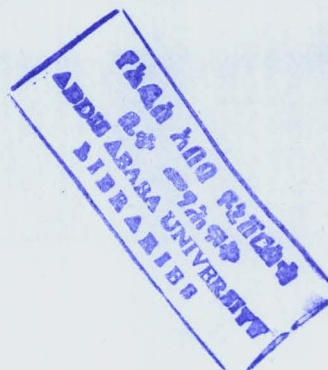


**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**



**ENGLISH LANGUAGE NEEDS ASSESSMENT OF SHASHAMANNE
HEALTH SCIENCE COLLEGE STUDENTS: 10+3 IN FOCUS**

TUFARO BUNKURE

June 2009

**ENGLISH LANGUAGE NEEDS ASSESSMENT OF SHASHAMANNE
HEALTH SCIENCE COLLEGE STUDENTS: 10+3 IN FOCUS**

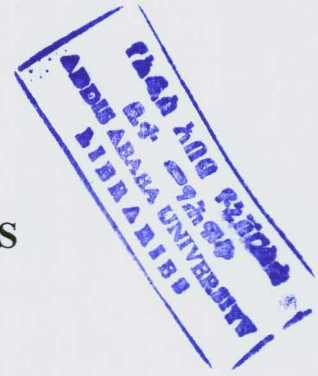
TUFARO BUNKURE



**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES, ADDIS
ABABA UNIVERSITY FOR THE DEGREE OF MASTERS IN TEACHING
ENGLISH AS A FOREIGN LANGUAGE**

June 2009

ADDIS ABABA UNIVESRSITY
SCHOOL OF GRAGUADE STUDIES



ENGLISH LANGUAGE NEEDS ASSESSMENT OF SHASHAMANNE
HEALTH SCIENCE COLLEGE STUDENTS: 10+ 3 STUDENTS IN FOCUS

BY:

TUFARO BUNKURE BADASO

APPROVED BY:

Name

Advisor

Tufaro Bunkure Badaso

Signature

[Signature]

Date

1 July, 2009

Tamere Kiteles (Ph.D)
Examiner

Tamere

30/06/09

ACKNOWLEDGEMENTS

I am grateful to Dr. Alamirew Gebremariam, my advisor, for his useful and constructive comments which helped me to accomplish this study. I am also extremely grateful to Dr. Italo Beriso for giving me useful comments by reading on some parts of the thesis. The two people have contributed toward this study; however, none of them is responsible for any of its shortcomings.

I would like to extend my sincere thanks to the instructors, third year students and former graduates of Shashamanne Health Science College who provided useful data which were the basis of my study.

I am greatly indebted to Shashamanne Health Science College officials, particularly to Mr Worku Dugasa (Dean) and Mr Dassalegn Ararso (Academic Dean) for giving me stationery and lending me laptop on behalf of the college to facilitate my study. I am also thankful to Oromia Health Bureau for sponsoring me to study MA.

I am also grateful to my friends Mr Kalil Hussien, Mr Adugna Tafa and Mr Adam Morkama who almost covered my living cost when I was at the college for the purpose of this study. Constable Makida Hussen has also played her role for the success of this thesis; thus, I am grateful to her, too. I am also thankful to Mrs Shitaye Demissie for her sisterly advice and support.



ABSTRACT

The purpose of this study was to investigate English language needs of third year students in the context of Shashamane Health Science College. More specifically, it was carried out to identify: (a) more important language skills for third year students to be successful in their academic setting, future career and private and social life (b) the most important communicative events (activities) that the learners perform in the three above mentioned domains (c) how the learners need to learn English and (d) the existing gap between language needs of the learners and the current English teaching material.

A questionnaire, interviews, focused group discussion and text analysis were employed to collect data for the study. The questionnaire was distributed to instructors, former graduates and students. Interviews were also held with the above mentioned subjects. Focused group discussion was held with students. The current English teaching material was also reviewed. Finally, data collected from these sources were analyzed both quantitatively and qualitatively.

The results of the study indicate that language skills are not equally important in all domains for the learners. Speaking and writing (productive skills), listening and reading (receptive skills) were found to be the most important for the learners' academic setting, future career and private and social life respectively. Vocabulary and grammar were rated as the most important skills in both academic setting and future career.

The results also indicate communicative events of future career and academic settings were the most useful to the students more than that of private and social life. Learner-centred methods are preferred to teacher-centred teaching methods. It was also found that the teaching material in use does not match learners' needs (the findings) in many aspects

On the basis of the findings of the study, it was recommended that collaboration among instructors, students and administrators is very useful to meet the needs of the students at the college level (steps are presented in diagram form how to address learners needs in recommendation section). A suggestion was also made for more relevant course for teaching English to third year students; English course that matches with students' needs in terms of its emphasis of skills, communicative events, methods and topics/ situations should be developed by concerned body.

List of Tables

Tables	Pages
Table1: Importance of Macro skills as Perceived by Students-----	47
Table 2: Importance of Macro skills as Perceived by English Instructor-----	49
Table 3: Importance of Macro skills as Perceived by Content Instructors-----	50
Table 4: Importance of Macro skills as Perceived by Former Graduates-----	51
Table 5: Rank Order of Macro skills in each Domain-----	53
Table 6: More Important Domains for Teaching English to Students-----	54
Table 7: Rank Order of the Micro skills in each Domain -----	60
Table 8: Importance of Micro skills (Overall)-----	61
Table 9: Preferred Contents of English Course-----	62
Table 10: Preferred Classroom Learning Modes-----	64
Table 11: Preferred Classroom Organization Modes -----	65

List of Acronyms

ANOVA	Analysis of Variance
CLT	Communicative Language Teaching
EAP	English for Academic Purpose
EFL	English as a Foreign Language
EGP	English for General Purpose
ELT	English Language Teaching
EMT	English as a Mother Tongue
EOP	English for Occupational Purpose
ESL	English as a Second Language
ESP	English for Specific Purpose
EST	English for Science and Technology
ICDR	Institute of Curriculum Development and Research
MOE	Ministry of Education
SPSS	Statistical Package for Social Scientists

TABLE OF CONTENTS

Contents	Pages
Acknowledgements-----	i
Abstract-----	ii
List of tables -----	iii
List of acronyms-----	iv

CHAPTER ONE

INTRODUCTION

1.0 Introduction-----	1
1.1 An overview of Shashamanne Health Science College-----	1
1.2 Statement of the Problem-----	2
1.3 Objectives of the Study-----	4
1.4 Research Questions-----	5
1.5 Significance of the Study-----	6
1.6 Scope of the Study-----	7
1.7 Limitations of the Study-----	7
1.8 Organization of the Thesis-----	8

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction-----	9
2.1 Communicative Language Teaching -----	9
2.2 Language Syllabus-----	11
2.2.1 Types of Language Syllabus-----	13
2.2.1.1 Product-oriented Syllabus-----	13
2.2.1.2 Process-oriented Syllabus-----	14
2.2.2 Impacts of CLT Syllabus Design-----	15
2.2.3 Designing an Effective Language Syllabus-----	16
2.3 English for Specific Purposes(ESP)-----	17
2.3.1 What is ESP?-----	17

2.3.2	Development of English for Specific Purpose (ESP)-----	18
2.3.3	Criteria of ESP-----	20
2.3.4	Features of ES-----	21
2.3.5	English for Academic Purposes(EAP)-----	22
2.3.5.1	Skills Need to be Developed by EAP-----	22
2.3.5.2	Approaches to EAP Syllabus Design-----	24
	i. Language-centered Approach-----	24
	ii. Skills-centered Approach-----	25
	iii. Learning-centered Approach-----	25
2.3.5.3	Course Design for EAP-----	26
2.3.5.4	Role of General English in EAP Course Design-----	29
2.4	Needs Assessment in Educational Context-----	30
2.4.1	What is a Needs Assessment? -----	31
2.4.2	Why Needs Assessment?-----	32
2.4.3	Methodological Issues in Needs Assessment-----	33
	i. Perceptions of Needs-----	34
	ii. Principles of Data Selection-----	35
	iii. The Practice of Needs Assessment-----	35
2.4.4	Criticisms against Needs Assessment-----	36
2.5	Language Needs Assessment-----	37
2.5.1	Types of Language Needs-----	37

CHAPTER THREE

RESEARCH METHODS OF THE STUDY

3.0	Introduction-----	39
3.1	Subjects-----	39
3.2	Sampling procedures-----	40
3.2.1	Students-----	40
3.2.2	Instructors-----	41
3.2.3	Former graduates-----	41
3.3	Data Collection Instruments-----	42
3.3.1	Questionnaire -----	42

3.2.2 Interviews -----	43
3.2.3 Students' Focused Group Discussion -----	44
3.2.4 Text Analysis-----	44
3.4 Procedures for Data Analysis-----	45

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4.0 Introduction-----	46
4.1 Quantitative Data Analysis-----	47
4.1.1 Objective Needs as Perceived by Respondents-----	47
4.1.1.1 Importance of Macro skills as Perceived by Students-----	47
4.1.1.2 Importance of Macro skills as Perceived by English Instructor-----	48
4.1.1.3 Importance of Macro skills as Perceived by Content Instructors-----	50
4.1.1.4 Importance of Macro skills as Perceived by Former Graduates-----	51
4.1.1.5 Rank Order of Macro skills in each Domain-----	53
4.1.1.6 More Important Domains for Teaching English for 3rd Students-----	54
4.1.1.7 Important Communicative Events in each Domain-----	56
4.1.1.8 Importance of Micro skills as Perceived by all Respondents-----	58
4.1.1.9 Rank Order of the Micro skills in each Domain-----	60
4.1.1.10 Importance of Micro skills (Overall)-----	61
4.1.2 Subjective Needs as Perceived by the Students -----	61
4.1.2.1 Preferred Contents of English Course-----	62
4.1.2.2 Preferred Classroom Learning Modes-----	63
4.1.2.3 Preferred Classroom Organization Modes-----	65
4.2 Qualitative Data Analysis-----	66
4.2.1 Results of English language Instructor's Interview-----	67
4.2.2 Results of Contents Instructors' Interview-----	69
4.2.3 Results of Former Graduates' Interview-----	71
4.2.4 Results of Students' Focus Group Discussion-----	73
4.2.5 Results of Text Analysis-----	76
4.2.5.1 Contents-----	77
4.2.5.2 General Objectives-----	77



4.2.5.3 Teaching Methods-----	78
4.2.5.4 Language Contents-----	79
4.2.5.5 Motivational Value-----	80

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction-----	81
5.1 Conclusions-----	81
5.1.1 Objective Needs-----	81
5.1.1.1 Language skills in the three Domains-----	81
5.1.1.2 The most important Communicative Events in the three Domains-----	82
5.1.2 Subjective Needs-----	82
5.1.2.1 Preferred Contents-----	82
5.1.2.2 Preferred Classroom Modes-----	83
5.1.2.3 Preferred Classroom Organization Modes-----	83
5.2 Recommendations-----	84
5.3 Further Research-----	87

BIBLIOGRAPHY

APPENDIX A: Rank of Communicative Events in each Domain and for each Macro skill

APPENDIX B: Importance of Macro skills in each Domain as Perceived by the
Respondents

APPENDIX C: Contents, ... of Grade 12 Student's Text (Units 3-6; p.31-98)

APPENDIX D: Questionnaire for all Respondents

APPENDIX E: Interview for Content Instructors

APPENDIX F: Interview for English language instructor

APPENDIX G: Text Analysis Checklist

APPENDIX H: Students' Focused Group Discussion

APPENDIX I: Factors affecting ESP Course Design

APPENDIX J: Interview for Former graduates

APPENDIX K: Transcriptions of Selected Interviews

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Unless research is conducted on language needs of the learners, effective syllabuses, good teaching materials, effective teaching methods, relevant contents, appropriate learning activities, realistic learning objectives and appropriate evaluation techniques of a language teaching program are unthinkable. This is because the above mentioned aspects of language teaching should be based on the learners' needs. That is, if they are driven from needs of the learners, language learning will be motivating to the students and it will be also effective. Otherwise, the result could be the reverse.

Language needs assessment is one of the new developments in language teaching. In fact, it is part of Communicative Language Teaching (CLT), which aims at the teaching of fluency, appropriacy and accuracy. It is not easy to implement CLT without conducting language needs assessment (Widdowson, 1983 as cited in Alemu, 2004) as it advocates the use of learners' experiences and needs in the teaching of language. Needs assessment is useful to improve every aspect of language teaching: classroom practice, syllabus and material development, material evaluation and language testing.

The main purpose of this study is to investigate English language needs of third year students of Shashamanne Health Science College so as to improve English teaching practice at the college. The purpose of this chapter is to present an overview of the research setting, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, limitations of the study and organization of the thesis.

1.1An Overview of Shashamanne Health Science College

Shashamanne Health Science College is located in West Arsi Zone at Kuyyara, a small town. It is found at 238 kilometers south of Addis Ababa. Before it was up-graded in 1996 to college level, it used to be Health Assistant Training Center which was established in 1980.

Shashamanne Health Science College has regular, extension and up- grading programs. Regular and extension programs provide training in Clinical Nursing, Public Health Nursing, Midwifery Nursing, Medical Laboratory Technician and Environmental Technician. Both regular and extension programs have first, second and third year students. Up-grading program provides training in Clinical Nursing, Public Health Nursing and Midwifery Nursing for diploma level for those who graduated as health assistant professionals. Up-grading program is completed in one year and five months while regular program and extension program are completed in three and four years respectively. Various health science courses and common courses are given to the students of each program.

According to the Registrar Office of the college, the college has 2055 population in 2009. From this, students are 1981. The regular students are 835; the extension students are 878, and up-grade students are 168. The staff members of the college are 74. Among this, 42 are academic staff and 32 are administrative staff. 38 of academic staff are health science education instructors while the rest are common course instructors.

The goal of the college is to produce confident, knowledgeable, motivated, adaptable, innovative and responsible health professionals (National TVET Strategy, 2006). The college awards diploma after training for three years (10+3). To achieve this goal, the college offers various health education courses and common courses.

English language is one of the common courses given at the college. English is given to all levels. That is, to first, second, third year and up-grade students. This means English courses are integral parts of health science education. English courses for preparatory levels are used as the teaching material for first, second and third year learners.

1.2 Statement of the Problem

We have seen that English language courses should contribute to the success of the goal of the college. Units 3, 4, 5 and 6 of Grade 12 English Student's Text (MOE, 2006) are offered to third year students (Ethiopian TVET System, 2007). Note that these units are not different from the units of the textbook. This course was designed, "to meet the requirements of the

English Syllabus and to prepare the students for the national examination in English at the end of Grade 12" (Grade 12 English Teacher's Book, 1997: 1). This objective is not related to health science students as they do not sit for the exam. Another goal of the course is to develop learners' communicative skills and study skills. The latter objective can work for health science students. Practically, the extent to which this goal is being achieved is questionable as the book in use is not relevant to health science students.

To see the problem in more detail, the book is primarily designed for grade 12 preparatory students who are different from 10+3 health science students. Both the learners and the situations for which the current material was designed are quite different. Preparatory students are high achievers more than health science students. They join Preparatory program after scoring 2.30 and above in their grade ten examinations. On the other hand, the majority of health science students are who those scored below this in their grade ten examination results.

Another difference between preparatory and health science students is their learning situations. Preparatory students join their professions at a university level after learning different courses in natural science or social science. General English is more appropriate for this group. On the contrary, students in health Science College directly start studying their professions from their first year. The two situations are very different. Hence, English for Specific Purposes or English for Academic Purposes are more appropriate for health science students.

Hutchinson and Waters (1987) and Richards and Rogers (2001) claim that a course book suitable for some learning situations and some learners may not be suitable for other contexts and learners. Language learning is more motivating and effective if it is related to students' specialized needs and life situations. Though materials that are relevant to students' needs and interests facilitate language learning (Hutchins and Waters, 1987), the current course is given to health science students without recognizing this fact.

The existing material lacks relevance to health science students. We can justify this by looking at the recommended units of the book in use to be taught to third year students. Therefore, there exist important theoretical and practical needs to explore the English language needs of third year students of the college; the research sets out of practical and timely problem.

Various local studies have been done on English language needs assessment at different institutions for MA theses. They include the work of Abram (2001), Ephrem (2004), Asnakech (2005), Haile (2005) and Mohammad (2007). Hailemichael (2005) also conducted a study for PhD Dissertation on the same topic. They found out that there were high demands for English language; they also indicated that the students' needs and the existing teaching materials did not match. That is, learners need to learn English for Specific Purpose (ESP) related to their areas of study English for General Purpose (EGP).

This study was also conducted to discover English language needs of students in different context (Shashamane Health Science College) and different group of learners. As far as my knowledge is concerned no research yet has been done on this topic at the college.

1.3 Objectives of the Study

Students' language needs particularly the objective needs are shaped by the discipline they study. That is to say, different disciplines require different language skills and language knowledge in various levels of emphasis to perform them well. For example, business may require skills of communication more than chemistry does. Health science learners want a quite different skill from what political science students need. Based on this assumption, the main objective of this study is to explore English language needs of third year health science students of Shashamane Health Science College. Language needs include here objective needs and subjective needs (Robinson, 1981).

- Here **objective needs** refer to:
 - macro language skills such as reading skills, speaking skills, listening skills and writing skills;
 - micro skills such as grammar, vocabulary and pronunciation; and
 - Communicative events (activities/exercises) the learners need to perform in their profession using English.

Objective needs are mainly determined by students' specializations while subjective needs related to individual learners' preferences (Robinson, 1981).

- **Subjective needs** refer to :
 - how learners need to learn(methodology such as lecture methods, student centered such as group work, project work , problem solving, etc).
 - what learners need to learn (contents, topics, etc)

Thus, the main objective of this study is to identify both language needs of third year students in their academic setting, future career and private and social life as perceived by instructors, former graduates and students themselves.

The specific objectives are:

- To identify more important macro and micro language skills for learners' in the three domains (their academic setting, future career, and social and private life).
- To identify more important purposive domain (from the three domains) for which third year students would like to learn English.
- To identify communicative events (activities) that learners need to carry out their study/ future profession/ social and private life successfully.
- To identify the language teaching methods the learners prefer.
- To identify how well the existing material match with learners' needs

1.4 Research Questions

To attain the purpose of this study, the research will attempt to answer the following questions:

Main Research Question:

- ❖ What are the English language needs (objective and subjective needs) of third year students of Shashamanne Health Science College?

Specific research questions:

1. Which macro and micro language skills are more important for the success of third year students in their academic setting, future career, and social and private life?
2. Which domain is more important for students to learn English? Academic, future career or private and social life?
3. What activities do learners perform using English in academic setting, future career and social and private life?
4. How do the students need to learn the language?

1.5 Significance of the Study

This study is useful to find out language skills, communicative events and contents that are required in English course for the success of students in their study, future career and private and social life. Moreover, it attempts to identify how the learners prefer to learn English. This can help to incorporate appropriate items, situations, topics and learning tasks in the language teaching material to achieve the objectives of language teaching in the college for the group under study.

Effective teaching material is developed better if and only if research is conducted on learners language needs. Communicative language teaching approach, which has a great influence on modern language teaching methods and material development, advocates conducting a needs assessment as the starting point in designing language syllabus and instructional material (Rodgers and Richards, 2001; Alemu, 2004). Conducting or not conducting language needs assessment has a great impact on the quality of language teaching and language learning.

Briefly, the study may:

1. Serve as a framework to develop an appropriate English language syllabus and an appropriate teaching material for third year health science students since it has identified the learners' language needs.
2. Inform English language teaching practice by addressing students' language needs. Thus, it can improve quality of teaching English.
3. Encourage further study of this kind in other similar colleges in the country/ at the college on different group of learners.
4. Pave the way for the collaboration of content instructors and instructors of English to solve their common problems.

Conducting language needs assessment plays significant roles to develop language syllabuses and language teaching material, and to improve language teaching; therefore, the research is worth doing.

1.6 The Scope of the Study

This study was limited to the exploration of language needs of third year regular students as perceived by the students, instructors and former graduates. The study did not include potential stakeholders such as curriculum experts and the administrative of the college. It was felt that students, instructors and former graduates are more potential stakeholders as they can have more useful information on the practical aspect of the topic under study. The decision to limit the study on students' language needs as perceived by these subjects was made to investigate the language needs in more detail.

Third year students were selected because it was felt that they are in a better position than other groups since they have been taking all English courses given at college level. They can relatively express what they lack and what they need, or what is and what should be. Moreover, this research focused on identifying of objective needs (target situation needs) and subjective needs (learning needs). It did not include the pragmatic factors / constraints (one element of language needs, H/Michael, 1993) such as time, culture and shortage of teaching materials which affect the learning and teaching of English.

1.7 Limitations of the Study

Due to time and budget constraints which the researcher cannot control, this study has the following limitations. One of the limitations is that it focused only on third year regular students. Since language needs vary across a group, even across an individual, the findings of this study cannot be generalized to the students of other groups. For the future it could be necessary to undertake similar studies to identify English language needs of the students of different groups, 10+1, 10+2 and Up- grade students. The study is also limited in terms of its sample. It was carried out on 62 subjects. It would be better in the future to use larger sample will be used to reach more revealing findings.

