes	no
1		1	1			1
3		1	1		1	
4		1		1	1	
14		1		1		1
22		1		1		1
25		1	1		1	

26		1	1			1
28		1	1			1
31		1		1	1	
33	1			1	1	
34		1		1	1	
36	1		1		1	
total	2	10	6	6	7	5

Appendix 42: Programme Objectives

Program Objectives

General Objectives

- To train English language professionals who can serve as translators, public relation officers, communication experts, editors, reporters etc.
- To offer supportive courses to other departments
- To conduct research on English language use and language related areas

Specific Objectives

- To make trainees good speakers, listeners, writers and readers of English.
- To enable them appreciate and criticize literature and be good companions of writers.
- To create awareness in them about basics of journalism, public relations, communication and media use.

Graduate profile

Up on the completion of the program, the graduates will be able to:

- Use English with reasonable degree of accuracy, fluency, and appropriacy.
- Serve organizations as public relation officers.
- Write various types of reports.
- Translate texts and speeches to and from English.
- Criticize creative writings and analyze other English language texts and discourse.
- Edit magazines, newspapers, journals and books.
- Function as reporters to print and broadcast media.
- Do research and report.
- Prepare brochures, advertisement, and do other communication works in business firms.
- Be professionally and ethically model citizen to other members of the society.
- Organize and facilitate seminars, forums, discussions and meetings mediated in English.

Appendix 43: 1st And 2nd Scoring of Skills Course Materials and Course Outlines

Item no	writing sub-skills		reading sub-skills		speaking sub-skills		listening sub-skills	
	1st	2nd	1st	2nd	1st	2nd	1st	2nd
1	1	1	1	1	2	1	2	2
2	2	2	1	1	1	1	1	1
3	2	2	2	1	1	1	2	2
4	1	1	2	1	1	1	2	1
5	2	2	2	2	1	1	2	2
6	1	1	1	1	1	2	2	2
7	2	2	2	2	2	2	1	1
8	2	2	2	2	1	2	1	1
9	1	2	2	2	2	2	2	2
10	2	2	1	2	2	2	2	2

11	1	2	2	2	2	2
12	1	1	2	2	1	1
13	2	2	2	2	1	1
14	2	2				
15	1	1				

1= not needed
2= needed

Cronbach's Alpha			
reading	0.667	listening	0.889
writing	0.925	speaking	0.698

Appendix 44: Sub- Skills with Much Difficulty in terms of GPA Categories

writing sub-skills	GPA categories	Much difficulty		Some difficulty		Little difficulty		No difficulty	
Organizing ideas	<2.00	1		0					
	2.00-2.62	18	51.4%	3					
	2.63-3.25	9		1					
	>3.25	2		1					
	Total	30	85.7%	5	14.3%				
Synthesizing ideas	<2.00	1		0		0		0	
	2.00-2.62	18	51.4%	3		0		0	
	2.63-3.25	6		0		3		1	
	>3.25	0		1		0		2	
	Total	25	71.4%	4		3		3	
Using correct and complete sentences	<2.00	1		0		0		0	
	2.00-2.62	17	48.5%	2		1		1	
	2.63-3.25	5		1		4		0	
	>3.25	1		1		1		0	
	Total	24	68.5%	4		6	17.1%	1	
Joining sentences	<2.00	1		0		0		0	
	2.00-2.62	15	42.8%	2		2		2	
	2.63-3.25	5		3		2		0	
	>3.25	0		1		1		1	
	Total	21	60%	6	17.1%	5		3	
Using the right vocabulary	<2.00	1		0		0		0	
	2.00-2.62	12	34.3%	3		5		1	
	2.63-3.25	2		3		3		2	
	>3.25	0		2		1		0	
	Total	15	42.8%	8		9	25.7%	3	
Spelling words	<2.00	1		0		0		0	
	2.00-2.62	11	31.4%	9		1		0	
	2.63-3.25	2		3		4		1	
	>3.25	0		2		0		1	
	Total	14	40%	14	40%	5		2	
reading sub-skills									
Recognizing text structure	<2.00	1		0		0			
	2.00-2.62	15	42.9%	5		1			
	2.63-3.25	5		5		0			
	>3.25	2		1		0			
	Total	23	65.7%	11		1			
Understanding functional value	<2.00	0		1		0			
	2.00-2.62	12	34.3%	7		2			
	2.63-3.25	4		1		5			
	>3.25	1		0		2			
	Total	17	48.6%	9		9			

Understanding writer's purpose	<2.00	0		0	1		
	2.00-2.62	8	22.8%	6	7		
	2.63-3.25	5		2	3		
	>3.25	0		2	1		
	Total	13	37.1%	10	12		
listening sub-skills							
Understanding references	<2.00	1		0	0		
	2.00-2.62	12	34.3%	8	1		
	2.63-3.25	3		5	2		
	>3.25	1		2	0		
	Total	17	48.6%	15	3		
Bottom-up processing	<2.00	1		0	0		
	2.00-2.62	5		13	3		
	2.63-3.25	7	20%	1	2		
	>3.25	2		0	1		
	Total	15	42.9%	14	6		
speaking accuracy sub-skills							
vocabulary	<2.00	1		0	0	0	
	2.00-2.62	16	45.7%	3	2	0	
	2.63-3.25	4		3	2	1	
	>3.25	1		1	1	0	
	Total	22	62.9%	7	5	1	
Use of pronoun reference	<2.00	1		0	0	0	
	2.00-2.62	12	34.3%	5	1	3	
	2.63-3.25	2		2	4	2	
	>3.25	0		1	0	2	
	Total	15	42.9%	8	5	7	
Use of discourse markers	<2.00	1		0	0	0	
	2.00-2.62	10	28.6%	7	3	1	
	2.63-3.25	1		3	4	2	
	>3.25	1		0	2	0	
	Total	13	37.1%	10	9	3	
grammar sub-skills							
Syntactic skills	<2.00	1		0	0		
	2.00-2.62	16	45.7%	2	3		
	2.63-3.25	4		2	4		
	>3.25	1		0	2		
	Total	22	62.9%	4	9		
Conditional sentences	<2.00	1		0	0	0	
	2.00-2.62	13	37.1%	4	3	1	
	2.63-3.25	4		1	3	2	
	>3.25	0		0	1	2	
	Total	18	51.4%	5	7	5	
Modal verbs	<2.00	0		1	0	0	
	2.00-2.62	12	34.3%	7	0	2	
	2.63-3.25	4		5	1	0	
	>3.25	1		0	2	0	
	Total	17	48.6%	13	3	2	
Adverbial particles	<2.00	1		0	0	0	
	2.00-2.62	11	31.4%	6	3	1	
	2.63-3.25	5		4	1	0	
	>3.25	0		2	1	0	

	Total	17	48.6%	12	5		1	
Reported speech	<2.00	1		0	0		0	
	2.00-2.62	12	34.3%	6	3		0	
	2.63-3.25	3		6	1		0	
	>3.25	1		0	0		2	
	Total	17	48.6%	12	4		2	
Subject-verb	<2.00	0		1	0		0	
	2.00-2.62	14	40%	6	1		0	
	2.63-3.25	3		3	2		2	
	>3.25	0		3	0		0	
	Total	17	48.6%	13	3		2	
Passive voice	<2.00	0		1	0			
	2.00-2.62	11	31.4%	7	3			
	2.63-3.25	3		1	6			
	>3.25	0		1	2			
	Total	14	40%	10	11			
conjunctions	<2.00	1		0	0		0	
	2.00-2.62	7	20%	7	7		0	
	2.63-3.25	2		0	4		4	
	>3.25	1		0	0		2	
	Total	11	31.4%	7	11		6	
vocabulary sub-skills								
Infinitive	<2.00	1		0	0		0	
	2.00-2.62	8	22.6%	5	5		3	
	2.63-3.25	3		4	3		0	
	>3.25	0		0	3		0	
	Total	12	34.3%	9	11		3	

Appendix 45: Sub- Skills with Much Difficulty in terms of Test Score Categories

writing sub-skills	Test score categories	Much difficulty		Some difficulty		Little difficulty		No difficulty	
Organizing ideas	high-scorer	9		3					
	average-scorer	9		2					
	low-scorer	12	34.2%	0					
	Total	30	85.7%	5					
Synthesizing ideas	high-scorer	4		3		3		2	
	average-scorer	9		1		0		1	
	low-scorer	12	34.2%	0		0		0	
	Total	25	71.4%	4		3		3	
Using correct and complete sentences	high-scorer	3		3		5		1	
	average-scorer	9		1		1		0	
	low-scorer	12	34.2%	0		0		0	
	Total	24	68.5%	4		6		1	
Joining sentences	high-scorer	2		4		4		2	
	average-scorer	8		1		1		1	
	low-scorer	11	31.4%	1		0		0	
	Total	21	60%	6		5		3	
Using the right vocabulary	high-scorer	0		4		5		3	
	average-scorer	3		4		4		0	
	low-scorer	12	34.2%	0		0		0	
	Total	15	42.8%	8		9		3	
Spelling words	high-scorer	0		6		4		2	
	average-scorer	3		7		1		0	

	low-scorer	11	31.4%	1	0	0	
	Total	14	40%	14	5	2	
reading sub-skills							
Recognizing text structure	high-scorer	7		5	0		
	average-scorer	7		3	1		
	low-scorer	9	25.7%	3	0		
	Total	23	65.7%	11	1		
Understanding functional value	high-scorer	3		3	6		
	average-scorer	5		4	2		
	low-scorer	9	25.7%	2	1		
	Total	17	48.6%	9	9		
Understanding writer's purpose	high-scorer	3		5	4		
	average-scorer	5	14.3%	2	4		
	low-scorer	5	14.3%	3	4		
	Total	13	37.1%	10	12		
listening sub-skills							
Understanding references	high-scorer	3		7	2		
	average-scorer	6		5	0		
	low-scorer	8	22.9%	3	1		
	Total	17	48.6%	15	3		
Bottom-up processing	high-scorer	9	25.7%	1	2		
	average-scorer	3		8	0		
	low-scorer	3		5	4		
	Total	15	42.9%	14	6		
speaking accuracy sub-skills							
vocabulary	high-scorer	1		6	4	1	
	average-scorer	9		1	1	0	
	low-scorer	12	34.3%	0	0	0	
	Total	22	62.9%	7	5	1	
Use of pronoun reference	high-scorer	0		3	4	5	
	average-scorer	3		5	1	2	
	low-scorer	12	34.3%	0	0	0	
	Total	15	42.9%	8	5	7	
Use of discourse markers	high-scorer	1		2	6	3	
	average-scorer	3		5	3	0	
	low-scorer	9	25.7%	3	0	0	
	Total	13	37.1%	10	9	3	
grammar sub-skills							
Syntactic skills	high-scorer	4		2	6		
	average-scorer	7		1	3		
	low-scorer	11	31.4%	1	0		
	Total	22	62.9%	4	9		
Conditional sentences	high-scorer	2		1	5	4	
	average-scorer	7		2	1	1	
	low-scorer	9	25.7%	2	1	0	
	Total	18	51.4%	5	7	5	
Modal verbs	high-scorer	4		5	2	1	
	average-scorer	4		5	1	1	
	low-scorer	9	25.7%	3	0	0	

	Total	17	48.6%	13	3		2	
Adverbial particles	high-scorer	3		7	2		0	
	average-scorer	4		3	3		1	
	low-scorer	10	28.6%	2	0		0	
	Total	17	48.6%	12	5		1	
Reported speech	high-scorer	7		3	0		2	
	average-scorer	2		5	4		0	
	low-scorer	8	22.9%	4	0		0	
	Total	17	48.6%	12	4		2	
Subject-verb	high-scorer	0		9	1		2	
	average-scorer	7		2	2		0	
	low-scorer	10	28.6%	2	0		0	
	Total	17	48.6%	13	3		2	
Passive voice	high-scorer	4		2	6			
	average-scorer	5	14.3%	3	3			
	low-scorer	5	14.3%	5	2			
	Total	14	40%	10	11			
conjunctions	high-scorer	2		0	5		5	
	average-scorer	4		2	5		0	
	low-scorer	5	14.3%	5	1		1	
	Total	11	31.4%	7	11		6	
vocabulary sub-skills								
Infinitive	high-scorer	2		3	5		2	
	average-scorer	3		4	4		0	
	low-scorer	7	20%	2	2		1	
	Total	12	34.3%	9	11		3	

Appendix 46: Sub- Skills with Much Difficulty in terms of Age Categories

Writing sub-skills	Age categories	Much difficulty		Some difficulty		Little difficulty		No difficulty	
Organizing ideas	<18	3		0					
	18-23	21	60%	4					
	24-29	6		1					
	total	30	85.7%	5					
Synthesizing ideas	<18	3		0		0		0	
	18-23	18	51.4%	2		3		2	
	24-29	4		2		0		1	
	total	25	71.4%	4		3		3	
Using correct and complete sentences	<18	2		1		0		0	
	18-23	19	54.2%	1		5		0	
	24-29	3		2		1		1	
	total	24	68.5%	4		6		1	
Joining sentences	<18	2		0		1		0	
	18-23	17	48.5%	5		2		1	
	24-29	2		1		2		2	
	total	21	60%	6		5		3	
Using the right vocabulary	<18	2		1		0		0	
	18-23	12	34.2%	6		6		1	
	24-29	1		1		3		2	
	total	15	42.8%	8		9		3	
Spelling words	<18	2		1		0		0	
	18-23	12	34.2%	9		3		1	

	24-29	0		4		2		1	
	total	14	40%	14	40%	5		2	
Reading sub-skills									
Recognizing text structure	<18	3		0		0			
	18-23	15	42.9%	9		1			
	24-29	5		2		0			
	total	23	65.7%	11		1			
Understanding functional value	<18	2		1		0			
	18-23	14	40%	5		6			
	24-29	1		3		3			
	total	17	48.6%	9		9			
Understanding writer's purpose	<18	0		2		1			
	18-23	11	31.4%	6		8			
	24-29	2		2		3			
	total	13	37.1%	10		12			
Listening sub-skills									
Understanding references	<18	1		1		1			
	18-23	14	40%	9		2			
	24-29	2		5		0			
	total	17	48.6%	15		3			
Bottom-up processing	<18	0		3		0			
	18-23	12	34.3%	8		5			
	24-29	3		3		1			
	total	15	42.9%	14		6			
Speaking accuracy sub-skills									
vocabulary	<18	3		0		0		0	
	18-23	16	45.7%	6		3		0	
	24-29	3		1		2		1	
	total	22	62.9%	7		5		1	
Use of pronoun reference	<18	3		0		0		0	
	18-23	10	28.6%	7		3		5	
	24-29	2		1		2		2	
	total	15	42.9%	8		5		7	
Use of discourse markers	<18	0		3		0		0	
	18-23	12	34.3%	5		6		2	
	24-29	1		2		3		1	
	total	13	37.1%	10		9		3	
Grammar sub-skills									
Syntactic skills	<18	3		0		0			
	18-23	14	40%	4		7			
	24-29	5		0		2			
	total	22	62.9%	4		9			
Conditional sentences	<18	3		0		0		0	
	18-23	13	37.1%	4		6		2	
	24-29	2		1		1		3	
	total	18	51.4%	5		7		5	

Modal verbs	<18	1		2	0		0	
	18-23	12	34.3%	10	1		2	
	24-29	4		1	2		0	
	total	17	48.6%	13	3		2	
Adverbial particles	<18	3		0	0		0	
	18-23	13	37.1%	9	2		1	
	24-29	1		3	3		0	
	total	17	48.6%	12	5		1	
Reported speech	<18	3		0	0		0	
	18-23	11	31.4%	11	2		1	
	24-29	3		1	2		1	
	total	17	48.6%	12	4		2	
Subject-verb	<18	2		1	0		0	
	18-23	14	40%	8	1		2	
	24-29	1		4	2		0	
	total	17	48.6%	13	3		2	
Passive voice	<18	0		3	0			
	18-23	11	31.4%	6	8			
	24-29	3		1	3			
	total	14	40%	10	11			
conjunctions	<18	1		1	1		0	
	18-23	8	22.9%	5	7		5	
	24-29	2		1	3		1	
	total	11	31.4%	7	11		6	
Vocabulary sub-skills								
Infinitive	<18	0		2	0		1	
	18-23	10	28.6%	7	8		0	
	24-29	2		0	3		2	
	total	12	34.3%	9	11		3	

Appendix 47: Sub- Skills with Much Difficulty in terms of Residence Categories

writing sub-skills	Residence categories	Much difficulty		Some difficulty		Little difficulty		No difficulty	
Organizing ideas	Rural	22	62.9%	4					
	Urban	8		1					
	total	30	85.7%	5					
Synthesizing ideas	Rural	17	48.6%	4		2		3	
	Urban	8		0		1		0	
	total	25	71.4%	4		3		3	
Using correct and complete sentences	Rural	17	48.6%	4		4		1	
	Urban	7		0		2		0	
	total	24	68.6%	4		6		1	
Joining sentences	Rural	14	40%	5		4		3	
	Urban	7		1		1		0	
	total	21	60%	6		5		3	
Using the right vocabulary	Rural	10	28.6%	7		7		2	
	Urban	5		1		2		1	
	total	15	42.9%	8		9		3	
Spelling words	Rural	10	28.6%	11		4		1	
	Urban	4		3		1		1	
	total	14	40%	14	40%	5		2	
reading sub-skills									
Recognizing text	Rural	17	48.6%	8		1			

structure	Urban	6		3	0		
	total	23	65.7%	11	1		
Understanding functional value	Rural	13	37.1%	6	7		
	Urban	4		3	2		
	total	17	48.6%	9	9		
Understanding writer's purpose	Rural	9	25.7%	9	8		
	Urban	4		1	4		
	total	13	37.1%	10	12		
listening sub-skills							
Understanding references	Rural	12	34.3%	12	2		
	Urban	5		3	1		
	total	17	48.6%	15	3		
Bottom-up processing	Rural	14	40%	7	5		
	Urban	1		7	1		
	total	15	42.9%	14	6		
speaking accuracy sub-skills							
vocabulary	Rural	16	45.7%	6	3	1	
	Urban	6		1	2	0	
	total	22	62.9%	7	5	1	
Use of pronoun reference	Rural	11	31.4%	4	4	7	
	Urban	4		4	1	0	
	total	15	42.9%	8	5	7	
Use of discourse markers	Rural	9	25.7%	7	9	1	
	Urban	4		3	0	2	
	total	13	37.1%	10	9	3	
grammar sub-skills							
Syntactic skills	Rural	14	40%	4	8		
	Urban	8		0	1		
	total	22	62.9%	4	9		
Conditional sentences	Rural	15	42.9%	2	4	5	
	Urban	3		3	3	0	
	total	18	51.4%	5	7	5	
Modal verbs	Rural	13	37.1%	9	3	1	
	Urban	4		4	0	1	
	total	17	48.6%	13	3	2	
Adverbial particles	Rural	12	34.3%	10	4	0	
	Urban	5		2	1	1	
	total	17	48.6%	12	5	1	
Reported speech	Rural	12	34.3%	9	3	2	
	Urban	5		3	1	0	
	total	17	48.6%	12	4	2	
Subject-verb	Rural	12	34.3%	10	2	2	
	Urban	5		3	1	0	
	total	17	48.6%	13	3	2	
Passive voice	Rural	8	22.9%	8	10		
	Urban	6		2	1		
	total	14	40%	10	11		
conjunctions	Rural	8	22.9%	5	8	5	
	Urban	3		2	3	1	
	total	11	31.4%	7	11	6	
vocabulary sub-skills							
Infinitive	Rural	8	22.9%	7	9	2	