Another limitation of the study is that it did not include stakeholders such as curriculum experts and administrative bodies. This, of course, is not to undermine the importance of their information, but given the time constraints, data provided by them appear to be less relevant compared to those provided by students, instructors and former students of the

institution. As far as my experience is concerned the role of curriculum experts and administrative bodies, in contributing to English teaching practice, is not direct. Their maximum role is to provide the already prepared books. On the other hand, students, instructors and former graduates directly involved in learning and teaching practice of the language. This group can provide more practical data for this research than the former.

It should be noted, however, that the limitations do not affect the results of this study given the subjects and the tools used to carry out the study since the subjects can have important information of the topic and since various tools were used to collect data.

1.8 Organization of the Thesis

This thesis is divided into Five Chapters including this introductory Chapter. Chapter Two discusses important concepts that are highly related to language needs assessment. Chapter Three presents research methodology used in conducting the study. Chapter Four is devoted to the presentation of data analyses, and finally, Chapter Five presents the conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

Language needs assessment, the main objective of this study, is a complex area as it is interwoven with different factors such as stakeholders' views on language teaching theories and language learning theories, the views of needs assessor on these issues, etc. Needs assessment is related to the recent developments in ELT such as Communicative Language Teaching (CLT), English for Specific Purposes (ESP), Syllabus and Course Design for EAP. These areas of ELT are highly intermarried with language needs assessment, and since they are important to understand the nature of needs assessment, they are the main concern of this chapter.

Important points on CLT and its impact on language syllabus are discussed first. Second, language syllabus and syllabus design are discussed. Then, definition, development, criteria and features of ESP and syllabus and course design for EAP are presented; finally, different aspects of needs assessment are presented.

2.1 Communicative Language Teaching (CLT)

CLT is the root for the development of language needs assessment. Needs assessment is the means through which the principles of CLT are implemented. Discussing the nature of CLT is useful to understand the nature of needs assessment. Hence, briefly we shall look at CLT.

In history of language pedagogy, particularly, late 1960s, various changes had observed. One of such changes was the shift of view about language. Before this period, language used to be described from structural points of view. It was perceived as sets of rules. This view influenced classroom practice, syllabus design, material development and language testing; hence, these all were based on formal features of language. Structural approach did not clearly reveal the nature of language. People dissatisfied with it because its methodology could not

develop learners' communicative abilities though the students were competent in grammar and vocabulary (Richards and Rodgers, 1986, 2001; Brown, 1994; Cunningsworth, 1984).

Students' needs and the needs of other potential stakeholders were not considered in syllabus and material development in this approach. Top-bottom approach was the usual practice in making instructional decisions. Tasks, contents and objectives of the course mismatched with the actual language needs of target situation. Conforming this point, McDonough and Shaw (1993) states that global professional cooperation and global travel for business were some of the reasons for the dissatisfaction of structural language teaching approach. That is to say, why people need to learn English was not taken into account in structural approach.

Towards the end of 1960s, the structural view of language was changed. Language was started to be viewed as a system of communication, and people realized that since language is used in contexts, contents, objectives and tasks of syllabus should be based on learners' needs and the nature of target situation (Hutchinson and Waters, 1987; Swales, 1988 and Richards and Rodgers, 1986). It is generally accepted that, at least theoretically, the starting point to language teaching should be based on through needs assessment of relevant stakeholders; this is a part of CLT.

The dynamic nature of language was also realized in late 1960s. A message is influenced by different ecosystems of communications such as the place and the time of communication; the ages and the sexes of participants and their relationships in communications rather than formal structure of language. People realized this nature of language, and attempted to include such features of language in language teaching, language syllabuses and material development.

Communicative language teaching was introduced to bridge the gap between the nature of language and its teaching. This is done by principles of CLT. CLT is guided by language learning principles such as communicative principle, task principle and meaningful principle (Rodgers and Richards, 1986). That is, learning activities that provide real communication, language use and authentic language promote learning.

We need to indicate how CLT and needs are related. The goal of CLT is to make language teaching and language learning relevant, efficient and effective. This can be done by incorporating appropriate and motivating learning tasks and contents into language syllabus and language teaching material. *How do we know whether language is an appropriate sample, a task is relevant and motivating to the learners or not?* This is a logical question. Relevant learning activities and the kinds of language the students need to learn are discovered through needs assessment. It is impossible to implement the principles of CLT without conducting language needs assessment (Widowson, 1983 as cited Alemu, 2004).

Through needs assessment it is also possible to identify learners' attitudes towards learning English, learners' learning styles, learners' learning objectives, weaknesses and strengths and their language background. Theoretically, it is after discovering these issues that effective language syllabuses can be designed. Components of language curriculum such as contents, objectives, teaching methods, testing and activities should be presented in teaching material in line with the relevant results of needs assessment.

In general, CLT is an approach to language teaching which encourages the use of real life like tasks in language classroom and the use of students' experiences and knowledge in language teaching. Communicative approach affects language teaching, material development, error correction, testing and evaluation. These are usually specified in language syllabus. So, its impact on language syllabus is paramount. Current approach to syllabus design is led by the principles of communicative approach; needs assessment is one way of achieving the principles of this approach.

2.2 Language Syllabus

Language needs assessment helps us to develop language syllabus. It is after the identification of language skills, learning objectives, learning tasks and teaching methods learners prefer that we can develop a good language syllabus. Since needs assessment is also related to language syllabus design, it is useful to discuss important concepts of language syllabus.

What is a language syllabus? Language syllabus is influenced by different theories of language and theories of learning, and it has various purposes. Its definition could vary from country to country.

Establishing a local definition of the concept would be more sensible for our purpose. If we look at high school English language syllabuses (Grade 10, for example) of our country, it is possible to defined a syllabus as a form of book that states *what* to teach, *why* to teach, *how* to teach, *who* to teach, *when* to teach, *whom* to teach and *where* to teach. All these components are included in English language syllabus of our county. We can say that a syllabus is an educational document that specifies the contents, the objectives, the evaluation, and the methods of teaching of a certain program. Language syllabus also explains the experiences of learners and the teachers. In this connection, one could ask the functions of syllabus. Why do we need language syllabus? Language syllabus:

1. Makes teaching and learning manageable;
2. Shows directions of instructional process;
3. Indicates goal of learning (the most important linguistic points);
4. Provides criteria for material selection or writing. They define the kinds of texts, emphasis;
5. Uses to achieve standardization in teaching (create uniformity); and
6. Provides a visible basis for testing

(Hutchison and Water, 1987: 83-84)

In context like ours in which students are not competent enough in English language and teachers are also not experienced well (Alemu, 2004), it is not an easy task to manage language teaching and language learning without syllabus. A language teaching program needs to have its own syllabus in which important instructional elements are specified.

This study is set out to solve such problem; there are neither syllabuses nor teaching materials which are designed for teaching English at Shashamanne Health Science College. English for Grade 12 is used as the core teaching material to teach second and third year students. This is also true for the rest health science colleges of Oromia. It is both theoretically and practically justifiable to claim for the necessity of developing independent language syllabuses for health science students. Determining the learners' language need is the first step in the process of syllabus design (Tyler, 1968 in Nunan, 1988).

In general terms, language syllabus is useful to enhance language learning and language teaching. However, syllabuses which are not based on the learners' factors (emotions, experiences, personalities, motivations, learning strategies, etc) affect language teaching adversely. It could be even the source of frustrations and de-motivation for learners; thus, language syllabus should serve the needs of learners.

2.2.1 Types of Language Syllabus

Different types of language syllabuses exist. Our goal is not to discuss each type of syllabus in detail rather to see the overall categories briefly. Here we present the two major types of language syllabuses: product-oriented syllabus and process-oriented syllabus (Nunan, 1988). The two are the overall umbrella of other branches. Though our discussion limited to the broad categories, the characteristics of the sub categories addressed indirectly. The limitations of the syllabuses are also discussed. Finally, an attempt is made to answer, *how could an effective language syllabus be developed?*

2.2.1.1 Product-oriented Syllabus

Product-oriented syllabuses are influenced by Objective Model of curriculum planning (Clark, 1987). Product-oriented syllabuses focus on the knowledge and the skills that the learners should gain as a result of instruction (Nunan, 1988; Clark, 1987). They include syllabuses like grammatical syllabus, functional and notional syllabus, lexical syllabus and situational syllabus. These syllabuses give priority to ends/ knowledge/ skills of learning.

Selection and gradation of the items in product-oriented syllabuses were made on a grammatical basis. That is to say, grammar is the starting point to syllabus designing. Scholars, for example, Clark claims that such selection and grading failed to reflect changing views on the nature of language. Grading of the input in syllabus is not made according to psycholinguistic principles. The topics of product-oriented syllabus could be everything, but the goal of the syllabuses is to teach specific language points (Clark, 1987; Nunan, 1988; Dubin and Olshtain, 1986). Here below are some limitations of product-oriented syllabuses. Product oriented syllabuses (are):

- Limited only to linguistic items (one aspect of language);
- Do not have place for processes of learning;
- Do not promote communicative learning;
- Consider language learning as linear and accumulation of skills (contrary to this view, different linguistic points can be learned at a time [Clark, 1987]);
- Take language learning as a mechanical activity (have no place for individual differences; teachers' and learners' factors, and teaching situations); and
- Dictate what the teachers and students should do.

Product-oriented syllabuses are not complete in terms of their components and assumptions. The communicative elements, language learning processes and language skills are not given due attention. In terms of assumptions, learning language is considered as a mechanical and linear activity, but language learning includes both psychological and pedagogical processes. Product-oriented syllabus could not be inclusive as it emphasizes on linguistic aspects. Therefore, it is not reliable to depend only on product-oriented syllabuses in designing a language syllabus. Recommendations on how to design an effective language syllabus will be made later on (see 2.2.3).

2.2.1.2 Process-Oriented Syllabus

Process-oriented syllabus is influenced by progressive model of curriculum planning which gives more attention to the process of learning more than its final outputs. Process-oriented syllabus, therefore, focuses on the process of language learning. The primary concern here is to specifying learning tasks and activities that enhance communicative learning; specifying linguistic contents and performance objectives are secondary to them. Process-oriented syllabuses include procedural syllabuses, task syllabuses and content-based syllabuses.

Some of the limitations of process syllabuses are that process syllabus is not an easy task to implement it due to the following factors:

- Cultural differences among learners;
- Diversity of learning strategies of the students;
- Lack of competent teachers;

- Time consuming;
- Every group of learner would require a new material; and
- A training program is needed.

Process syllabuses are also not self-sufficient. No always an effective syllabus in all situations all the time (Clark, 1987). This can initiate us to search for “the best” language syllabus. We can also ask ourselves how to design an effective foreign language syllabus. This will be discussed following the next section, impacts of CLT on syllabus design.

2.2.2 Impacts of CLT on Language Syllabus Design

In history of language teaching, Communicative Approach influences not only classroom practice, but also influences syllabus design, material development, testing and program evaluation. Its influences on syllabus design are relevant in our case.

“During the 1970s, communicative views of language teaching began to be incorporated into syllabus design” (Nunan, 1988). In traditional syllabus, grammatical contents and lexical contents were the main components of language syllabus.

The components of a communicative syllabus, on the other hand, are purposes of language learning, contexts of language use, the roles of learners, language functions, notions, discourses, lexis, grammar and language skills (Yalden, 1987). These components are based on results needs assessment. In communicative syllabus all components are geared towards communication. Communicative approach plays the “greatest significance” for the current practice of syllabus and material design (McDonough and Shaw, 1993). The goal of language teaching as to CLT is to develop Communicative Competence. Hence, language syllabus should be developed in this line according to CLT.

Sequencing of language skills, functions, grammar and vocabulary in the process-oriented syllabus/ communicative syllabus is based on learners’ needs (Richards and Rodgers, 1986; Yalden, 1987). Learners’ needs shape the organizations, contents, objectives and methods of a syllabus. Contrary to this approach, the structural approach to syllabus design uses the

sequencing of linguistic elements by principles of linguistic complexity (Ibid). Linguistic units are organized from simple to complex, but language learning is not a linear process. As it was mentioned in section (2.1), such approach cannot represent the actual nature of language and its teaching.

Today many language syllabuses are based on the principles of CLT. Looking at local English syllabus for grade 10, for example, can be a practical evidence for the practice of CLT in our country, too. Attempts were made to facilitate communication. But, claiming its effectiveness in practical terms is another issue as it is related to many situational constraints. Discussion on designing a productive language syllabus follows.

2.2.3 Designing an Effective Language Syllabus

In product-oriented syllabuses it is believed that language is learned step by step. The focus is what learners will have accomplished on the completion of the instruction. In case of process oriented syllabuses, on the other hand, the focus is on the specification of learning tasks and activities that the students need to undertake during learning. Both approaches to syllabus design have limitations (see sections 2.2.1.1 and 2.2.1.2). Each of them in isolation could not be effective in teaching language.

An effective syllabus design should include various syllabus types, but it should be led by the principles communicative approach. This is because for one thing, we cannot isolate forms, uses and communication. For another thing, students' learning styles and strategies could be address if different types of syllabuses are combined. In syllabus design, all possible factors that affect teachability of a particular syllabus and all elements of different syllabuses should be considered (Clark, 1987; Nunan, 1988; Dubin and Olshtain, 1986).

Factors that affect teachability of a syllabus may be teaching situations, language teaching goals, learners' needs and teacher's experiences. All factors are identified through needs assessment. Syllabus designers, therefore, need to conduct a needs assessment, and blend different language views using the communicative approach as a principal organizing feature.

In short, an effective language syllabus needs to specify language aspects, such as structures, functions, situations, contents or topics and skills. Discussion on ESP follows.

2.3 English for Specific Purposes (ESP)

People learn English for various purposes: for education and occupation mainly. English for General purposes may not be relevant for learners who are learning English for science and technology, for example. What is ESP? The concept of ESP will be clearer if we see its definition, criteria, features and development. Thus, these points are the concern of this section.

2.3.1 What is ESP?

It is not easy to define technical terms like ESP in a single sentence. Robinson (1993) and Hutchison and Waters (1987) point out that it is impossible to produce a universally applicable definition of ESP. ESP needs to respond to developments in language, pedagogy and content studies. As changes occur in these areas of knowledge, the interpretation of ESP is also changed. If we need to have the whole picture of ESP, it deserves an extended definition. The meaning of ESP is clearer in the context of ELT (Hutchinson and Water, 1987). To visualize the concept of ESP in a better way, the classification of English Language Teaching (ELT) is presented diagrammatically below:

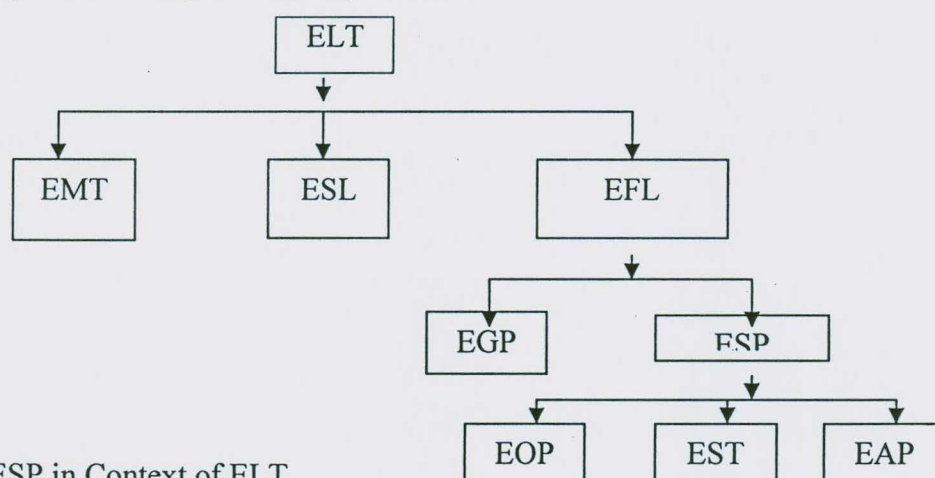


Fig 1: ESP in Context of ELT

ELT has got three main branches: English as a Mother Tongue (EMT), English as a Foreign Language (EFL), and English as a Second Language (ESL). English as a Second Language is further divided into English for General Purpose (EGP) and English for Specific (ESP).

Again, ESP branches into English for Occupation (EOP), English for Science and Technology (EST) and English for Academic Purposes (EAP).

The above mentioned branches of ELT may have their own different languages. For instance, ESP may be expected to acquaint ESP learners with linguistic features of their disciplines, but that is not the whole point of ESP. Language for general communication is also important for ESP learners.

This research is devoted to explore students' language needs who study English as EAP which is one type of ESP. This means, studying English is the institutional requirement at Shashamane Health Science College; students should gain proficiency in English to be successful in their study, future career and private and social life.

It should be noted that the basis for all kinds of English is communication and learning (Hutchinson and Waters, 1987). The divisions are to make language learning more relevant and more meaningful by specifying learners' purposes for language learning; therefore, ESP/EAP is one of the branches of ELT/ESL which is characterized by learner's specialization. How ESP was emerged as a branch of ELT? The next section attempts to answer this question.

2.3.2 Development of English for Specific Purposes (ESP)

Development of ESP was influenced by different factors. Hutchinson and Waters (1987) state the development of ESP as:

The development to ESP was influenced by the expansion of demand for English to suit particular needs, development in the field of linguistics and educational psychology. These seemed to point towards the need for increased specialization in language learning (p. 8).

At least three important points about the development of ESP can be inferred from this quotation. First, the quotation reveals the objective of the ESP. ESP was developed to satisfy particular needs of particular learners. Second, we can infer that revolution in linguistics have

influence on the development of ESP. Linguists realized that (Hutchins and Waters, 1987) language is actually used in real life communication which was thought to be the sets of rules before. However, in reality, the language we use varies from one context to another. Before the development of this view, linguists had believed that linguistics should be prescriptive than descriptive (Cook, 2001; Yule, 1996; Hutchinson and Waters, 1987). The linguistic revolution introduced the importance of the context for language use. As a result, matching language features to the professional context, for instance, became an important in language teaching program.

Third, meantime psychologists understood the role of learners' factors in the processes of language learning. The importance of students' needs and interests were recognized in language learning. To make language learning better and faster and to design more relevant courses, satisfying students' needs and interests got an attention.

The principle that guides ESP is: "Tell me what you need English for and I will tell you the English that you need" (Hutchinson and Waters, 1987: 8). This could help the teachers to relate language teaching to students' needs, but if this is meant to limit language teaching only to students' professional needs it is unlikely to be accepted. Because communication is not predictable students also need to develop general communication skills, the skills that enable students to communicate beyond their professional situations.

In general, ESP was developed due to the combinations of demands of English use for different purposes, linguistic and psychological assumptions. Altogether, the factors are to make English language teaching contextual, purposeful, relevant, and motivating (Hutchins and Waters, 1987; Robinson, 1991; Kennedy and Bolitho, 1984; Swales, 1988). We could say that ESP and Communicative Language Teaching have the same purpose. Note that needs assessment is the basis to develop EAP/EAP syllabus or course (see 2.3.3 and Appendix I). Next section deals with the criteria of ESP. Then, the discussion on features of ESP follows; features are optional while criteria are not.

2.3. 3 Criteria of ESP

Note that criteria are the characteristics of ESP which are always there to distinguish ESP from other branches of ELT (Robinson, 1991). Hutchinson and Waters (1987) and Robinson (1991) state the following as criteria of ESP: ESP is goal- oriented; ESP is based on Needs analysis, and ESP should involve specialist language and content. Let us see each of them in turn.

1. *ESP is goal- oriented.* ESP learners want English for a purpose: for work, or for study. This influences kinds of learning activities, learning objectives, and contents of English syllabuses and teaching materials. But, it should be noted that learning tasks and topics should not be limited only to the learners' areas of specialization. Since communication is unpredictable, it is wise to equip students with general language skills, topics and activities that help them in general communication. Since it creates varieties, including general topics, skill and activities in ESP may also address students' learning strategies and styles. This is useful particularly to learners who did not choose their area of study but forced to join it (Hutchinson and Waters, 1987).

2. *ESP is based on Needs analysis.* In designing ESP syllabus and course, we need to explore target situation needs (why learners learn English), learning needs (what and how learners would like to learn) of the learners, and constraints (situational factors, resource and time available) that affect language teaching. It is after through assessment of these issues that *why*, *what*, and *how* to teach of language program is determined. The purpose of this study is to determine the target situation needs and the learning needs of third year health science students at Shashamanne Health Science College. Identifying constraints of teaching English at the college is not the main concern of this study.

3. *ESP should involve specialist language and content.* This means that field specific language and contents are the main sources of ESP. Relying only on specific area may not be satisfactory in designing ESP course or syllabus. It is not recommended to limit language to specialist. So, we should be guided by need analysis, learning situations, theory of language and theory of language learning.

The above mentioned points distinguish ESP from other branches of ELT; every ESP will have these basic characteristics.

2.3.4 Features of ESP

Features are optional in distinguishing ESP from EGP; they do not always apply to ESP (Robinson, 1991). The following points are presented as features of ESP by Hutchison and Waters (1987).

1. ESP is not a matter of teaching specialized English. It has common ground with all English use. ESP is not a unique in forms and structures. All sentence structures and forms of English verbs are there in ESP, for example. The difference is, probably, the frequent use of some structures, forms and words. For example, passive verbs/ constructions are more common in technical writing than in General English (Robinson, 1991).

2. ESP is not different in kind from any other form of language teaching. That is, it is based on the principles of effective teaching. The contents of ESP may vary, but its methodology and process of learning are the same to that of any kind of English.

Mentioning the role of ESP teachers could be relevant here. ESP teachers' roles are researchers, course designers, material writers, testers, evaluators as well as classroom teachers. The roles of ESP teachers are demanding; training is need in areas of designing language courses, language descriptions, and teaching language (Robison, 1991). The significant difference probably between roles of instructors of General English courses and ESP is that the ESP teachers may need to have some knowledge in content area subjects.

3. ESP is not a product. ESP must be seen as an approach to language teaching. It is not a methodology rather it is a theory that claims what and how to teach language effectively. ESP is based on the central question: *Why does this learner need to learn a foreign language?* This question enables us to include objectives, contents and methods that are preferred by the learners in ESP course. In theory, of course, any language courses should be based on learners needs.

4. Usually there is specified time period for the ESP course. ESP can be given at the beginning or at the middle of certain program.
5. Students of ESP are likely to be adults (tertiary education learners) and are usually homogenous in terms to the field of study or work. But, they could be different. For example, English for Health professionals may be given for students from different health science departments.

In this section, an attempt is made to make the concept of ESP clear. ESP is an approach to language teaching which is based on the learners' needs, the principles of effective and efficient learning. It is to respond to learning situation and target situation, and ESP should not be viewed as a unique way of teaching very different variety of English (Hutchison and Waters, 1987; Robison, 1991). Now we shall see EAP which is one of important branches of ESP.

2.3.5 English for Academic Purposes (EAP)

EAP is aimed at developing learners' abilities in different areas. Skills we need to develop in EAP, its approaches to syllabus and course design, are discussed here.

2.3.5.1 Skills EAP Learners Need to Develop

EAP was wrongly used interchangeably with study skills (Robinson, 1980; McDonough, 1984; Coffey, 1984 as cited in H/ Michael, 1993). Now it is accepted that they are not the same; study skills are the major part of EAP (Kennedy and Bolitho, 1984; Hutchinson and Waters, 1987). The purpose of EAP is to acquaint learners with language skills, study skills and cognitive/ learning skills.

1. *Study skills*: Study skills refer to abilities which are useful to the learners' academic success. Study skills are "... abilities, techniques, and strategies which are used when reading, writing or listening for study purposes" (Jordan, 1992 as cited in Geremew, 1999:84). Study skills include note taking, summarizing, using dictionary, using library, preparing for examinations, remembering, research techniques, etc.

Academic activities require different strategies and techniques in language skills. For example, the study skills that are required for academic writing include, “planning, writing draft, revising; introducing and concluding, summarizing, using academic style, logical thinking, using quotations, analyzing evidence, using data , ... and writing quickly” (Jordan, 1997: 7-9 as cited in Geremew, 1999).

Speaking for academic purposes include skills like making presentation (making and using notes, introducing the topic, discussion, summarizing and concluding), controlling the discussion (leading the discussion, changing the speed of presentation), participating in the discussion (asking questions, giving suggestions), listening and note taking and planning talk.

For reading and listening skills, too, we can have various techniques and strategies that are useful for academic setting. Learning activities, exercises, contents and topics that equip learners with such techniques and strategies should be included in EAP syllabus and course. One aim of EAP is to equip the learners with such skills.

2. *Language skills*: These refer to proficiency in language. That is, they are abilities to communicate using writing, reading, speaking, listening, grammar and vocabulary. Language skills are used to perform the activities of study skills. For example, preparing for examination needs reading and writing skills. Reading for academic purpose encompasses various skills such as identifying an argument through critical reading and identifying specific information by scanning and skimming. Writing skills for academic purpose may include planning, organizing ideas, revising, editing and proof reading. Use of integrated skills is also required in academic activities. For example, note making requires the use of reading and writing skills.

3. *Learning skills*: Learning skills or cognitive skills refer to the abilities to learn independently. Producing independent language learners is one of the major goals of modern education. This is achieved by equipping the learners with tools/ techniques that help them to learn by themselves. For example, it is impossible to teach the meaning of each and every word of English because there are too many words in English. Besides, words obtain meanings in their contexts. So, the best alternative to teach vocabulary is to teach students how to guess

the meaning of a new word from the context; how to use the internal structure (prefixes and suffixes) of the new word than presenting the lexis in list form.

We should teach students the techniques (learning skills) of reading such as scanning, skimming, extensive reading, intensive reading, critical reading and guessing the meaning of new words. These reading skills are not discipline specific rather they are universal; they are used for any text written in any language depending on our reading purpose. The purpose of EAP is, therefore, to equip learners with language skills, study skills and learning skills.

2.3.5.2 Approaches to EAP Syllabus Design

Three main approaches exist to syllabus design for EAP: language-centered approach, skills-based approach and learning-centered approach. We shall look at the approaches in this section.

i. Language-centered Approach

Language-centered approach, as its name indicates, based on the analysis of linguistic features of a discipline. This approach advocates the specification of linguistic contents in language syllabus design. The assumption of analyzing the linguistic features of a discipline is that it is useful to know their nature and to incorporate them in EAP syllabus. This in turn enables learners to function properly in the target situation according to this assumption.

Various linguistic analyses, on which language-centered approach based, do exist. The main are register analysis and discourse analysis. Register analysis began in 1960s with the development of ESP; its main concern is to discover linguistic features of language visible at sentence level (Geremew, 1999; H/Michael, 1993). The leading principle of register analysis was that different disciplines have “a specific register which distinguished them from other subjects” (H/Michael, 1993: 70). In short, the main objective of register analysis was to identify the formal linguistic properties and to include them in EAP syllabus.

As register analysis limited to lexical and structural elements of a specialist language at a sentence level, it failed to address how language function in its wider contexts. Discourse analysis which focused on the text of a particular discipline substituted it.

Discourse analysis concerned with the analysis of language in its natural setting _day to day language use such as dialogues, conversations and texts. The assumption here is that language is understood more if it is studied in its larger context. Meaning formation and communicative functions of linguistic units, for example, are clearer in natural setting of language than sentence level. Language learning principle, according to discourse analysis, is lead by integrating linguistic features of content subjects into language teaching material facilitates language learning by serving as a vehicle to teach language. Integrating activities that are related to subject matter into language learning can also motivate students.

Both approaches to linguistic analysis: register analysis and discourse analysis, faced criticisms. Studying formal features of a language in sentence level or discourse level did not guarantee effective communication. It was argued that linguistic features are not special to certain fields of study rather they follow the rules of general English. To fill this gap, the skills-based approach to syllabus design for EAP was developed.

ii. Skills-based Approach

Language-based approach is based on the analysis of target situation needs. The overall goal is to develop competence at the expense of performance (H/Michael, 1993). The aim of the skills- based approach is, on the other hand, to develop skills and strategies in learners which enable them to use the language in natural context. This approach is based on the cognitive learning theory which sees learners as active information processors (Ibid). Needs assessment is used in this approach to discover the abilities that enable the learners to perform well in target situation, and it also helps to discover potentials of the students in learning the language.

iii. Learning-centered Approach

This approach to EAP syllabus aimed at maximizing learning. Learners' factors and teaching situations are taken into account at every step of syllabus design. Syllabus design is considered as a negotiated process and it is influenced by multiple variables. It is also considered as a dynamic process because needs and resources change with time (H/Michael, 1993). The central idea in this approach to syllabus design is that syllabus need to be developed to facilitate language learning and this is achieved by considering many factors such as time and

place of teaching, available resources and the like. The three approaches should have a place in syllabus design.

In practice, in designing EAP syllabus, it is important to think how to accommodate various issues. Theory of language learning, theory of learning, learners' specialization and learning objectives should be taken into account. This leads to consider all positive elements of various types of language syllabus.

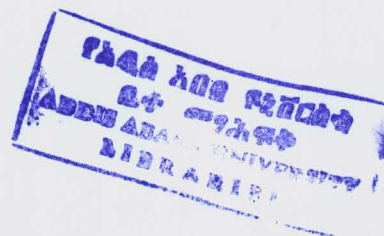
Another point that we need to consider in EAP syllabus design is how to address students' variations. Students in a class have different cognitive and affective styles. Some students prefer one activity to another: writing to speaking, structure to communication, reading to listening, individual work to group work and vice versa. The question here is *how such variations can be addressed through a language syllabus?* Providing various learning activities and tasks in language syllabus is one way of responding to this issue. Language syllabus should include: individual work, pair work, group work, speaking activities, writing activities, reading activities, listening activities, grammar, vocabulary, pronunciation and activities with emotional contents.

Such syllabus is useful: 1) it presents all language points/skills; 2) it motivates the learners; 3) it helps learners to develop their learning styles and learning strategies; and 4) it helps learners develop new learning styles and learning strategies.

Generally, what discussed under the section 2.2.3, designing productive language syllabus is useful. Taking elements of the three approaches in syllabus design for EAP is more useful.

2.3.5.3 Course Design for EAP

Objectives, activities and contents of EAP should be based on learners' needs. The purpose of EAP is to make language learning more relevant and motivating to a particular group of learners. One way of achieving this goal is to design appropriate EAP course. This study may help to design independent English course for third year students of Shahamanne Health Science College.



According to Hutchinson and Waters, 1987, designing a course for ESP involves asking some basic questions. The same questions/principles could be used for EAP courses. The basic questions in ESP/EAP Course design are (*Italics are added to indicate what the questions emphasize*):

1. *Why* does the student need to learn the language?
2. *Who* is going to be involved in the designing process?
3. *Where* is the learning to take place? ...
4. *When* is the learning to take place? ...
5. *What* does the student need to learn? ...
6. *How* will learning be achieved? ...

(p. 21-22).

In the process of EAP course design, questions about its objectives, contents, methods, place, time and practitioners of EAP course should be raised. Hutchinson and Waters (1987) categorize the above questions under three main headings: *Language*, *Theories of learning* and *Needs analysis*, and they put the relationships of these elements in a diagram (see Appendix I, Factors Affecting ESP/EAP Course Design).

The bases for a language course design either it is ESP/ EGP are language theory, learning theory and needs analysis. Different factors such as national educational policy, the role of language in the country and societal needs could also dictate the kind of language course we need. Our explanation is confined to theory of language, theory of learning and theory of needs assessment. All factors are interwoven; this is indicated by three rays (Appendix I).

We may ask, *which language theory, which learning theory and which outcomes of needs assessment should be included in EAP course design?* This is a legitimate question as we have different language theories and learning theories. It is legitimate as needs assessment could be resulted into various data. So, which should be included in EAP syllabus or course? An attempt is made to answer this question.

People attempt to describe language from different angles. We have structural, functional and communicative view of language. All views represent dimensions of the same thing _

language. The descriptions are not mutually exclusive. Without using structures and forms of a language one cannot communicate. Though we cannot separate them, one of them should take the dominating position in course design.

Currently it is generally accepted that communicative view of language should take the leading role as language teaching is geared towards the teaching of language use. Elements of all views should be included in a course in varying degree, indeed. Hutchinson and Waters (1987) indicate that all language views may have impact on EAP course design; especially the functional and communicative approaches have a far-reaching effect on EAP course design. This is one of points of contact of communicative approach and EAP. That is, the purpose of EAP is to teach communication through using content courses as a vehicle of language teaching.

Regarding learning theories, similarly, we can make use of elements from all learning theories (behaviorism, mentalist, cognitive code, and the affective factor). "... you may choose a behaviorist approach to the teaching of pronunciation, a cognitive approach to the teaching of grammar and use affective criteria in selecting your texts" (Richards and Rodgers, 1986: 51). Using elements of all learning theories covers various dimensions of language. This tells us how all learning theories are applicable to language teaching. Moreover, using elements from all learning theories enable us to include variety of contents, tasks and activities in teaching materials.

Teaching methodologies are derived from learning theories (Hutchinson and Water, 1987). If we view language learning as a habit formation phenomenon, for example, we teach through pattern practice and drills emphasizing accuracy over fluency (Richards and Rodgers, 1986). However, if we view language learning as an immersion in communication, we teach through communicative activities.

It should be noted that there is no logical connection (one- to- one correspondence) between a particular theory of learning and theory of language, but there could be historical connection between them (Code, 1973 as cited in Hutchinson and Waters, 1987). In practice, both

language both theories should be selected in terms of their value in enhancing language learning.

Another point presented as a factor that affect EAP/ESP course design is needs analysis. Information about particular target situation and learning situation of the course are gained through needs assessment. One reason for the development of ESP is to make language learning enjoyable to the students. Language learning is motivating if topics, tasks, contents, skills and activities of the course are pertaining to students' interests and emotions; such tasks or activities are identified through needs assessment.

The results of needs assessment can be enormous; however, relevant outcomes of the study are included into course design. This study was to explore this basis of EAP course design for third year students of the college under study.

2.3.5.4 Role of General English in EAP Course Design

In EAP course design, considering the place of General English in the process is important. *What is the role of General English in EAP course design? Should EAP course be dominated by terminologies and specific functions of the discipline?* Chen (2006) made a survey study on ESP courses. Results indicate that the contents, grammatical functions and learning skills of General English were dominant in ESP courses though discipline specific skills were included to meet the learners' specific needs.

Justifying why General English is dominant in those ESP courses may be pertaining to different reasons. However, it is difficult to accept its dominant position. Striking the balance is more plausible at least for two good reasons. First, communication is unpredictable. It is very difficult to know exactly when, where, why and with whom the language learners use the language for communication in their day to day life. Assume we confined health science learners only to health terminologies and its linguistic features, and we teach on this basis. There is a gap between the reality and such practice. This is similar to putting someone in a small room. Thus, she/he cannot move or relax.

Just confining learners only to health contents (language) in teaching language is like putting someone in a cell. That is to say, students may lack skills that are useful for general communication purposes. The solution is to integrate General English into ESP courses because being competent in both situations are important for learners.

The second point, why incorporating EGP in EAP/ ESP is useful, is that nothing is special about ESP structures. However, some structures may be used more frequently in ESP situations more than in EGP (Robinson, 1991). Metaphorically, in ELT tree (Hutchinson and Waters, 1987), EGP is equated to the root of a tree while ESP is equated to the branches and leaves of the tree. Do we expect the existence of branches and leaves in absence of the root? The root is the base for the branches and leaves. Since ESP does not have special feature, it depends on General English; it cannot exist without General English. ESP course needs to incorporate both General English and ESP in a balanced way. Robinson (1991) notes that EAP students may wish to practice general topics and activities in addition to those shown to be relevant for their work or specialist study because there could be learners who did not choose their studies but assigned.

In EAP course design, we should consider various theoretical and practical factors that directly or indirectly influence language teaching and learning; we also need to conduct needs assessment to come up with relevant and useful EAP course. The discussion on needs assessment will follow.

2.4 Needs Assessment in Educational Context

The term *needs analysis* is also used in different literature. It appears that this term is narrower than *needs assessment*. Needs analysis is giving meanings to already known or discovered needs. This is related to Chapter 4, data analysis. Needs assessment is broader. It consists of the process of discovering needs and interpreting the needs. Hence, the term, *needs assessment*, is used in this study.

Definition, principles and methodology of needs assessment are discussed here. Criticisms against needs assessment are also presented here. These points are important in understanding

the nature of research in needs assessment. Without understanding them, there is high chance of missing a target in conducting needs assessment, particularly in a field like language teaching which is multidisciplinary and fluid.

2.4.1 What is a Needs Assessment?

Needs assessment is a systematic way of identifying *what* and *how* a certain group of learners need to learn a particular area of knowledge in a particular situation. McNeill (1996:122) defines it as, "Needs assessment is the process by which educational needs are defined and priorities set." Defining educational needs and setting priorities are two important concepts in this definition. Educational needs are identified and stated as a result of needs assessment. This is helpful to state relevant teaching contents, objectives, and appropriate teaching methods to a group of learners. Setting priorities is also the purpose of needs assessment. All contents cannot be taught at a time with the same emphasis; they need to be organized/sequenced depending on the data obtained from needs assessment.

Needs Assessment is led by the following principles (Pratt, 1980:78):

1. The function of needs assessment is to identify and validate needs and to establish priorities.
2. The needs assessors should approach a wide range of people who have special knowledge, influence, or right to be consulted.
3. Both subjective opinion and objective data should be collected.
4. Needs assessment may examine the whole range of learners' needs or it may research one need in detail.
5. At the conclusion of needs assessment, the primary need to be addressed by the curriculum developers should be clearly stated.
6. The most efficient way to conduct a needs assessment may often be to use a ready-made needs assessment package.
7. The limitation of public opinion makes it necessary that needs assessment not be viewed as curriculum decision making by referendum.

A needs assessment is a scientific approach which is guided by scientific principles to discover educational objectives and contents that are preferred by a certain group of learners.

It should be noted that needs assessment lacks objective reality (Robison, 1991). Needs assessment is influenced by the beliefs that needs analyst has about learning and teaching language. This attributes to the fact that various views on language learning and language

teaching exist. The views have their impacts on needs assessment, language teaching and material development. What Robinson indicating is that if two people who have different views on teaching and learning conduct a needs assessment on the same group of learners, there is the probability of establishing different needs.

In this study, it is believed that the communicative approach to language teaching and learning centered approach to learning should lead language teaching. Thus, the established needs are shaped by these views.

2.4.2 Why Need Assessment?

Why do people conduct a need assessment can be indicated as, "It is a waste of time to teach people knowledge of skills they are *not interested* in ... [emphasis is added]" (Pratt, 1980:51). Teaching irrelevant contents to students is also a waste of material and human resources. What we teach should be interesting to the learners; therefore, there is a need to teach knowledge that is useful and relevant to students.

How do we know whether a particular content is interesting or not? Needs assessment is conducted to answer this question. It is through needs assessment that relevant skills and knowledge are discovered and included in a teaching program. "Our teaching must have at its base a consideration of what our students need to learn,...what they will do with English on completing their course" (Cunningworth, 1984: 5). Teaching must be based on learners' needs.

Needs assessment is one of the bases for course design in addition to language theory and learning theory. Hutchinson and Water (1987:53) maintains, "... any course should be based on analysis of learner need." Language teaching courses that are not based on students' needs seem lack meaningful activities. This in turn, can negatively affect language teaching practice.

Needs assessment is useful to discover learners' factor that influence their language learning, such as experiences, self-concepts, needs, values and feelings. If curriculum is not related to personal experiences, its validity is questionable (Deighton, 1971).

Seedhouse (1995) puts that needs assessment can help in solving practical problems like lack of motivation on the side of learners, poor teaching methods and inappropriate learning activities. Course design, teaching and evaluation are made on the basis of learners' needs. We check whether what we planned is achieved or not achieved in terms of learners' needs and progress. We plan on the basis of learners' needs and evaluate on that basis, too. Hence, needs assessment is related to curriculum planning and classroom practice; conducting a need assessment is an essential procedure in the process of designing language syllabus and improving language teaching practice.

Needs assessment is useful in creating learner authenticity (Seedhouse, 1995). Learner authenticity means, "...the realization and acceptance of authenticity of a given text, task, set of materials, or learning activity" by the learners (p. 62). This is realized in two ways at least: if learners recognize the materials as having a legitimate place in the language classroom; and if the materials match learners' interests, background knowledge and experiences.

In general, the purpose of language needs assessment is twofold: to specify the kind of language (content) to be included in the course and to discover how (methodology) the learners need to learn (Widdowson, 1983 as cited in Alemu, 2004). This study is also an attempt to achieve this goal of needs assessment in the research setting for third year students.

2.4.3 Methodological Issues in Needs Assessment

In conducting research on needs assessment, one needs to identify appropriate sources of information, methods of data collection and kinds of data to collect. It is unlikely to conduct a needs assessment successfully if these are not identified from the out set of the study. In this section, we shall look at issues like:

- i. Whose perception is to be analyzed?
- ii. What should analysis include as relevant contents?
- iii. How should the analysis be undertaken and applied?

(Robinson, 1991).

Answers to these questions can show us a clear direction in needs assessment. If the questions are not answered, it could be difficult to include appropriate stakeholders and reliable data in the research. The above questions are about *perceptions*, *principles* and *practice* of needs.

i. Perceptions of Needs

Perceptions of needs depend on two issues: perceptions of who conducts the needs assessment and who gives information. A need assessor can be outsider or insider to the research setting. Having outsider experts may have the advantages to gaining access to sources of information; bringing a fresh idea to a situation and making impartial assessment (Robinson, 1991).

However, an outsider may bring different views on teaching and learning which is different from that of institution under study. As views about nature of language teaching and language learning influence need assessment (Hutchison and Water, 1987; Robinson, 1991), views of outsider about these points can negatively affect the outcomes of the research.

Needs assessors may be insiders: teachers, instructors and lectures of the institution. In such case the researchers are familiar with the present situations; students' problems, teaching situations, etc. They can make quick and informed decisions (Robinson, 1991). Instructors, even, can be outsiders in the same institution in some regards. They may be outsiders to some disciplinary practices of various departments.

In this study, the researcher was the former instructor of English at the college; hence, he can be considered as insider to English courses and to the educational tradition of the college. He can also be taken as an outsider to health science courses. However, since he is familiar with staff and third year students (taught them when they were first year), there may be low probability of collecting wrong data or wrongly perceiving students' needs. The researcher believes that communicative approach should lead language teaching and syllabus design. The research was, therefore, approached from this angle.

Source of information is another concern related to perceptions of needs. Usually, the sources of information of needs assessment are learners, material developers, teachers, administrators and sponsors. It is up to the researcher to identify potential stakeholders. It is felt that, here, third year learners, instructors (English and content) and former graduates are more potential informants (see Chapter Three).