	Urban	4		2		2		1	
	total	12	34.3%	9		11		3	

Appendix 48: Sub- Skills with Much Difficulty in terms of Parent Literacy Categories

writing sub-skills	Residence categories	Much difficulty		Some difficulty		Little difficulty		No difficulty	
Organizing ideas	Educated	10		2					
	Uneducated	20	57.1%	3					
	total	30	85.7%	5					
Synthesizing ideas	Educated	11		1		0		0	
	Uneducated	14	40%	3		3		3	
	total	25	71.4%	4		3		3	
Using correct and complete sentences	Educated	11		1		0		0	
	Uneducated	13	37.1%	3		6		1	
	total	24	68.6%	4		6		1	
Joining sentences	Educated	11	31.4%	1		0		0	
	Uneducated	10		5		5		3	
	total	21	60%	6		5		3	
Using the right vocabulary	Educated	9	25.7%	0		3		0	
	Uneducated	6		8		6		3	
	total	15	42.9%	8		9		3	
Spelling words	Educated	8	22.6%	4		0		0	
	Uneducated	6		10		5		2	
	total	14	40%	14		5		2	
reading sub-skills									
Recognizing text structure	Educated	9		3		0			
	Uneducated	14	40%	8		1			
	total	23	65.7%	11		1			
Understanding functional value	Educated	6		6		0			
	Uneducated	11	31.4%	3		9			
	total	17	48.6%	9		9			
Understanding writer's purpose	Educated	2		4		6			
	Uneducated	11	31.4%	6		6			
	total	13	37.1%	10		12			
listening sub-skills									
Understanding references	Educated	6		5		1			
	Uneducated	11	31.4%	10		2			
	total	17	48.6%	15		3			
Bottom-up processing	Educated	4		7		1			
	Uneducated	11	31.4%	7		5			
	total	15	42.9%	14		6			
speaking accuracy sub-skills									
vocabulary	Educated	10		1		1		0	
	Uneducated	12	34.3%	6		4		1	
	total	22	62.9%	7		5		1	
Use of pronoun reference	Educated	8	22.9%	3		0		1	

	Uneducated	7		5		5		6
	total	15	42.9%	8		5		7
Use of discourse markers	Educated	6		5		1		0
	Uneducated	7	20%	5		8		3
	total	13	37.1%	10		9		3
grammar sub-skills								
Syntactic skills	Educated	10		2		0		
	Uneducated	12	34.3%	2		9		
	total	22	62.9%	4		9		
Conditional sentences	Educated	8		1		3		0
	Uneducated	10	28.6%	4		4		5
	total	18	51.4%	5		7		5
Modal verbs	Educated	7		3		0		2
	Uneducated	10	28.6%	10		3		0
	total	17	48.6%	13		3		2
Adverbial particles	Educated	8		2		1		1
	Uneducated	9	25.7%	10		4		0
	total	17	48.6%	12		5		1
Reported speech	Educated	8		3		1		0
	Uneducated	9	25.7%	9		3		2
	total	17	48.6%	12		4		2
Subject-verb	Educated	7		4		1		0
	Uneducated	10	28.6%	9		2		2
	total	17	48.6%	13		3		2
Passive voice	Educated	3		6		3		
	Uneducated	11	31.4%	4		8		
	total	14	40%	10		11		
conjunctions	Educated	6	17.1%	4		1		1
	Uneducated	5		3		10		5
	total	11	31.4%	7		11		6
vocabulary sub-skills								
Infinitive	Educated	5		1		5		1
	Uneducated	7	20%	8		6		2
	total	12	34.3%	9		11		3

Appendix 49: Speaking Interview and Pronunciation Sub-Skills with Much Difficulty for 12 Subjects

Speaking interview and pronunciation sub-skills	categories	Much difficulty		Some difficulty		Little difficulty		No difficulty	
Interaction skills 2	2.00-2.62	8	66.7%			0			
	2.63-3.25	1				1			
	>3.25	2				0			
	Total	11	91.7%			1			
Fluency	2.00-2.62	3	25%	2		2		1	
	2.63-3.25	1		1		0		0	
	>3.25	0		1		1		0	
	Total	4	33.3%	4		3		1	
Word stress	2.00-2.62	8	66.7%						
	2.63-3.25	2							
	>3.25	2							
	Total	12	100%						
Interaction skills 2	high-scorer	3				1			

	average-scorer	4	33.3%			0		
	low-scorer	4	33.3%			0		
	Total	11	91.7%			1		
Fluency	high-scorer	0		2		2		0
	average-scorer	2	16.6%	2		0		0
	low-scorer	2	16.6%	0		1		1
	Total	4	33.3%	4		3		1
Word stress	high-scorer	4	33.3%					
	average-scorer	4	33.3%					
	low-scorer	4	33.3%					
	Total	12	100%					
Interaction skills 2	18-23	7	58.3%			1		
	24-29	4				0		
	total	11	91.7%			1		
Fluency	18-23	3	25%	2		2		1
	24-29	1		2		1		0
	total	4	33.3%	4		3		1
Word stress	18-23	8	66.7%					
	24-29	4						
	total	12	100%					
Interaction skills 2	rural	9	75%			0		
	urban	2				1		
	Total	11	91.7%			1		
Fluency	rural	2	16.6%	3		3		1
	urban	2	16.6%	1		0		0
	Total	4	33.3%	4		3		1
Word stress	rural	9	75%					
	urban	3						
	Total	12	100%					
Interaction skills 2	educated	3				0		
	uneducated	8	66.7%			1		
	total	11	91.7%			1		
Fluency	educated	1		0		1		1
	uneducated	3	25%	4		2		0
	total	4	33.3%	4		3		1
Word stress	educated	3						
	uneducated	9	75%					
	total	12	100%					

Appendix 50: Sub- Skills with Some Difficulty in terms of GPA Categories

writing sub-skills	GPA categories	Much difficulty	Some difficulty	Little difficulty	No difficulty
capitalization	<2.00	1	0	0	0
	2.00-2.62	4	14	40%	2
	2.63-3.25	1	8		1
	>3.25	0	2		0
	Total	6	24	68.6%	3
Punctuating sentences	<2.00	1	0	0	0
	2.00-2.62	8	9	25.7%	4
	2.63-3.25	3	3		3
	>3.25	0	2		1
	Total	12	14	40%	8
Reading sub-skills	GPA				

	categories							
Scanning	<2.00	0	1					
	2.00-2.62	5	16	45.7%				
	2.63-3.25	0	10					
	>3.25	0	3					
	Total	5	30	85.7%				
Distinguishing main ideas	<2.00	0	1		0		0	
	2.00-2.62	8	12	34.3%	0		1	
	2.63-3.25	1	5		3		1	
	>3.25	0	3		0		0	
	Total	9	21	60%	3		2	
Reference skills	<2.00	1	0		0		0	
	2.00-2.62	8	12	34.3%	0		1	
	2.63-3.25	2	6		1		1	
	>3.25	0	2		1		0	
	Total	11	20	57.1%	2		2	
Understanding discourse markers	<2.00	1	0		0			
	2.00-2.62	4	13	37.1%	4			
	2.63-3.25	0	6		4			
	>3.25	0	1		2			
	Total	5	20	57.1%	10			
Interpreting lexical cohesion	<2.00	0	1		0			
	2.00-2.62	7	11	31.4%	3			
	2.63-3.25	4	5		1			
	>3.25	0	2		1			
	Total	11	19	54.3%	5			
Drawing inferences	<2.00	1	0		0			
	2.00-2.62	7	9	25.7%	5			
	2.63-3.25	3	6		1			
	>3.25	0	2		1			
	Total	11	17	48.6%	7			
Understanding writer's tone	<2.00	1	0		0			
	2.00-2.62	4	12	34.3%	5			
	2.63-3.25	6	2		2			
	>3.25	1	2		0			
	Total	12	16	45.7%	7			
skimming	<2.00	1	0		0		0	
	2.00-2.62	9	11	31.4%	0		1	
	2.63-3.25	2	5		3		0	
	>3.25	1	0		2		0	
	Total	13	16	45.7%	5		1	
Critical reading	<2.00	0	0		1			
	2.00-2.62	10	8	22.9%	3			
	2.63-3.25	0	6		4			
	>3.25	2	0		1			
	Total	12	14	40%	9			
Guessing meanings	<2.00	0	0		0		1	
	2.00-2.62	6	7	20%	4		4	
	2.63-3.25	1	5		3		1	
	>3.25	1	0		1		1	
	Total	8	12	34.3%	8		7	
Listening sub-skills	GPA categorie							

Listening for specific details	<2.00	0		1		0		0
	2.00-2.62	2		15	42.9%	3		1
	2.63-3.25	2		7		1		0
	>3.25	1		2		0		0
	Total	5		25	71.4%	4		1
Recognizing discourse markers	<2.00	1		0		0		
	2.00-2.62	5		10	28.6%	6		
	2.63-3.25	0		9		1		
	>3.25	0		2		1		
	Total	6		21	60%	8		
Top-down processing	<2.00	0		1		0		
	2.00-2.62	1		11	31.4%	9		
	2.63-3.25	3		3		4		
	>3.25	1		1		1		
	Total	5		16	45.7%	14		
Listening for the gist	<2.00	0		1		0		
	2.00-2.62	3		8	22.9%	10		
	2.63-3.25	1		5		4		
	>3.25	0		2		1		
	Total	4		16	45.7%	15		
Understanding implied meaning	<2.00	0		0		1		
	2.00-2.62	7		11	31.4%	3		
	2.63-3.25	2		3		5		
	>3.25	0		1		2		
	Total	9		15	42.9%	11		
Grammar sub-skills	GPA categories							
Words forms	<2.00	0		1		0		
	2.00-2.62	10		9	25.7%	2		
	2.63-3.25	3		6		1		
	>3.25	0		3		0		
	Total	13		19	54.3%	3		
Tense	<2.00	0		1		0		
	2.00-2.62	11		9	25.7%	1		
	2.63-3.25	1		7		2		
	>3.25	1		1		1		
	Total	13		18	51.4%	4		
Vocabulary sub-skills	GPA categories							
Verb forms	<2.00	1		0		0		0
	2.00-2.62	7		9	25.7%	3		2
	2.63-3.25	0		3		5		2
	>3.25	0		3		0		0
	Total	8		15	42.9%	8		4
Gerund	<2.00	0		1		0		
	2.00-2.62	12		7	20%	2		
	2.63-3.25	2		7	20%	1		
	>3.25	0		0		3		
	Total	14		15	42.9%	6		

Noun	<2.00	0	1		0	0
	2.00-2.62	10	8	22.9%	3	0
	2.63-3.25	2	5		3	0
	>3.25	0	0		1	2
	Total	12	14	40%	7	2
Adjective	<2.00	0	1		0	0
	2.00-2.62	4	10	28.6%	5	2
	2.63-3.25	3	3		3	1
	>3.25	0	0		2	1
	Total	7	14	40%	10	4
Adverb	<2.00	1	0		0	0
	2.00-2.62	9	9	25.7%	3	0
	2.63-3.25	2	3		2	3
	>3.25	0	1		1	1
	Total	12	13	37.1%	6	4

Appendix 51: Sub- Skills with Some Difficulty in terms of Test Score Categories

writing sub-skills	Test score categories	Much difficulty	Some difficulty	Little difficulty	No difficulty	
capitalization	high-scorer	1	8	2	1	
	average-scorer	1	9	1	0	
	low-scorer	4	7	0	1	
	total	6	24	68.6%	3	2
Punctuating sentences	high-scorer	2	5	14.3%	4	1
	average-scorer	3	4		4	0
	low-scorer	7	5	14.3%	0	0
	total	12	14	40%	8	1
Reading sub-skills	Test score categories					
Scanning	high-scorer	0	12	34.3%		
	average-scorer	2	9			
	low-scorer	3	9			
	total	5	30	85.7%		
Distinguishing main ideas	high-scorer	1	8	22.9%	2	1
	average-scorer	4	6		1	0
	low-scorer	4	7		0	1
	total	9	21	60%	3	2
Reference skills	high-scorer	2	7		2	1
	average-scorer	1	9	25.7%	0	1
	low-scorer	8	4		0	0
	total	11	20	57.1%	2	2
Understanding discourse markers	high-scorer	0	8	22.9%	4	
	average-scorer	1	7		3	
	low-scorer	4	5		3	
	total	5	20	57.1%	10	
Interpreting lexical cohesion	high-scorer	4	6		2	
	average-scorer	4	5		2	
	low-scorer	3	8	22.9%	1	
	total	11	19	54.3%	5	

Drawing inferences	high-scorer	3		8	22.9%	1		
	average-scorer	3		4		4		
	low-scorer	5		5		2		
	total	11		17	48.6%	7		
Understanding writer's tone	high-scorer	4		5		3		
	average-scorer	4		5		2		
	low-scorer	4		6	17.1%	2		
	total	12		16	45.7%	7		
Skimming	high-scorer	5		4		3	0	
	average-scorer	2		7	20%	1	1	
	low-scorer	6		5		1	0	
	total	13		16	45.7%	5	1	
Critical reading	high-scorer	3		4		5		
	average-scorer	3		5	14.3%	3		
	low-scorer	6		5	14.3%	1		
	total	12		14	40%	9		
Guessing meanings	high-scorer	2		4		3	3	
	average-scorer	1		5	14.3%	3	2	
	low-scorer	5		3		2	2	
	total	8		12	34.3%	8	7	
Listening sub-skills	Test score categories							
Listening for specific details	high-scorer	3		8		1	0	
	average-scorer	2		9	25.7%	0	0	
	low-scorer	0		8		3	1	
	total	5		25	71.4%	4	1	
Recognizing discourse markers	high-scorer	0		8	22.9%	4		
	average-scorer	2		7		2		
	low-scorer	4		6		2		
	total	6		21	60%	8		
Top-down processing	high-scorer	4		5		3		
	average-scorer	1		4		6		
	low-scorer	0		7	20%	5		
	total	5		16	45.7%	14		
Listening for the gist	high-scorer	1		7	20%	4		
	average-scorer	0		3		8		
	low-scorer	3		6		3		
	total	4		16	45.7%	15		
Understanding implied meaning	high-scorer	2		3		7		
	average-scorer	3		7	20%	1		
	low-scorer	4		5		3		
	total	9		15	42.9%	11		
Grammar sub-skills	Test score categories							
Word forms	high-scorer	3		8	22.9%	1		
	average-scorer	4		6		1		

	low-scorer	6		5		1		
	total	13		19	54.3%	3		
tense	high-scorer	3		7	20%	2		
	average-scorer	4		6		1		
	low-scorer	6		5		1		
	total	13		18	51.4%	4		
Vocabulary sub-skills	Test score categories							
Verb forms	high-scorer	0		6	17.1%	4		2
	average-scorer	1		5		3		2
	low-scorer	7		4		1		0
	total	8		15	42.9%	8		4
Gerund	high-scorer	1		7	20%	4		
	average-scorer	5		4		2		
	low-scorer	8		4		0		
	total	14		15	42.9%	6		
Noun	high-scorer	1		5	14.3%	4		2
	average-scorer	3		5	14.3%	3		0
	low-scorer	8		4		0		0
	total	12		14	40%	7		2
Adjective	high-scorer	1		2		7		2
	average-scorer	2		5		2		2
	low-scorer	4		7	20%	1		0
	total	7		14	40%	10		4
Adverb	high-scorer	0		2		6		4
	average-scorer	5		6	17.1%	0		0
	low-scorer	7		5		0		0
	total	12		13	37.1%	6		4

Appendix 52: Sub- Skills with Some Difficulty in terms of Age Categories

writing sub-skills	Age categories	Much difficulty	Some difficulty	Little difficulty	No difficulty
capitalization	<18	1	2	0	0
	18-23	4	19	54.3%	1
	24-29	1	3	2	1
	Total	6	24	68.6%	3
Punctuating sentences	<18	2	1	0	0
	18-23	10	10	28.6%	4
	24-29	0	3	4	0
	Total	12	14	40%	8
Reading sub-skills	Age categories				
Scanning	<18	0	3		
	18-23	5	20	57.1%	
	24-29	0	7		
	Total	5	30	85.7%	
Distinguishing main ideas	<18	1	2	0	0
	18-23	7	14	40%	2
	24-29	1	5	1	0
	Total	9	21	60%	3
Reference skills	<18	1	2	0	0

	18-23	9		12	34.3%	2		2	
	24-29	1		6		0		0	
	Total	11		20	57.1%	2		2	
Understanding discourse markers	<18	0		2		1			
	18-23	5		13	37.1%	7			
	24-29	0		5		2			
	Total	5		20	57.1%	10			
Interpreting lexical cohesion	<18	1		2		0			
	18-23	7		14	40%	4			
	24-29	3		3		1			
	Total	11		19	54.3%	5			
Drawing inferences	<18	1		1		1			
	18-23	8		12	34.3%	5			
	24-29	2		4		1			
	Total	11		17	48.6%	7			
Understanding writer's tone	<18	2		1		0			
	18-23	9		10	28.6%	6			
	24-29	1		5		1			
	Total	12		16	45.7%	7			
Skimming	<18	1		2		0		0	
	18-23	9		12	34.3%	4		0	
	24-29	3		2		1		1	
	Total	13		16	45.7%	5		1	
Critical reading	<18	3		0		0			
	18-23	7		12	34.3%	6			
	24-29	2		2		3			
	Total	12		14	40%	9			
Guessing meanings	<18	2		0		0		1	
	18-23	5		8	22.9%	6		6	
	24-29	1		4		2		0	
	Total	8		12	34.3%	8		7	
Listening sub-skills	Age categories								
Listening for specific details	<18	0		2		1		0	
	18-23	3		18	51.4%	3		1	
	24-29	2		5		0		0	
	Total	5		25	71.4%	4		1	
Recognizing discourse markers	<18	0		2		1			
	18-23	6		15	42.9%	4			
	24-29	0		4		3			
	Total	6		21	60%	8			
Top-down processing	<18	0		3		0			
	18-23	4		11	31.4%	10			
	24-29	1		2		4			
	Total	5		16	45.7%	14			
Listening for the gist	<18	1		2		0			

	18-23	3		10	28.6%	12		
	24-29	0		4		3		
	Total	4		16	45.7%	15		
Understanding implied meaning	<18	1		2		0		
	18-23	8		11	31.4%	6		
	24-29	0		2		5		
	Total	9		15	42.9%	11		
Grammar sub-skills	Age categories							
Word forms	<18	0		3		0		
	18-23	11		11	31.4%	3		
	24-29	2		5		0		
	Total	13		19	54.3%	3		
tense	<18	0		2		1		
	18-23	10		13	37.1%	2		
	24-29	3		3		1		
	Total	13		18	51.4%	4		
Vocabulary sub-skills	Age categories							
Verb forms	<18	1		2		0	0	
	18-23	7		9	25.7%	5	4	
	24-29	0		4		3	0	
	Total	8		15	42.9%	8	4	
Gerund	<18	3		0		0		
	18-23	10		11	31.4%	4		
	24-29	1		4		2		
	Total	14		15	42.9%	6		
Noun	<18	2		1		0	0	
	18-23	9		10	28.6%	5	1	
	24-29	1		3		2	1	
	Total	12		14	40%	7	2	
Adjective	<18	0		2		1	0	
	18-23	7		12	34.3%	4	2	
	24-29	0		0		5	2	
	Total	7		14	40%	10	4	
Adverb	<18	2		1		0	0	
	18-23	8		11	31.4%	3	3	
	24-29	2		1		3	1	
	Total	12		13	37.1%	6	4	