People may hold not only different views but also conflicting views about requirements of ESP courses because people have different outlooks, experiences, educational background, cultures, etc. Thus, it is impossible to expect the same views of different people (due to their experiences, educational background, and cultures) about the same idea. This is a natural phenomenon; so, it is better not to regard it as a problem. Such views, however, should be shaped in the modern framework of ESP syllabus and course design. For example, if two opposing views are founded about the learning contents of a course, views that coincide with modern and acceptable principles of syllabus design will be taken as the principal organizing principle (Rodgers and Richards, 1986; Berwick, 1989; Hutchinson and Waters, 1987; Robinson, 1991).

ii. Principles of Data Selection

Principles of data selection are the second concept of methodology of needs assessment. Gaining and selecting data from different sources and view points is challenging. Researcher should be able to identify the appropriate data amongst various ones. The data we want to collect are basically determined by the goal of our research. Data about the importance of language skills, macro and micro, and teaching methods were selected in our case.

iii. The Practice of Needs Assessment

How needs assessment is undertaken? Cited in Robinson (1991) Schronder (1981) suggests four essential techniques for investigating needs: the questionnaire, the detailed interview, participating observation and advertisements of job vacancies. In addition, tests and authentic materials (video records, for example) can be used as a means of investigating learners' educational needs.

No single tool can provide adequate information which can be a basis for wise and comprehensive decisions about objectives of the school (Tyler, 1949 in Pratt, 1980). In this study, questionnaire, interviews, focused group discussion and text analysis were used to investigate learners' language needs. Methodological triangulation was also made to cross check data obtained from various sources.

In short in conducting a needs assessment, we should ask ourselves the objectives, participants, place and time of needs assessment.

2.4 .4 Criticisms against Needs Assessment

Using need assessment as a research method is criticized for different reasons. Pratt (1980) states information overload, problem of language use, the challenge of setting priorities and missing target population as the problems associated with needs assessment.

In needs assessment, information collected from various sources. As a result, there could be bulky information. It is not an easy task to extract the central issues from variety of information. The use of vague language is another problem associated with needs assessment. If words the researcher use are not clear to informants and vice versa, data can be invalidated and lead to confusion. A means to way out from this problem is to use common and simple language.

Failing to set priorities of learners' needs is another problem that Pratt states. This is actually related to the amount of data collected. This can be solved by requiring the learners to indicate their priorities of their needs; otherwise, it will be confusing.

In addition to above mentioned problems, Nunan (1988) indicates that some people claim that learners usually cannot identify their needs; as a result, it is impossible to identify students' language needs. Hutchinson and Waters (1987), on the other hand, argue that it is always possible to specify learners' needs. Seedhouse (1995) conducted a needs assessment research in Barcelona on General English learners who were between 14-18 years old, and concluded that learners, at this age, even, "can have specific needs and identify them"(p. 60). Various researches on language needs assessment, for example,

(Haile, 1989; Alem, 2007; Mohammad, 2007; Asnakech, 2006) at Addis Ababa University can be good indicators of abilities of learners to identify their needs.

Researchers need to be aware of the problems associated with needs assessment to minimize their impacts on the results of the study by taking all necessary measures. This can be performed by clearly defining the objectives of needs assessment.

2.5 Language Needs

What is language needs? A need is a gap between an actual and the desirable condition for the person; the necessity of need is not shaped by the individual but shaped by the situation (Pratt, 1980). Terms such as ‘ necessities’, ‘lacks’, ‘ wants’, ‘desires’, ‘strategies’, ‘demands’, ‘expectations’, and ‘constraints’ are associated with needs (Geremew, 1999).

“In the context of curriculum, a need is defined as a condition in which a discrepancy exists between an acceptable state of learner achievement or attitude and an observed learner state” (McNeill, 1996:122). In language teaching, teaching goals may not be achieved after an instruction for different reasons, be it technical or situational. The definition of language needs given by scholars (Nunan, 1988; Hutchinson and Waters, 1987; Berwick, 1989) is tending to be the gap between the achieved objectives and the unachieved ones.

Language needs assessment is, thus, the process of discovering *what is* and *what should be*. Different definitions of language needs may exist. However, this is the operational definition for this study. Note that the purpose of language needs is similar to the purpose of other educational needs assessment (see 2.4.2).

2.5.1 Types of Language Needs

Hutchinson and Waters (1987), classify needs in terms of necessities, lacks, wants/ desires, learning needs/strategies and constraints. Necessities are the demands or requirements of the target situation. That is, what the learners have to know to function successfully in the target situation. Necessities are understood as objective needs. Lacks is the gap between what the learners can do and what cannot do. Wants are the types of needs that vary across the individual learner’s perceptions, feelings, desires about what should be learned and how it

should be learned. Constraints refer to external factors such as available resources, cultural issues, and materials and methods (West, 1994 and Jordan, 1997 as cited in Geremew, 1999).

However, language needs broadly divided into two (Robison, 1993): objective needs and subjective needs. Objective needs include necessities and lacks; they are shaped by course requirements. In discovering objective needs we need to answer: "*What they [learners] have to be able to do at the end of their language course?*" (Robinson, 1991:15). Various terminologies are used for objective needs across literature: *perceived needs*, *target needs*, *goal-oriented needs*, *product-oriented needs*, *normative needs* and *real needs*. In this study for the purpose of consistency, the term *objective needs* is used.

Subjective needs refer to information about learners' cognitive and affective needs (Robison, 1991) that learners have in learning process. Subjective needs are derived from information about learners' personalities, motivations, confidences, attitudes, wants and expectations with learning English language. It has also got different names: *learning needs*, *felt needs*, *process-oriented needs* and *expressed needs*. The term, *subjective needs* used in this research. Pratt (1980) argues that it is only students who can identify the subjective needs; they are not known by other stakeholders without asking the learners. Questionnaire on subjective needs, thus, was designed only for third year students in this study than for instructors and former graduates. It was felt that instructors did not ask for the students' 'wants and wishes. Providing questionnaires to instructors on learners' subjective needs may not help to obtain reliable data.

A comprehensive research on needs assessment should include an assessment of both objective needs and subjective needs of a particular group of learners. Otherwise, data obtained only from one of them will not be valid enough to be taken as basis for syllabus design and material development or to solve an instructional problem. This study incorporates the assessment of both needs of the third year students of Shashamanne Health Science College to some extent of course.

In this chapter, important concepts that are related to needs assessment like CLT, ESP/ EAP and language syllabus have been discussed. The discussion enables us to understand the nature and the purpose of needs assessment by looking at it from different angles.

CHAPTER THREE

RESEARCH METHODS OF THE STUDY

3.0 Introduction

This chapter is devoted to the discussion of subjects, sampling procedures, the tools used to collect information and the procedures of data analysis of the study.

As the concern of this study, needs assessment is a complex subject, it is recommended to investigate it from various people's point of views. Employing only quantitative or qualitative research design to explore learners' language needs may exclude some important realities that are related to this study. To explore learners' needs holistically, therefore, mixed research design was used. Mixed design makes use of more data collecting tools. As a result, various data can be included. Creswell (2003) puts the theoretical basis for using mixed design as "...collecting diverse types of data best provides an understanding of a research problem" (p.21). This is the theoretical justification for using the mixed approach in this study, too. Hence, in this study, a questionnaire, interviews, focused group discussion and text analysis were used. Detailed information on these tools is given in section 3.3.

3.1 Subjects of the Study

Participants of this study are:

- Regular third year health science students of Shashamanne Health Science College;
- English language instructor;
- Content instructors; and
- Former graduates of the college.

It should be noted that the objective of the study was made clear to all the participants, and the researcher asked for their consents in the research. All necessary legal, ethical and administrative procedures were considered in conducting the research.

3.2 Sampling Procedures

As mentioned above, data were collected from third year or graduating students, instructor of English, content instructors and former graduates of the college. More information on respondents particularly how they were selected is presented in this section.



3.2.1 Students

It was felt that third year students are more mature than other groups to identify their language needs as they have taken all English courses given at the college. The total population of third year students is 146. Out of this, 48 students (32.9%) were taken as the study sample. They were selected by systematic sampling method. Their mark list was used as a sample frame.

The total population (146) was divided by the study sample (48) to obtain an appropriate interval of selection. The resultant is 3.3. The students were grouped into 48 in which all the group consists of three students. Thus, from every three students, one student was selected to respond to the questionnaire; that is, questionnaire was administered to 48 students. The first participant was selected by random sampling. Accordingly, the second student from the list of the first group of three students was selected. Then, every second student of the rest of 47 groups of three students was selected. Therefore, in technical language, systematic sampling method was used to select informant students who filled in the questionnaire.

Three students who were selected to fill the questionnaire were absent during the time of questionnaire administration. However, they were requested to fill after some time and they filled in the questionnaire. But one of them did not fill in it properly.

For students' focused group discussion, six students were selected by purposive sampling method. These students are among the active learners of third year students. Two instructors who are teaching third year students and who were even taught these students when the students were second year, were asked to select six active third year students who can provide much valuable data on the issue under study. The researcher also witnessed that the selected students were active learners because he taught them when they were first year students.

Active learners were preferred because it was felt that reliable data are better obtained if such students participated in group discussion.

3.2.2 Instructors

Seven (all) main course instructors filled in the questionnaire. As there is only one instructor of English, he was taken as a participant of the study. Totally, eight instructors were selected as the subjects of this study. Five instructors, including the instructor of English, were interviewed. For interview, four content instructors among the seven who filled in the questionnaire were selected by random sampling method. The instructors were interviewed according to the schedule we fixed before the interview session.

3.2.3 Former Graduates

Former graduates were used because they are actually/ practically engaged in real situation that offers them what to perform their professional duties. They can reflect on how much English is important to perform their professional responsibilities. They can also provide useful information on how the language should be taught, and what kinds of language learning activities or skills are more useful to the students. On the whole the attempt was to investigate students' language needs as perceived by former graduates.

Former graduates were contacted like this. A former graduate, who is currently employed at the college as students' clinic worker, helped me to find others by giving me their addresses. Six former graduates of the college are found around Shashamanne. Two are employed at Shashamanne General Hospital; one is employed at Shashamanne Health District Office. The remaining two are working at Toga and Ajje Health Centers. Questionnaire was given to all, of course, at different places and different times. Five copies of the questionnaire were collected on the next day while one was collected on the same day after about four hours. All questionnaires were filled in properly and returned. All former graduates were former students of the researcher.

Three former graduates were requested for interview session. They agreed and we fixed an appropriate time for each individually; and all were interviewed on the basis of their appointments at different places and time.

All participants (instructors, students and former graduates) were very cooperative. This probably related to the fact that the researcher was the former teaching staff of the college; in addition, he taught both former graduates and third year students.

3.3 Data Collection Instruments

A questionnaire, structured interview, students' focused group discussion and text analysis were employed to collect data. All questions were approved before their actual use. For example, a five- point scale was changed to a four-point scale by removing the category of *very unimportant* and *strongly disagree* from the questionnaire. Some items which were redundant were also removed. The research instruments are presented below:

3.2.1 Questionnaire

The questionnaire is the most widely used research tool in needs assessment research (Robinson, 1991 and Pratt, 1980). The questionnaire is used because of its wide coverage of informants in shorter a period of time. It enables us to collect a wide range of information. For this study, a questionnaire was administered to forty eight graduating students, eight instructors and six former graduates (2007, all were in the same batch and they are working in different places and positions). The questionnaires were used to obtain information on (objective needs of third year students as perceived by these stakeholders):

- The importance of each macro language skills in three domains (academic setting, future career and social and private life).
- The importance of various communicative events of each macro skills in the three domains mentioned above.
- The importance of micro language skills (vocabulary, grammar and pronunciation) in the three domains.

The questionnaire mainly focused on ranking the importance of language skills and communicative events. A four- point scale, *not important, I do not know, important and very important*, was used as means of indicating the importance of particular items and skills in the three domains. These scales are numbered as 1, 2, 3, and 4 respectively. The numbers are used to calculate the mean score of each statement. The mean scores of the statements were finally

added up to obtain the learners' language needs in academic setting, future career, and their private and social life.

The results of the questionnaires were analyzed using statistical techniques SPSS (Statistical Package for Social Scientists). The results were shown in terms of mean, standard deviation, ranking, percentages and ANOVA test (used to indicate significant differences between the responses of subjects).

Questionnaires for students were used to explore their subjective needs in addition to the above mentioned objective needs. Statements that can explore students' subjective needs are given to the students in this type of questionnaire. A four-point scale, *strongly agree*, *agree*, *do not know and*, *disagree*, were used to show students' subjective needs. Numbers 1, 2, 3, and 4 are assigned to the categories. They numbers are used to calculate the mean score of each statement. The mean scores were used to identify the contents, classroom learning modes and classroom organizations which are preferred by learners.

Questionnaires on subjective needs included:

- The preferred contents and topics by the students
- The preferred modes of classroom organization
- The preferred classroom learning modes

In short, 62 copies of the questionnaire were distributed; all informants, except one, filled in properly and returned. This was because the instructors live in the compound of the college. So, it was not difficult to collect the questionnaires. Regular class periods were used to complete students' questionnaire. An Orientation was given to the students on the objective of the study and how they should fill in the questionnaire just before filling in the questionnaire.

3.2.2 Interview

Structured interview was used to supplement data obtained from the questionnaire. Four content instructors, one English instructor and three former students of the college were interviewed.

All instructors preferred English to be used as a medium of their interviews except one content instructor who preferred Afan Oromo. The two languages were used as the medium of instructors' interviews. The interviews were about the degree of importance of language skills, grammar, vocabulary and pronunciation for the learners to perform their academic, future studies and their private and social life successfully. Questions on communicative events (activities) that students use English to perform in target situation were also asked.

The interview with English language instructor, in addition to the above contents, has contents such as the goal of teaching the language, about the textbook in use, students' motivation to learn English, about language skills, and classroom organization. Tape recorder was used in collecting the interview responses (the recorded responses are available with the researcher and can be obtained on formal request).

3.2.3 Students' Focused Group Discussion

Students' focused group discussion was held with six students who are among high achievers. Since almost all students can use it, Afan Oromo was used as medium of discussion. But, one student used Amharic while he was expressing his views. This was welcomed and he was free to use the language.

Points of the discussion included the following.

- The importance of language skills (macro and micro) for their academic, future career, and social and private life.
- How they need to learn the language.
- Contents of the existing English course book.
- More important domain why they would like to learn English.
- The communicative events they perform in English in the three domains.

The purpose of the discussion was to supplement the data obtained from students' questionnaire.

3.2.4 Text Analysis

Units 3, 4, 5 and 6 of Grade 12 English Student's were reviewed to see whether the contents/tasks, learning objectives, language and teaching methods match with the needs of

third year health science students. The analysis is focused on these units because they are used to teach English to the students (TEVT System, 2006). For the purpose of analysis, some ideas which are relevant to the objective of this study were taken from Cunningsworth (1983) and McDonough and Shaw (1993).

3.4 Procedures for Data Analysis

Data used for the study were obtained from students, instructors and former graduates through different research methods: questionnaire, interview and focused group discussion. Textbook analysis was also a useful means to collect data. Data obtained through these tools were analyzed separately.

Data obtained from questionnaire were analyzed quantitatively. Statistical package particularly SPSS was used to analyze them. ANOVA test was used to show statistical differences of responses between and within groups.

Qualitative data collected through interviews, group discussions and text analysis were analyzed descriptively. It should be noted that data collected from different sources through various tools were triangulated in order to validate the results of the study.

This chapter has presented the study sample, how subjects were selected, data collection instruments used to conduct the study and data analysis procedures. Chapter Four, the next chapter, presents data analysis and discussions of the study.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

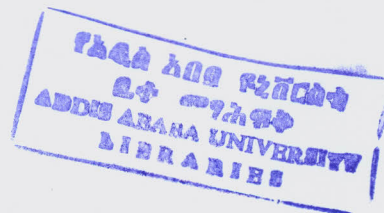
4.0 Introduction

The purpose of this chapter is to present the analysis of data collected from different sources through questionnaire, interviews, group discussion and text analysis. The data were collected to assess English language needs of 10+3 students at Shashamane Health Science College. That is, the purpose of the study was to discover both objective and subjective language needs. Objective needs means here language skills and communicative events that are more important for students to be successful in their academic setting, future career and private and social life. Subjective needs here belong to topics, classroom learning modes and classroom organization modes which are preferred by the students.

The data were analyzed both quantitatively and qualitatively. Section 4.1, which has got two sub sections, 4.1.1 and 4.1.2, was devoted to the presentation of quantitative data. The first section presents the results of the objective needs as perceived by different respondents. The second section, 4.1.2, presents the results of subjective needs as perceived by the students themselves. The rest respondents were not asked about subjective needs because it was felt that other may not provide reliable data in this regard; students better identify their subjective needs.

The responses of the subjects to items related to the importance of reading, listening, speaking and writing in the three domains are presented first separately for each respondent. Then, the responses of the respondents on the importance of micro skills (grammar, vocabulary and pronunciation) in the three domains are presented in one table for all subjects; just this was done for the sake of convenience. The results of the questionnaire were presented in table form and the interpretation was made from the tables.

Section (4.2) presents qualitative data obtained through interviews, group discussion and text analysis. In this case the data are interpreted and presented descriptively for each group of subjects separately.



4.1 Quantitative Data Analysis

4.1.1 Objective Needs as Perceived by Respondents

4.1.1.1 Importance of Macro skills as Perceived by Students

The students were asked to rank the importance of various activities of the macro skills in each domain (see Appendix D). Then, the overall mean of each skill in each domain was calculated to rank the importance of skills in each domain. Table 1 presents the results of students' responses on the importance macro skills in each domain.

Subjects	Academic Setting			
Students	Overall reading	Overall listening	Overall speaking	Overall writing
	3.9574*	3.868*	4.262	4.047
	Future Career			
	Overall reading	Overall listening	Overall speaking	Overall writing
	4.041	4.214	4.048	4.074
	Private and Social life			
	Overall reading	Overall listening	Overall speaking	Overall writing
	4.075	3.974*	3.963*	4.105

Table 1: Responses of Students to the Importance of Macro skills in each Domain

This table indicates students' perceptions about the importance of macro language skills in the three domains: academic setting, future career and private and social life. The numbers represent the overall mean of each skill in each domain. The greater the overall mean the more important the skills are. (Note * shows the skills which are not important according to the respondents in the domains). The median score for macro skills is 4.000.

A macro skill which its overall mean is less than this value is not important according to the respondents.

The students feel that speaking skills (with 4.262 overall mean) is the most important in the academic setting (Table 1). It is followed by writing skills which has 4.047 overall mean. Reading and listening skills with 3.9574 and 3.868 overall mean respectively are not important for the students in the academic setting because their overall mean is less than the median score (4.0). All other subjects feel that reading and listening skills in academic setting are among the most important skills. For example, the overall mean of response of English instructor on reading in this setting is 5.000; that of former graduates is 4.2381 and that of content instructors is 4.4821. Students are expected to read notes, books and references for examinations, tests, assignments, and they should listen to lectures, discussions and presentations to be successful in their study. Reading and listening skills in academic setting are important. Of course, in their focused group discussion, the learners stressed that speaking and writing skills are the two most important for their academic success, and they also recognized the importance of the receptive skills in the domain.

Students feel that all skills are important for their future career, but listening skills (overall mean 4.214) are the most useful and followed by writing (4.074). For their private and social life, students believe that listening (3.974) and speaking (3.963) are not important because their overall means are less than the median score. Students may think that it is not a usual practice to use these skills in their private and social life in our country. They expressed that writing (4.105) is the most important skill for them for their private and social life and it is followed by reading.

4.1.1.2 Importance of Macro skills as Perceived by English Language Instructor

The English instructor was asked to rank the importance of various activities of the macro skills in each domain (see Appendix D). Then, the overall mean of each skill in each domain was calculated to rank the importance of skills in each domain. Table 2 presents the results of the instructor's responses on the importance macro skills in each domain

As can be seen from Table 2, the English language instructor believed that reading and writing (with 5.000 overall mean each) are equally the most important for students in their academic setting. There is no less important macro language skills in this domain according to the instructor; that is, listening and speaking are equally important having the overall mean of 4.000. In the interview session held with the instructor, he too, pointed out that all skills are almost equally important for students' academic success.

Subjects	Academic Setting			
English Language Instructor	Overall reading	Overall listening	Overall speaking	Overall writing
	5.0000	4.000	4.000	5.000
	Future Career			
	Overall reading	Overall listening	Overall speaking	Overall writing
	5.000	5.000	4.000	4.250
	Private and Social life			
	Overall reading	Overall listening	Overall speaking	Overall writing
	5.000	5.000	2.000*	5.000

Table 2: Responses of English Language Instructor to the Importance of Macro skills in each Domain

Instructor of English feels that reading and listening (5.000 mean each) are the two most needed language skills for third year students to pursue their future career successfully. Speaking appears to be the second most important skill as to the instructor for students' future career while writing appears to be the least important.

Speaking with overall mean 2.000 is not important according to the teacher of English in students' private and social life. This may be due to the fact that students do not use the language to communicate in their day to day activity. That is to say, people use their first language for communication. Reading, listening and writing are equally important, as the teacher believes, for students to be successful in their private and social life.

4.1.1.3 Importance of Macro skills as Perceived by Content Instructors

Content instructors were also asked to rank the importance of various activities of the macro skills in each domain. Then, the overall mean of each skill in each domain was calculated using SPSS to rank the importance of skills in each domain. The results of the instructor's responses on the importance macro skills in each domain are presented in the following table.

Subjects	Academic Setting			
Content Instructors	Overall reading	Overall listening	Overall speaking	Overall writing
	4.4821	4.571	4.476	4.443
	Future Career			
	Overall reading	Overall listening	Overall speaking	Overall writing
	4.229	4.157	4.464	4.571
	Private and Social life			
	Overall reading	Overall listening	Overall speaking	Overall writing
	3.857*	4.000	3.556*	2.476*

Table 3: Responses of Content Instructors to the Importance of Macro skills in each Domain

Content instructors believed that all skills are important for students in both academic context and future career. They believe that listening (4.571) and reading skills (4.4821) need to be emphasized in academic setting. The instructors perceive that for the students' future career, writing skills are the most important. Speaking appears to be the second most important while listening is the least important.

Concerning the importance of macro skills for students' private and social life, content instructors feel that only listening skills are important. For them, speaking, reading and writing skills are not useful for learners in this purposive domain. Instructor of English, however, feels that all skills are important except speaking skills in private and social life. Table 4 shows the responses of former graduates on the importance of macro skills.

4.1.1.4 Importance of Macro skills as Perceived by Former Graduate

Subjects	Academic Setting			
Former Graduates	Overall reading	Overall listening	Overall speaking	Overall writing
	4.2381	4.563	4.467	4.537
	Future Career			
	Overall reading	Overall listening	Overall speaking	Overall writing
	4.433	4.533	4.317	4.479
	Private and Social life			
	Overall reading	Overall listening	Overall speaking	Overall writing
	4.042	4.407	3.762*	2.315*

Table 4: Responses of Former Graduates to the Importance of Macro Skills in three Domains

As is shown in Table 4, former graduates perceived that all macro skills are important for learners' in two domains: academic setting and future career. Listening and writing skills are top rated for learners' in the domains. As to these respondents, listening (4.533) is the most important for third year students to be successful in their future career, and it is followed by writing skills (4.479).

Listening and reading skills, in the same order, are rated as the most important for third year students to be successful in their private and social life. Speaking and writing skills are not important for the students in this purposive domain according to former graduates.

Former graduates and content instructors feel that all skills are important for learners' academic setting and future career. They also feel that speaking and writing skills are not relevant for students in their private and social life. On the other hand, third year students indicated that listening and speaking are not useful to them for the purpose of private and social life. English instructor showed that all skills are important in all domains, but he feels that speaking skills are not useful for learners' private and social life.

Such conflicting views in language needs assessment is a natural phenomena because people have different views about the nature of language teaching, nature of language and nature of learning (Robinson, 1991; Berwick, 1989; Hutchinson and Waters, 1987). Though there is a variation among the respondents on the importance of macro skills to the students, all agreed that speaking skills are not important for private and social life.

The variation that prevails among the responses related to the importance of the macro skills to third year students probably comes from the fact that these people have different backgrounds. This means that former graduates and content instructors share similar background; their responses are also almost similar while instructor of English is from a different background. Thus they view the importance of language from different points of view. Former graduates and content instructors mainly look at the importance of English language for its instructional values points of view. English instructor, on the other hand seems to look at it from wider view, the importance of English for general communication in addition to instructional purpose, that is why most probably he feels almost all skills are important in all domains. However, since English is not used for social purposes in our country, perceptions of former graduates and content instructors are more dependable. That is, productive skills are not useful for learners' private and social life.

Depending on the data obtained through the questionnaire, the order of importance of each skill in each domain presented in Table 5.

4.1.1.5 Rank Order of Macro skills in each Domain

Domain	Rank order of the skills	Aggregate mean
Academic Setting	1.Speaking	4.304
	2.Writing	4.160
	3.Reading	4.062
	4.Listening	4.019
Future Career	1.Listening	4.252
	2.Writing	4.176
	3.Speaking	4.123
	4.Reading	4.122
Private and Social life	1.Reading	4.062
	2.Listening	4.036
	Speaking*	3.864
	Writing *	3.756

Table 5: Rank Order of the Macro skills in each Domain

Note that the aggregate mean shows the responses of all subjects for each skill in each domain. For example, speaking in academic setting has got the aggregate mean of 4.304. This number indicates the mean of responses of each subject for each item under speaking.

The purpose of Table 5 is to indicate the order of importance of macro skills in each domain. In academic setting, productive skills are more important than receptive skills. Students prepare reports and present to the class which is marked; they also write project work, etc. Results of students' focused group discussion also reveal that speaking and writing skills are very useful for their academic success.

Listening is the most favored skills in future career followed by writing. To be successful in their private and social life, reading skills followed by listening are put as important. Receptive skills are useful in private and social life domain more than productive skills.

It was perceived by the respondents that speaking and writing are not wanted in students' private and social life as they were attached with overall mean of 3.864 and 3.756 respectively; these values are below the median score of macro skills. In interview, respondents did not indicate that these skills are not important but what they expressed was that the degree of emphasis of skills in domains. Probably this is accepted if we interpret as speaking and writing skills are the least important for learners' private and social life.

From table 5, we can see that speaking has received the largest aggregate mean (4.304). This means the subjects feel that speaking is the most useful skill for the students. Students themselves in their discussion showed that the speaking is the least practiced; hence, they need to improve it. The second most important skill appears to be listening with overall mean of 4.252.

In general, the order of importance of macro skills from the most important to the least important is: speaking (4.3940), writing (4.3107), listening (4.1871) and reading (4.1677).

We need to identify more important domains for teaching English to third year Students of Shashamane Health Science College. This is presented in Table 6.

4.1.1.6 More Important Domain for Teaching English for 3rd Students

Subjects	Overall academic setting	Overall future Career	Overall Private and social life
Students	4.0362	4.0957	4.0340
Eng. Instructor	4.5000	4.6000	4.3000
Cont. Instructors	4.4857	4.3714	3.5000
F. graduates	4.4833	4.4667	3.6500
Total	4.3763	4.3834	3.871

Table 6: Responses of Respondents to the Importance of Domains

Table 6 presents more important domain for teaching English to third year students as perceived by subjects. From the table we can see that future career (with over all mean of 4.0957) is the most important according to the students. English instructor also shares this view with students indicating the overall mean of 4.6000 to future career. The responses of the

students and the instructor match with the goal of modern education. People (for example, Pratt 1983) in education point out that education should be planned for future development by taking current societal needs in to account. Students and instructor of English also feel that English is important in all the three domains.

Former graduates and content instructors perceived that English should be taught primarily to equip learners with skills and techniques that enable them to be successful in academic domain. However, they believe that English is not important for third year students in the domain of private and social life as they attached the over all mean 3.5000 and 3.6500 to this domain which are less than the median score, 4.0.

In general, the domain of future career (with average mean 4.3834) is the most important to teach English to the students. That is to say, language skills, activities and objectives that equip learners with abilities that help them to be successful in their future career should be emphasized. Academic setting (4.3763) is the second important domain while using English in their private and social life (3.871, below the median score) is not useful for the students.

An attempt was made to see the statistical difference of the responses between the groups on the importance of the domains. ANOVA test (Analysis of Variance) was used to serve this purpose. The significant difference was made at 0.05 levels. Thus, when its value is less than 0.05, there is a statistically significant difference among the importance of the three domains. But when the value of a significant difference is greater than 0.05, there is no statistically significant difference among the responses of the subjects concerning the importance of the domains.

For academic domain the significant difference between groups, combined, was .050 while .153 and .066 for future career and private and social life respectively. Thus, since the values of significant difference are greater than 0.05, we can claim that there is no statistically significant difference between the respondents' responses to the importance of the three domains. This implies that the subjects have similar perceptions regarding the importance of the use of English in the three domains.

4.1.1.7 Communicative Events of Macro skills in each Domain

Identifying relevant activities (communicative events) that are performed through the use of macro language skills that are relevant to learners' academic life, future professional development, and private and social life is one of the objectives of this study. To identify and rank such activities for each of the skill in each domain, aggregate mean of each activity under each domain and each skill was used.

Three activities for each domain and each macro skill are rated and presented as the first, the second and the least important. The activities were presented in the questionnaire of all respondents as items to be rated by the use of a four-point scale: *very important, important, I do not know and not important* (see Appendix A).

Appendix A presents responses of respondents to the order of importance of activities in all domains for all macro skills. The activities are categorized under reading, listening, speaking and reading for each domain.

Under reading skills we have 7, 10 and 12 activities (in the questionnaire) for academic setting, future career and private and social life respectively. From seven communicative events provided under academic setting, reading academic texts (4.32) and references (4.26) were rated by all groups as the most important activities. Students feel that reading diagnosis paper (3.72) is the least important in academic context. Reading on diseases or medicines and medical magazines were indicated by respondents as the most favored reading activities in future career of the learners. Reading fiction was rated as the least important reading activity in both academic setting and future career by other groups while students feel it is the least important reading activity in both cases.

Concerning the listening skills 8, 5 and 9 (in the questionnaire) communicative events were included under academic setting, future career and private and social life respectively. In academic setting from 8 likert items, listening to presentation and course lectures were rated as the two most important by students and all respondents. Listening to the radio appears to be the least favored in academic setting. In the future career of the students, all respondents

pointed out that listening to seminars or workshops are top rated while listening to telephone is the least favored. Listening to the radio and seminars appear to be the most needed communicative events in students' private and social life. But, shopping and listening to music were rated as the least important by students and all the other respondents with the standard deviation of .942 and 1.027 respectively.

Asking questions or answering questions and talking to friends were rated as the first and the second most important communicative events for speaking in academic purposive domain from five speaking activities provided. Presenting paper is rated as the least favored ones. In future career of the students, speaking with friends and foreigners were rated as the most important while preaching appears to be the least favored from 10 communicative activities. Speaking to health professional (medical doctor) and presentation are the most favored speaking activity (see Appendix A). Speaking to patients is unlikely used in students' private and social life. Responses of students and other subjects to this item in this purposive domain deviated by 1.287 and 1.250 respectively; they are the largest standard deviation of the activities provided in the questionnaire. Thus, we can say that speaking to patients is not important in this domain. Students probably thought that patients do not use English, and former graduates confirmed that clients use their first languages.

Concerning writing tasks in the academic contexts, writing articles was rated the least favored by all respondents while writing lecture notes and reports were rated as the most important ones. In students' future career as health science professionals, research and letter of various kinds are top rated writing activities. Writing faxes and news papers is the least favored writing activity in this domain. Writing medical prescription and reports are very valuable writing activities in learners' private and social life, but writing news papers was rated as the least favored activity.

To sum up the importance of communicative events of each skill with respect to each domain, reading academic texts and references were rated as the most important reading tasks in students' academic setting. In future career, reading about medicines and diseases is the most favored while reading the internet deserved top position in private and social life.

In connection with listening activities, listening to such as presentation and course lectures, seminars and workshops and listening to the radio are the most important for academic setting, future career, and private and social life of the learners' respectively.

Asking questions / answering questions and speaking with friends, speaking to foreigners and to medical doctors rated as the most needed speaking activities in the three domains in the same order above.

Finally, writing lecture notes and reports were the most favored writing activities in academic setting. Writing research reports and letters are the top rated activities in learners' professional career. Communicative events of academic domain and future career are more important for the learners than the activities of private and social life.

4.1.1.8 Importance of Micro skills as Perceived by the Respondents

The respondents' perceptions on the importance of English micro skills to third years students (to be successful in their academic setting, future career, and private and social life) of Shashamanne Health Science College are presented here for all respondents (see Appendix B, numbers 1- 3 represent the following statements). The subjects were asked to show the extent to which they agree with the following nine statements about the importance of micro skills for the domains. A four-point scale, *strongly agree*, *agree*, *I do not know* and *disagree* were used to show their agreement (Note 1= grammar; 2= vocabulary and 3= pronunciation in various domains).

1. To have good knowledge of *grammar* is important for academic studies.
2. To have good knowledge of *vocabulary* is important for academic success.
3. To have good knowledge of *pronunciation* is important for academic success.

1. To have good knowledge of *grammar* is important for future career.
2. To have good knowledge of *vocabulary* is important for future career.
3. To have good knowledge of *pronunciation* is important for future career

1. To have good knowledge of *grammar* is important for private and social life.
2. To have good knowledge of *vocabulary* is important for private and social life.
3. To have good knowledge of *pronunciation* is important for private and social life.

Students, content instructors and former graduates feel that pronunciation (Item 3) is more important than other skills in academic setting (see Appendix B). Content instructors believe that pronunciation (2.14) should be followed by grammar (Item 1) assigning the overall mean 2.00. Former graduates and students on the other hand perceived that vocabulary (Item 2) should be emphasized in teaching language next to pronunciation for academic success. The mean of students' responses to pronunciation and vocabulary respectively is 1.68 and 1.40. That of former graduates for these skills respectively is 2.00 and 1.50. Instructor of English language assigned 1.00 to each skill in this domain.

When we look at the importance of these skills in learners' future career, students and former graduates perceived that pronunciation (Item 3) should be given due attention in language teaching, and it needs to be followed by vocabulary (Item 2). Students attached the mean of 1.85 to pronunciation while former graduates attached it 2.50. Emphasizing the teaching of pronunciation is also acceptable by both language instructor and content instructors in this domain. They attach overall mean of 2.00 and 2.43 respectively. Grammar should follow pronunciation according to content instructors while language instructor believed that they should be given the same attention.

Instructors perceived that both pronunciation and grammar need to be taught to third year students to help them lead their private and social life successfully. English language instructor attached overall mean of 2.00 to each skill while content instructors attached 2.43 mean to each skill. Vocabulary (1.74) is the most important for students to be successful in this domain; they feel that it should be followed by grammar (1.66). Former graduates indicate that pronunciations need to be the most emphasized (2.67) followed by grammar. However, all subjects perceived that grammar as the second important in students private and social life either it is preceded by pronunciation or vocabulary.

In short all micro skills appear to be important according to all subjects for all domains in varying degrees. This was also indicated in their interviews. In their group discussion, the learners indicated that they need to improve their speaking skills. Respondents feel that teaching how to pronounce medical terms is preferred to teaching how to pronounce general

words. By vocabulary the respondents, except instructor of English, they mean mainly medical words. Putting the skills in order of their importance in each domain is useful. Table 7 presents this.

4.1.1.9 Rank Order of Micro skills in each Domain

From Table 7 we can discuss the relative importance of micro skills for learners' success in academic life, future career and private and social life. Pronunciation having total mean of 1.75 in academic setting and 1.98 in future domains is the most needed skill in the two domains. It was also rated as the second most favored skill in private and social life next to grammar (1.80).

Domain	Rank order of Micro skills	Aggregate mean
Academic Setting	1.Pronunciation	1.75
	2.Vocabulary	1.43
	3.Grammar	1.34
Future Career	1.Pronunciation	1.98
	2.Grammar	1.44
	3.Vocabulary	1.43
Private and Social life	1.Grammar	1.80
	2.Pronunciation	1.77
	3. Vocabulary	1.75

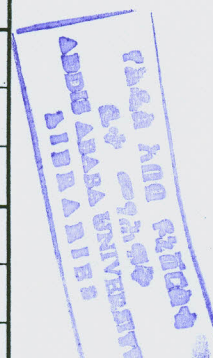


Table 7: Rank Order of the Micro skills in each Domain

In academic setting grammar appears to be the least needed skill. This is probably attributed to the fact that less attention is given to it in academic setting; that is, content is more important in academic setting than knowledge of grammar (Geremew, 1999; H/Michael, 1993).

Generally speaking, all skills are important because their overall mean is greater than median score of micro skills which was 1.0.

An attempt was made to show whether statistically significant differences exist among the responses of the subjects on the importance of Micro skills. ANOVA test was used to serve this purpose. A significant difference was noted at 0.05 levels. The value of significant difference between the groups (combined) was 0.000 for all micro skills in all domains. Therefore, since the significant difference was less than 0.05, subjects feel that all micro skills are important for learners' success in all domains with showing statistically significance differences.

4.1.1.10 Importance of Micro skills (Overall)

Subjects	Overall grammar	Overall vocabulary	Overall pronunciation
Students	1.454	1.525	1.759
Eng. instructor	2.000	5.000	1.600
Cont. Instructors	3.429	3.857	4.286
F. graduates	2.222	2.267	2.667
Total	1.765	1.917	2.098

Table 8: Responses of all Respondents to Micro skills

According to students, content instructors and former graduates, pronunciation is the most important. But, English language instructor feels that vocabulary is the most important with overall mean 5.000. Pronunciation is the least important according to English language instructor. In short, the order of importance of micro skills, thus, is: pronunciation (2.098), the most important; vocabulary (1.917) and then grammar (1.765). Next the results of students' subjective needs will be presented.

4.1.2 Subjective Needs as Perceived by the Students themselves

In this section, results of students' questionnaire on their subjective needs are presented. Results of students' questionnaire on the objective needs (skills and communicative needs) were discussed in section 4.1.1.1. Questionnaire for subjective needs was designed to collect information on:

- Preferred Contents of English Course
- Preferred Classroom learning modes
- Preferred Classroom organization modes

4.1.2.1 Preferred Contents of English Course

Under this category there are four sub categories. Students were asked to express the extent to which they agree with the following items (1-4). Table 9 presents the responses of learners regarding the items.

1. I like activities and contents related to health science to be included in the English textbook.
2. I like any topics/contents to be included in the English textbook.
3. I like health science vocabulary to be included in the English textbook.
4. I like any (general) vocabulary to be included in the English textbook

	Strongly agree		Agree		I do not know		Disagree			
Item	N	%	N	%	N	%	N	%	N	%
1	29	63.0	12	26.1	2	4.3	3	6.5	46	100.0
2	13	27.7	16	34.0	9	19.1	9	19.1	47	100.0
3	32	68.1	12	25.5	1	2.1	2	4.3	47	100.0
4	16	34.0	21	44.7	7	14.9	3	6.4	47	100.0

Table 9: Responses of the Students to preferred Contents of English course.

As can be seen from this table, 29 (63%) students strongly agree that English language courses should incorporate topics and activities that are related to health science education (Item 1). The majority of students (41= 89.1%, Strongly agree and Agree) expressed their interests to see field specific activities and contents in their English language course. Only 2 students and 3 students do not know and disagree with this item respectively. 32 (68.1%) of the students strongly agree that field specific vocabulary (Item 3). On the other hand, general vocabulary and topics (Item 2) and (Item 4) respectively are the least favored.

Using contents and vocabulary relevant to specialization of the students as the vehicle of teaching English motivates learners and helps them in learning their professional courses

(Robinson, 1991; Berwick, 1983 and Hutchinson and Waters, 1987). This is, in fact, one of the main purposes for the development of ESP. Students' responses to the contents of the textbook match with what the scholars recommend on how to make language learning effective to ESP learners.

Students wrote the following on the contents of the book.

1. Contents of the textbook (Grade 12) are not useful to us. Contents do not match our interests; they are similar to high school and junior text books.
2. Modifying/ changing the book is necessary.
3. Not motivating (they like learning English but the book is not motivating).

4.1.2.2 Classroom Learning Modes

Students were asked to express degree of agreements to 11 statements about classroom learning modes. Here for the purpose of analysis the items are numbered from 1 to 11. In the classroom, I like to learn English by:

- | | | |
|---------------------------|---------------------|------------------------------|
| 1. writing compositions | 5. memorizing | 9. reading |
| 2. listening to the radio | 6. debating | 10. role play |
| 3. watching TV, Films, | 7. drama | 11. listening to the teacher |
| 4. discussions | 8. studying grammar | |

Note that all items are read as full sentences in the questionnaire. For example, number 1 is read as: In the classroom, I like to learn English by writing compositions. Table 10 presents the responses of students to the above mentioned items.

	Strongly agree		Agree		I do not know		Disagree		Total	
Item	N	%	N	%	N	%	N	%	N	%
1	22	46.8	18	38.8	6	12.8	1	2.1	47	100.0
2	7	14.9	20	42.6	9	19.1	11	23.4	47	100.0
3	19	40.4	21	44.7	3	6.4	4	8.5	47	100.0
4	27	57.4	19	40.4	1	2.1	0	0	47	100.0
5	11	23.4	29	61.7	6	12.8	1	2.1	47	100.0
6	10	22.7	25	56.8	6	13.6	3	6.8	44	100.0
7	21	46.7	17	37.8	5	11.1	2	4.4	45	100.0
8	27	58.7	16	34.8	1	2.2	2	4.3	46	100.0
9	30	63.8	12	25.5	3	6.4	2	4.3	47	100.0
10	21	46.7	17	37.8	5	11.1	2	4.4	45	100.0
11	30	63.8	10	21.3	3	6.4	4	8.5	47	100.0

Table 10: Responses of Students to Modes of Classroom Learning.

The two most preferred classroom learning modes rated as *strongly agree and agree* by 46 (97.8%) and 43(93.5%) respectively are discussions (Item 4) and studying grammar (Item 8). A good number of students, that is 42 (89.3%), 40 (85.1%) and 38 (84.5 %) also prefer learning English through reading(Item 9), listening to the teacher (Item 11) and drama(Item 7) respectively.