Appendix 53: Sub- Skills with Some Difficulty in terms of Residence Categories

writing sub-skills	residence categories	Much difficulty	Some difficulty	Little difficulty	No difficulty
capitalization	rural	4	16	45.7%	2
	urban	2	8		0
	Total	6	24	68.6%	2

Punctuating sentences	rural	8		11	31.4%	6		1	
	urban	4		3		2		0	
	Total	12		14	40%	8		1	
Reading sub-skills	Residence categories								
Scanning	rural	2		23	65.7%				
	urban	3		7					
	Total	5		30	85.7%				
Distinguishing main ideas	rural	6		16	45.7%	2		2	
	urban	3		5		1		0	
	Total	9		21	60%	3		2	
Reference skills	rural	7		17	48.6%	1		1	
	urban	4		3		1		1	
	Total	11		20	57.1%	2		2	
Understanding discourse markers	rural	3		15	42.9%	8			
	urban	2		5		2			
	Total	5		20	57.1%	10			
Interpreting lexical cohesion	rural	10		14	40%	2			
	urban	1		5		3			
	Total	11		19	54.3%	5			
Drawing inferences	rural	9		11	31.4%	6			
	urban	2		6		1			
	Total	11		17	48.6%	7			
Understanding writer's tone	rural	9		13	37.1%	4			
	urban	3		3		3			
	Total	12		16	45.7%	7			
Skimming	rural	8		13	37.1%	5		0	
	urban	5		3		0		1	
	Total	13		16	45.7%	5		1	
Critical reading	rural	9		9	25.7%	8			
	urban	3		5		1			
	Total	12		14	40%	9			
Guessing meanings	rural	5		9	25.7%	6		6	
	urban	3		3		2		1	
	Total	8		12	34.3%	8		7	
Listening sub-skills	Residence categories								
Listening for specific details	rural	4		18	51.4%	3		1	
	urban	1		7		1		0	
	Total	5		25	71.4%	4		1	
Recognizing discourse markers	rural	5		16	45.7%	5			
	urban	1		5		3			
	Total	6		21	60%	8			
Top-down processing	rural	4		12	34.3%	10			
	urban	1		4		4			
	Total	5		16	45.7%	14			
Listening for the gist	rural	2		15	42.9%	9			

	urban	2		1		6		
	Total	4		16	45.7%	15		
Understanding implied meaning	rural	7		11	31.4%	8		
	urban	2		4		3		
	Total	9		15	42.9%	11		
Grammar sub-skills	Residence categories							
Word forms	rural	9		15	42.9%	2		
	urban	4		4		1		
	Total	13		19	54.3%	3		
tense	rural	7		15	42.9%	4		
	urban	6		3		0		
	Total	13		18	51.4%	4		
Vocabulary sub-skills	Residence categories							
Verb forms	rural	7		11	31.4%	7		1
	urban	1		4		1		3
	Total	8		15	42.9%	8		4
Gerund	rural	8		14	40%	4		
	urban	6		1		2		
	Total	14		15	42.9%	6		
Noun	rural	9		9	25.7%	6		2
	urban	3		5		1		0
	Total	12		14	40%	7		2
Adjective	rural	5		8	22.9%	10		3
	urban	2		6		0		1
	Total	7		14	40%	10		4
Adverb	rural	9		8	22.9%	6		3
	urban	3		5		0		1
	Total	12		13	37.1%	6		4

Appendix 54: Sub- Skills with Some Difficulty in terms of Parent Literacy Categories

writing sub-skills	Parent literacy categories	Much difficulty	Some difficulty	Little difficulty	No difficulty
capitalization	educated	3	8	1	0
	uneducated	3	16	2	2
	Total	6	24	3	2
Punctuating sentences	educated	2	8	2	0
	uneducated	10	6	6	1
	Total	12	14	8	1
Reading sub-skills	Parent literacy categories				
Scanning	educated	3	9		
	uneducated	2	21	60%	
	Total	5	30	85.7%	
Distinguishing main ideas	educated	4	8	0	0
	uneducated	5	13	37.1%	2
	Total	9	21	60%	2
Reference skills	educated	4	7	0	1
	uneducated	7	13	37.1%	1
	Total	11	20	57.1%	2

Understanding discourse markers	educated	3		6		3		
	uneducated	2		14	40%	7		
	Total	5		20	57.1%	10		
Interpreting lexical cohesion	educated	2		8		2		
	uneducated	9		11	31.4%	3		
	Total	11		19	54.3%	5		
Drawing inferences	educated	3		6		3		
	uneducated	8		11	31.4%	4		
	Total	11		17	48.6%	7		
Understanding writer's tone	educated	4		5		3		
	uneducated	8		11	31.4%	4		
	Total	12		16	45.7%	7		
Skimming	educated	5		5		1		1
	uneducated	8		11	31.4%	4		0
	Total	13		16	45.7%	5		1
Critical reading	educated	6		4		2		
	uneducated	6		10	28.6%	7		
	Total	12		14	40%	9		
Guessing meanings	educated	5		3		1		3
	uneducated	3		9	25.7%	7		4
	Total	8		12	34.3%	8		7
Listening sub-skills	Parent literacy categories							
Listening for specific details	educated	2		8		2		0
	uneducated	3		17	48.6%	2		1
	Total	5		25	71.4%	4		1
Recognizing discourse markers	educated	3		4		5		
	uneducated	3		17	48.6%	3		
	Total	6		21	60%	8		
Top-down processing	educated	0		5		7		
	uneducated	5		11	31.4%	7		
	Total	5		16	45.7%	14		
Listening for the gist	educated	2		4		6		
	uneducated	2		12	34.3%	9		
	Total	4		16	45.7%	15		
Understanding implied meaning	educated	3		5		4		
	uneducated	6		10	28.6%	7		
	Total	9		15	42.9%	11		
Grammar sub-skills	Parent literacy categories							
Word forms	educated	5		6		1		
	uneducated	8		13	37.1%	2		
	Total	13		19	54.3%	3		
Tense	educated	4		7		1		
	uneducated	9		11	31.4%	3		

	Total	13		18	51.4%	4			
Vocabulary sub-skills	Parent literacy categories								
Verb forms	educated	4		5		1		2	
	uneducated	4		10	28.6%	7		2	
	Total	8		15	42.9%	8		4	
Gerund	educated	5		5		2			
	uneducated	9		10	28.6%	4			
	Total	14		15	42.9%	6			
Noun	educated	5		6		1		0	
	uneducated	7		8	22.9%	6		2	
	Total	12		14	40%	7		2	
Adjective	educated	3		6		2		1	
	uneducated	4		8	22.9%	8		3	
	Total	7		14	40%	10		4	
Adverb	educated	5		6		1		0	
	uneducated	7		7	20%	5		4	
	Total	12		13	37.1%	6		4	

Appendix 55: Pronunciation Sub-Skills with Some Difficulty for 12 Subjects

Pronunciation sub-skills	categories	Much difficulty		Some difficulty		Little difficulty		No difficulty	
Pronouncing words	2.00-2.62	5		3	25%				
	2.63-3.25	0		2					
	>3.25	0		2					
	Total	5		7	58.3%				
Intonation	2.00-2.62	0		8	66.7%				
	2.63-3.25	0		2					
	>3.25	0		2					
	Total	0		12	100%				
Pronouncing words	high-scorer	0		4	33.3%				
	average-scorer	1		3					
	low-scorer	4		0					
	Total	5		7	58.3%				
Intonation	high-scorer	0		4	33.3%				
	average-scorer	0		4	33.3%				
	low-scorer	0		4	33.3%				
	Total	0		12	100%				
Pronouncing words	18-23	4		4	33.3%				
	24-29	1		3					
	total	5		7	58.3%				
Intonation	18-23	0		8	66.7%				
	24-29	0		4					
	total	0		12	100%				
Pronouncing words	rural	3		6	50%				
	urban	2		1					
	Total	5		7	58.3%				
Intonation	rural	0		9	75%				
	urban	0		3					
	Total	0		12	100%				

Pronouncing words	educated	3	0					
	uneducated	2	7	58.3%				
	total	5	7	58.3%				
Intonation	educated	0	3					
	uneducated	0	9	75%				
	total	0	12	100%				

Appendix 56: Interview transcript of DU teachers

Teacher A

I: An interview with Teacher A. Welcome to the interview session. The purpose of this interview is to conduct eh a research which aims to indentify learners' difficulties with language sub-skills. Eh, I hope you will give me the necessary data I need. And eh shall I proceed?

R: Yes, of course

I: Okey, tell me about yourself, your teaching experience and your attitude towards the profession, taking the teaching eh environment in DU.

R: Thank you eh I'm called Teacher A. I've been teaching eh English language since eh 2003

I: Yah

R: E.C. in DU

I: Ok

R: in fact I taught English for about seven or eight years in high school

I: ok

R: eh when I come to DU eh teaching environment as far as English language teaching is concerned I can boldly say that there are no eh promising facilities, attractions, and total I can say no due consideration had been given towards the teaching of English language. And as far as my attitude of the teaching experience, I'm relatively happy in teaching English language.

I: Ok thank you. What skill courses have taught in DU? How long have been teaching these courses?

R: Eh, I have teaching eh communicative English skills

I: Yah

R: for almost all the years

I: Yah

R: since I have been here

I: Yah

R: writing skills

I: Yah

R: and I gave reading skills course just once

I: Yah. How about listening?

R: I taught the listening skills once.

I: Ok

R: and advanced Writing skills once

I: ok, so you have some experience in teaching these courses

R: Yes, of course.

I: Eh, are you interested to teach these courses?

R: Yes, of course. Especially, reading skills

I: why? why?

R: Eh, when I see reading skills from eh when I compare it with other English course skills eh reading skills seems more vital for Ethiopian students. This emanates from the very purpose of teaching English in Ethiopia

I: Yah

R: why we are teaching here is eh to help to assist our students to study other subjects in English language because the curriculum is designed in English and all the materials are available in English for that matter to promote independent learning of the students, to enhance their academic eh performance and

I: Yah

R: for similar and several reasons eh when you equip your students with eh varieties of reading skills how to tackle materials

I: Yah

R: Then, you are directly or indirectly improving the quality of education in higher institutions. Because of these reasons, I'm very much interested in offering the reading skills.

I: ok

R: and in my view I think reading skills course should not be confined to major students only. Even it should be given for other other students, too. Other students too in detail.

I: When we come to materials preparation, do you prepare course materials yourself or are you using already prepared ones?

R: Both

I: Both

R: Yes, eh. I use already prepared ones online and sometimes I myself prepare eh some part of materials based on the needs of the students for example eh students in technology

I: Yah

R: and students in eh social science stream do not need similar type of skills. When we go to science and eh technology area, they need more technical knowledge than social science students.

I: Ok

R: So, this parameter I try prepare different materials for different groups

I: I think you raised the issue of needs analysis. Do you actually use needs analysis prior to preparing materials?

R: Not in a formal way

I: Yah

R: but based on my experience and the students' needs

I: Yah, presumably you presume

R: Yes, that is assumptions

I: By using your intuitions?

R: Assumption, yah.

I: So, eh. Do you think the existing course materials eh you are using are responsive to your students actual needs?

R: Not certainly.

I: Yah

R: That's why I was forced to add my own materials

I: Yah

R: and for that matter for some course. There is not centrally eh prepared material

I: Ok

R: Look different teachers use different materials

I: Yah

R: for the same course

I: Yah

R: for example in the case of communicative English skills

I: Yah

R: there is no module prepared centrally which all the teachers use in the university

I: Yah

R: but currently the government is striving even to make the curriculum uniform throughout the 33 universities

I: It's modularization?

R: Yes, they call it.

I: Yah

R: That that remains only a dream. Leave alone among all 33 universities, it's not even uniform within the same university here in Dilla.

I: Ok

R: We are 25 or 18 teachers

I: Yah

R: We are using 18 different materials. In this regard, there is oh very embarrassing problem.

I: Ok, eh let me focus on learners' eh difficulties listening difficulties. You have told me that you taught reading skills, listening skills, writing skills.

R: Yes

I: Yah, so can you tell me the difficulties that your students face when you are teaching the reading skills?

R: Yes, my students do have problems of guessing. You know, they don't use eh contextual skills to guess eh the meanings of unfamiliar words

I: Ok
R: This is making problem. I have observed throughout the semester
I: Ok
R: The other one is eh ability to interpret materials, you know, when we teach reading we teach them to read between lines, beyond the lines
I: Yah
R: an then our students most of them I'm not saying that all most of students do not eh understand beyond plain reading. Then, and that would be emanating from the shortage of background knowledge, So, that's most of the problem. The other thing is I can remember is some of the students eh do have problem of diction.
I: Diction yah word choice?
R: Yes, that means
I: Yah
R: Yah, they they are, you know, collocate
I: Collocation
R: Yes, words wrongly.
I: Yah
R: Even if there are a number if contextual clues that would assist them to guess the actual meaning of the word
I: Yah
R: they fail to use that frequently
I: How about listening skills? What
R: Eh, I gave this course eh for extension students
I: extension?
R: Yes, and these guys even 65% of my students were in difficulty
I: Yah
R: to understand the message
I: specific details?
R: details what the speaker wants to communicate
I: ok
R: and even most of them do not distinguish between the words the words that you are speaking
I: Eh, that's all about knowing the meaning of words
R: Plus, pronunciation
I: Pronunciation?
R: You know
I: Yah
R: between the stretches of the speech
I: Yah
R: between the utterances
I: Yah
R: when some foreigners or even local people when they speak in a hurry
I: Yah
R: they fail to distinguish between two different words
I: Ok
R: this is the problem and they have also problem of coping with the speed of the speech; pronunciation problem as I said already and sometimes they face difficulties in understanding
I: Yah
R: between main ideas and details
I: Ok
R: that helps them to follow the flow of the speech
I: Ok how about writing skills? What difficulties?
R: Ok, that's terrible
I: Ok
R: Really terrible, ok it's from the spelling
I: Alright
R: to say 'I'
I: Yah

R: 95% of my students write small 'i'

I: Capitalization?

R: Yes!

I: Ok

R: When you come to pronunciation

I: Yah

R: spelling, nothing and

I: How about organizing their ideas?

R: Oh! That's very high skill; you can't imagine from our students. That's not there! I taught almost as I think for three years; it's my third year. Every semester, I have been giving Basic Writing Skills which is writing course

I: Yah

R: Among 60 class students

I: Yah

R: Only two or three students got right appropriate sentences

I: Even they have difficulty of constructing complete

R: sentences. They can't assemble properly the parts of sentences where the subjects should come where the verb should come where the object should come where the complement should come; they don't know. Even they don't identify. Some of them are using the verb in place of subject

I: Yah

R: terrible

I: Eh, ok, eh eh let's see our students in terms of different variables; for example, in terms of age, some are male others are female, eh age some are young others are older, L1, and even the GPA, there are high-scorers eh average-scorers, low-scorers even the economic socio-economic background some have come from eh rich family others have come from very poor families, some have come from educated others have come from uneducated family. Do you think students having these different variables differ in their difficulties of these language sub-skills in terms of these variables?

R: Yes, I would 'yes' for these questions eh eh not because of my research in DU based on these criteria or factors

I: Ok

R: because of the teacher. I don't have the exposure to see their GPA and the socio-economic and L1 background of the students

I: Yah

R: but when the question of sex and age comes

I: Yah

R: you may simply observe because you are eh personally looking

I: Eh

R: say these would be factors yes

I: Yah

R: from my reading and from my education background

I: Yah

R: and as literature substantiate that

I: Yah

R: students from better eh socio-economic background could have eh better experience to overcome difficulties.

This is eh really illustrated in terms of materials provision

I: Yah

R: they could photocopy materials easily

I: Yah

R: if these needs are fulfilled and if they have materials that they need to read and they may be motivated

I: Yah

R: better than those who lack these materials

I: Yes

R: It is eh easily observable

I: Yah

R: and I would not say that a person who score 4.00 points in grade 10 national exam and who has achieved maximum marks in higher institutions entrance exam

I: Yah

R: may not be effective when he/she comes to this university because those marks
I: Yah
R: those marks GPA in grades 10 and 12 could be eh gained through eh cheating
I: Ok
R: Look, those GPAs may not be the actual performances
I: So, they are not good predictors?
R: Exactly, exactly! There are rooms for cheating now. This is national problem and it doesn't mean that a person who has minimum GPA means it doesn't mean less performer. Students with less GPA when they come to the university they score very high
I: Let's bring that case to this here they have GPAs. Do they have similar type of language difficulties?
R: No, no
I: OK
R: It varies still
I: Yah
R: Some students with high GPA
I: Yah
R: have difficulties very silly difficulties which I told you so far; for example, they say they write 'i'm' small 'i' instead of capital 'I' to say 'I'm'
I: Still they are high-scorers
R: high-scorers and students with low GPA could write very complete sentences. There's mismatch sometimes
I: Yah. So this high-scoring condition and language competence are not eh matching
R: I would say 'yes' not always
I: Not always
R: not always
I: there are cases where mismatch
R: as far as L1 is concerned
I: Yah
R: there are student from Oromiya and Tigray regions
I: Yah
R: who cannot understand neither Amharic nor English. So, I always face difficulty to communicate with these students. They only understand their mother tongue. Then, I need someone. I look for someone to interpret to communicate with them
I: Ok
R: This newly emerging
I: problem?
R: 'Disaster' I could say really. Students or in the university who could not speak national language who are not even using English which is needed instruction and they claim the teachers to use their mother tongue and even when they come to tell you their problem they speak with their mother tongue which we don't know.
I: That's quite problematic. Ok, eh taking eh these problems into consideration, do you think the current curriculum they are using English curriculum and the syllabi for the skill courses need to be changed?
R: Certainly,
I: Yah
R: I've tried to eh mention the problem in the case of materials preparation I say
I: Yah
R: the course materials and the syllabi they are using throughout all the faculties is the same and it is evident that English the law students need and economics students need are not the same. It's obvious. Here, I would say the ESP philosophy should be applied. That means the skill courses that we teach or technical skills we should offer to technology should vary from that of social science students.
I: Ok
R: Then, we should make it compatible to the actual needs of the students. We are prescribing the same course outline for all the programmes which is really wrong and not teaching the language in my view
I: OK, so what suggestions do you give in terms of the for example curriculum you have got. For example, reading has 3 credit hours and every one of the skill courses their own contact hours, do you think that is sufficient to make proficient users of the language?
R: Not sufficient as far eh my knowledge is concerned. The reading course is given only with 3 credit hours

I: Yah

R: for a guy who is going to be graduated with Bachelor Degree of English

I: Yah

R: offering the reading skills only with 3 credit hours is joking. It's not teaching. Reading by itself is a course. It could be a single module even with more than 9 credit hours.

I: So, it needs some change to the curriculum.

R: Yes

I: How about the contents of the syllabus? Do you think it should also be changed?