Learning English through listening to the radio (Item 2) is the least preferred one; 11 (23%) students indicate that they disagree with it. This is the largest number of students in the category of disagreement. Except this, 4 or less students disagree with the above mentioned classroom learning modes.

In general, majority of the students need to learn English through discussions, listening to teacher, studying grammar, watching TV and films, memorizing, debating and role play. This indicates that students prefer both communicative/interactive and traditional (listening to the

teacher, studying grammar and memorizing) ways of learning English. In their group discussion, the students also expressed that they need to learn English through interaction. They indicated that lecture method is not good for teaching the language. Their feelings match with modern language teaching view, using both traditional and modern methods in language teaching depending on the situations and the items we teach. English for ESP does not have its own unique teaching methods; any methods that may be appropriate for specific learners and teaching situations are useful.

The practical implication of these preferences is that different language teaching methods should be employed in teaching the language to the students. Using one or few of these methods could be taken as acting against the interests of the students. Brown, 1994 and Richards and Rogers, 1986 recommend the use of various methods in teaching language to make effective and efficient.

Though various teaching methods are suggested in the units of the textbook (Grade 12), students pointed out that lectured method is always used in teaching English in their context. If lectured method is used to teach language, students simply listen to the instructor; they are “learning” the language individually, the least preferred modes of classroom organization (see Table 11).

It is useful to use various methods in teaching language as they can enable us to teach various aspects (skills, functions and forms) of a language. By using a few methods we could not teach all aspects of language. For example, through lecture method skills or communication could not be taught. Using various methods is also useful to address learners’ learning strategies and learning styles. In the college under study, however, students expressed that employing different techniques for teaching English is not practically used.

4.1.2.3 Modes of Classroom Organization

Students were asked to give their agreement about four modes of classroom organization: learning English individually, in pairs, in small groups and in large groups. Table 11 presents the responses of learners on modes of classroom organization.

Item	Strongly agree		Agree		I do not know		Disagree		Total	
	N	%	N	%	N	%	N	%	N	%
1. Individual	7	15.6	11	24.4	5	11.1	22	48.9	45	100.
2. Pair	10	22.7	18	40.9	9	20.5	7	15.9	44	100.
3. Small groups	18	41.9	18	41.9	6	14.0	1	2.3	43	100.
4. Large groups	8	18.2	15	34.1	7	15.9	14	31.8	44	100.

Table 11: Responses of Students to Modes of Classroom Organization.

Responses of students to the modes of classroom organization are presented in Table 11. As can be seen from the table, organizing the classroom in small groups during English class is the most favored. Pair work is the second most preferred classroom organization. That is, 18 (41.9 %) students strongly agree that it is useful to use small groups in teaching English, and 10(22.7%) feel that placing the students in pair is the best way of organizing the class during teaching the language.

Learning the language individually in the classroom is the least preferred by the students. About 22(48.9) students disagree with the importance of learning the language individually. Organizing the class into large group is the second least preferred.

Results of quantitative data on the importance of macro skills, micro skills and communicative events (objective needs) in the domains of academic setting, future career and private and social life of the students were presented. The perceptions of learners on teaching methods, topics and classroom presentations (subjective needs) were also presented in this section. Next the qualitative data analysis will follow.

4.2 Qualitative Data Analysis

Data obtained from interviews, group discussion and text analysis were analyzed in this section. Qualitative data were used to supplement what was found through the questionnaire.

4.2.1 Results of English Language Instructor's interview

The college has only one English language instructor. I made an appointment with him in advance of the interview. According to the schedule, the interview was held on March 29, at his home on his own will; we were alone. The purpose of the interview was to obtain information on:

- The importance of language skills that are highly important for students in the three purposive domains;
- More important domains for teaching English to the students;
- Communicative events students perform using English in each domain.
- The existing English language teaching material; and
- The modes of classroom organization used in teaching English.

Before the main questions of the interview two issues were raised to the instructor just to form the background of the interview. The first point was about the objective of teaching English to the students while the second point was about students' difficulties in using the language for communication.

The main objective of teaching English language to health science students is to develop communicative skills and help them learn their professional courses (ESP is needed). Communicative skills to English language instructor are the ability to use the language skills effectively for communication in different situations. Communicative skills as we have seen in Chapter Two encompass linguistic competence, strategic competence, pragmatic competence and sociolinguistic competence.

Learning other courses also require study skills, note making and summarizing, for example. To perform such academic activities properly, the ability to use English is mandatory. The language is taught to attain these goals. This matches with the goals of teaching English stated in Grade 12 English Teacher's Book.

According to the instructor, the above mentioned objective of teaching English to third year students is not yet achieved. Other instructors and third year students themselves admit that there are problems of using the language effectively for both academic and real life purposes. The problems are revealed in the use of all aspects of the language. The majority of the students have problems in organizing their ideas, using correct grammar, producing right pronunciation and using appropriate vocabulary. Respondents including students themselves showed that the learners are below the standard level, the college level.

They, informants, trace the problems back to the poor language background of students which could be the result of poor teaching methods and lack of teaching materials. The current situation in the college such as large class size, lack of relevant teaching materials, shortage of textbooks, the belief held about the common courses (academic status attached to the language) are also indicated by the instructors and students as factors that affect students' language abilities.

Three skills were emphasized in teaching English according to English instructor; namely, writing, reading and speaking. He believes that all language skills are important, but since the listening section of the textbook does not have a text for listening, it is difficult to teach listening skills. The reading skills are the most important language skill for the students. He said, "The more you read, the more you know" (March 29, 2009). Reading enables students to enrich their language abilities particularly vocabulary and language use. He also believes that students need to read much to earn good grades in their professional courses. Hence, to him the reading skills help the students to be successful in their academic study, future career and private and social life. He expressed that all micro skills are important; however, the most important is vocabulary then followed by grammar and pronunciation. He feels that students should as many as possible words to use language effectively, and what they write should also be grammatical.

The instructor said that language learning activities, contents and topics of the textbook in use are not relevant to students' profession. Students are not this much motivated to learn English. He showed that they do not consider English as the integral part of health science education. Common courses including English are given less weight compared to the

professional courses. He indicated that students were formally oriented to give more attention to professional courses than common courses among which English is the one. A former graduate also shares this idea. He said, "Scoring 100% in English has no significance on cumulative grade" (Former graduate 3). Though English is very important for students' academic purpose, future career and social and private life, there is such perception among the staff and the students. He indicated that there is a big gap between the current Grade 12 English Student's Text and students' professional courses.

English language instructor said that he uses all student-centered methods to teach language by emphasizing group work. He uses group work because it is the most preferred method by the students. In their focused group discussion, however, students pointed out that the teacher uses lecture method (there is no difference between the methodology of teaching English and other content courses).

The students expected methods that facilitate interaction and communication among them. They are aware that teaching content subjects and language are quite different. They indicated that lecture method does not have value in language teaching because language is learned better through "two way communication." (their words). Students' ideas are more plausible, here, because the teacher himself indicated that the large class size and shortage of textbook are the main factors that make it difficult to implement communicative approach to teaching English at the college. Finally the instructor pointed out that English language is important for students to be successful in all three domains.

4.2.2 Results of Content Instructors' Interviews

The purpose of content instructors' interview was to collect information on:

- The language skills that are highly important for students in the three purposive domains(academic, professional career, and private and social life);
- More important domains for learning/teaching English to the students;
- Important Communicative Events (Activities) students perform by using English in each domain.

All content instructors underlined the importance of teaching English language to third year students in particular and to all the students in general. English is important for students' academic purpose, for future career and their life. For example, in academic setting students are expected to use the language as effectively as possible to carry out activities such as assignments, class work, homework, and exams.

In academic setting, students write reports, plan project work and present them in the class. In professional duties they may fill in and prepare different formats (patient diagnosis forms, for example), and prepare seminars. Documentation is also important for students' professional duties. These activities are frequently used in their professional courses. All activities should be presented in English in a sensible way. Formats, organization, language use of the activities are considered in marking students' work according to the instructors.

Some believed that the contents of report/ student's work are more important; they also indicated that the content is better addressed if good language is used. Whatever the activities are, to perform them well, good command of English is mandatory. However, the majority of the students have difficulties in using the language appropriately in their work. Problems are visible in macro skills, vocabulary, grammar and pronunciation.

All instructors witnessed that all language skills are important for the students in academic setting. But they held different views as to which skill is the most important. This question is important as it can help us to set a priority concerning the emphasis of language skills. From the four interviewed instructors, two showed that speaking and writing skills should be given due attention in the same order for academic purposes. They believe that the mentioned skills are more required by the target situation than any other skills, and students have serious problems in using these skills.

One instructor accepted that the skills should be given due attention, but he believes that writing should be the first. Another instructor said that reading should be emphasized more than other skills, and it should be followed by writing. He argued that students have to read many sources to cope with academic situation and future study, and they are expected to write various assignments. The idea to emphasize reading skills was also shared by the instructor of English language.

Results of content instructors' questionnaire indicate that for students' academic success listening (4.571 overall mean) is the most important followed by reading (4.482). For future study, writing (4.571) and speaking (4.464) are the most important in the same order. Though there is a conflicting view between their responses on the emphasis of the skills, the results of instructors' questionnaire and interviews underline the importance of all skills particularly in academic setting and future career of the students.

Regarding the micro skills, that is, vocabulary, grammar and pronunciation, content instructors believe that health science related vocabulary are very important because student face difficulties in using appropriate vocabulary in their academic work. They believe that grammar and pronunciation are also important in the same order. English language instructor, former graduates and students also agreed upon this order of importance of these skills.

Content instructors perceived that English is more important for students mainly for two domains: academic setting and their future career. They feel that English is not this much important for learners private and social life.

In general, content instructors believe that communication skills which are manifested through the use of language skills: speaking, reading, writing, listening, vocabulary, grammar and pronunciation are very important for students to display their roles every where because health science profession is said to be a global activity. That is to say students can work anywhere in the world. Discussion on the results of former graduates' interviews comes next.

4.2.3 Results of Former Graduates' Interviews

Former graduates were selected for this study with the assumption that they can reflect on the English language needs of the learners as they are practically involved in the world of work. The contents of interview questions for this group are similar to those of other respondents to collect similar data for the study (see Appendix, J).

According to former graduates, third year students may use English language to perform various activities: medical prescription, writing diagnosis forms, writing reports, filling forms and documentation in their professional responsibilities. They said that though the students ask clients in their first languages about their illness, English is used to write what the clients say. They may also write results of diagnosis on which medical prescription is based. Reading medical books which are all written in English is very important for students to effectively display their professional duties. One respondent indicated that letter writing is also important for third year students because in real life situation they may write it in English for relatives. We need to note that former graduates are assigned to different positions. They use English language to perform different activities that their positions require.

Writing and reading skills are the most important for third year students in due order, according to two former graduates, to perform their professional (career) responsibilities. The third respondent agreed that the mentioned skills are more important though she puts reading skills first. In academic setting, they indicated that reading is the most important skill for students. They showed that students need to read and understand handouts, reference books, and to score good grades. They also expressed that reading at college helps to perform professional responsibilities properly. This matches with what the English instructor claims.

Though they believed that there is a gap between English courses and health profession, former graduates pointed out that English language courses given at the college level to third year program helps the learners to perform their duties. It provides learners with general skills. So, they perceived that the current material is useful to third year students to be successful in the three domains. This contradicts the view of third year students, however. Third year students feel that since the current English course has no connection with their profession, it is not useful to them in all domains (see 4.2.4, students' group discussion). Seedhouse(1995) indicates that General English can be valuable to ESP learners similar to former graduates.

One of the informants stated that though English is important even more than main courses sometimes in its application, there is a wrong perception prevailing among the staff and students themselves about English courses. English language is viewed as a less important

course at the college level. He pointed out that the cause for such perception is the curriculum itself. English is a light weight course compared to professional courses. He puts this as, "It is better to score 70 or 75% in main course than scoring 90% or above in English. ... Scoring good grade in English does not have a significant change in your cumulative grade."

Group work, pair work, conversation, discussion, free talk, were indicated by the former graduates as useful teaching methods to third year students. They indicated that health science students perform team work in their professional life. Hence, they feel that such ways of language teaching need be included in English language teaching material for health science students. One of the informants showed that translation is also important for third year students because they translate what clients say in their first language into English and write them down in English.

Concerning the importance of grammar, vocabulary and pronunciation, they feel that vocabulary (medical words, mainly), grammar and pronunciation should be taught to the students giving due attention in this order. Results of students' focused group discussion are presented next.

4.2.4 Results of Students' Focused Group Discussion

Students' focused group discussion was conducted with six active learners. They were selected by their professional courses. Contents of interview questions are similar to the contents of other subjects (see Appendix, H).

All participants of the discussion, similar to English language instructors, content instructors and former graduates, indicated that English language is very important for them in all the three domains. In their job, from medication to treatment requires the use of English. Almost all medical materials are written in English. They also indicated that they may be employed at World Health Organization which highly requires people who have abilities in communicating through English. Students wish to acquire English language skills that enable them to work with such international organizations.

However, they believed that the current situation is not equipping them with such skills. Three problems in relation to English course are serious. First, there is no link between English course and the professional courses. The students had been expecting new English language courses at college level; what they found was contrary to their expectations. The courses are similar to the English courses they used to learn at high school and junior levels. They believed that the current English is not helping them to learn the professional courses. They were expecting English courses to incorporate topics/ passages on health matters that enrich their medical vocabulary and language use.

Students wish that English course should include activities such as report writing, translation, project plan, presentation, etc. They believed that translation is important because in their real work, particularly when they take clients' history, they should translate what patients say in their first languages in to English and write it down in English. Translation is also useful to prescribe medicines which are manufactured out side country to the patients. That is, they should read and understand information (doze) written on medicine and translate it into clients' first language. They would like to see such activities in English language courses.

Since English course does not have a link with professional courses, as less important. They learn just for the sake of learning. One student said, "Kontentiin isaa baay'ee nuu gaddisiisa." This means literary we are very sorry about the content of the course. They learn to earn pass mark (50%). "Barattoonni qabxiimaa jedhanii [Afaan Ingilizii] barataa jiran malee nu fayyada jedhanii waan barataa jiranii miti" (April 10, 2009). It means that students learn English simply to pass the exam; they are not learning it as a useful course or practical course. All six students did agree with this idea. They relate this problem directly to the language curriculum; there is a wide rift between English course and professional courses; the material does not have learner authenticity. That is to say, students feel the material is not legitimate teaching material for them. In addition, English carries less mark compared to health courses. Due to these reasons students indicated that they are not motivated to learn language though they need to learn it and though they are aware of the importance of language in many aspects.

Results of students' questionnaire to items on preferred contents indicate that 41 (89.1%) students would like to see health related contents in their English language courses. 44 (93.6%) learners also pointed out that medical vocabulary are important for their success in all the three domains. Contrary to this the current teaching material does not have such contents (see 4.2.5, text analysis). This is one of the causes of students de-motivation to learn the language as indicated by them.

If students are not motivated, language teaching program could not be effective. Many scholars agree that motivation is among the most important factor which affects learning.

In this regard, Cunningsworth (1984) writes:

Motivation is arguably the most important single factor in success or failure at language learning. A well-motivated student badly taught will probably do better than a poorly-motivated student well taught... It has a deep influence on the effectiveness of learning (p. 56).

Cunningsworth indicates that motivation is more important than good teaching methods for the effectiveness of language learning. He also indicates that many factors which affect motivation are external such as social and economic related factors. Course books can also be sources of de-motivation. So, what students mentioned here has a theoretical background.

Second, the reason which appears to be against students' expectations is the teaching methodology used to teach English language at the college. According to the students the most frequently used method is lecture method. They showed that no opportunities are provided to learn language through interaction, speaking, writing, etc. They agreed that teaching of grammatical rules through lecture method is emphasized more than communicative skills. They attributed the use of lecture method to the shortage of time and large class size. There is not enough time for the teacher to use activities that enhance communication because two hours is given to English per week. The students said, "We meet after one week ... lecture, then we leave. There is no class work; there is no homework; there is no interaction..." (April 10, 2009). They indicated that they learn for the sake of learning and the teacher teaches for the sake of teaching.

Speaking is the most important skills for their academic success; they believed that they lack confidence to speak though they know some vocabulary and grammar. They wish to improve this skill. Writing skills rated as the second most important skills. They expressed that they need to write a lot for their academic success and future career as well.

Students were asked about the importance of micro skills, and they responded that vocabulary is more important than grammar and pronunciation in each domain. They highly need medical terms because they feel that this can enrich their professional terminologies.

In short third year students in their focused group discussion indicated that though English is very important for their study, future career and private and social life, students are not motivated to learn it; appropriate methods are not used; students are also below the expected level and the current material is not appropriate. What they raised also match with what former graduates and instructors indicated.

Results of questionnaire and interviews contradict each other on the importance of micro skills in academic setting. The order of importance according to results of questionnaire is pronunciation, vocabulary and grammar. However, in interview respondents showed that vocabulary, grammar and pronunciation in the same order the most important to the least important. This order, results of interviews, more plausible because using the right words in a sensible order is more important than perfect pronunciation of a word for learners for academic success. Of course, it is discovered that speaking skills which consist of pronunciation are the most important. An organization of ideas is more important than pronunciation. Writing which is one of the most preferred skills in academic setting does not require pronunciation by its nature; it requires vocabulary and grammar. Thus, the results of interviews on the importance of micro skills are more sensible in this regard.

4.2.5 Text Analysis

In this section an attempt is made to look at four units of Grade 12 English Student's Text (MOE, 2006), the current English teaching material for third year health science students. Units 3, 4, 5 and 6 of this material have been used to teach English to this group of students.

All units are organized around the teaching of the main four language skills, grammar and vocabulary. Students, instructors and former graduates' interviews have indicated that the text book in use is not relevant to this group of learners. The purpose of this section is to triangulate what has been indicated with empirical evidence by reviewing the contents, learning objectives, teaching methods and the possible motivational value of the above mentioned units of the material. These points are presented in table form (see Appendix C, note that *italics* in the table show language functions). Since this material was not primarily designed for this group, detail analysis seems not relevant here.

4.2.5.1 Contents

The reading passages of all units are general topics (Appendix C) on water resource, taxation, English language, travel and tourism. Language learning activities/ tasks designed to teach language skills, functions and forms are also based on these passages. Thus, students listen to, speak, write and read the above mentioned general topics. Conversely, respondents feel that health related contents are more appealing to students. Results of students' questionnaire also confirm this. Students in their group discussion expressed that they are learning English for the sake of learning because they feel that it could not help them to learn their professional courses. In technical language, the course book lacks integration with the students' areas of study and needs. However, the academic skills students acquire should help them learn other courses.

4.2.5.2 General Objectives

The general teaching objectives of the above mentioned units are to teach skills, functions and forms. The teaching objectives of the units of the material are more general than revealed in the study. General objectives are more appropriate to prepare Grade 12 students for national exam and to enable them to be successful in their tertiary level studies

The goals match less with the needs of health science third year students. The students need to use language effectively in their professional contexts for the academic, future career or private and social life purposes. Thus goal of learning English for third year students is shorter than goals of the units of the textbook. Realistic and attainable shorter objectives that directly related to learners' education are more important for learners (Cunningworth, 1984); the current course in use lacks this quality.

Health science students need to learn how to plan, develop, write and present a report effectively, for example. Such tasks require not only language skills such as grammar, vocabulary, speaking, reading, listening and writing but also they require mechanical skills such as arranging ideas logically and using standard layout, for example. The objective of an EAP course, therefore, is not only to develop language skills and study skills of the learners but also to develop learning skills of students. We cannot see an attempt made to equip the learners with study skills and learning skills in Units 3, 4, 5 and 6 of the course book; incorporating these missing skills is very useful.

Of course, the book should not be criticized for this since it was not designed with this group of learners in mind. The purpose of this review is also to indicate this gap formally. It is difficult to justify why this textbook is used as a core English teaching material for the students.

To put it briefly, this course may not take the learners towards their language learning needs. "Our teaching must have at its base a consideration of what our students need to learn ...what they will do with English on completing their course" (Cunningworth, 1984: 5). However, in our case, this was not considered. The teaching objectives of the material do not respond to the objective of learners to learn the language.

4.2.5.3 Teaching methods

Variety of teaching methods, individual, group and pair work, and panel discussion are suggested as language teaching methods in the four units. The teaching methods of the book are related to students' needs. Results of students' interviews and questionnaire indicated that communicative methods are more preferred by the learners. Students and instructor of English language pointed out the methods were not practically used in the classroom due to the shortage of time and large class size.

Students said that, in their discussion, lecture method is the most frequently used method in their language classes. This indicates that what are suggested as teaching methods in the book are not practically used in the classroom.

4.2.5.4 Language Contents

The macro and micro language skills of the units are briefly presented here. All skills are included in the units of the book. It seems they are presented in a balanced way. This is one of the features of General English courses. But the findings of this study have indicated that speaking deserves most emphasis in academic setting with the overall mean of 4.304. Listening and reading appear to be the most favored in future career and private and social life respectively with overall means of 4.252 and 4.062. The way the macro skills are presented in the units does not match with the findings.

Vocabulary is presented in the units (see Appendix C). All lexical items are general words. Even a word has not been used in health science contexts. Contrary to this, former graduates and students during their interviews and group discussions respectively pointed out that incorporating medical terms (they are difficult to learn and understand them only in main courses) in English course are very important to recycle their teaching for better understanding. Students would like to get another opportunity to learn and use medical terms (reinforcement) in their English course. Results of their questionnaire also approve this inclination.