R: I have already said this case

I: Yah

R: eh the content of the syllabus and materials changes as the instructor changes. Look! If I use a book with a certain writer, for example Mr. x, when Mr. y comes he comes another another philosophy and I can't really say that the people are following the course outline prepared there because the course outline is sent from MOE and materials which the course outlines needs are not available here in DU. Therefore, teachers are not forced to follow the course outline.

I: Thank you for giving me your time.

Teacher B

I: Thank you for coming to the interview.

R: Thank you for having me.

I: The purpose of this interview is to get data for research purpose. I hope you will give me the data I need. Eh, to just begin with tell me about yourself, your teaching experience, and your attitude towards the profession taking the learning and teaching environment in Dilla into consideration.

R: Alright thank you. Well, currently I'm well I have master's degree in TEFL and currently I'm working on my third degree at UNISA and I have taught for about eight years now and my attitude towards the profession is very very positive and very positive attitude towards teaching. I enjoy teaching and when it comes to the environment in DU when I take that into consideration, well I do have my own reservations; there are some things I'm not I'm not ok with; there are things I'm ok with. But any way when it comes to the profession, I'm very positive about it and

I: Despite the problems

R: Despite the problems, I like the profession and I'm still enjoying what I'm doing.

I: OK eh what skill courses have you taught in DU and how long have been teaching the skill courses?

R: I taught the skill courses eh for I as long as I remember. I mean eight years and in all those years I have been giving some skill courses especially eh reading skills eh Spoken English that as almost been my course throughout the years

I: Ok

R: and some writing skills eh I have also taught I have taught Advanced Writing Skills and Basic Writing Skills

I: Yes

R: as well and I taught them for not less than four years or five years

I: How about listening?

R: Eh, listening I have taught only twice

I: Yah

R: I have taught only twice

I: So, you

R: because there was another instructor who was giving that course

I: Ok, so I gather that you have taught all?

R: Yah, I have taught very repeatedly

I: OK, are you interested to teach the skill courses?

R: I'm interested to teach anything that has anything to do with English. I love to teach but now my interest varies. I mean I'm more interested in teaching the speaking skills than I do the other skills.

I: Why is that?

R: the other skills. I don't know probably I don't know my personal interest in most of throughout the year teaching the health students very repeatedly and health students often come from urban areas and they are good at speaking and I think that is why I was enjoying teaching. When it comes to writing and the other skills, the students are not that much very good

I: OK

R: that is why probably

I: When we come to materials preparation, do you use already prepared materials or do you prepare your own materials?

R: Oh, both. For example, for Spoken English, I myself have prepared module

I: Eh

R: and I was making use of that module. I used it twice or three times for both regular and summer students and I also used textbooks, reference book textbooks. I rely on that and I also take some activities from

I: Eh

R: the Internet

I: Ok, eh if you are preparing, how do you prepare?

R: When I prepare, what I did was first I looked at another module from another university. I don't know exactly which university it was. I looked at that in order to understanding eh to go throughout the content and then I went to the internet and downloaded some materials as well and then some activities I created I said and I jumbled these things together and came up with a comprehensive module. I think and I was happy with the module I prepared last time.

I: Eh, ok. Do you think that you are using eh is responsive to learners' needs?

R: When I talked about the material I use for Spoken English

I: Yah

R: for the others we have common materials; for Basic English Skills

I: Ok

R: for Communicative English Skills for the others, we have the university has its own materials and that is what every teacher teaches. We cannot bring in any other material because the teaching has to be very uniform. But, when it comes to the Spoken English skills, it was me who prepared the module and that is what I really do. If you are asking me about that module, if you are asking me if the module I prepared is comprehensive, well I don't know. To me, it was very good.

I: You have no way of checking

R: Yah, what I did is I found it comfortable students liked it and eh that is what I used but for some other teacher it may or may not.

I: Is there a way that you ask your students to know whether that material is

R: I did not actually ask. What I did is I observed. I mean they were enjoying what I was doing; for example, eh what I used to do was I Spoken English class in order to teach them how to pronounce words

I: Yah

R: I give them lyrics of music popular music. I gave them the lyrics then I play eh the audio and in the mean time they will be ready the lyrics and after that they try to sing

I: um

R: with the singer

I: um

R: this this type of activities I do they were enjoying very much. So, that's why I'm telling you that

I: How about the other materials commonly used by instructors?

R: for the other courses?

I: Yah, do students enjoy those materials?

R: Some students enjoy some of them the students complain that the material was very difficult

I: OK

R: Yah, they complain for example for eh Communicative English Skills, we give them reading passages and there some grammar activities. There are some varieties of activities reading, writing,

I: um

R: all things are included in Communicative English Skills and students complain it's a very difficult course. It requires a lot out of the students. That's why they say. So, they often complain that's really difficult for them

I: Can you guess why it is difficult for them?

R: It's because their background so far I'm concerned

I: Yah

R: It's because at high school level and junior level I don't think they give due attention to English lessons and I don't think the teachers down there

I: Hum

R: are doing their job properly. The students they don't care that much about the course and when they come here when it is a must to pass

I: Hum

R: then they regret the time they spent

I: Yah

R: at high school because they did not do it in a very good manner. They did not give due attention. I think it's lack of background knowledge.

I: Ok, coming to the difficulties that your students might face eh I think you have taught most courses

R: Yah

I: Can you tell the specific difficulties that your students have with reading skills?

R: Reading skills

I: Yah

R: specifically, reading skills what happens is the students for one thing they do not understand the meaning change tense brings

I: Ok

R: you give them something written in the past tense. You give them something written in present perfect; they

I: Yah

R: they don't know the difference between the two

I: Huh

R: sometimes that is a eh the texts talks about the future when they answer for the comprehension questions you can see that they have understood that it was talking about the past

I: Past

R: Yah, there's misunderstanding the other thing they don't have very good eh potential

I: Eh, how about eh listening skills?

R: Well, listening skills I taught only twice.

I: Yah

R: and eh as a principle what we do is we ask the students to we give the students the opportunity to listen to a certain sort of listening text three times.

I: Huh

R: But, if you do that for example in a test then the majority of the students will not answer the questions. So, they ask you to play it again and again. From that you can easily understand that they are not very good at listening.

I: Yah

R: They don't do it that is because they don't do it outside. They don't do the listening activity outside.

I: They lack experience.

R: They lack the experience. They don't do it outside. They don't for example I have observed some of the students in the café for example

I: Eh

R: They have this DS TV

I: Yah

R: But, in most of the cases what they do is watch movies or sports. They don't listen to the news. They don't give they don't try to actually listen instead they focus on the action. So, when you give them the tests

I: Yah

R: So, they find it very difficult to listen to it. After all, they don't use English outside the classroom. So they don't have

I: Yes

R: tendency to listen

I: Ok, how about eh when we come to Spoken English

R: Hum

I: What specific difficulties have you noticed?

R: In Spoken English eh for one thing they as I said earlier

I: Huh

R: They don't have enough vocabulary. Then, they tend to express everything with that limited vocabulary they have.

I: Yah

R: so when they utter out ten sentences

I: Yah
R: Then, almost in all sentence you will be able to find the same words
I: Ok
R: In all the sentences. So they try to express the world by using that limited vocabulary they have. The other thing is eh they are not grammatically good; they are not accurate when they speak
I: Yah
R: It's terribly wrong what they are uttering out terribly wrong
I: Yah
R: sometimes you fail to understand. So, when you ask them to explain in Amharic, they explain to into Amharic. The other funny thing I observed regarding this error is the students are not aware of committing this error.
I: Ok
R: So, in Spoken English classes for example I ask them to give me a speech on a particular topic
I: Yah
R: They utterly speech. Then, I write my comments.
I: Ok
R: So, when I reflect later and when I tell them that you said this and you said that that was not grammatically not right. They get surprised. "I didn't say this!" So, what I do is I record with a video camera. I record their speech.
I: Yah
R: Then, after I give them comments. If they accept the comments, it's ok. Otherwise, I replay
I: Yah
R: then see it and they get convinced. Then, we proceed.
I: That is very good. How about writing skills? What specific difficulties have you noticed?
R: In writing skills
I: Yah
R: In Basic Writing Skills, eh we ask them to write paragraphs.
I: Huh
R: There are three chapters in Basic Writing Skills.
I: Ok
R: The first chapter deals with sentence writing; the second one paragraph writing; and the third one is essay writing. Actually,
I: Yah
R: we don't give that much emphasis for the essay writing because the students find it very very difficult to write a paragraph itself. So,
I: Yah
R: we spend the lion's share of the time teaching them how to prepare a very good paragraph. So, the same thing that grammar problem that exists in their spoken
I: Yah
R: eh the spoken discourse
I: Yah
R: comes again in their written discourse.
I: So, it's reflected there.
R: It's reflected there. For another thing they have no idea of the majority of the students. There are of course some outstanding students
I: Yah, yah
R: But the majority of the students have no idea about punctuation
I: Punctuation?
R: Yah, you get you ask them to write a paragraph and he gives you something that does not have any comma any comma any full stop any nothing simply words written one after the other and he considers that as a paragraph. There is no punctuation at all.
I: Ok
R: run-on the entire thing is run-on.
I: at this juncture, how about do they construct complete and correct sentences?
R: No. Chapter one is eh for example tenses
I: Yah
R: writing sentences

I: sentences?

R: basic sentence faults that we need to focus on the first chapter

I: Yah

R: So, I have about how many students 200 something in four different groups out of that only 70 something that passed the first test. That means, the majority of them go to the principles of paragraph writing without understanding principles of sentence writing.

I: That is

R: That is terrible.

I: Ok, eh as you know students may differ from each other with respect to different variables such as age

R: Yes

I: sex, L1, even GPA the university

R: Yes

I: some are high-scorers average

R: sure

I: low-scorers and the socio-economic background some have come from well-to-do families others come poor family some have come from educated family others have come from uneducated family. Do think eh these variables eh learners having these variables these variables differ from each other with respect to their difficulties?

R: I guess so

I: Yah

R: their exposure I mean their exposure the language. The other thing is I don't know

I: Yes

R: for example age and sex I haven't observed

I: Yah

R: that much they may or may not be. I haven't observed but what I observed is exposure as I have told you. For three semesters now I have been teaching health students, health officer students, anesthesia ok students from school of health

I: Ok

R: I don't know why most of students in that school in that college now

I: Yah

R: currently is college

I: Yah

R: come from Addis Ababa and some other big cities. I don't know why they are collected in

I: In one place?

R: Yah, when I teach them they tell me that the majority of them are from Addis even some of them are from the same high school

I: Ok

R: the same high school and they are very very good at speaking. These students are very good at speaking. They have very good vocabulary health students.

I: Yah

R: Last semester, I was my students were the highest scorers in Communicative English Skills.

I: Ok

R: I gave them the maximum number of A's

I: Yes

R: I should not say gave; they got it actually.

I: They deserved.

R: Yes, they deserved; they got it and some other students from the countryside

I: Yah

R: They lack the language in a terrible manner; they don't know how to speak. They found listening very difficult eh sometimes well I don't know; I don't think they understand so what I do sometimes is I shift it to L1.

I: So, the difference is quite noticeable.

R: It is quite noticeable when it comes to the exposure they have to the language but as I said a moment ago

I: Yah

R: when it comes to age and sex, I haven't observed in detail. I mean I did not see I was not giving attention to that. But, exposure matters

I: Ok, taking learners' linguistic difficulties into consideration, do you think eh the current curriculum needs to be changed and syllabus also?

R: Yah, what I do when we talk about if you are talking about the curriculum at the university level

I: Yah

R: But, what I see; there are two solutions for this. The first one is I think we need to revise the curriculum at junior schools and high schools because the students eh coming from that area when they join the university they don't have what they are supposed to have.

I: Yah, let's focus to

R: the university curriculum

I: of the English Department

R: Yah, that's what I want to come because this is what actually what bothers me. Is it actually the curriculum of the university that is bothering them or is it because they did not learn what they were supposed to learn at high school that they are suffering

I: Yah

R: at the level of university because here what do we do we teach them tenses in Communicative English Skills

I: Yah

R: tenses

I: Yah

R: We teach them how to write sentences we teach them how to write paragraphs. These things are there at high school

I: Yah

R: curriculum

I: Yah

R: but they are not well taken care of I think

I: Yah

R: at high school bases and at junior bases

I: Yah

R: That is why they are not well-armed

I: Yah

R: when they come to the university. Otherwise, when I look at the material here, it is very elementary and you know you cannot reduce its difficulty level any longer. It's already I think

I: It's already reduced.

R: to the ground yes

I: Yah

R: But, still the students are

I: Eh, for example, eh 3 credit hours are given to reading skills as I remember

I: Yah

R: used to be because that course doesn't exist any more

I: do you think 3 credit hours is enough for teaching reading skills?

R: For this students for students of this capacity?

I: Yah

R: No credit hour is enough for no course. I mean 3 credit hours for Communicative is not enough 3 credit hours for Basic is not enough

I: Yah

R: 3 credit hours for nothing because

I: Yah

R: in our classes

I: Yah

R: um Communicative English is supposed to start from sentence level

I: Yah

R: but we often discuss articles in the classroom. We define adverbs in the classroom because they don't have that; so we do a lots of additional work in the classroom. Sometimes teachers call for make-up classes eh without asking for any sort of payment as their won in order to help their students. 3 credit hours is not enough. It's supposed to be enough if the students had collected what they were supposed at the high school level. Anyway, they don't come

with required proficiency level. That I said a moment ago this reading skill course we don't give it separately now. It used to be given separately

I: Yah
R: Now, it is not given separately. It is now part of Communicative English Skills. Otherwise, I don't think it is now separately given as the reading skills course. I'm not sure about

I: Ok, it is posing another problem.

R: Yah

I: Eh, how about contents of the syllabus eh I think

R: Syllabus for which courses?

I: Eh, the skill courses.

R: the skill courses

I: listening, speaking, whatever

R: Yah

I: Do you think eh changes also should be made to the contents of the syllabus taking learners' current proficiency into consideration?

R: If you do that, it's just like eh bringing up the high school syllabus to the university. Because I said a moment ago it's down to the ground.

I: Ok

R: if you when you change it when you try to reduce its difficulty level any longer

I: Yah

R: it will be absurd actually because at the university level things have to be a little bit challenging

I: Yah

R: The students are supposed to be challenged.

I: Yah

R: with the material. That's how they learn

I: Yah

R: But, it is very very low to the ground now. So if you stretch it any longer, I don't think it'll taste like

I: So, taking eh all the learners' linguistic difficulties into consideration, what suggestion do you make?

R: What I make is

I: Yah

R: the suggestions are like this. I think the government should give due attention

I: to

R: teachers' needs to be satisfied. I think it's due to lack of satisfaction that teachers at high school and junior are not teaching very well and the students

I: Eh

R: The other thing these days it's very very easy to get into the university. That by itself kills the quality of the education. Because the students now believe once they have joined the preparatory class it like taking for granted that they are going to join the university. So, they don't study harder. You know they don't worry about joining the university. Because once in the preparatory by default you are in the university. Almost I can say that because the majority students simply joined.

I: Yah

R: If the government could make the final exam a little bit the matriculation

I: Yah, yes.

R: a little bit difficult

I: Yah

R: if less amount of learners and the students will be encouraged to study. There will be competition there for in order to pass that they will be working

I: the quality of learners

R: would increase

I: Yah

R: would increase. Otherwise, why would they suffer?

I: Thank you very much for joining me.

Teacher C

I: An interview with Teacher C. Thank you for joining me for the interview. The purpose of the interview is to get data for a research purpose eh I hope you will give me the required data I need. Eh, let me begin with asking you questions. Tell me about yourself, your teaching experience, and your attitude towards the profession taking the teaching and learning environment in Dilla into consideration.

R: Ok, thank you very much and I think as you know my name is Teacher C and I'm rich in teaching experience. I taught English for eight years. I was a school director and I was teaching English in different elementary and junior high schools and I came to here in teaching the TEFL courses and I'm happy with the teaching and I'm happy with the profession.

I: Ok. Eh, do you the learning and teaching environment here is suitable for you?

R: Yah, in fact in many reasons Dilla is my first place which I started teaching and decided to live in Dilla.

I: Yah

R: So, because of this things Dilla is a safe environment.

I: How were the facilities?

R: I'm not blaming that many things are because I don't expect many things from the university.

I: Yah

R: But, I think I know that people are raising some different questions some different problems but

I: Yah

R: I can tackle those problems and these

I: Ok, eh what skill courses have you taught in Dilla and how long have been teaching those skill courses?

R: Yah, I taught many skill courses except listening skills

I: Ok

R: Eh, I taught writing skills and reading skills eh reading skills for for single period

I: Yah

R: and spoken course also

I: How about grammar?

R: Communicative Grammar? Yes!

I: Ok, eh well. Are interested to teach these skill courses?

R: Yah, definite.

I: Why? Why?

R: Because you see these skill courses are the basic skills for teachers as well as and students themselves.

I: Yah

R: When I teach speaking skills for example

I: Yah

R: I found improve my my speaking ability also again even in reading skills even in writing skills also

I: Yah

R: I practice writing many things

I: Ok

R: for this reasons I am very interested to teach the courses.

I: Teaching has advantages for you?

R: Yah, because you see I saw many things many new things from day-to-day

I: Yah

R: especially writing they poor teachers

I: Yah

R: sometimes they may face problems writing sentences

I: Yah

R: for this reason teaching writing skills is very I'm very much interested.

I: So, teachers may have their own problems?

R: Yah, yes indeed. You can see different notice boards what the teachers write.

I: Very interesting! Eh, coming back to materials preparation, do you use your own materials or eh do you use already prepared ones?

R: In teaching sometimes, I use this eh the already prepared ones but I can prepare my own materials for teaching

I: Yah

R: different courses

I: Yah, I mean the specific courses you have mentioned.

R: Yes, key courses sometimes this is a very important one.
I: Yah
R: What I see that
I: Yah
R: Students may copy from the earlier students
I: Yah
R: and they come to class because they assume that only these examples and these tests given by Teacher C
I: Yah
R: so as to avoid these things to avoid this issue from the learners
I: Yah
R: I usually prepare my own teaching courses
I: Ok, how do you prepare them?
R: I can take some notes from different materials like Internet and again I use different writing books the libraries and I also visit my own books
I: If I am not mistaken from what you think is important for your learners?
R: Yes, that means
I: Eh
R: based on the course outline based on the contents that set as university course
I: Yah
R: As you know these days there is modularization
I: Yah
R: in the modularization there are also different contents
I: Yah
R: So regarding to the contents I prepare relevant one based on the contents
I: Ok, do you think the materials you have prepared and the materials already used by other teachers eh are responsive to learners' needs?
R: Yes, eh they have some some sort of relations
I: Yah
R: they have some sort of the contents are the same
I: Yah
R: may be the difference is the examples and activities
I: Yah
R: So, I think this is
I: You know learners may have special problems of their own
R: Yah
I: Eh, particular group of learners may have particular type of eh difficulties. Do you think the materials you used and even the materials used by other teachers are responsive to their needs?
R: Sometimes it doesn't mismatch with the already prepared ones doesn't address the motives and interest of the learners
I: Yah
R: Because it doesn't assess especially the lesson
I: Huh
R: in order to fill this gap I think it's better to prepare your own materials. So it doesn't give this
I: Ok, eh I think you have taught eh skill courses for example you have taught Spoken English, what specific difficulties in terms of the sub-skills have you noticed when you teach spoken course?
R: Yah, when I taught these courses what I observed from my learners is pupils have difficulties in pronunciation
I: Pronunciation? Yah, ok
R: This is only one. The others may be using new words is also another another because pupils again eh the other problem may be is constructing sentences may be they say that "I was learned!"
I: Grammar?
R: This is also the grammar
I: How about writing? What specific problems?
R: Writing is similar. In writing, what what they think in Amharic and then you can see from the learners' writing ...because they think in Amharic they attempt to write in Amharic and the grammars of English may do not coincide with this one...