Various and useful language functions (grammar) are also presented in the units of the book. Some of them are making predictions (*will be, expect, will probably take place*), giving advice (*should, need, ought to, can, it is better...*), expressing obligation or necessity, using adverbs or adjectives (to show emphasis) and expressing repetition. We cannot question the usefulness of the above mentioned language functions to health science students. They are useful. Students are expected to use them in different contexts. Probably as they have indicated in their discussion, students may not be attracted towards these functions because they are not presented in the context they need.

Results of the questionnaire on the importance of micro skills indicate that pronunciation is the most favored skill in both academic setting and future career and the second favored next to grammar in social and private life. However, there is no lesson on pronunciation in the units of the book meant to teach English to the students.

4.2.5.4 Motivational Value

Thematic, situational and language contents of the units of the book are not contextualized to the needs, interests, wishes of the learners and the target situation. In their focused group discussion on the content of the book the learners expressed that they feel sorry about the contents of English textbook, it is not related to their profession, though they are using the book. But, we cannot argue for sure that incorporating field specific contents motivate all students because there may be learners who are forced to join the field (Robinson, 1991).

In this study, 41 students out of 47 indicated that they joined health profession on the basis of their interests. Four students did not respond to that item. Two students wish to study other disciplines. One student wanted to study mechanics while another wanted to join engineering. Thus, we can say that health profession is a forced field for two students. This shows us that there should be a room for General English in EAP or for incorporating contents of other disciplines in English for health science students. However, in our case 41(87.2%) students can be motivated by health related contents in learning English since they join discipline on the basis of their interests. Therefore, the current material does not motivate the majority of third year health science students.

In general, though the attempt was made to implement communicative approach to language teaching in the textbook and this could be useful to students in some aspects as indicated by former graduates, there is no link between the course and the students' needs and target situation. All activities on macro and micro language skills and language functions are not contextualized to students' profession/needs.

This Chapter was devoted to the analysis of data collected through different tools from different sources. Both quantitative and qualitative methods of data analysis were employed. The research questions were answered. That is, the importance of each skill in each domain, important communicative events to the students, more important purposive domain and how the learners need to learn the language are identified. Finally, some parts of current language teaching material are also reviewed taking learners' needs and teaching situations into consideration. Chapter Five on conclusions and recommendations will follow.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This research was conducted to explore English language needs (objective and subjective needs) of third year students of Shashamanne Health Science College. Third year students, instructors and former graduates were the subjects of this study. Questionnaire, interview, students focused group discussion and text analysis were used to collect information. Data collected for the purpose of the study were analyzed in Chapter Four. This chapter presents the conclusions of the study; suggests some recommendations on the basis of the findings, and indicates areas for further research.

5.1 Conclusions

Here findings on preferred language skills, communicative events, contents and teaching methods are presented.

5.1.1 Objective Needs

5.1.1.1 Language skills in the three Domains

All language skills are important for learners' academic and future career. But, some are important more than others. Speaking and writing skills (productive skills) are the most important in academic setting, and followed by reading and listening. Listening and writing are top rated for learners' future career; followed by speaking and reading. For the success of learners' private and social life, reading and listening (receptive skills) appear to be the most needed skills. Speaking and writing (productive skills) are not important for students in the domain of private and social life.

The order of importance of macro skills to the students from the most important to the least important is: Speaking, writing, listening and reading. In classroom practice, however, it was found that reading is the most emphasized from the macro language skills.

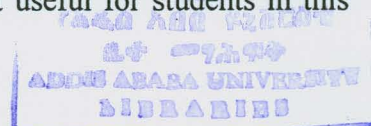
All micro skills are important in each domain. Regarding the order of importance of micro skills, the results of questionnaire indicate that pronunciation is the most important followed by vocabulary and grammar in the same order (see Table8, p.) However, the results of qualitative data which are more reliable in this particular case show that the order of importance of the skills is vocabulary, grammar and pronunciation.

5.1.1.2 The most Important Communicative Events in the three Domains

Communicative events such as reading academic texts and references; listening to presentation and course lecture; asking and responding to questions; writing lecture notes and reports are the important activities in academic setting.

In future career, reading on diseases and medical magazines; listening to seminars/workshops and presentations; speaking with friends/ foreigners and writing research and various kinds of letters are found to be the most important.

In the purposive domain of private and social life, reading on internet and advertisement was rated as the most useful communicative activities in English. Listening activities such as listening to the radio and to seminars were perceived as the most useful for students in this domain.



All in all, communicative events that are related to learners' academic and future career are preferred to the private and social life. This indicates the importance of the first two domains in teaching English to the group under study. English provided to this group should be targeted towards equipping learners with the skills that help them to be successful in future career as health professionals and academic setting as health science students.



5.1.2 Subjective Needs

5.1.2.1 Preferred Contents

It was found out that contents/ topics/ vocabulary related to health profession are more appealing to the students more than general ones. Learners wish to learn English through health specific activities. The current teaching material does not address students' English

learning needs. Moreover, the English course is a light weight course. The learners give less time to study it; simply to pass the exam. It was also found that the contents (linguistic, situational, and thematic) of the current teaching material are general topics. The learners are not happy with the nature of English at the college in general though they love to learn English. In more technical language there is no link between learners' specialization and the contents of current material.

English teaching objectives of the existing material are general, but it was discovered that shorter and relevant objectives (to enable learners to perform academic requirements, for example) are more useful.

5.1.2.2 Preferred Classroom Learning Modes

Classroom learning modes such as learning English through discussions, studying grammar, reading, listening to the teacher, drama, films, memorizing, debating and role play are preferred by students. Various teaching methods are suggested in the text; however, due to shortage of time and large class size it was not easy to use the methods practically in the classroom. Alemu (2004) also discovered that these factors were the main difficulties in using innovative teaching methods in the country.

5.1.2.3 Preferred Classroom Organization Modes

Small group and pairs are the most favoured classroom organization modes. Individual work appears to be the least favoured. Students need to learn English communicatively and collaboratively. However, the most frequently used method to teach English to the learners found to be lecture method (individual learning) emphasizing grammar according to the students.

In general, mismatches exist between the needs of the learners and the actual teaching practice of English to third year students at Shashamanne Health Science College. So, what should be done to solve the problem? Next, recommendations are suggested to solve the problem.

5.2 Recommendations

Teaching English to third year students at Shashamanne Health Science College should address learners' language needs. This can be done by incorporating skills, contents and activities that are needed by the students in the teaching of English. For example, in academic setting the most important skills are found to be speaking and writing. Thus, academic speaking skills such as introducing a presentation, using presentation time effectively, controlling presentation, answering questions, eye contact, varying voice and using body movement could be included.

Similarly, writing activity such as report writing is the usual activity for students in academic setting. But, we could not see well presented report in the textbook. Activities on techniques of report writing are very useful. For example, how to begin report writing, prepare its format, state its objectives; how to develop it, and how to conclude the report could help learners to develop useful skills than teaching English in more general way. So, for each skill, relevant and motivating activities should be to be presented.

The order of usefulness of skills from the most useful to the least useful is found to be speaking, writing, listening and reading; vocabulary, grammar and pronunciation. This order should be taken in to account in teaching the language or developing supplementary material/course book.

Collaboration among students, instructor of English, content instructors and administrators is extremely useful to solve the problems. Specifically, the gap between the current English teaching practice and health science can be narrowed through collaboration of these stakeholders. Content instructors, for example, could be useful sources of medical texts and activities. Instructors of English therefore need to compile useful texts and activities in the form of teaching material. Integrating subject matter and the teaching of English can motivate learners because content subjects create meaningful opportunities to use language for real purposes (Robinson, 1991; Hutchinson and Waters, 1987). Students can also point out interesting topics that they need to talk, write, read, and listen to. The topics could be from their professional courses or any topics; thus, students can be very useful sources of solutions

if their roles are recognized and if they are asked what and how they need to learn [I myself realized this during students focused group discussion].

Department of Common Courses/administrative bodies should play its responsibility to make teaching of English effective at the college by working to develop supplementary material for teaching English to third year students. Developing such material at individual level (for instructor of English) could be difficult in many regards. The department also needs to provide (buy) medical newspapers written in English so as to expose learners with authentic sources. The department need to work jointly with administrators of the college, instructors and students. Administrators of the colleges also need to supervise the teaching practice of English.

Students need to learn English communicatively. Students, thus, should be grouped into small group and pairs during English classes than using lectured method. Large class size and shortage of time was found to be the main hindrances to the implementation of communicative language teaching. As far as I know, the college does not have shortage of classes, but it is not clear why students of different departments are merged together during English periods. Most probably, English is considered as less important because it is a common course; as a result, the college might not pay to the instructor for teaching extra load. Any way this can be solved by discussion among administrative staff, department head of common course, students and instructors of English. Thus, relatively small number of students can be taught using learner-centred methods.

In short, the above recommendation can be shown visually in a diagram form (Figure 2) as follows:

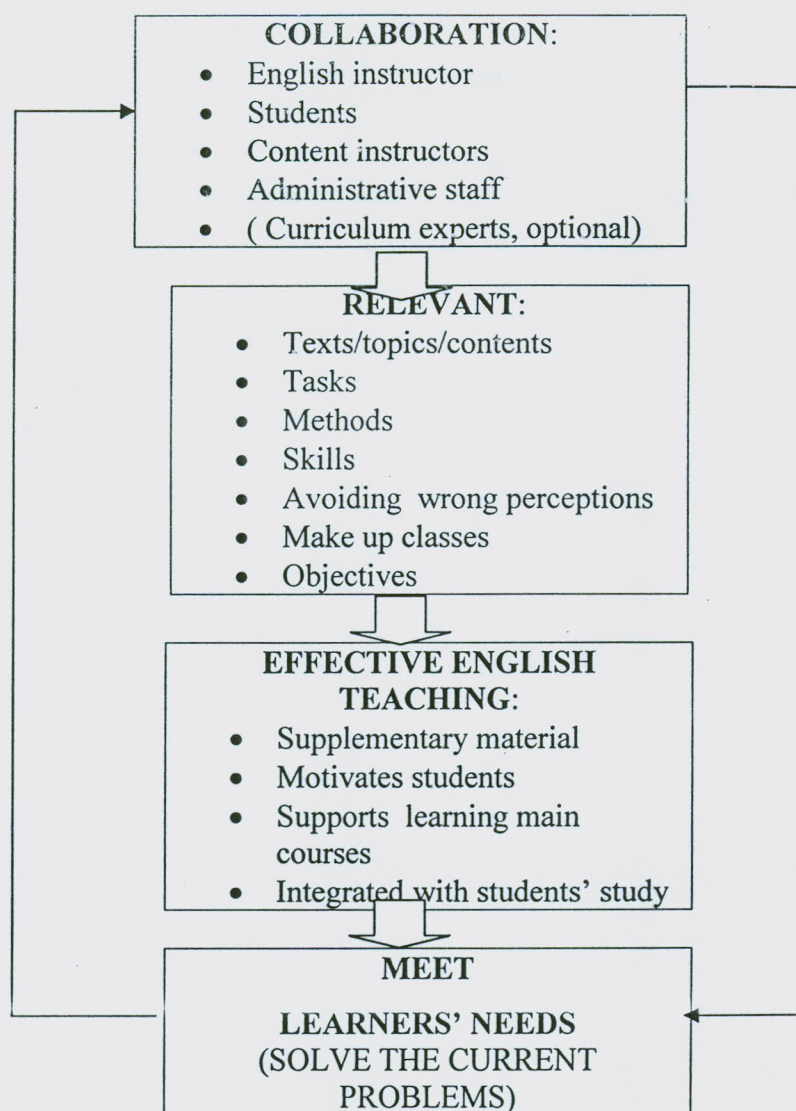


Figure 2: Steps to meet English needs of 10+ 3 Students of the College

This model (Figure 2) presents the recommendations of this study in summary form on how third year health science students' English needs (see 5.1) can be met at college level. Collaboration of instructor of English, content instructors, students and administrative staff such as the College Dean, Students' Dean, Academic Dean, etc., is the first step in the process of addressing learners' needs. It may be difficult to obtain curriculum experts at the college level; however, if it is possible, they need be included in the process. The stakeholders need to discuss and negotiate on relevant topics, texts, activities, methods and skills, then

include them in teaching English. The gap between English course and professional courses can be solved in this way.

Discussion on how to avoid wrong perceptions that prevail among staff and students about the value of English to health students, shortage of time, large class size and how to implement communicative language teaching is also possible if stakeholders collaborate. Then, it is possible to develop English course (supplementary material) for third year students which motivates students and supports learning of professional courses. English could be taught efficiently and effectively to achieve the goal of English teaching, developing learners communication skills and study skills. It needs be noted that the steps should be performed continuously. That is, the stakeholders need to recheck and follow the instructional process.

Finally, it is also useful to suggest developing independent English teaching material for third year health science students. Of course, this is beyond the capacity of the college; it is the responsibility of regional curriculum experts/syllabus designers and material developers. Thus, they need to consider results of this study. That is, more of academic skills (speaking, writing, listening and reading), more of medical contents and situations, more of academic communicative events, learner-centred teaching methods and shorter and realistic learning objectives should be included in the new material.

5.3 Further Research

Discovering language needs is very crucial and first step to improve English Language Teaching (Alemu, 2004; Richards and Rodgers 1987; Robinson, 1991; Hutchinson and Waters, 1987). Before teaching the language it is safe to identify the language needs of our learners. Thus, extensive study on larger sample/other group is useful to come up with comprehensive results. In this regard, I suggest a survey study on English language needs of health science students in the country. Further research on linguistic features such as frequently used forms, words, sentences and discourses of health science could be useful to incorporate them in teaching material and in classroom practice.

APPENDICES



BIBLIOGRAPHY

- Abraham Menna. 2001. Developing Criteria for a Course in English for Aircraft Technicians of the Ethiopian Air- Force. Unpublished MA Thesis. Addis Ababa University.
- Alem Abraha. 2007. Determining the Academic English Language Needs of Computer Science Students HiLCoE College in Focus. Unpublished MA Thesis. Addis Ababa University.
- Alemu Hailu. 2004. An Evaluative Study of ELT Practice in Ethiopia: 1994-2004 Unpublished Ph D Thesis. Central Institute of English 2500007 India.
- Asnakech Demissie. 2005. English Language Course Needs Analysis: Jimma Zone Government 10+1 Technical and Vocational Trainees in Focus. Unpublished MA Thesis. Addis Ababa University.
- Berwick, R. 1989. Needs Assessment in Language Programming: From Theory to Practice. In Johnson , R.K. *The Second Language Curriculum*. Cambridge: Cambridge University Press.
- Brindly, G. 1989. The Role of Needs Analysis in Adult ESL Program Design. In Johnson, R.K. *The Second Language Curriculum*. Cambridge: Cambridge University Press.
- Brown, D. 1994. *Principles of Language Learning and Teaching*. Englewood Cliffs: Prentice Hall, Inc.
- Chen, Y. 2006. From Common core to Specific. The Asian ESP Journal Volume 1, Article 3 June 2006. Chongain University. [www:file//E:/Asian ESP Journal.htm](http://www.file//E:/Asian_ESP_Journal.htm). Retrieved on February7, 2008.
- Clark, J. 1987. *Curriculum Renewal in School Foreign Language Learning*. Oxford: Oxford University Press.
- Cook, V. 2001. *Second Language Learning and Language Teaching* (3rd ed.). New York: Oxford University Press, Inc.

- Cunningsworth, A .1984. *Evaluating and Selecting EFL Teaching Materials*. London: Athenaeum Press Ltd.
- Dasalegn Ararso. 2008. Organizational Analysis of Shashamanne Health Science College. A Term Paper Submitted to School of Public Health. Addis Ababa University.
- Deighton, L. 1971. *The Encyclopedia of Education*. Vol.2. Crowell Collier Educational Corporation.
- Dubin, F. and Olshtain, E. 1986. *Course Design: Developing Programs and Materials for Language Learning*. Cambridge: Cambridge University Press.
- Ephrem Tesemma. 2004. Government Nursing Schools English Course Needs Analysis Menelik and Assela Nursing Schools and the Respective Hospitals in Focus. Unpublished MA Thesis. Addis Ababa University
- Geremew Lemu. 1999. A Study of the Requirements in Writing for Academic Purposes at Addis Ababa University: Four Departments in Focus. Unpublished PhD Thesis. Addis Ababa University.
- Group of Experts. 2007. Ethiopian TVET_ System: *Curriculum Development Guideline(Recommendations)*. Adama.
- _____.2006. National Technical and Vocational Education and Training (TVET) Strategy. Adama.
- Haile Kassahun. 2005. The English Language Needs of Agricultural Technical and Vocational Educationa and Training Students: Alage Agricultural TVET College in Focus. Unpublished MA Thesis. Addis Ababa University.
- H/Michael Aberra .1993. Developing a Service English Syllabus to Meet the Academic Demands and Constraints in the Ethiopian University Context. PhD Thesis. Addis Ababa University.

- Hutchins, T. and Waters, A. 1987. *English for Specific Purposes: A Learning _ centered approach*. Cambridge: Cambridge University Press.
- ICDR. 1997. English for Ethiopia Grade 12 Teacher's Book. Addis Ababa: EMPDA.
- ICDR. 1997. Grade 10 English Language Syllabus. Addis Ababa. EMPDA
- Kennedy, Ch and Bolitho, R. 1984. *English for Specific Purposes*. London: Macmillan Publishers Ltd.
- McDonough, J. and Shaw, Ch. 1993. *Materials and Methods in ELT: A Teacher's Guide*. Oxford: Blackwell Publishers.
- McNeil, J. 1996. *Curriculum: A Comprehensive Introduction*. New York: John Wiley & Sons, INC.
- MOE. 2006. English Student Text Grade 12. Addis Ababa: Kuraz International Publisher and Educational Works Consultant Enterprise.
- Mohammad Seid Mohammad. 2007. Discovering the English Language Needs of Learners: Ethiopian Police College. Unpublished MA Thesis. Addis Ababa: Addis Ababa University.
- Munby, J. 1978. *Communicative Syllabus Design*. Cambridge: Cambridge University Press.
- Nunan, D. 1988. *Course Design*. Oxford: Oxford University Press.
- _____. 1988. *The Learner _ Centred Curriculum: A Study in Second Language Teaching*. Cambridge: Cambridge University Press.
- Pratt, D. 1980. *Curriculum: Design and Development*. New York: Harcourt Brace Jovanovich, Inc.
- Robinson, P. 1991. *ESP TODAY: A Practitioner's Guide*. London: Prentice Hall International.
- Rodgers, J. and Richards, T. 1986. *Approaches and Methods in Language Teaching: A description and analysis*. Cambridge: Cambridge University Press.

Seedhouse, P.1995. *Needs analysis and the General English Classroom* *ELT Journal* Volume 49/1 January 1995. Oxford University Press.

Swales, J. 1988. *Episodes in ESP: A source and reference book on the development of English for Science and Technology*. London: Prentice Hall.

Yalden, J. 1987. *The Communicative Syllabus: Evaluation, Design, and Implementation*. London: Prentice Hall International

Yule, G. 1996. *The Study of Language*. Cambridge: Cambridge University Press.

Appendix A

Rank of Activities in each Domain and under each Macro skill.

Domain	Skill	No. of Respondents	Ranked (favored) Communicative Events			Aggregate mean			Std. Deviation (Respectively)
			1 st	2 nd	Least	1 st	2 nd	Least	
Academic	Reading	47	academic texts	References	diagnosis paper	4.32	4.26	3.72	.783,.880,.935
		61	academic texts	References	Fiction	4.41	4.32	3.85	.739,.813,.679
	Listening	47	Presentation	course lectures	Radio	4.30	4.30	3.45	.720,.907,.904
		61	course lectures	presentations	Radio	4.40	4.39	3.54	.848,.690,.886
	Speaking	45	asking and responding	Friends	present /defend	4.53	4.37	3.96	.786,817,.878
		59	asking and responding	Friends	present /defend	4.61	4.42	4.14	.720,.762,.860
	Writing	45	lecture notes	Reports	Articles	4.31	4.20	3.80	.733,.795,.815
		59	lecture notes	Reports	Articles	4.39	4.33	3.86	.695,.781,.776
	Reading	43	About diseases	m.magazines*	Fiction	4.67	4.40	3.67	.680,.701,.865
		57	About diseases	m.magazines	Fiction	4.72	4.48	3.74	.620,.660,.813
Private and Social life	Listening	47	Seminars/workshops	presentation	telephone	4.43	4.38	3.96	.651,.709,.815
		61	Seminars/workshops	presentation	telephone	4.48	4.44	3.97	.662,.671,.780
	Speaking	46	with friends	With foreigners	religious gatherings	4.52	4.46	3.75	.658,.721,.886
		60	with friends	With foreigners	religious gatherings	4.53	4.53	3.60	.623,.676,.906
	Writing	45	Research	Letters	Faxes	4.40	4.27	3.91	.751,.720,.725
		59	Research	Letters	newspapers	4.51	4.34	3.92	.704,.685,.816
	Reading	46	on internet	advertisement	Menus	4.30	4.22	3.94	.668,.841,.763
		60	on internet	advertisement	Menus	4.34	4.26	3.97	.637,.728,.730
	Listening	47	Radio	Seminars	shopping	4.38	4.22	3.64	.610,.941,.942
		61	Radio	Seminars	Music	4.39	4.27	3.51	.585,.681,1.027
	Speaking	47	to m. doctors*	presentation	to patients	4.40	4.21	3.62	.825,.883,1.287
		61	to m. doctors	presentation	to patients	4.46	4.28	3.66	.765,.839,1.250
	Writing	46	Prescription	Reports	newspapers	4.48	4.37	3.91	.623,.799,.996
		60	Prescription	Reports	newspapers	4.45	4.37	3.97	.699,.802,.966
	Reading	46	on internet	advertisement	Menus	4.30	4.22	3.94	.668,.841,.763
		60	on internet	advertisement	Menus	4.34	4.26	3.97	.637,.728,.730

Appendix B

Importance of Micro skills in each Domain as Perceived by the Respondents

Domain	Item	Subjects	N	Mean
Academic Setting	1. Grammar	Students	47	1.30
		Eng. Instructor	1	1.00
		C. instructors	7	2.00
		F. graduates	6	1.00
		Total	61	1.34
	2. Vocabulary	Students	47	1.40
		Eng. Instructor	1	1.00
		C. instructors	7	1.57
		F. graduates	6	1.50
		Total	61	1.43
	3. Pronunciation	Students	47	1.68
		Eng. Instructor	1	1.00
		C. instructors	7	2.14
		F. graduates	6	2.00
		Total	61	1.75
Future Career	1. Grammar	Students	47	1.32
		Eng. Instructor	1	2.00
		C. instructors	7	2.14
		F. graduates	6	1.50
		Total	61	1.44
	2. Vocabulary	Students	47	1.34
		Eng. Instructor	1	1.00
		C. instructors	7	1.86
		F. graduates	6	1.67
		Total	61	1.43
	3. Pronunciation	Students	47	1.85
		Eng. Instructor	1	2.00
		C. instructors	7	2.43
		F. graduates	6	2.50
		Total	61	1.98
Social life Private and	1. Grammar	Students	47	1.66
		Eng. Instructor	1	2.00
		C. instructors	7	2.43
		F. graduates	6	2.17
		Total	61	1.80
	2. Vocabulary	Students	47	1.74
		Eng. Instructor	1	1.00

		C. instructors	7	2.00
		F. graduates	6	1.67
		Total	61	1.75
	3. Pronunciation	Students	47	1.55
		Eng. Instructor	1	2.00
		C. Instructors	7	2.43
		F. graduates	6	2.67
		Total	61	1.77

Appendix C

Contents, general objectives, language and teaching methods of Grade 12 Student's Text (Units 3-6 , P. 31-98).

Unit	Contents/Passages	General objectives	Vocabulary/ language functions	Teaching methods
3	Ethiopian Water Resources	To teach: - vocabulary in context, using dictionary, identifying details and main points, answering comprehension questions, modal verbs, report writing	prohibitive, feasibility, renewable, domestic, perennial, endowed, tap, boost, exploited, etc. <i>will be , expect, should, need, have to, must , etc</i>	-Individual work -Group work -Panel discussion
4	The English Language	To teach: _ reading for justification, answering comprehension questions, writing a summary, giving praise and complaints, using modal verbs, note taking	mother tongue, second language, international language, communicate, etc. <i>may, will, shall, can, must, should , would</i>	-Pair work -Group work
5	Travel and Tourism	To teach: _ travel words, showing direction, synonyms and antonyms, answering comprehension questions, <i>verbs used with nouns for actions</i>	tourist, restaurant, traveler, discover, reservation, passport, explore, fare, <i>give, have, make, come, go, etc.</i>	-Individual work -Group work
6	Taxation	To teach: _ analyzing texts critically, taking notes, vocabulary in context, emphasizing and intensifying ideas	stipulated, deficits, enunciated, imposed, compliance, notion, devised, requires, discouraged, etc. <i>absolutely, quite ,definitely, truly, time and time again, etc.</i>	-Pair work -Individual work

Appendix D
Addis Ababa University
School of Graduate Studies
Department of Foreign Language and Literature

Questionnaires for Students

(Note: Questionnaire on **objective needs** is the same for all subjects. Other appendixes for other subjects are not important as this represents the rest.)

Dear student,

The aim of this questionnaire is to collect information about your English language needs. Thus, you are kindly requested to forward your honest and appropriate responses. The researcher guarantees you the confidentiality of your responses.

NOTE: 1. Please, don't write your name.

2. Read each item carefully and respond accordingly.

3. **Add any information you feel important but not included in the questionnaires.**

Thank you in advance.

Tufaro Bunkure

1.0 Objective Needs Assessment

Part One: Background information

1. Did you join health science education by your interest? Yes, No

2. If your answer is "No", what was the department you would like to join? _____

Part Two: Information on Language Skills

1.2 The following tables carry items that could help to assess your English language needs in terms of your *academic responsibility, future profession and social and private life*.

Please indicate your prior response by putting (x) in the boxes with regard to the scales given.

No	A. In Academic Setting	Rank the degree of importance of each of the following as an activity/ input for you to achieve your <i>academic responsibilities</i> .			
	1. Reading	1 Not important	2 I do not know	3 Important	4 Very important
	Lecture handouts				
	Academic texts (e.g., course boo				
	Fiction				
	References (Encyclopedias)				
	Magazines, Journals, Articles, Periodicals, newspapers				
	Examination papers				
	Notices, Schedules (e.g. Duties)				

No	A. In Academic Setting	Rank the degree of importance of each of the following as an activity for you to achieve your <i>academic responsibilities</i> .			
	2. Listening to	1 Not important	2 I do not know	3 Important	4 Very important
	course lectures				
	presentations				
	discussions				
	meetings/ seminars				
	guest lectures				

	The radio				
	television				
	films and cassettes				
	Others (please, write down): _____ _____ _____				

No	A. In Academic Setting	Rank the degree of importance of each of the following as an activity for you to achieve your <i>academic responsibilities</i> .			
	3. Speaking	1 Not important	2 I do not know	3 Important	4 Very important
	asking and responding questions				
	to give comments, suggestion and opinions				
	to present, defend and convince cases and other papers				
	With lecturers				
	With friends/ classmates				
	Others (please, write down): _____ _____ _____				

No	A. In academic setting	Rank the degree of importance of each of the following as an activity for you to achieve your academic responsibilities.			
	4. Writing	1 Not important	2 I do not know	3 Important	4 Very important
	lecture notes				
	course assignments and projects				
	reports on different cases				
	Note making and summaries				
	letters, applications, complaints				
	E-mail				
	on the internet (e.g. chatting,)				
	creative pieces (short story)				
	to contribute articles				
	Others (please, write down): _____ _____ _____				

No	B. Future Career (profession)	Rank the degree of importance of each of the following as an activity for you to follow your <i>future career</i> (profession).			
	1. Reading	1 Not important	2 I do not know	3 Important	4 Very important
	about diseases and medicines				
	Medical Magazines				
	Medical discoveries				
	Journals				
	Memos/letters/ notices				
	Reports				
	E-mail				
	Fax				
	Fiction				
	On the internet				
	Others (please, write down): _____ _____ _____				

No	B. Future Career	Rank the degree of important of each of the following as an activity for you to follow your <i>future career</i> (profession).			
	2. Listening to	1 Not important	2 I do not know	3 Important	4 Very important
	reports				
	presentations				
	seminars /workshop/ meetings				
	telephone				
	news				

No	B. Future Career	Rank the degree of importance of each of the following as an activity for you to follow your <i>future career</i>			
	3. Speaking	1 Not important	2 I do not know	3 Important	4 Very important
	With friends				
	With family members				
	With foreigners				
	on telephone conversations				
	at seminars/workshops				
	at community services				
	presentations				
	assignments (on speaking)				
	in religious gatherings				
	in travels				
	Others (please, write down): 				

No	B. Future Career	Rank the degree of importance of each of the following as an activity for you to follow your <i>future career</i> .			
	4. Writing	1 Not important	2 I do not know	3 Important	4 Very important
	letters (personal, business)				
	Diaries				
	Faxes				
	E-mail				
	on the internet				
	on news papers (articles ...)				
	creative works (short story)				
	research				

	Others (please, write down):				

No	C. Social and Private life	Rank the degree of importance of each of the following as an activity for you in satisfying your English language needs in your <i>social and private life</i> .			
	1. Reading	1 Not important	2 I do not know	3 Important	4 Very important
	Letters (personal, business)				
	Advertisements				
	Vacancies				
	Newspapers				
	Magazines (Articles, journals)				
	Spiritual books (Pamphlets, tracts)				
	Fiction (novel, short stories, poetry)				
	Notices				
	Faxes				
	E-mail				
	Menus				
	On the internet				
	Others (please, write down):				

No	C. Social and Private life	Rank the degree of importance of each of the following as an input for you in satisfying your English language needs in your <i>social and private life</i> .			
	2. Listening to	1 Not important	2 I do not know	3 Important	4 Very important
	radio				
	telephone conversation				
	music				
	television				
	foreigners				
	seminars/workshops				
	religious preaching				
	reports				
	shopping				
	Others (please, write down): _____ _____ _____				

No	C. Social and Private life	Rank the degree of importance of each of the following as an activity for you in satisfying your English language needs in your <i>social and private life</i> .			
	3. Speaking	1 Not important	2 I do not know	3 Important	4 Very important
	to patients				
	to doctors (medical)				
	at seminars				
	at presentation				

	Prescribing a how to take a medicine				
	teach society about diseases, etc				
	at meetings				
	Others (please, write down): 				

No	C. Social and Private Life	Rank the degree of the importance of each of the following as an activity for you in satisfying your English language needs in your <i>social and private life</i> .			
	4. Writing	1 Not important	2 I do not know	3 Important	4 Very important
	letters(applications, complaints)				
	agenda of a meeting				
	notices /schedules				
	reports				
	prescription of medicine				
	to seek information				
	to inform the public (Newspapers)				
	E-mail				
	on the internet				
	Others (please, write down): 				

1.2. The following table contains information on the importance of *grammar, vocabulary and pronunciation* to you. Rank their importance for your *academic performance*, for your *future career* as a health professional and for you to lead your *private or social life* successfully. Show your response by putting (x) mark in the boxes with regard to the scales.

No	On Grammar	1 Strongly agree	2 Agree	3 I do not know	4. Disagree
	To have a good knowledge of grammar is important for my academic performance.				
	To have a good knowledge of grammar is important to follow my future career as a health professional.				
	To have a good knowledge of grammar is important to lead my private and social life successfully.				

No	On Vocabulary	1 Strongly agree	2 Agree	3 I do not know	4 Disagree
	To have a good knowledge of vocabulary related to health or medical science is important for my academic performance.				
	To have a good knowledge of vocabulary related to health science is important to follow my future career as a health professional.				
	To have a good knowledge of vocabulary related to health science is important to lead my private and social life successfully.				

No	On Pronunciation	1 Strongly agree	2 Agree	3 I do not know	4 Disagree
	To have an understandable pronunciation is important for my academic performance.				
	To have an understandable pronunciation is important to follow my future career as a health professional.				
	To have an understandable pronunciation is important to lead my private and social life successfully.				

2.0 Subjective Needs Assessment

(For students Only)

2.1 The following tables contain information on *how you would like to learn English language; your abilities in English and your attitudes towards your English textbook*. Please, indicate your feelings by using (✓) corresponding to the scales given by numbers.

2.1.1 Preferred Language Contents and Topics

No	Items	1 Strongly Agree	2 Agree	3 I do not know	4 Disagree
1	I like topics, activities and contents related to health science to be included in the English textbook.				
2	I like any topics/contents to be in the English textbook.				
3	I like health science vocabulary to be included in the English textbook.				
4	I like any (general) vocabulary to be included in the English course book.				
	Please write down any activities, language, topics and contents you need to be included in your English textbook. 				

2.1.2 Preferred Modes of Classroom Organization

Items		1 Strongly agree	2 Agree	3 I do not know	4 Disagree
I like to learn English	individually.				
	in pairs.				
	in small groups.				
	in large group.				

2.1.3 Preferred Classroom Learning Modes

Items		1 Strongly agree	2 Agree	3 I do not know	4 Disagree
In the classroom, I like to learn English by	-writing compositions.				
	-listening to the radio.				
	-watching TV, films, etc.				
	-discussions.				
	-memory.				
	-debating.				
	-dramas.				
	-studying grammar.				
	- reading.				
	-role play.				
	-listening to the teacher.				

Appendix E

Addis Ababa University

School of Graduate Studies

Department of Foreign Language and Literature

Interview for Content Instructors

1. Do you think learners abilities in English can help in their academic success? In what ways?
2. Do you think teaching all aspects of language(skills, vocabulary, grammar, pronunciation) are equally important? Which should be emphasized?
4. How far are the following skills important for the subject you are teaching?
Listening
Speaking
Reading
Writing
Can you rank them? As: 1st 2nd 3rd 4th. Why?
6. What kinds of activities do the learners do perform in English? In their
Academic setting
Future career
Private and social life
Which domain is more important for learners to learn English?
7. Do you think integrating health related topics to English is useful to the students?
In what ways?
If you have any thing to add, please.

Appendix F

Addis Ababa University

School of Graduate Studies

Department of Foreign Language and Literature

Interview for English Language Instructors

1. Why do you think the college offers English Courses to health science students?
2. Do you think the current English course is achieving the stated goals? In what ways? Is the course appropriate for interests and needs of learners?
3. Do you think teaching all language skills, vocabulary, grammar and pronunciation is equally important? Which is more important for students?
4. Can you say learners are making an acceptable progress in their English proficiency while using the current material? How?
5. Which is the most desired language skill your students want to improve?
6. Which language aspects are very important for students to be successful in their
___ academic studies
___ future career and
___ private and social life

Which domain is more important to teaching English to third year students?

7. Do you relate English language teaching to health education in teaching it?
8. Which class organizations do you usually use to teach English? Why? Are they successful?

If you have any thing to add, please?

Appendix G

Addis Ababa University

School of Graduate Studies

Department of Foreign Language and Literature

Text Analysis Checklist

1. Are the presentation, practice and production of vocabulary appropriate to carry out duties and responsibilities in relation to their professional needs?
2. To what extent is the material is organized around the teaching of language forms, functions and communication?
3. Does the material consider any specific need of the learners?
4. What language skills are emphasized (receptive, productive, or integration of skills?)
5. Do you think the learning tasks, contents, topics, situations, etc of the material match with students expectations?
6. Does the material motivate learners by considering learners' psychological, social and cultural factors?
7. Does the text inline with the modern language teaching approach?
8. What teaching methods are emphasized in the text?

Appendix H

Addis Ababa University

School of Graduate Studies

Department of Foreign Language and Literature

Students' Focus-Group Discussion

1. Do you like learning English language? Why?
2. Do you think English help you in learning other courses? In what ways?
3. Do you think Grade 12 English Textbook (Units 3,4,5and 6) contains language skills and activities, v that help you to perform your
 ___ academic studies?
 ___ future professional duties,
 ___private and social life successfully?
 Is the textbook motivating?
4. What problems have you faced in learning Grade 12 English textbook?
5. How would you like to learn English, individually, in pairs, in groups?
6. Which skill is the most important for you academic setting...
7. Do you want to learn grammar rules or communication rules? Why?
8. Which language skills does your instructor give importance in teaching English to you?
9. Can you put the language skills in their order of importance?
 Do you have any thing to add?

Appendix I

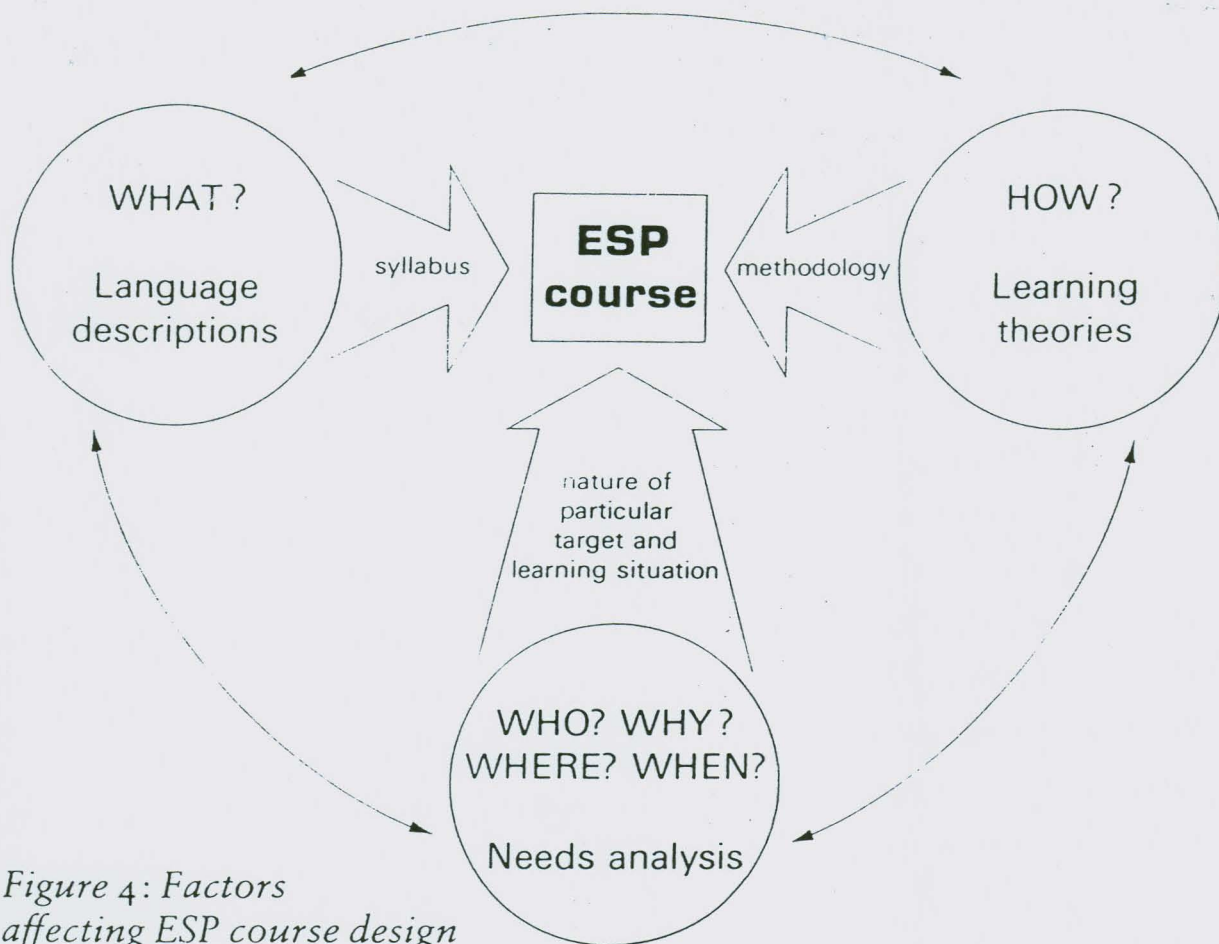


Figure 4: Factors affecting ESP course design

Appendix J

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

Interview for Former Graduates of the College

1. Do you think learning English at health science college helps third year students in performing their professional activities duty? How?
2. What activities do you perform in English?
3. Which language skills are more important for third year students to be successful in their academic, future career and social life?
4. How English should be taught? Individually, in pairs, in groups?
5. Do you think there is a need to change English textbook used to teach English at college? Why? What activities, contents and skills need to be included in new material?
6. How do you rate the importance of the following?
 - Speaking
 - Reading
 - Writing
 - Listening
 - Grammar
 - Vocabulary
 - Pronunciation
7. Do you think integrating health courses and English teaching is important? In what ways?
Do you have any points to add?

APPENDIX K

Interview of English Instructor

R: researcher

IE: Instructor of English

R: Why do you think the college offers English to third year students?

IE: To develop learners' communicative skills and study skills. English is very important for the students for their study require them to know the language and use it effectively. In the future, they, when, continue their study, they need to use English. Therefore, we offer English to develop their abilities to use it for communication and academic study as well.

R: Do you think the goals of teaching English have been achieved?

IE: Not yet because students are below the expected level. I mean the students cannot use the language in both communication and academic purpose effectively. Students have a lot of problems in using the language.

R: Which skill is the most difficult to the students?

IE: Speaking is the most difficult skill to the students. That is, students are not confident enough to speaking English. They afraid of making mistakes. In writing, students can write something though it could be ungrammatical. But in speaking the majority of students could not say a word. It is very difficult for them to communicate in speaking.

R: Which skill(s) do you think are (is) very important for third year students for their academic success?

IE: All skills are important. Reading is some how the most important. Students should read many courses. That is, their courses them to read more. You know, "The more you read the more you know." Reading exposes learners to different vocabulary and language forms. But categorising skills as this very important and this is not important is not scientific, but I personal feel that reading is some how very important.

R: Which language skill do you give more emphasis in your actual teaching? Why?

IE: I emphasis on speaking, reading and writing because listening activities of the material (Grade 12 student's Text) does not have guide. Sometimes I use my own texts to teach listening. I give home work, assignments, class work, etc. for the rest of the skills. Vocabulary and grammar are more important for students in their academic setting; in their future career, too.

R: What do you feel about the current English language teaching material? Do you think it matches with the learners' target needs?

IE: The current material is not ESP. It is EGP. I hope English related to students' profession is very important to motivate students and make language learning effective. So, I feel there is