I: So they have difficulties of constructing correct and complete sentences?
R: That's also another headache for the teachers
I: I want you to tell me those difficulties.
R: Yes, many of the students it's possible to say that
I: Yah
R: I can say um 95% my students are making such kind of mistakes. They don't construct a single sentence.
I: How about idea organization? They organize their ideas?
R: No, at this level may be; there are some changes after they taught learned some skill courses like Basic Writing Skills. While they are working to make a paragraph during that time they changed themselves.
I: How about you have also taught grammar?
R: Communicative Grammar, yes.
I: So, what specific difficulties have you noticed with regard to the particular course?
R: In Communicative Grammar, only only what the course material the we have is only based on grammar full of grammar
I: Yah
R: But the intentions of this Communicative Grammar is how the learners are using the different grammars in communication. This is the intention of the course.
I: Ok
R: But this course is a very simple one for the learners.
I: Why?
R: Why? May be my expectation is I guess is in high schools many of the teachers may give emphasis to grammar and while I taught this course in the class may I saw many hands to answer questions and so on. This is may the result
I: Even that course is given at 3rd year level?
R: No, it should not; that is what I oppose. Now at this time during modularization we completely take out this course at national level. So, course is not given for the learners. This is simply repetition of the whole
I: Yah
R: So, we are totally ignoring this Communicative Grammar courses.
I: Has it been removed?
R: Yes, in the modularization! No, because I was one of the candidates of preparing this modules in the modularization in Addis Ababa.
I: So, do you think removing grammar is correct?
R: Why? Because it is time of communication. When we teach communication skills in the Communicative English Skills, so in that course we also taught grammar. We can teach this passive/ active, direct/ indirect speech, and these tenses and so on.
I: Yah
R: are also in this communicative language skills. So, teaching Communicative Grammar is not
I: When I see the syllabus of this course, it is much similar to structural grammar, so what aspect makes it communicative grammar?
R: That's the question
I: Yah
R: That is why we totally cancelled from the communication aspects
I: Yah. Now, let me take you to different variables; learners may differ from each other in different variables: age, sex, L1, eh GPA university GPA. Some are high-scorers other are average-scorers and the others are still low-scorers. Some have come from high um rich family others have come from poor family and again some have come from educated family others have come from uneducated family. Do you think learners differing in these variables eh also have their own specific language difficulties?
R: Yes, this is quite true. My classroom especially when what I observe
I: Yah
R: especially when I compare students from urban and rural areas
I: Yah
R: they have totally different in in language
I: Ok, ok.
R: These peoples are the people who are coming this urban areas they are able to express themselves without any difficulties

I: Ok
R: but when come to this rural areas students
I: Yah
R: I think they are shy to stand in front of the class
I: Yah
R: they are not able to express themselves and peoples who are coming from Tigray and Oromo also the same problems
I: What problems?
R: they have they are not expressing themselves in English after they come to this campus
I: Yah
R: So, I'm trying to find this problems and I asked my students also
I: Yah
R: because what he said that you are not listening in English. We are not learning a single sentence or expression from our teacher
I: They cannot understand.
R: because why our teachers have taught us give some clarifications in Tigrigna and again in Oromigna in English classes.
I: Ok
R: so it is clearly you can observe that the rural and urban students have different in their performance.
I: Ok, taking learners' linguistic difficulties into consideration, do you think the curriculum of the English Department should undergo changes? For example, reading skills is assigned 3 credit hours in the curriculum, do you think that this is enough for these students?
R: Yah, yah. Sometimes it is difficult I mean
I: Yah
R: to teach these skills in isolation you see
I: Yah
R: again when you teach communications, you give the learners to read even when you teach in the spoken classes students have chances to read I think the credit hour that is given for reading is in my opinion is enough.
I: Yah. How about the others: writing, grammar? You know the curriculum has allotted a certain amount of credit hours, do you think the credit hours are enough for our students currently?
R: It is not enough for other departments but when you come to English classes I think it is enough in my opinion. Why it is enough because they may take different courses.
I: Yah
R: in relation to this linguistics
I: Yah
R: if you take linguistics unless they are able to read unless they are able to write
I: Yah
R: they cannot achieve this linguistic courses
I: Yah
R: so, the courses that is given in English Department it is enough.
I: Ok, how about the contents of the syllabus of the skill courses. Do you think the syllabus also should undergo changes?
R: syllabus
I: the contents of the skill courses
R: Yah, it should be changed. That is why the modularization is taking place. Yah, you see that there is no critical reading in reading contents, then the staff of this modularization team are selecting this course.
I: Yah
R: It's better to give the learners this creative writing
I: critical reading?
R: critical reading
I: as you said the curriculum should remain intact without being changed but the syllabus of each skill course should be changed. Is that what you are saying?
R: Yah
I: Ok, ok. What suggestions do you give in view of the linguistic difficulties that your students are facing? What should be done?

R: Yah, as I want to mention in the earlier questions, there are some differences between the learners.
I: Yah
R: there may be differences in age, differences in sex
I: Yah
R: It remains the same even the mother tongues L1 also they have the differences
I: Yah
R: ...after they reach campus it is we for doing a lot in the parts of developing the students
I: Yah
R: So, teachers should be aware themselves the problems students have ok
I: Yah
R: we should not blame the high school teachers and the other teachers
I: Yah
R: may be the contents and the syllabus does not our learners. The problem may be in differentiating who are poor in communication and who are a bit faster and so on.
I: Yah
R: then as a teacher you have to work hard.
I: thank you very much for giving your time.

Teacher D

I: Interview with Teacher D. Thank you for coming to the interview session. The purpose of the interview is to get data for a research purpose. I hope you will give me eh genuine data and I have got some questions for you and I start asking one at a time.
R: Ok
I: Tell me about yourself, your teaching experience and your attitude towards the teaching profession taking the learning and teaching environment in DU into consideration.
R: Ok, eh thank you very much. First of I would like to introduce myself. My name is Teacher D. I graduated from DU in 1997 E.C.
I: Yah
R: with Bachelor of Education in English.
I: Ok
R: I have two years' experience in college and around 4 years' experience in teaching at university. I taught in Wollega University around a year and since end of 2003 E.C., I have been teaching in this DU as an English instructor. So, concerning the profession I am teaching
I: Yah
R: really, I like it. Especially of teaching English... I'm very delighted to join this profession. That is an opportunity for me.
I: Eh, may be you may have encountered some inconveniences eh while teaching in DU. Don't you think these inconveniences deterred you from your teaching profession?
R: Yah, it might have some influence in my profession. But, as a professional I have to accept it. And I do work not only on behalf of having favorable condition or environment I have because I take it as my area of interest to teach. But, it may have some influence
I: Yah
R: in my career. Eh, because there might be some motivating factors encourages me to perform my duty eh nicely or every effortfully.
I: Ok, what skill courses have taught in Dilla and how long have been teaching these courses?
R: Well, specifically speaking I have taught listening skills.
I: Yah
R: reading skills and writing skills
I: Yah
R: These skills are the major skills I have taught here in DU
I: Ok, are you interested to teach these skill courses?
R: Yah, I'm very much interested to teach these skills.
I: Yah, why?
R: Though I have the contents of grammar, I have also a problem of listening by itself.
I: Yah, ok.

R: But eh even to update my knowledge for example listening is very very difficult as a learner
I: Yes
R: But I need to have a great closure to these skills the sub-skills each skill and macro-skills especially listening
I: Yah
R: and writing by itself has got well its own skill to understand and to get how to write
I: Yah
R: so, I can say in general that I'm very much interested to teach these
I: So, you yourself learn?
R: Yah
I: Ok, coming back to materials preparation, do you prepare your own materials or do you use already prepared ones?
R: Eh, I used both of them. Both sometimes if the ready-made materials are not comfortable for me.
I: Yah
R: I may just go my own
I: Hum
R: materials to design
I: ok
R: so that I can fit it to the best learning of the students
I: Huh
R: Sometimes I may brought some sources from the Internet and come up with different materials. In most cases, I haven't seen a ready-made materials especially of in listening, for example. I gathered materials from different sources. I think that this material is eh essential and resourceful for students.
I: Ok, if I'm not mistaken, you are using your intuitions when you are preparing the materials. You prepare the materials thinking that it is useful for your students.
R: Huh
I: That's how you prepare your materials?
R: Ah, based on the course outline or the syllabus I have been given so I try to just take
I: Yah
R: that course outline for granted and use it for just designing that material.
I: Ok, eh well you have prepared materials and even you have used the already prepared ones. Do you think these teaching materials are responsive to the needs of your students?
R: I think needs by itself a research eh I cannot say that this the right answer to say this.
I: Yah
R: It needs rather a research and further investigation whether these materials are really appropriate for students.
I: Ok
R: It's very difficult to say; it depends on the needs of the learners.
I: Yah
R: But from my own experience I used it this way because to help my students.
I: Yah
R: to to back up their knowledge, to develop their skills
I: Yah
R: but I am not sure to say that this material is really based upon the needs of the students.
I: Ok, ok, eh let's go to the learning needs of the students especially the language difficulties they face; now I think you have told me that you have taught Spoken English.
R: Yah
I: Can you tell me the specific difficulties that your students have when you are teaching the Spoken English?
R: Ok especially when I taught eh 1st year students of 2004 E.C. last year, I can say that most of the students have the problem of speaking.
I: Yah
R: Eh, even most of the students have low scores; they achieved low score.
I: Yah
R: they are not able to express their thought and there is a lot of problems. They could not even express eh they feel shy eh they had sort of interest but when they come to given opportunity at large, they do have even eh fear, anxiety, unable to articulate, unable to pronounce words and even sentences and they have even ill-mannered expression or verbalization of what they think and what they feel.

I: Ok
R: they do not correctly just verbalize and say something.
I: Do they understand when you are speaking?
R: Eh, may be some of the students may understand what I was speaking. But, I thought that they could understand what I mean... However, eh though they could understand, it is not enough for me whether they understand or not. But the thing what I need is do they have the necessary skill?
I: My question is: you ask them one question
R: Yah
I: and do they respond to your question correctly?
R: As I said, I could not say that all of the students could respond.
I: Yah
R: but the majority couldn't respond.
I: So
R: That means they are not able to respond what I said.
I: How about in writing? You also taught writing?
R: Yah
I: so what were the specific problems or linguistic problems your students were facing?
R: when I begin from sentence level writing, most students were not able to just write as correct sentence as possible.
I: Huh
R: So when I see their real problems even punctuation problems spelling problems
I: Yah, ok
R: they even distinguish the types of nouns that needs capitalization and the like...
I: Can they construct simple and correct sentences?
R: I don't say that they could construct. I think eh it's beyond my expectation as a university student. They couldn't even write correct sentences. I'm not saying that all students have such kind of problem.
I: Yes, yes. What is their eh paragraph essay writing like?
R: Yah, look in paragraph writing just eh most of their paragraphs have communication problem. I mean they could not even convey ideas through writing. The meaning is not as such sensed
I: Huh
R: or understood. That's the major problem. So, they might produce run-on sentences. Just a long form of sentences you cannot separate or you cannot segment it.
I: OK, ok.
R: So you cannot understand while you read that one.
I: How about idea organization?
R: I think that one is just correlated. I mean related with how they compose the sentences.
I: Hum
R: They intermixed so that you could not understand it.
I: Ok, coming to the skill you have taught listening
R: Yah
I: what were the specific problems?
R: Their specific problem in the first place from their background
I: Yah
R: They were not exposed to foreign tongues.
I: Yah
R: different accents
I: Yah
R: Eh, so maybe this is the major problem
I: Yah
R: Though they do have some concept about the strategies of listening as for predicting
I: Yah
R: as for listening for main ideas and details
I: Yah
R: for referencing

I: Yah
R: for guessing meanings and the like. But when we come to the practical aspect, they are not able to just understand even the different accents ...because of these different
I: Huh
R: students have a problem of understanding or comprehending listening texts, dialogues, conversations and the like.
I: So, eh what is the cause do you think?
R: As I mentioned a bit earlier, the cause is lack of exposure.
I: Ok
R: That is maybe they did not have close contact with just listening to some medias related to
I: Yah
R: English pronunciations, radio, CNN, BBC, and the like and they are not in a way to practice at home or dorm.
I: Alright, do you think students differ from each other in the kinds of language difficulties because of their differences in age, sex, L1, GPA, socio-economic background, and residence?
R: I think yes I do
I: Yah
R: eh because from different background
I: Yah
R: you can say age-wise maybe eh it is not much prominent for for my case
I: Yah
R: eh L1
I: Yah
R: has got its own influence on their understanding of the skill
I: Ok
R: there is mother tongue interference when I expect them to speak in a way that I would like to listen them
I: Ok
R: ...you can listen just something odd sound odd production of words that you should not listen them
I: Hum
R: at such level
I: ok
R: I think that is different that maybe from let's say Amhara you might listen from their speech unique sound; from Oromiya region you might have different sound.
I: How about GPA for example when I say GPA, university GPA.
R: Yah
I: Do high-scorers have the same type of language difficulties in contrast to others_ low-scorers and average-scorers?
R: By the way, this GPA can be controversial for me.
I: Yah
R: Because some students may perform in GPA
I: Yah
R: but they lack the skills
I: Language skills?
R: Language skills that is the basic problem; I don't know... socio-economic background
I: Yah
R: because it has got its own influence for students who come from a poor family
I: Yah
R: for example, if students who have come from Addis they might have exposure for let's say speaking, listening and different materials
I: Yah
R: they have this exposures. So, it has got its own influence.
I: Huh
R: positive or negative influence. Some students who come from rural or remotest area,
I: Yah
R: have not access to this kind of resources.
I: Yah let me turn your attention to the curriculum English language curriculum. Do you think the curriculum and the syllabus help to tackle learners' current linguistic difficulties?

R: I don't think eh in my sense ...but there are problems of the syllabus itself
 I: Huh
 R: there is a change of syllabus eh within a semester
 I: Eh
 R: because of that eh there is a problem I think. Many of the teachers use their own curriculum sometimes their syllabus
 I: Ok
 R: there has to be some ready-made eh syllabus
 I: Uh, uh
 R: in line with the students' needs
 I: Yah
 R: in line with students' socio-economic background
 I: Yah
 R: ...there should be materials that help them solve difficulties of students
 I: Ok
 R: ...so each material need to have eh well-assessed
 I: uh
 R: well-evaluated
 I: uh
 R: well-designed materials so as to tackle such learners' difficulties I think
 I: So, owing to learners' linguistic difficulties, do you think changes should be made to the course materials, curriculum, and the syllabi?
 R: I think it is not only on syllabus
 I: uh
 R: but also on students' part. It has to be seen in terms of students in terms of the syllabus
 I: ...there are a list of course
 R: ok
 I: to be given in the English Department
 R: Uh
 I: some you may think may not be necessary for learners
 R: Uh
 I: whereas other important courses are given you know low credit hours
 R: Uh
 I: so don't you think this aspect should be changed?
 R: you mean that this course must be given high credit hours?
 I: Yah, for example reading skills was given 3 credit hours, do you think by 3 credit hours we can solve a hell lot of problems that learners have in reading and similarly with other skills?
 R: to equip our learners with the skills eh let's say I think whether eh reading skills has 3 credit hours not more than that
 I: Yah
 R: it should be scaled it should be added in my opinion
 I: Ok, then what are your suggestions regarding the syllabus, curriculum, and credit hours allotment even the instructional materials?
 R: ...curriculum designer must consider different things for example they should not just develop eh material without the needs analysis made among students
 I: Yah
 R: and again they should even ask instructors of universities
 I: Yes
 R: they should consider suggestions ideas from them rather than bringing something and ...urging instructors to do this way...they need to have some further research to alleviate such problems...otherwise, the problem remains as it is; it will persist.
 I: Ok, thank you very much for giving me your time.

Teacher E

I: An interview with Teacher E. Welcome to the interview session.

R: Thank you
I: Eh, the purpose of this interview is to get data for a research purpose and I hope you will give me genuine data
R: Uh
I: and I have got some questions for you
R: Ok
I: I will put to the questions one at a time.
R: Ok
I: Tell me about yourself, your teaching experience, and your attitude towards the teaching and learning environment in DU into consideration.
R: Eh, my name is Teacher E. I'm a graduate from Alemaya University; my first degree
I: Yah
R: my B.A. is from Alemaya University. Then, my M.A. is from Addis Ababa University eh I taught English for almost 6 or 7 years
I: Ok
R: I taught for 5 years in my B.A. um in different eh institutions
I: Ok
R: government and private institutions
I: Ok, about your attitude towards the profession
R: I like it yah I like the profession and
I: You know there are constraints when you are teaching
R: sure
I: in the environment you might feel uncomfortable
R: Yah
I: eh resources are very meager eh how are these constraints affecting your profession?
R: in here even there are no books almost I can say that scarcity of books in the library and so students have don't have opportunity to go to library and even ready ...so the scarcity is eh it is nothing to talk or tell you about all...I think the teaching and learning is not given due attention.
I: Ok, what skill courses have you taught in DU and how long have you been teaching those courses?
R: Eh, ok. I taught many courses here and this is my third year and I taught reading skills; I taught Communication Skills
I: Yah
R: and I taught um Basic Writing Skills
I: Yah
R: and the other one is a common course_ Communicative English Skills
I: Eh, are you interested to teach the skill courses?
R: Wow! I really like it.
I: Why?
R: I see the progress of my students immediately. This does not mean that all are 100%
I: Yah
R: all the students may show but I see you know most of the time $\frac{3}{4}$ of my students really they show me their progress while they are learning...
I: Eh, do you prepare course materials yourself or do you use already prepared ones?
R: Ok, I do two things actually.
I: Yah
R: One is I think you know from the department always told there is a syllabus
I: Yah
R; they give us the syllabus and particularly for common courses eh we can't prepare because all the contents you know they assume that all the contents must be the same
I: Yah
R: for all students then we share we use the same materials
I: Huh
R: based on the curriculum which is sent from the MOE
I: Ok
R: but beyond eh this I usually if it's a reading passage and if the passage is not good suitable to my students for may be a little bit the passage is eh I mean updated, then, I usually change them.

I: Huh
R: So, I myself prepare based on at least needs of my students. I see for a week or two weeks and sometimes I change
I: Ok. Eh, from what you have just said I gather that you are doing some kind of needs analysis?
R: Definitely!
I: How do you achieve that?
R: Yah, it's not actually a serious needs analysis.
I: Huh
R: but I know my students from my experience
I: Yah
R: while teaching at DU, I know where you know the students suffer a serious problem...I ask them... which areas you are interested in ...but
I: Yah
R: I don't sometimes trust what they are saying
I: Yah
R: ...so at least I look at their problems. I give them some activities and some presentation tasks and based on that I just eh make you know things compatible with the syllabus
I: Ok, do you think the existing course materials are responsive to learners' needs?
R: I don't think by the way
I: Yah
R: before three years I was a part of eh outlining the course outlines
I: Yah
R: for colleges, universities. I was invited from
I: Yah
R: when I was teaching in Arba Minch city invited by the MOE...I was told invited to prepare the course outlines
I: Ok
R: and some other materials for MOE but when I see them the courses are not well-written
I: Ok
R: and they are not responsive to prepare the students because you know the students background to some extent they are very weak particularly
I: Yah
R: in English. Let me tell you a good example. I have unfinished research.
I: Ok
R: and my research was how much students were proficient enough before they enter higher institutions ...at university entrance examination
I: Yah
R: imagine it ranges from 10 to eh 71. Imagine 10 out of 100. This means eh students who scored 10 for the English language proficiency...you can guess what happens to them when they pursue their study programme in the medium of instruction. Yah, because at university level they are expected face or access materials independently.
I: Yah
R: and they have to construct meaning out of that again they have to reconstruct eh new knowledge and learn something eh from those materials which are written in the medium of instruction.
I: They are ill-prepared?
R: Ill-prepared; they are not students who are really prepared to pursue their study programmes in the medium of instruction eh effectively. So this shows that they come up with eh you know low level of proficiency or with little capability of language use an even its components...so the materials prepared here are they are not ok prepared in line with eh you know the background of the students who enter particularly higher education.
I: Let me take you to the specific linguistic difficulties that your students may have. Eh, from your speech,
R: Yah
I: I understand that you have given the reading skills
R: definitely!
I: So, what eh were the specific linguistic difficulties that your students face when you are giving this course?
R: ...some students they can't read even in the pace they are expected to read the material
I: Ok
R: ...the other thing is they have very very they are in deficit of some English vocabularies

I: Yah

R: vocabulary problems shortage of

I: Very limited?

R: Wow, very limited vocabulary ...the other thing is the comprehension. They have problem in comprehending fully eh grasping fully um the material

I: Ok, you have also taught writing skills?

R: definitely

I: ok what were the specific problems of your students?

R: ...students have no opportunity in high schools to practice

I: Yah

R: particularly because of the backwash effect of the university entrance exam...because of this they come up with very very little skill of writing in English. So sometimes they get I mean they encounter problem even to construct a well-structured you know sentence.

I: Ok, you also taught grammar?

R: definitely

I: what were their difficulties with regard to grammar?

R: Ok, eh I think eh they are good at grammar

I: Yah

R: Do you know why?

I: Yah

R: in high school you know emphasis is given to grammar and they have good knowledge of grammar ...but in terms of tenses they don't identify

I: ok

R: ...but they don't um remember you know the meaning of that grammar...the problem is they know the structure very well but they don't know the meaning. They have the problem of understanding.

I: Eh, do you think students differ from each other with the kind of language difficulty they face because of their difference in sex, age, L1, socio-economic background, and residence?

R: ...age may be age doesn't work here relatively

I: Yah

R: they have the same age I think

I: Yah

R: but in terms of sex

I: Yah

R: Yes! Do you know the problem?

I: Yah

R: ...females are most of the time they are shy I'm not saying 100% but there are some females who are brave and interesting. The ones who come from urban areas particularly from Addis or maybe from Awassa or something

I: Yah

R: ...they have good performance...others coming from different parts of Ethiopia particularly the northern part even here from SNNPR they have you know very serious problem...males are very dominant over females but particularly females who just join the university from urban areas are they perform better.

I: How about residences those who come from urban areas and those who come from rural areas?

R: Yah, because when you go to some remote areas, there is scarcity of materials and maybe shortage of good teachers ok

I: Yah

R: and there is no as such quality education medium of eh education in remotest areas.

I: Ok, do you think the current curriculum I'm referring to the English curriculum and the syllabi of different skill courses help to tackle with learners' linguistic difficulties?

R: Yah, I don't think because maybe I raised this issue earlier; I told you I was a part of the designing of the curriculum

I: Yah

R: the national curriculum even myself rejected the national curriculum...the MOE then they bring the Pakistani experience the Asian experience ...but they don't accept they don't take input from

I: teachers?

R: the teachers who are from different parts of

I: ok
 R: organizations from higher education and colleges
 I: Ok, owing to learners' linguistic difficulties, do you think changes should be made to the course materials, curriculum, and syllabi of the skill courses?
 R: Yah, I believe in that.
 I: what you are suggesting?
 R: um, at least
 I: Yah
 R: the course should be designed
 I: Yah
 R: in such a way that they consider you know the real life situation of the students
 I: ok
 R: and again the learning difficulties
 I: Hum
 R: ...we have to address those students who eh enter you know higher education institutions to pursue their studies in the medium of instruction with little degree of capability in language use and language components. Or in other words, we have to address those students who join higher institutions with low level of proficiency in English. So in order to do this eh we have to make you know some changes
 I: Yah
 R: I think we have to look at the background of students.
 I: What changes should be made to the materials or the contents of the syllabi?
 R: Yah, I think um as I have told you the needs analysis eh very important. Even though it is expensive and time-consuming, we need to at least eh look at you know the needs of the students.
 I: Hum
 R: We have to study that and analyze...so the problem is we don't depend on the needs of the students.
 I: Yah
 R: ...we can you know make some contents relevant contents. What is missing there in high school, what skills and what knowledge of the language emphasized because of I told you the backwash effect of the matriculation
 I: Yah
 R: ...because of the beliefs in teaching English and even the students themselves, their beliefs in learning English...their belief is learning English is learning grammar!...because grammar is very simple to set...they are very simple to mark.
 I: So the content of the syllabi should be changed
 R: should be changed should be revised
 I: even the materials?
 R: definitely!
 I: Thank you very much indeed!

Teacher F

I: An interview with Teacher F. Eh, thank you for joining me for the interview. The purpose of the interview is to get data for a research purpose. I hope you will give me eh reliable data. So, I have prepared some questions and then I will raise these questions one at a time and you will give me some answers.
 R: Ok
 I: Eh, tell me about yourself, your teaching experience, and your attitude towards the profession, taking the teaching environment in Dilla into consideration.
 R: I thank you very much. I'm here a teacher in DU specifically teacher of English in the field of TEFL and I have been teaching here for the past five and half years in the university.
 I: Yes
 R: Eh, in connection to with the attitude that I have regarding the profession, I'm interested in the profession.
 I: Um
 R: because teaching is important and in fact basic for any kind of profession.
 I: Yah. Eh, you know the learning environment may not be comfortable for you.
 R: Ok
 I: and that situation may have some influence on your teaching profession. So, what do you about that?

R: yah, when you come to here the physical environment of the institution, the physical environment has impact on the teaching and learning process eh the teaching process of the teacher and at the same time on the learning process of the students

I: Yah

R: because the physical environment of a certain institution has a direct impact on the psychological environment and yah some kind of improvement should have been made. It should be done...

I: Yah, sometimes you may face lack of resources when you are teaching. That may have some kind of influence.

R: Yah, for example facilities eh instructional inputs should be available for the instructional process.

I: Yah

R: when we say facilities instructional input eh stationery materials

I: Yah

R: the library service for students and the teachers as well

I: Yah

R: and even the infrastructure

I: Yah

R: the infrastructure of the environment and in most of the cases is a little bit negative because the environment is not yet well-established.

I: Yah. Ok, what skill courses have you taught and how long have you been teaching those skill courses?

R: Yah, skill courses I have been teaching since I came here; I have been teaching common courses.

I: Yah

R: Sophomore English, Basic Writing Skills, and Communicative English Skills.

I: Yah

R: In addition to these, major courses: Advanced Writing Skills

I: Yah

R: Part I & II I taught

I: Yah

R: and specifically you know I have been teaching specifically Advanced Writing Skills Part II of writing

I: Yah. Ok, eh are you interested to teach these skill courses?

R: Yah, you know skill courses are very interesting to teach because you know you can have a kind of flexibility

I: Yah

R: in the teaching of these courses

I: Yah

R: and at the same time it is very easy to have or to develop materials for teaching purpose

I: Yah

R: eh in connection to each skill

I: Yes

R: the teacher can easily devise the materials

I: Yah

R: that he can easily help students to practice speaking and again in connection to writing

I: Yah

R: whatever the type of course is ...skill courses can usually give students freedom to practice.

I: So, do you prepare the course materials yourself or do you use already prepared ones?

R: Usually, I myself prepare materials

I: Yah

R: I follow the course outline

I: Yah

R: and the syllabus eh I follow the kind course guidance but most of the time I modify the course guide

I: Yah. Ok, do you use already prepared ones?

R: Eh, I don't think so.

I: Ok, do you think the existing materials you have prepared for your students are responsive to their actual needs?

R: Yah, as much as possible I strive to to

I: Yah

R: consider their needs in my preparation of the material that I

I: Yah

R: used to teach these courses

I: Is there a way by which you learn their needs?
R: A kind of communication you know oral communication
I: Yah
R: may be kind of asking
I: Chatting?
R: chatting yah...based on their needs and I devise I duplicate and I give
I: Ok. Eh, you had taught as you told me Spoken English, eh what specific difficulties in terms of the sub-skills, do your learners have with regard to this spoken language course?
R: Yah, spoken...the main problem is ...you know they fear to to practice each activity
I: Yah
R: in public context you know
I: Yah
R: when they are requested to present
I: Yah
R: there is fright because you know they haven't had the experience of doing the same thing in lower educational levels especially you know confidence lack of confidence
I: When you are speaking to them in one-to-one way, do they understand you?
R: As the kind they understand what you tell them; but the problem is when they are requested to come out the public and
I: um
R: present a certain issue
I: Yah
R: a certain speech in front
I: um
R: that is the difficulty and you know most of the time lack of background
I: How about their L1 interference eh for example when you are teaching speech?
R: Yah
I: production?
R: Yah, you know most of the time the activities I use are to be done in pairs or in groups
I: um
R: and if I see somewhere without any kind of checking you know they will use their mother tongue or the vernacular
I: Yah
R: that is in their practice most of the time
I: Ok, what specific problems have you noticed with your students when you are teaching the writing course?
R: Yah, out of the skill in fact writing is a little bit difficult for any one because
I: Yah
R: perfection is expected in written communication
I: Yah
R: and hence students have big problem on the part of their writing and even students are unable to have a composition you know with good structure
I: Yah
R: even spellings
I: Yah
R: eh even if you come to the 3rd year graduating class
I: Hum
R: there is a big problem in connection to writing the obvious problem or difficulty for them is the structure of the English language is not there in their writing.
I: Can they construct complete and simple sentences?
R: That is the difficulty.
I: Yah
R: in most of the time they are unable
I: Yah
R: for example if you are teaching 50 students in a class
I: Yah

R: maybe can have one or two students with a better writing
I: How about organizing ideas?
R: That is also another difficulty.
I: How about punctuation, capitalization?
R: Everything is there that's a mistake yah the spelling, the structure of any sentence
I: Yah
R: is not well-developed yah
I: Ok, have also taught Communicative Grammar?
R: Yah, Communicative Grammar.
I: What problems have you noticed?
R: You know Communicative Grammar for evening students weekend class
I: Ok, which grammatical aspect is difficult for them?
R: Almost all I can say.
I: Without exception?
R: Yah
I: Eh, do you think students differ from each other in the kinds of language difficulty they face because of their difference in age, sex, LI, GPA, socio-economic background, and residence?
R: When we generally observe students you know almost no difference you know unless we come to very very specific
I: Yah
R: eh, in fact the difference I usually observed is confidence.
I: Yah
R: for example, students who come from urban areas
I: Yah
R: have a better confidence in every activity
I: Ok
R: whereas students who come from rural areas
I: Yah
R: have eh a lack of confidence
I: Ok
R: otherwise when we come to the overall performance
I: Yah
R: or language difficulty
I: Yah
R: it's almost the same
I: Ok, do you think the current curriculum English curriculum the course offerings and syllabi of each skill courses help to tackle or address learners' linguistic difficulties? Do they help?
R: Yah, I can say but you know the problem is
I: Yah
R: there are variable factors that affect
I: Yah
R: the implementation of even the existing curriculum and syllabus
I: Ok, owing to learners' linguistic difficulties, do you think changes should be made the curriculum and the course materials and the syllabus?
R: Yah, here in connection to this kind of change, I think it's up to the teacher ...I can say the teacher is responsible there...the teacher has to have some kind of modification on his own
I: Ok, when I say curriculum for example eh credit hour allocation
R: Ok
I: 3 credit hours for reading skills
R: Yah
I: Do you think with 3 credit hours can we address the hell lot of problems students face?
R: Ok, I understand now. If the issue is this, some kind of modification has to be there. For example, reading
I: Yah
R: reading is one of the most important skills in any language yah?
I: Yah

R: and giving students a single course of by itself is not sufficient
I: Yah
R: for them to develop the reading skills
I: Yah
R: even in writing, writing as well
I: Yah
R: writing in fact there are a number of courses that English majors are taking. In connection to writing
I: Yah
R: ...students have very very big problem in connection to their writing. For example, teaching Advanced Writing I or Advanced Writing Skills II in 3 credit hours is not enough
I: not enough
R: Yah, when we see in terms of their background
I: Yes
R: because you know the background is very very poor in writing
I: Yah
R: even in reading. So, you know some modification in connection to credit hours
I: OK so if that that is the case, what suggestions do you give with regard to curriculum English curriculum and syllabus and course materials? What suggestions do you give?
R: Here, you know the design every material must consider students' background
I: Ok
R: or if we are interested to continue the way that they are designed, students should join university with good background of reading
I: Yah
R: or whatever it is writing or grammar or speaking or listening
I: Yes
R: Otherwise if we identify students lack good background in all aspects,
I: Yah
R: you know there must be modification or change in connection to
I: Ok
R: the courses. Specifically, you know giving a single course into the form of two courses consecutive courses so that students can develop their skills in each kind of skill
I: Thank you very much.

Appendix 57

Instructional Materials and Course Outlines

XIII. LIST OF COURSES

1. Core Courses

A. Basic Language Skills

No	Course Title	Course Code	Cr Hr	Remark
1	Communicative English Skills	Engl 201	3	
2	Listening Skills	Engl 202	3	
3	Spoken English I	Engl 203	3	
4	Spoken English II	Engl 304	3	
5	Reading Skills	Engl 205	3	
6	Basic Writing Skills	Engl 206	3	
7	Advanced Writing Skills I	Engl 307	3	
8	Advanced Writing Skills II	Engl 308	3	
9	Communicative Grammar	Engl 409	3	
Total			27	

B. Advanced and Para Language Skills

1	Advanced Speech	Engl 411	3	
2	Editing	Engl 412	3	
3	Business Writing	Engl 313	3	
4	Communication Skills I	Engl 214	3	
5	Communication Skills II	Engl 315	3	
6	Translation and Interpretation	Engl 416	3	
7	Research Methods and Report Writing	Engl 317	3	
8	Senior Essay	Engl 418	3	
Total			24	

XV. CODING OF COURSES

The coding of the core courses follows the following procedure.

- The Letters “ Engl’ represent ‘ English’.
- The first digit of the numbers refers to year;
- The second shows the subject; and
- The third indicates the sequence of the courses in a given category.

To be specific, from subject point of view, ‘0’ stands for basic language skills, ‘1’ symbolizes ‘advanced and ‘para-language skills’, ‘2’ refers to ‘linguistics’, and ‘3’ represents ‘literature’.

XVI. COURSE BREAKDOWN

Year I Semester I

No	Course Title	Course Code	Cr Hr	Remark
1	Communicative English Skills	Engl 201	3	
2	Listening Skills	Engl 202	3	
3	Reading Skills	Engl 205	3	
4	Fundamentals of Literature	Engl 231	3	
5	Basic Computer Skills	Co Sc 203	2	
6	Introduction to Psychology	Psyc 211	2	
7	Logic	CESt 221	3	
Total			19	

Year I Semester II

No	Course Title	Course Code	Cr Hr	Remark
1	Spoken English I	Engl 203 ✓	3	
2	Basic Writing Skills	Engl 206	3	
3	Communication Skills I	Engl 214	3	
4	Intro. to Language and Linguistics	Engl 221 ✓	3	
5	Introduction to Journalism	JoCo 201 ✓	3	
6	Basic Statistics for Social Sciences	Stat 201	3	
Total			18	

Year II Semester I

No	Course Title	Course Code	Cr Hr	Remark
1	Spoken English II	Engl 304	3 ✓	
2	Advanced Writing Skills I	Engl 307	3 ✓	
3	English Phonetics and Phonology	Engl 322	3	
4	Communication Skills II	Engl 315	3	
5	The Short Story	Engl 332	3 ✓	
6	The Novel	Engl 333	3 ✓	
7	News Writing and Reporting	JoCo 304	2 ✓	
Total			20	

Year II Semester II

No	Course Title	Course Code	Cr Hr	Remark
1	Advanced Writing Skills II	Engl 308	3	
2	Research Methods and Report Writing	Engl 317	3	
3	English Morphology and Syntax	Engl 323	3	
4	Introduction to Verse	Engl 334	3	
5	Drama and Theatre	Engl 335	3	
6	Print Journalism	JoCo 308	3	
7	Broadcast Journalism	JoCo 326	2	
Total			20	

Year III Semester I

No	Course Title	Course Code	Cr Hr	Remark
1	Business Writing	Engl 413	3	
2	Translation and Interpretation	Engl 416	3	
3	English Semantics	Engl 424	3	
4	Sociolinguistics	Engl 425	3	
5	African Literature in English	Engl 436	4	
6	Ethiopian Literature in English	Engl 437	2	
7	Media Law and Ethics	JoCo 405	2	
Total			20	

Year III Semester II

No	Course Title	Course Code	Cr Hr	Remark
1	Communicative Grammar	Engl 409	3	
2	Advanced Speech	Engl 411	3	
3	Editing	Engl 412	3	
4	Senior Essay	Engl 418	3	
5	Public Relations	JoCo 436	3	
6	Civic and Ethical Studies	CES 201	2	
Total			17	

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Course Title: Reading Skills

Course Code: Engl 205

Credit Hours: 3

Course Description

The course has been designed on the ground that English language trainees need to be equipped with the different skills of reading in order to be able to successfully read different texts. Hence the course introduces learner mainly to general concepts related to reading, models, purposes, levels, and types of reading; It has a practical aspects which is concerned with reading for gist, reading for specific ideas, skimming, scanning, reading and note-taking, developing reading speed and comprehension, interpretation, predicting skills, understanding text organization, referential meanings, implied and various text attack skills.

Course Objectives

By the end of the course the students should be able to:

- develop different reading strategies to be applied during reading unfamiliar texts independently
- appreciate various text organizations and discourse patterns
- use different word and text attack skills
- appreciate various text organizations and discourse patterns
- demonstrate improved reading speed and comprehension

Course Contents

Part One Theoretical Aspect of Reading

1. Defining reading
2. Purposes of reading
3. Defining Text
 - 3.1 Coherence and Cohesion
 - 3.2 Coherence without Cohesion
4. The Reading Process

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- 5. Types of Reading
- 6. Types of Meaning
- 7. Models of Reading
- 8. Schema Theory
- 9. Shared Assumptions
- 10. Levels of Reading (Understanding)
- 11. Faulty Reading Habits
- 12. Critical Reading

Part Two: Practical Aspects Of Reading

I. Reading Techniques and Strategies

II. Word-attack skills

- Structural clues
- Morphological information
- Inferring
- Using the dictionary

III. Text-attack skills

1) Understanding sentence syntax

- 1.1 complex noun groups
- 1.2 Nominalization
- 1.3 Co-ordination
- 1.4 Subordination
- 1.5 proportional phrases

2) Recognizing and interpreting cohesive devices

- 2.1 Interpreting reference and substitution
- 2.2 interpreting elliptical expressions
- 2.3 interpreting lexical cohesion

3) Interpretation discourse markers

4) Recognizing functional values

5) Rhetorical organization

- 5.1 Organization of sentences into paragraphs
- 5.2 Organization of paragraph into texts.

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READING SKILLS *Materials*

PRACTICE ACTIVITIES

TEXT ONE

WHAT IS CULTURE?

Culture consists of the relatively specialized lifestyle of a group of people: their values, belief, artifacts, ways of behaving, and ways of communicating. Included in a social group's "culture" is everything that members of that group have produced and developed – their language; ways of thinking; art; laws; religion; and of course, communication theories, styles, and attitudes.

Culture is passed on from one generation to the next through communication, not through genes. Thus, the term culture does not refer to color of skin or shape of eyes, as these are passed on through genes, not communication. Because members of a particular race or country are often taught similar beliefs, attitudes, and values, this similarity makes it possible to speak of "Sidama culture" or Amhara culture." But it's important to realize that within any large culture – especially a culture based on race or nationality – there will be enormous differences. The Gojam farmer and the National Bank executive may both be, say, Amharas, but may differ widely in their attitude and values to a Wolayta farmer than to the Addis Ababa financier.

Gender – although it is transmitted genetically and not by communication – is considered a cultural variable largely because cultures teach boys and girls different attitudes, beliefs, values, and ways of communicating and relating to one another. Thus, you act like a man or a woman in part because of what your culture has taught you about how men and women should act. This does not, of course, deny that biological differences also play a role in the differences between male and female behavior. In fact, research continues to uncover biological roots of male /female differences we once thought were entirely learned.

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Culture is transmitted from one generation to another through enculturation, the process by which you learn the culture into which you're born (your native culture). Parents, peer groups, schools, religious institutions, and government agencies are the main teachers of culture.

A different process of learning cultures is acculturation, the process by which you learn the rules and norms of a culture different from your native culture. In acculturation your original or native culture is modified through direct contact with or exposure to a new and different culture. For example, when immigrants settle in Ethiopia (the host culture), their own culture becomes influenced by the host culture. Gradually, the values, ways of behaving, and beliefs of the host cultures become more and more a part of the immigrants' culture. At the same time, of course, the host culture changes too as it interacts with the immigrants' culture. Generally, however, the culture of the immigrant changes more. The reasons for this are that the host country's members far outnumber the immigrant group and that the media are largely dominated by and reflect the values and customs of the host culture.

New citizens' acceptance of the new culture depends on many factors. Immigrants who come from cultures similar to the host culture will become acculturated more easily. Similarly, those who are younger and better educated become acculturated more quickly than do older and less well educated people. Personality factors also play a part. Persons who are risk takers and open-minded, for example, have greater acculturation potential. Also, persons who are familiar with the host culture before immigration through interpersonal contact or through media exposure -will be acculturated more readily.

UNDERSTANDING DETAILS

Tell whether each piece of information given is literal, Interpretive or applied.

1. Language is one element of culture.
2. Think of one unique habit you learned from your religion and other people from other religions do not have.
3. Acculturation happens on somebody when he is grown up.

BOOK

VOCABULARY

Find from the passage words or phrases which are similar in meaning to the following words.

1. Race (par 2 line 6) *nationality*
2. Executive (par 2) *financier*
3. Native (par 5) *original*
4. Influenced (par 5) *changed*

Find from the passage words or phrases opposite in meaning to the following words and phrases.

1. Native (par 5) *immigrant*
2. In part (par 3) *entirely*

Choose the right contextual meaning for the following words.

1. Variable (paragraph 3)
a) Number b) element c) practice d) clothe
2. Outnumber (paragraph 5)
a) Count b) be more in number c) included in d) are bigger
3. Readily (paragraph 6)
a) Slowly b) presently c) easily d) lately
4. Potential (paragraph 6)
a) Age b) person c) clothe d) opportunity

UNDERSTANDING MAIN IDEAS AND CRITICAL READING

Choose the right answer.

1. Which paragraph does the topic "role of acculturation" apply?
a) Paragraph 2 b) paragraph 4 c) paragraph 5 d) paragraph 6
2. Which paragraph does the topic "communication as the agent of cultural transmission" apply?
a) Paragraph 1 b) paragraph 2 c) paragraph 3 d) paragraph 6

BBB

TEXT SIX

PROGRAMMING PEOPLE

Programming people means getting others to act consistently as you want them to act. Stern parents or employers often are pretty good at this at least while the subjects are under observation. Hypnotists can obtain excellent results in achieving desired behavior from suggestible subjects short periods.

What interests us here are precise techniques for altering long-term behavior patterns in predictable ways. These new patterns may be desirable by the subject or by the programmer or by the organization employing him.

For achieving certain kinds of long-term programmed behavior the programmer need not be a scientifically trained technologist. Consider how the intense and unattractive Charles Manson horrified and fascinated millions of people a few years ago by his control methods. He had an ability to induce sustained zombie-like behavior in his followers, mostly girls. They committed random murders in the Los Angeles area. When a number of his slaves faced trial they vigorously asserted that the murders were their own idea. They wanted to protect Charlie, who was always some where else when the butcheries occurred.

Some of the sources of Manson's control over the presumably free and footloose young people are that:

- Manson was gifted at perceiving the psychological needs of others. He assured runaway girls needing a father that he would be their father. He assured plain - looking girls that they were beautiful.
- He was careful to destroy preexisting identities. All the members of his clan had to take on new names.
- He offered these insecure youngsters a bizarre religion, in which he was the infinite Being who would lead them to a world of milk and honey.
- Finally, Manson apparently had some hypnotic powers.

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UNDERSTANDING DETAILS

Provide Short Answers.

1. Give an example of people who program others.
2. Who are most of Charlie's followers?
3. How many people did Charlie fascinate?

Choose and encircle the correct answer.

1. Which one is true about a programmer?
 - a) He/she should be scientifically trained
 - b) He/she should be a subject
 - c) He/she should use some control methods
 - d) He/she should be a murderer
2. Which one is true about Charles?
 - a) He had many children
 - b) His followers take new names
 - c) He was a joker
 - d) He loves people

Mention whether each of the following details is major or minor.

1. Assuring plain-looking girls that they are beautiful. _____
2. The intense and unattractive Charles Manson fascinated people. _____

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BABA

UNDERSTANDING REFERENCE

Mention the Words or Phrases the Following Words Refer to

1. Him (paragraph 2)
2. Slaves (paragraph 3)
3. Their (paragraph 4)
4. Charlie (paragraph 3)

VOCABULARY

Tell the Contextual Meanign of the Following Words

1. Suggestible (paragraph2)
2. Altering (paragraph 2)
3. Induce (paragraph 3)
4. Runaway(paragraph 4)

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UNDERSTANDING TEXT ORGANIZATION

Complete the outline of the passage with the right information from the list below it.

I. (Paragraph 1) Definition of programming

a) Stern parents or employers

b) _____

II. (Paragraph 2) _____

III. (Paragraph 3) A programmer need not be somebody

a) _____

b) Results of his control methods

• _____

• Their protection of Charlie

IV. (Paragraph 4) Sources of Manson's control

a) Perceiving psychological needs of others

b) _____

c) _____

d) Using hypnotic powers

a) Destroying pre-existing identities

b) Charles' followers act of murder in Los Angeles

c) Acting as God

d) Untrained Charles' ability to induce new behaviors in people

e) Hypnotists

f) Preciseness of techniques of programming

BBB

Course Title: Spoken English I

Course Code: Engl 203

Credit Hours: 3 :

Course Rationale

The course is essential in that it mainly addresses one of the four major skills of language— speaking and English language specialists need to use the language fluently, accurately and appropriately. More importantly, they also need both interpersonal and mass communication skills. Basically, spoken ability is a fundamental component of language ability, because language is primarily spoken. As a matter of fact, spoken language has its own genres and conventions that make it different from the written language. Hence, it demands credit in language.

Course Objectives

At completion of the course, the students will be able to:

- produce English sounds appropriately
- improve their oral proficiency
- gain confidence in using the language
- use different expressions easily appropriate to different situations

Course Description

The main aim of the course is to enable students develop their ability to express themselves fluently and with a reasonable level of accuracy and appropriacy. It dwells on the production (practical activities) of the basic sounds (phonemes) of the English Language and their phonetic transcriptions; it also focuses on the following functions: introducing oneself and others, greetings and partings; describing people, expressing likes and dislikes (expressing preferences), making and developing conversations, expressing opinions (agreeing and disagreeing), thanking, apologizing, making request, giving advice, and giving directions. Students listen to a variety of model dialogues and productions – spoken discourse. This entails accuracy focused dialogue completion exercises and pronunciation works. It also includes directed listening to taped conversations and role-plays in controlled, semi-controlled and free situations.

Methodology

- Group and pair works
- Task-based teaching – brainstorming, interviewing, predicting, problem-solving
- Role play - bringing outside situations to class and making students take different imaginative roles from different communicative situations
- Other fluency based activities
- Active lecture
- Oral presentation
- Self reflection
- Individual work (class, home take)
- Laboratory practice

Assessment Scheme

- Continuous assessment through role play, assignments, presentations, participation (in group or pair discussions), etc. (60%)
- Written examination (40%)

Course Contents

Part I: Pronunciation

- 1.1. Consonants of English
- 1.2. Vowels of English
- 1.3. Syllabification and word stress

Part II: Communication skills

- 2.1. Greeting and parting (Formal, informal)
- 2.2. Opening and closing conversation
- 2.3. Introductions and address systems (Introduction oneself, introducing others and cultural considerations (sex and age factors))
- 2.4. Thanking people and reply to thanks
- 2.5. Making a request
- 2.6. Apologizing
- 2.7. Agreeing and disagreeing

- 2.8. Expressing likes and dislikes
- 2.9. Asking for giving and receiving advice
- 2.10. Developing a conversation
- 2.11. Giving directions
- 2.12. Describing: People homes, neighbors, cities, experiences, plans, problems, holidays, customs, special events, abilities and skills, movies and books
- 2.13. Communicative Strategies

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Course Title: Spoken English II

Course Code: Engl 304

Credit Hours: 3

Prerequisite: Spoken English I (Engl 203)

Course Rationale

The course is essential in that it deals with one of the four major skills of the language. Basically, spoken ability is a fundamental component of language ability, because language is primarily spoken. As a matter of fact, spoken language has its own genres and conventions that make it different from the written language. Hence, it demands credit in language. On top of this, the trainees are expected to speak English with a better fluency and accuracy. More importantly, they also need both interpersonal and mass communication skills.

Course Description

The course focuses on improving students' pronunciation and communication skills. It emphasizes the communicative use of the spoken language in meaningful and real language contexts. The classroom teaching gives input but the main component of the course is practice both in class and in laboratory. Through practice students are helped to use English sounds, communicative functions, language structures, vocabulary, and discourse patterns accurately and appropriately.

The course is presented in an integrative mode (i.e. listening and speaking) because they usually go together and cannot be separated.

The course emphasizes the higher levels of spoken English because the basic functions are believed to be covered in the spoken course preceding this specific subject, and thus their inclusion would be redundancy.

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Course Objectives

At the end of the course, the students will be able to:

- express themselves well in English
- build their confidence and fluency in English
- understand and respond to others speaking in English and being understood by others
- understand different speech meant for different purposes
- appreciate various ways of saying the same thing
- use different expressions easily appropriate for different situations

Course Contents

1. Pronunciation Practice (Stress, Intonation, Rhythm, Pitch)
2. Expressing Opinion
3. Asking for permission
4. Offering help
5. Praising people
6. Complaining
7. Telephoning
8. Interview
 - 8.1. Language of the interview
 - 8.2. Types of questions
 - 8.3. Stages in interview
 - 8.4. Job interview
 - 8.5. Organization
 - 8.6. Ethical considerations and guidelines
9. Group Discussion
 - 9.1. Kinds of discussion
 - 9.2. Purposes of discussion
 - 9.3. Useful expressions
 - 9.4. Roles of the discussants and leadership
 - 9.5. Procedures in discussion

10. Debate

- 10.1. What is debate?
- 10.2. Kinds of debate
- 10.3. Debate propositions and evidence
- 10.4. Reasoning procedures

11. Acting in Plays

Methodology

- Group and pair works
- Task-based teaching – brainstorming, interviewing, predicting, problem-solving
- Role play - bringing outside situations to class and making students take different imaginative roles from different communicative situations
- Other Fluency based activities
- Lecture
- Oral presentation
- Self reflection
- Individual work (class, home take)
- Role play

Assessment Scheme

- Continuous assessment through role play, assignments, presentations, participation (in group or pair discussions), etc. (60%)
- Written examination (40%)

Reading List

Mills, M. 1990 Nexus: English for Advanced Learners. Oxford: Heinemann.

Nadeau, R, Jablonski, C. and Gardner, G. 1993. Speaking Effectively in Public Settings:

A modern Rhetoric with a Transitional Base. Lanham: University press of America

Newcombe.1988. Communication: An Introduction to speech. Newton: Allyn and Bacon

Spoken English Materials

Closing and farewell

Saying good bye is often a delicate matter. Perhaps the simplest situation for saying good bye is when two or more people are both leaving at the same time .Study the following dialogues .Suggest possible context for each one, and say whether they are formal or informal.

- 1 Ben : Ok, see you Monday
Jane: Yes see you Monday
Ben: Have good weekend
Jane: And you .Bye
Ben: Bye

2. Ato Kebede :It was a pleasure meeting you

Mr. Jackson: It was nice meeting you, too. I hope to see you again

Ato Kebede: I hope so too. That would be very nice

Mr. Jackson: Good Bye

Ato Kebede: Good bye

3. (It was) nice meeting you and you /Nice meeting you, too

(It was)Great to meet you and you /Great to meet you you

Bye/So long /See you Bye /So long/See you

However, often when you want to close a conversation or say good bye, you need an excuse to do so. Why?

Closing a conversation actually consist s of a series of steps .What's happening here?

Match the expressions to the functions. Some or all of these are usually present when closing a conversation

A: O:k,We:ll(1),look(2),I've really enjoyed talking to you (3)but I'm afraid (4)I really must going (5).I don't want to miss my class(6). Thank for your help (7)

a .a reason for closing b . Apology c. Sound stretching d. 'empty expressions

e. expressing thanks f. announcing you are leaving g. evaluation

Repetition of previous expressions, and particularly evaluations, is also common .Body language is also an important clue. Observe other people's body language next time you are with people, and their tone and intonation.

A. I really enjoyed it

B. Yeah, it was great wasn't it

A: Yeah, it was

B: We: ll, it's getting late

A: mmm

B: so I really must get home---etc

BAIO

Activity

How many words and expressions do you know for saying goodbye? Which ones are formal and which are informal? Make a list and compare it with the one below.

Useful phrases:

FORMAL

<u>Farewell</u>	<u>Response</u>
Goodbye Dr/Mr/Mrs/Miss + last name Goodnight	Goodbye Dr/Mr/Mrs/Miss + last name Goodnight
I hope we meet again sometime It's been a pleasure to meet you It was nice/good to meet you	I hope so, too Thank you, it's been a pleasure for me, too Thank you, it was nice/good to meet you too
Have a nice/good day evening time vacation / holiday weekend etc	Thank you, the same to you
(to someone leaving for a long time) Goodbye and all the best good luck best of luck	Thank you

INFORMAL

<u>Farewell</u>	<u>Response</u>
Goodbye/Bye	Goodbye/Bye
So long	So long
Be seeing you See you later around tomorrow in class at 3:00 etc	See you Right OK Fine Sure Alright
Have a nice/good weekend evening vacation/holiday time	Thanks, you too
Take care/look after yourself (Often used if you are not going to see the person for a while)	Thanks, I will

TBI/ANL

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Useful Expressions (Requesting and Offering help)

Formal way of expressions

Could I help you? In carrying the bag

Would you like me to help you in buying the books

Would you mind helping you? In repairing

Would you mind if---

Would you mind me to lend a hand? In weeding the garden

Shall I help you?

Do you mind helping you?

Informal way of requesting

can I help you pushing your car?

may I help you cleaning the blackboard?

may I lend you a hand?

What can I help you?

Accepting the request

Thank, you, it is nice of you to help me

Thank you, it is very kind of you to help me

That should be very kind of you. Thanks

Thank you, with pleasure

Yes, thank you, for your kindness.

refusing the request

No thank you, it is very simple I can manage it

No thank you there is some body helping me

No thanks, it is not necessary

No thanks, I can handle it.

Not at all	I'm sorry I can't	I'm in hurry
With pleasure	I'm afraid	I'm with the person
Yes, ofcourse		I'm busy
Gladly		
Sure happily		
Certainly		

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Expressing Likes and Dislikes

When some one asks your opinion of some thing, one of the topics in their talk could be about what they like and what they don't. You have to be polite in how you look and sound, look directly at the other person, smile and speak sincerely.

Expressing likes

expressing response

Do you like---	Yes I do/very much/I love it /you/them/or, love
Do you enjoy ---?	Yes, very much indeed/i like it very much indeed
Are you interested in ---?	Yes, actually I am
Have you got any favorite---	Well actually/frankly Well I prefer ---/well to be honest - -

Expressing dislikes

Expressing strong dislikes

No, I don't	I hate---
I don't like it	I dislike ---
No, not much	I detest ---
I've never liked---I'm afraid	I can't bear it.
--- It is not my favorite	I don't specially like---

Expressing agreement with

expressing agreement with some body's dislikes

Some body's likes

So do I, as a matter of a fact ---	Neither do I, as a matter of a fact---
So am I, actually---	Nor am I, actualiv---
I do too, as a matter of a fact ---	I'm not either, actually ---
I do not do I can---	Nor do I, as a matter of a fact ---

Agree

Disagree

E.g. I don't like house work/getting early	neither do I	Don't I do
I can't stand waiting for bus	neither can I	Can't you? I can
I'm keen on swimming/classical music/	nor am I	Aren't you? I am
I hate cold weather traveling by train	so do I	Do you? I don't

THANKS

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Course Title: Basic Writing Skills

Course Code: Engl 206

Credit Hours: 3

Prerequisite: Communicative English Skills (Engl 201)

Course objectives

At the end of this course, trainees will be able to:

- master skills of writing accurate sentences
- write purposeful, meaningful and effective sentences
- develop unified, coherent and well developed paragraphs.
- write good business letters, their own CV, reports and research proposals.

Course Description

Basic Writing Skills course includes sentence level writing: basic English sentence structure; writing accurate sentences i.e. avoiding fragments, run-on sentences, agreement faults, faulty parallelism, dangling construction, etc . Besides, it emphasizes on various ways of developing ideas in a paragraph, such as definitions, exemplification, classification, cause and effect, as well s comparison and contrast methods. Furthermore, it includes basics of writing discourse (paragraph and essay): descriptive, narrative, expository, and argumentative. It also dwells on basics of report and proposal writing skills, the lay out and format of business letters and curriculum vitae.

Remark: the exercises /works on essay level writing should not be treated deeply and letter writing, writing CV, and writing reports should not be treated at all for English Major Students. This is because they will be exposed to the same in and Advanced Writing Skills I and II and Business Writing courses.

TRIA

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Course Contents

1. The Sentence

1.1. Types

1.2. Combining sentences

1.3. Basic sentence faults

1.3.1. Sentence fragment

1.3.2. Comma splice

1.3.3. Ways to correct comma splices

1.3.4. run-together or fused sentences

1.3.5. Faulty agreement

1.3.6. Faulty reference of pronouns

1.3.7. shifts in point of view

1.3.8. Faulty parallelism

1.3.9. Dangling construction

1.3.10. Incomplete and illogical comparison

2. The paragraph

2.1. Parts of a paragraph

2.1.1. The topic sentences

2.1.2. Supporting sentence

2.1.3. concluding/transitional sentence

2.2. Types of paragraph

2.3. Characteristics of an effective paragraph

2.3.1. Unity

2.3.2. Coherence

2.3.3. Adequate development

2.3. Methods of text development

2.4.1. Illustration

2.4.2. Classification

2.4.3. Comparison and contrast

2.4.4. Cause and effect

2.4.5. Definition

2.4.6. Process

2.4.7. Analogy

2.4.8. Problem to Solution

2.4.9. Analysis

TRANS

3. Factors in producing a text

3.2. Audience

3.3. Purpose

4. Stages in composing

5. Note-taking and study skills

6. The Essay

6.1 Narrative

6.2. Descriptive

6.3. Argumentative

6.4. Expository

7. Letter Writing: Business Letter

7.1. Letter format

7.2. Parts of letter

7.3. Common types of correspondence

7.3.1. Letter of application

7.3.2. Letter of request

7.3.3. Letter of refusal

7.3.4. Letter of claim or complaint

7.3.5. Letter of adjustment

7.3.6. Thank you letters, etc.

8. Writing a CV/Resume

9. Writing Reports

Methodology

- Lecture
- Group/pair work
- Oral presentation
- Self reflection
- Individual work (class, home take)

Evaluation Scheme

- Continuous assessment 60%
- Final exam = 40%

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Course Title: Advanced Writing Skills I

Course Code: Engl 307

Credit Hours: 3

Prerequisite: Basic Writing Skills (Engl 206)

Course Objectives

At the end of the course, students will be able to

- Express themselves in writing accurately and appropriately
- Accomplish standardized academic and personal essays and business writings
- Produce longer and well-organize texts;
- Argue persuasively;
- Write to achieve different purposes

Course Contents

1. Exploring the essay
2. Defining Essay
3. The structure of an essay
 - 3.1 Writing the introduction
 - 3.2 Writing the body
 - 3.3. Writing the conclusion
4. The process of writing or writing as a process
 - 4.1 The Topic Selection Process
 - 4.2. The Outlining Process
 - 4.3. Thesis Statement
 - 4.4. Objectives of a Thesis
 - 4.5. The Value of an Exact Thesis
 - 4.6. Organizing the Composition
5. Writing Expository Essays
 - 5.1. Comparative essays
 - 5.2. Cause and Effect Essay

TB/M/07

- 5.3. Classification Essay
- 5.4. Definition Essay
- 5.5. Process Essay
- 5.6. Special features (mood, knowledge, order of reality, abstraction, etc) of expository essay
- 5.7. Language (jargon, tense, etc) use in expository essay
- 6. Descriptive Essays
 - 6.1. Language use in Descriptive Writing
 - 6.2. Ways of Developing Descriptive Writing
 - 6.3. 1. Objective Perspective
 - 6.3.2. Impressionistic Perception
 - 6.3. Patterns of Developing Descriptive Writing (side to side, top- bottom, etc.)
 - 6.4. Describing People
 - 6.5. Describing places
 - 6.6. Describing objects
 - 6.7. Describing Events
 - 6.8. Special features (mood, knowledge, order of reality, abstraction, etc)
- 7. Writing Narrative Essays
 - 7.1. The structure of narrative essays
 - 7.2. Developing Narrative Essays
 - 7.3. Special features (mood, knowledge, order of reality, abstraction, etc)
 - 7.4. Language (jargon, tense, etc) use in narrative essay
- 8. Writing Argumentative Essay
 - 8. 1. Ways of Developing Argumentative Essay
 - 8.1.1. Clustering Pattern of Development
 - 8.1.2. Alternating Pattern of Development
 - 8.2. Structure of an Argumentative Essay
 - 8.3. Special features (mood, knowledge, order of reality, abstraction, etc)
 - 8.4. Language (jargon, tense, etc) use in argumentative essay
 - 8.5. Ethics in persuasive writing

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Course Title: Advanced Writing Skills II

Course Code: Engl 308

Credit Hours: 3

Prerequisite: Advanced Writing Skills I (Engl 307)

Course Objectives

At the end of the course, students will be able to

- Express themselves in writing accurately and appropriately
- Accomplish standardized longer and well organized academic and personal essays and business writings
- Re-write and edit poorly written texts
- Write effective summary of long texts
- react to written materials
- review books and other longer texts
- interpret graphs and charts
- Write reports

Course Contents

1. Writing summary
2. Writing from reading
3. Writing reviews
4. Writing reactions and reflections
5. Writing reports
6. Information transfer: interpreting graphs, charts and tables
7. Writing autobiographies and biographies
8. Rewriting /promotive writing
9. Other special forms writing (diaries, Journals, recipes, etc)

Writing Skills Materials

Exercise 2 Identifying the elements of a short essay

A. Read the short essay about becoming an academic writer. Then label the parts of the essay. Use the words in the box.

a. introduction

b. body paragraph

c. conclusion

Becoming an Academic Writer

Learning how to write an academic essay is essential for students who are planning to attend college. Most professors require critiques of books and films, research papers, and formal reports related to the content of their courses. When I first started college, I was excited about facing these challenges and pursuing my major, media and communications. I was determined to improve my writing. To achieve this goal, I focused on three points: the content of an essay, correct grammar, and advanced level vocabulary.

As soon as I started to write for college, I realized that college writing was different from the writing I was used to doing. In high school, most of my writing dealt with my personal experiences. I wrote mainly about my family, childhood, and friends. In contrast, college writing focused on a variety of issues that I was unfamiliar with, such as reacting to a piece of literature or writing about the community. Therefore, the most important thing for me was to understand the assigned topic before attempting my first draft. Moreover, I realized that I had to improve my understanding of grammar in order to write for college. Consequently, I made grammar my second priority. I reviewed the basic grammatical structures such as subjects and verbs, and checked all my work for verb tense consistency and punctuation. Lastly, because I was accustomed to writing letters and informal essays, I usually wrote the way I spoke with my family and friends. I soon realized that academic writing required a much more sophisticated vocabulary. Thus, I bought a new dictionary and thesaurus to help expand my vocabulary.

Academic writing requires critical thinking skills, an understanding of the topic, high level vocabulary, and correct grammar. Having these skills is empowering since it has made me a better communicator and student. I have come a long way since I started college, and I am now proud of the writing that I produce.

Exercise 3 **Reading a five-paragraph essay**

A. Read the five-paragraph essay below about becoming an academic writer. Compare it to the short essay on page 3. How are the two essays different?

Becoming an Academic Writer

Learning how to write an academic essay is essential for students who are planning to attend college. Most professors require critiques of books and films, research papers, and formal reports related to the content of their courses. When I first started college, I was excited about facing these challenges and pursuing my major, media and communications. I was determined to improve my writing. To achieve this goal, I focused on three points: the content of an essay, correct grammar, and advanced level vocabulary.

introduction

As soon as I started to write for college, I realized that college writing was different from the writing I was used to doing. In high school, most of my writing dealt with my personal experiences. I wrote mainly about my family, childhood, and friends. In contrast, college writing focused on a variety of issues that I was unfamiliar with, such as reacting to a piece of literature or writing about the community. Therefore, the most important thing for me was to understand the assigned topic before attempting my first draft. In some cases, I would have to read and do research to build a foundation. I wanted to include examples, statistics, and direct quotations whenever possible to support my opinions. By giving specific examples, I realized that my essays became more detailed, easier to read, and much more interesting. However, grammatical problems in my writing were still an issue.

body paragraph 1

I realized that I had to improve my understanding of grammar in order to write for college. Before I came to college, grammar was not my strong point. For example, I often created run-on sentences

body paragraph 2

Paragraph	Short Essay
<p>My uncle Patricio is one of the most interesting people in my family. He is old and has a wrinkled brown face. On his arm, there is a tattoo. Patricio has an intriguing history. He and my mother were born in a small village in the mountains. When he was seventeen, he left home to explore the world. Now he fixes air conditioners in Los Angeles, and during the winter months, he sometimes comes to visit us and play the accordion. I love spending time with my uncle Patricio because he has an interesting look and a mysterious past. Someday, I hope that he will tell me more about his life.</p>	<p>My family is full of happy, crazy, and talented people. My aunt Margarita has a yard full of orphaned pets. My brother José is an expert tailor, and my mother loves to experiment in the kitchen. However, I think the most interesting is my mysterious uncle Patricio.</p> <p>Patricio is an elderly man now, with white hair sticking up all over his head. Beneath his messy hair, he has a wrinkled brown face and powerful dark eyes that show many emotions. Patricio is tall and skinny, and he wears baggy pants and a plaid shirt. He has a tattoo of a heart on his arm. The heart has the word Rosa written across it in red and black letters, but he has never told me who she is.</p> <p>Patricio has an intriguing history. He and my mother were born in a small village in the mountains. When he was seventeen, he left home to explore the world. On one trip, he went to Siberia to look for gold. On another trip, he went to Alaska to work on a fishing boat. Now he fixes air conditioners in Los Angeles, and during the winter months, he sometimes comes to visit us and play the accordion.</p> <p>I love spending time with my uncle Patricio. He has an interesting look and a sad and mysterious past. He is also a talented musician. Someday, I hope that he will tell me about Rosa and how he got the tattoo with her name.</p>

introduction

body paragraph 1

body paragraph 2

conclusion

Course Title: Listening Skills

Course Code: Engl 202

Credit Hours: 3

Course objectives

At the end of this course, trainees will be able to:

- Have a clear understanding of the theoretical background to developing listening skills
- Apply various specific skills and strategies in listen effectively
- Develop interest in learning to listen in English independently

Course Description

This course includes theoretical discussion: approaches to learning to listen, characteristic of effective listening, problems in learning to listen to English and their teaching implications; practice of various micro-skills of listening, such as listening for gist ; for specific details, understanding explicit and implicit meanings, predicting, inferring, selecting relevant information and note-taking activities and extensive listening.

Methodology

- Listening practice in laboratory
- Group and pair work
- Additional Individual listening practices
- Active lecture
- Demonstration
- Oral presentation
- Self reflection
- Individual work (class, home take)
- Role play

Assessment Scheme

- Continuous Assessment 60%
- Final exam 40%

Course Contents

1. Introduction
2. Listening difficulties
3. Characteristic of effective listening
4. Pronunciation
 - 1.4.1. Consonants of English
 - 1.4.2. Vowels of English
 - 1.4.3. Syllabification and word stress
5. Understanding intonation and stress
6. Listening strategies
 - 6.1. Predicting
 - 6.2. Using background knowledge
 - 6.3. Listening for main ideas
 - 6.4. Listening for organization and general picture
 - 6.5. Listening for specific ideas
 - 6.6. Listening for details
7. Interpretive listening
 - 7.1. Author's attitude
 - 7.2. Context
8. Using verbal and non-verbal clues for effective listening (transitions, vocals, body language, voice, quality, gesture, context)

Listening Materials

Activity 1

Pre-listening

OK. Students.

What do you know about stress?

What are the causes of stress?

How do you overcome your stress? Now talk to your friends four three minutes and explain your answers to the class.

Predicting the content

In any listening context, thinking about and trying to predict what you will hear can greatly increase your comprehension.

Think about why it might be stressful to be an elementary school teacher or a police officer. Write your ideas below.

Teaching children is stressful because:

Being a police officer is a stressful because

Share ideas in groups of three. If you hear new ideas, add them to your lists

~~TEACHER~~

Here are some words and expressions used in the interview. Guess the meanings of these words and expressions from the context.

- Trying to teach a new concept
- There is a disruptive child who disturbs others. It pulls everyone off track
- How does the stress manifest itself?
- I have to keep my temper in the classroom.
- Elementary school teachers are more susceptible to illness than ----

Direction: Read the following questions and answer them after you listen the text.

1. How long has Nancy taught, and at what level?

2. Why is teaching more stressful than other jobs, in her opinion?

3. Nancy says that she is sometimes impatient with her own child. Why?

4. What two reasons does Nancy give to explain why she is often sick?

5. What are the two things Nancy does to relieve her from stress? How does she use them to relieve stress?

Activity 2

Listening for specific information

Listening for specific information is a useful skill to practice for almost every kind of listening task. Whether we are at school, on the phone, or shopping, we usually listen for specific information, not for every word.

Pre-listening activities

Here are some words and expressions used in the interview. Guess the meanings of these words and expressions from the context.

- Police forces have different types of **assignments** to ensure the security of the citizens.
- Some police **patrol** the towns ...
- Sometimes a single **traffic violation** results in a deadly accident
- Some of the diseases the police force suffer from are **ulcers**, severe headache ...

Direction: Read the following questions before you listen to the interview with Sam, and then answer them based on the interview.

1. How long has Sam been a police officer?

BBW

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2. What does Sam consider the most stressful assignment, and why?

3. What does Sam say about the illness on the police force?

4. What programme does the LAPD have to help officers cope with job stress?

5. How does Sam deal with his stress?

Activity 3

Drawing inferences

When you listen to people speak, you must not only think about what they tell you directly but also be aware of what they communicate indirectly. Drawing inferences, or gathering information beyond what a speaker actually says, is a critical aspect of listening.

Now listen to the interview with Nancy and Sam and write whether you agree (A) or disagree (D) with each statement.

_____ 1. Nancy is probably in her early thirties.

_____ 2. She takes her job very seriously.

Handwritten scribble

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Appendix 58

Graduates' Written Response

Code: 3

Dear graduate,

Please, give your comments in retrospect about:

1. the skill courses you had taken in Dilla University,
2. the strengths and deficiencies you had observed in these courses,
3. and eventually your overall impression regarding Dilla University as an institution of higher learning.

During my study time in Dilla University I have taken different skill courses, like listening, reading, writing and speaking skills and I was happy to be a language student in general but I had face difficulty with courses of listening and reading because of my earlier background during my high school study. That means there is no more attention for skills in the high school level.

Concerning the strength that I have observed during my study I can speak about attempts of a teacher to produce the needed human power as much as possible and also there is language lab for some skills like listening.

Weakness: No friendly relation b/w teachers and students

The materials are most of difficult to understand the concept.

In general I was happy during my study at Dilla University b/c it was my interest to study the language to communicate at advanced level. In this case, I have achieved my goal in some level and still I am on the way to be advanced as result of the base I have got during my study at Dilla University.

Code: 2

Dear graduate,

Please, give your comments in retrospect about:

1. the skill courses you had taken in Dilla University,
2. the strengths and deficiencies you had observed in these courses,
3. and eventually your overall impression regarding Dilla University as an institution of higher learning.

In Dilla university I took four language skills. They were reading, writing, listening & speaking. They were really attractive. Particularly reading & speaking. The teachers that gave us these course were good. That means their approach & the way they thought was nice. But concerning writing & listening the teachers were not good specially their approach, i.e they imitate easily & memorize it.

All language skills are secutive but the emphasis that the university gave (+) was too bad, for example in language lab there were no available materials that helps students for practise listening. And the time given for listening was not enough (10 min). Regarding speaking, reading & writing they were good even if the score was not good, we had done it again & again through that we developed our skills.

We can say it is (Dilla University) successful university. It teaches in good way & give grade only for strong students the rest were cancelled / dismissed. So few strong students graduated from this university. And they are confident whereas the rest so we can mention many students from this university are in good position at this time. Because they are strong & confident even if their number is few we can boldly & boldly say the university is successful.

Code: 4

Dear graduate,

Please, give your comments in retrospect about:

1. the skill courses you had taken in Dilla University,
2. the strengths and deficiencies you had observed in these courses,
3. and eventually your overall impression regarding Dilla University as an institution of higher learning.

I took a lot of courses when I was in Dilla University. Most of the skill that I learnt is good but from the sub skill especially Grammar could not help me in the teaching and learning process when I taught in the real classroom.

2. The strength of the course

For instance, A) Communication course. For ^{insist} to speak with my classmate to do different activity. It helps the students develop the speaking ability. B) Writing course

It ensure me to write something by different way of style. That is nice to create a different issue and write something about the topic.

Weakness A) The Grammar course that I learnt there is not help me to teach my students. The SO the campus can solve the problem that is face me and my friends for the recent ^{word class} han students.

Most of the campus work is nice but there is a little trouble on the teachers the approach that they treat the students.

Code: 5

Dear graduate,

Please, give your comments in retrospect about:

1. the skill courses you had taken in Dilla University,
2. the strengths and deficiencies you had observed in these courses,
3. and eventually your overall impression regarding Dilla University as an institution of higher learning.

- Speaking - it was good but the time that given for this skills is too short. Further, ^{know} the teachers that assigned for this skill was simply tired to use their effort

- Reading - This is also somewhat good. But the materials that prepared for this skill was beyond the understanding of the students

Spelling

- Writing - This course was not good. But it was ^{need} much effort from the teachers. personally I expected the teachers that thought as was not this much familiar with the course given ^{word choice}

- Listening - This also not good. But its problem is not only with the teachers ~~that~~ but the fulfillment of materials and listening laboratory was also the challenging by itself.

Spelling

Code: 8

Dear graduate,

Please, give your comments in retrospect about:

1. the skill courses you had taken in Dilla University,
2. the strengths and deficiencies you had observed in these courses,
3. and eventually your overall impression regarding Dilla University as an institution of higher learning.

In fact, in the teaching learning process, language skills play a significant role to cope up with the intended objectives of the given course. Thus, the language skills especially productive (speaking and writing) and receptive skills (listening and reading) didn't give equal chance. Consequently, in Dilla University the skills that I had taken ~~was~~ not enough to master the skills. Moreover, the productive skills i.e. speaking and writing skills need more attention to analyse the sub skills under each productive skill. In short, the concerned bodies give more emphasis over these skills.

On the other hand, the strengths and deficiencies of the course that I had taken may be: the time difficulty i.e. the theory and practice time is not match. Similarly, the materials that aid help the learner to master the language skills. Not only these but also the students' coherence back ground knowledge, the classroom situation and the course outline didn't attract the students to be an effective student. In addition, the assessment techniques used in writing and speaking not identified.

Dilla University is an interesting Education center. It is an institution of higher education. I had had enough knowledge to teach the target language. Consequently, I improved the teaching and learning process but the deficiencies of the above mention deficiencies must be improved to make the institution well known and best education center.

Letter of Declaration

I, the undersigned, declare that this thesis is my work and that all sources of material used for the thesis have been duly acknowledged.

Name: Wendiyraw Wanne

Signature: 

Place: Faculty of Language Studies

Addis Ababa University

Date of submission: