

AN ANALYSIS OF THE NEEDS OF EVANGELICAL THEOLOGICAL COLLEGES IN
TEACHING ENGLISH: WITH REFERENCE TO MESERETE KRISTOS COLLEGE

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In the beginning God created the heaven and the earth. And the earth was without form, and void; and darkness was upon the face of the deep. And the spirit of God moved upon the face of the waters. ...
(Genesis 1:1-2)

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Key Words:

Evangelical theological English, ESP, Need, Needs Analysis, Target Situation Analysis, Register Analysis, Discourse Analysis, Genre Analysis, Present Situation Analysis

ABSTRACT

The purpose of this study was to investigate into the needs of Evangelical theological colleges in teaching English considering the case of Meserete Kristos College. It is hoped to help future syllabus designers and material writers produce more appropriate syllabuses and materials and the English language teachers have a better understanding of their students. The instruments used to this end were questionnaires (to students and subject teachers), interview (to the English language teacher), and text analysis. The subjects involved in the study were 50 students and 16 subject teachers.

Findings from the data analyses indicated that the students are expected to read the Bible and evaluate, prepare and deliver sermons in English in addition to some other activities that appear more common to other academic contexts. They also seem to have ‘wants’ other than those demanded by the target studies. All the four English language skills seem to be necessary with greater emphasis on the receptive ones. Besides, all the four genre types are needed – exposition being first and following it argumentation, description and narration. Some language functions, structures, set of vocabularies, skills, discourse structures and genre moves too have been identified as more frequently needed than others.

The students in general had average performance in English and lesser exposure to the language and the culture it represents. Nevertheless, they had a positive attitude towards English and its learning. Some specific areas of problems are also identified. Concerning their learning preferences, the students seem to favor communicative methodology, grammar and texts of any topic.

Based on the findings, it was recommended that syllabus designers and ultimately material writers may need to consider the English language needs, ‘wants’ and lacks of their students identified in the study in their attempt to produce appropriate syllabuses and materials. The English language teachers should be aware of the students’ learning preferences and see if

there is a need for them to help their students make some adjustments or for themselves to make some adjustments.

CHAPTER I

INTRODUCTION

1.1. Background to the Study

Traditionally, the two major religions in Ethiopia, Christianity (Orthodox) and Islam, have long been studied at churches/ monasteries and mosques, respectively. Theology, which could be defined as ‘an account of, or discourse about gods or God’ (Ferguson and Wright 1988:680), in a more systematized and modern way (at a college level), however, is a very recent phenomenon. The first theological college in the country, according to the Principal of Ethiopian Graduate School of Theology, is the Mekane Yesus Seminarium which was established in 1960 in Addis Ababa.

Among the theological colleges presently running in the country; Addis Ababa Bible College (ABC), Ethiopian Catholic Seminarium (ECS), Evangelical Theological College (ETC), Ethiopian Graduate School of Theology (EGST), Ethiopian Full Gospel Theological College (EFGTC), Holy Trinity Theology School (HTTS), Mekane Yesus Seminarium (MYS), Meserete Kristos College (MKC) and Pentecostal Theological College (PTC) are the major ones. Except the ECS and HTTS, all the others are said to be Evangelical theological colleges. Ferguson and Wright define Evangelical theology as one having ‘particular ties with the distinctives of the protestant Reformation’ (1988: 239). Protestantism itself refers to ‘all those within the Christian tradition outside of Roman Catholicism and Orthodoxy’ (ibid, pp. 538-39)

In all of the Evangelical theological colleges, English is used as a major, if not the only, medium of instruction. As a result, English courses are offered to the students to help them

cope with the demand of English language in their major courses. That is, the teaching of English to students of theology at the colleges could be considered as EAP (English for Academic Purposes) which itself comes under the broader concept ESP (English for Specific Purposes).

A Brief Review of Meserete Kristos College

The beginning of Meserete Kristos College was so humble that it first started as informal leadership training in 1983. It was conducted at four different centers for elders and evangelists six times a year each time for two days.

Eleven years later, in 1994, this small beginning grew to become a Bible Institute with the purpose of providing ‘relevant and contextualized Biblical training for pastors, evangelists, and lay leaders within Ethiopia’ (Meserete Kristos College Catalogue, p.3). The number of students the institute admitted for the first time was 13; they graduated in 1996. Later in 1997 The Bible Institute was recognized as the Meserete Kristos College. At present the college is located near Kotebe.

The college offers four programs: A six-week ‘One-year-For-Christ’ training, a two- year Diploma in Bible and Christian Ministries (given in the Amharic language), a two-year Advanced Diploma in Bible and Christian Ministries, and a four-year Baccalaureate Degree in Bible and Christian Ministries. As the vision statement of the college indicates, this does not seem the final goal of the college. For the future it aims at “becoming a full ‘Christian University’ offering a broad range of undergraduate and graduate programs designed to meet the training needs of the growing Christian communities in the Ethiopian cultural, socio-

economic and spiritual context”(p.4). That is, the college will be concerned not only with studies of Bible and Christian Ministries but also other liberal arts programs.

Among the four programs of the college mentioned earlier, two of them: i.e. Advanced Diploma (AD) and Degree (D) programs, are carried out in English whereas the other two are in Amharic. That is, English courses are offered only to students of the two programs.

For both the AD and D students the first semester is fully devoted to the teaching and learning of English. The English courses offered during this first semester are more of skill-based. They are: Spoken English, Writing, Reading, and Grammar. The other course offered is Study Skills. The major aim during this first semester, therefore, seems building some level of general competence in the language; and this seems reasonable since ESP courses in most instances assume some general English (Dudley-Evans, 2001).

As of the following semester, when they start their major field of study, theology, AD students for two and D students for three consecutive semesters take one English course every semester.

1.2. Statement of the Problem

What initiated the idea of conducting a study on assessment of needs of Evangelical theology students is that no special attempt seems to have been made in designing the English course at one of the Evangelical theological colleges the present researcher is presently teaching in, MKC, in a way different from other more general courses by considering the specific needs the students have. The course book used for first year students of both the AD and D programs is the same course book produced and used by Addis Ababa University (AAU) for the

prospective students of various disciplines. ESP materials, however, according to Cunningsworth (1995: 134), need to ‘focus on aspects of English specific to the subject area being covered’.

I presume that the English courses at MKC (and possibly in the other Evangelical Colleges, too) are designed in a more or less similar way as in general courses not because students of theology need English for exactly the same purpose as students of AAU, for example. Rather, it could be due to lack of a study as to what the specific needs of the students of Evangelical theology are based on which sound criteria for designing appropriate courses could be set. As Jordan (1997: 22) points out, “Needs analysis should be the starting point for devising syllabuses, courses, materials and the kind of teaching and learning that takes place”. So far, attempts have been made locally to assess the English language needs of, for example, students of music (Hailemariam, 1993), students of air -craft (Abraham, 1993), and technical students (Abebe, 1997). Another study was by Hailemichael (1993) in which an attempt has been made to develop a service English syllabus to meet the academic demands and constraints in the Ethiopian University context. His work could be considered as what Jordan terms as English for General Academic Purposes (EGAP). Otherwise the present researcher has not come across any attempt related to the needs of Evangelical colleges in the teaching and learning of English

1.3. Objectives

The general objective of this study is to analyze the needs of Evangelical Colleges in the process of teaching and learning of English. Based on this general objective the study aims at seeking answers to the following questions.

1. What specific features does the English curriculum of Evangelical theological colleges need to have?
2. What “wants” do the students have; other than those determined by the target situation?
3. What are the students preferred ways of learning?
4. What knowledge and attitude do the students bring to the language classroom?

1.4. Methods

1.4.1. Sources of Data

When conducting this kind of study or in the process of examining needs, Jordan (1997: 21) suggests that the following parties need to be considered. They are sponsors, the subject specialists, the language course designers and teachers, and the students. Dudley -Evans and John (1998) add the following to the list: ex-students and documents related to the field. In this study, however, since the scope is limited to analyzing the academic purpose only, sponsors and ex-students are not included. Otherwise, an attempt will be made to gather information from all the other sources at the Meserete Kristos College. Another important source of information used in the study is learner output. Justifying the credibility of learner output as a source of information in spite of its imperfection, Ellis and Johnson (1994:106) have the following to say:

This source [learner output] is by definition imperfect - probably in terms of structure as well as vocabulary – but the functions are often clearly identifiable, and provide a base for the trainer to deduce the structure and vocabulary needs of the learners.

Besides, this source provides information on not only the target behavior but also students' present level of performance.

1.4.2. Instruments of Data Collection

The instruments to be used are questionnaires, interview, and text analysis

1.4.2.1 Questionnaire

Questionnaires are designed by considering relevant foreign and local literature. This instrument is used for students and subject specialists. That is, the questionnaires are administered to all of the students (except those in the Amharic Diploma and One-Year-for-Christ programs) and the subject area teachers. The questions in the questionnaire aim at seeking information on elements of both the TSA (Target Situation Analysis) and PSA (Present Situation Analysis).

1.4.2.2. Interview

A structured interview is used for the language teachers at the college. This is hoped to help, as Robinson (1991:13) notes, 'pursue any interesting new line of enquiry that develops, while at the same time having a planned agenda to refer to'.

1.4.2.3 Text Analysis

Some selected authentic data from the students' theological subject area (sample syllabuses, the respective learner outputs and tapes of model sermons) are examined, again to see what specific language features (skills, functions, genres, discourse patterns and the like) could be identified as the target-needs of the learners.

1.5. Significance of the Study

It is hoped that future syllabus designers and material writers would make use of the findings of this study in their attempt to design appropriate syllabus and, ultimately, teaching materials for students of Evangelical theological colleges in the country. It is also hoped to help the ESAP teachers at the colleges have a better understanding of their students' wants in learning English other than those required by the study situation, if there are any, their lacks and preferred ways of learning.

1.6. Limitations of the Study

It should be admitted that needs analysis is growingly encompassing various approaches within it; and that each one of the approaches has got a great deal to contribute if a certain needs assessment has to be exhaustive. However, due to time and financial constraints an attempt has been made to delimit the study to mainly consider two of the approaches – Target Situation Analysis (TSA) and Present Situation Analysis (PSA) – which are both considered as the basis for the other approaches (see for further discussion under 2.3.2). Furthermore, it would be more appropriate to consider more number of Evangelical theological colleges. However, the same constraints have forced the present researcher to focus on one of the colleges. Nevertheless, the study could be considered as a step forward for the huge task of needs assessment in the area; with the knowledge, of course, that there is still a lot more to be done.

1.7 List of Abbreviations

ESP=English for Specific Purposes

EGP/GPE=English for General Purpose/General Purpose English

EAP=English for Academic Purposes

ESAP=English for Specific Academic Purpose

EGAP=English for General Academic Purpose

EOP=English for Occupational Purposes

TSA=Target Situation Analysis

PSA=Present Situation Analysis

CHAPTER II:

THEORETICAL FRAMEWORK RELATING TO NEEDS

ANALYSIS

The present study could be considered as one that largely relies on the theory of ESP (English for specific purposes). It is with in the framework of ESP that the attempt is made to analyze the needs of Evangelical colleges in the teaching and learning of English. As a result it involves theoretical discussions on ESP, needs, needs analysis, and approaches to needs analysis. An attempt has been made to relate the concepts to the purpose and context of the present study.

2.1 English for Specific Purposes (ESP)

Communicative language teaching is an approach to language teaching which has been advocated since the 1960s, and ESP is considered as ‘the best example of communicative language teaching’ (Hutchinson and Waters, 1984:108). This is because ESP is concerned with enabling learners to ‘communicate effectively in the tasks prescribed by their study or work situation’ (Dudley-Evans and John, 1998:1). That is, it is the professional needs of the learner that dictates the content of the course (Crystal, 1995:108). As a result, as Robinson (1991:1) notes, ESP has grown to be a major activity in the world. Besides, underlining the place of ESP in the academic context, Hyland (2002:385) says, “ESP has become central to the teaching of English in University and there can be little doubt of its success as an approach to understanding language use”.

2.1.1. Defining ESP

ESP could be defined, in general terms, as an approach to language learning based on learner need, which could be educational or occupational (Robinson 1980, cited in Markee 1993; Rivers and Temperley, 1978). This is not to mean that there is one clear-cut definition of ESP. Strevens (1980) in Robinson (1991:1), for example, says, ‘a definition that is both simple and water tight is not easy to produce.’ As a result, writers seem to prefer to define ESP in terms of its ‘absolute’ and ‘variable’ characteristics (Dudley – Evans, 2001; Fanning, 1993). The former stands for those features common to all ESP courses invariably while the latter relates to those features which may work in one context but may not in the other.

In his discussion of the ‘absolute’ characteristics of ESP, Dudley-Evans (2001:132) defines the term as an English course which is designed to meet the specific needs of the learner; makes use of the underlying methodology and activities of the target discipline, and is centered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities. It is with this specific criterial definition of ESP in mind that the present study is conducted.

2.1.2 ESP Versus EGP (English for General Purpose)

Some writers doubt as to what exactly distinguishes ESP programs from regular or EGP courses (see Frydenberg, 1982). After all ESP is an integral part of English Language Teaching (ELT), and is not a completely different or special kind of English. It is not either the existence of need that distinguishes ESP from EGP but its awareness (Hutchinson and

Waters, 1987). That is to say there is perceived need of some sort in deciding to include any course in any curriculum.

As the acronyms of the two concepts indicate, the distinction seems to lie rather on the degree of specificity of needs. Pamplona in her discussion of the difference between ESP and EGP says that the former differs from the latter because it involves ‘a more strict set of aims according to the group to be taught’ (1999:1). Hyland (2002) in an article entitled ‘Specificity revisited: how far should we go now?’, for example, summarizes the contentions against the notion of specificity and argues to the contrary. The writer says, “By stressing students’ target goals and the needs to prioritize competencies, specificity clearly distinguishes ESP and general English ...” (p 386). Dudley-Evans holds a similar view when he states that in ESP ‘one can be more precise about learners’ needs’ (2001:131). The following quotation from Wright (1992) may further elaborate the point. He says:

Such courses [EGP courses] deal with many different topics necessarily at a superficial level. In addition, they deal with many different skills, usually attempting to give equal treatment to each. Due to the general nature of these courses, no needs analysis is conducted, and hence there can be no attempt to cater to specific learning needs of particular students. (p.2)

Similarly, Widdowson (1983) cited in Mountford (1988:77) attempts to draw the distinction based on the degree of the specificity of the purpose they are meant to serve. He writes:

ESP... seeks to provide learners with restricted competence to enable them to cope with certain clearly defined tasks. These tasks constitute the specific purpose that the ESP course is designed to meet. GPE, on the other hand,... has to be conceived in educational terms... (and) seeks to provide learners with a general capacity to cope with undefined eventualities in the future.

That is, ESP courses are meant to serve a clearly ‘utilitarian purpose’(Mackay 1976 in Robinson 1980) while EGP aims at establishing a ‘general level of proficiency’ (Crystal 1995).

2.1.3 Developments in ESP

The development of ESP has been described as one which began as “an answer to a surge in perceived language needs which came in the wake of a dramatic growth in science, industry and commerce on an international scale in the 1950s” (Bauer, 1989:66). In the 1960s, together with communicative language teaching movement, there came a growing interest in the study of language in different contexts. This gave rise to the need for decisions on the kind of English to be taught and consequently to the specification of the communicative needs of learners. This in turn resulted in a move away from what was/is considered general English to a notion that was specific, in the words of Strivens (1977), “... the teaching of a language can with advantage be deliberately matched to the specific needs and purposes of the learner” (in Hailemichael, 1993:61)

Since its birth in the 1960s ESP has witnessed a lot of progress. Hutchinson and Waters (1987) summarize the developments in ESP in five stages (register analysis, discourse analysis, target situation analysis, skills and strategies analysis, and learning centered approaches) each one of which has a contribution to make to contemporary studies in the area. However, they point out that ESP is not a ‘monolithic universal phenomenon’. That is to say that the speed at which ESP has been developing in different parts of the world is different.

2.1.4 Types of ESP

The term ESP was not considered satisfactory to serve as a blanket term to cover a variety of vocational and professional reasons for the learning and teaching of English. As a result, various other terms have so far been suggested to minimize the confusion.

The major distinction is between English for academic purposes (EAP) and English for occupational purposes (EOP). The former relates to the English needed in educational context, usually at a university or a similar institution; and the latter to professional or work-related purposes. Other types of ESP include English for the Arts, English for Business and Economics, English for Legal Purposes, English for Medical Purposes, English for Science and Technology, English for Sociocultural Purposes, and English for Vocational Purposes (see Hyon, 2003).

2.1.5 English for Academic Purpose (EAP) in Focus

EAP could generally be defined as English courses which are ‘concerned with those communication skills in English required for study purposes in formal systems’ (Jordan, 1997:1).

In this area of teaching English for academic purposes, two major approaches have emerged. They are common-core English courses and subject-specific English courses (Coffey 1984 in Jordan, 1997). The former is concerned with general academic language and focuses on study skills. The latter, however, focuses on examining the language features of individual academic disciplines or subjects. Subject specific English, then, is the language needed for a particular academic subject... (and) includes the language structure, vocabulary the particular

skills needed for the subject and the appropriate academic conventions' (Jordan, *ibid*:4). Common-core and subject-specific branches of EAP, respectively, are referred to as English for general academic purposes (EGAP) and English for specific academic purposes (ESAP) (Blue, 1988 in Hailemichael, 1993; Jordan 1997).

The distinction is an important one because, as Brennan and Naerseen (1989:196) point out, by focusing on the particular needs for communication skills, rather than on ESP at a more general level, the ESP lecturer is able to provide the necessary and appropriate support to the content lecturers for the education of the students in specific disciplines. This seems in line to the idea of Mountford (1988:77) that 'the more specific the nature of the training context, the more predictable and prescribeable language learning for communicative purposes can be'.

Students of MKC could be considered more appropriately as students who need ESAP courses since they all go to the same discipline – theology.

2.2 Needs

In education in general, 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' (McNeil, 1990:110). In the context of ESP, however, defining needs does not seem to be an easy task. Brindley (1989) in Robinson (1991:7), for example, says that needs 'do not have of themselves an objective reality'. Berwick (1989) seems to hold a similar position when he says that the definition of needs is to be built within the context in which the analysis is carried out since the conception may vary according to the beliefs of the people involved (in Gazotti, 1998). Similarly, Mountford describes the term needs as 'a very ambiguous' one (1988).

It seems for this reason that a number of terms have been coined by different writers to represent the different notions attached to the concept of need. Needs are described, as Dudley-Evans and John (1998:123) discuss, as objective and subjective (Brindley, 1989), perceived and felt (Berwick, 1989), target situation/ goal oriented and learning, process-oriented and product-oriented (Brindley, 1989), necessities, wants and lacks (Hutchinson and Waters, 1987). Jordan (1997) adds to the list other terms like demands, likes, deficiencies, goals, aims, purposes and objectives. This does not, however, mean that each term represents a completely different notion. Most of them rather seem to mean a similar, if not the same thing.

Hutchinson and Waters' distinction of needs as necessities, lacks, and wants may most appropriately need to be discussed in greater detail here since they are related to the questions the present study aims to address.

'Necessities' refer to the type of need determined by the demands of the target situation (Hutchinson and Waters, 1987). That is, the focus is on what the learner needs in order to be able to effectively function in the target situation. This involves obtaining information about the situations in which the language will be used (e.g. lectures, seminars, etc) and the discourse components and linguistic features commonly used in them (e.g. functions, structures, vocabulary, etc) (Jordan, 1997: 25).

'Lacks' or discrepancy need, on the other hand, relates to those activities in which the learner is incompetent when they are important to him/her or are required by the target situation. That is, it refers to the gap between what the learner already knows and what is established as his/her goals (Hutchinson and Waters, 1987; Matiru 1995, Robinson 1991).

‘Wants’ is different from necessities and lacks for it refers to the students’ personal interest in learning the language. It is possible for those personal aims to be in line with, additional or even contrary to what’s required in the target area (Robinson, 1991). In academic contexts, as Clennel (1999) points out, students may have a need, for example, to socially interact with their native speaking peers or teachers, if there are some (as in most Evangelical theological colleges in Addis – the target of the present study). This need, however, may be considered more as want since it is not part of their study requirement or necessity.

Many writers agree that learners’ wants need to be considered even when they conflict with the views of sponsors, course designers, etc. (see Bauer, 1989; Ellis and Johnson 1994; McDonough 1984 in Jordan 1997; Mountford, 1988; Sysoyev, 2001; Tarone and Yule, 1989). The main argument seems that if learners have to make the best out of the teaching – learning process, they need to be motivated. And if they need to be motivated, then not only necessities but also their wants need to be considered. Dubin and Olshtain (1986:14), for example, say;

If the course of study emphasizes either a literary or structural analytic approach to language learning while learners feel that they need to use the language for immediate communicative purposes, there may be a serious conflict of interest which will affect the learners’ motivation... Learners’ negative attitudes can be detrimental to the success of the language program.

This, however, should not be taken to its extreme that each and every student’s wants need to be accommodated in the course unless the want is shared by a reasonable number of students. This is practically impossible.

2.3 Needs Analysis

Needs analysis is peculiar neither to ESP in particular (Valdez, 1999) nor to ELT in general (Dudley–Evans and John, 1998; Robinson, 1991). Following Waters (1982), Brennan and Naerssen (1989) argue that the ideal teaching situation is one in which time and resources are available for needs analysis (p. 197).

In education, in general needs assessment is used for the purpose of defining and prioritizing educational needs (Matiru, 1995; McNeil, 1990). This is because it is hardly possible to design any course without a perceived need of some sort. That is to say, needs analysis is not exclusive or peculiar to ESP.

What makes needs analysis different in the context of ESP may be that here the need is more specifiable in terms of the learner's purpose of learning (See the discussion under 2.1.2). As a result, needs analysis is considered as 'a corner stone of ESP' without which the whole business of ESP is meaningless. In this regard Jurekova (1998), for example, argues that what guarantees 'realism' in ESP syllabuses is needs analysis. She says, if the syllabus is to be designed realistically, its content must be coherent with the needs and wants of the clients (p. 43). That is, needs analysis helps us avoid 'completely different worlds... between EAP classes and other university classes' (Leki and Carson 1997 in Morton 1999) or creates a link between the two (p. 177).

2.3.1 Defining Needs Analysis

Needs analysis could be defined as a task of collecting and evaluating information to answer the question of 'what aspects of the language' a particular group of students needs (Tarone

and Yule, 1989). Richards et al. (1992) add to Tarone and Yule's definition that needs analysis is used not only to identify needs but also to prioritize them. They describe needs analysis as 'the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities (cited in Jordan, 1997:20).

2.3.2 Approaches to Needs Analysis

Since the birth of ESP in the 1960s, needs analysis has been growingly encompassing various approaches within it. The most common ones are. Target – situation analysis, present-situation analysis, learning-centered approaches, strategy analysis, means analysis and language audits (Dudley – Evans, 2001; Jordan, 1997).

It is true that contemporary writings on the area suggest that if a certain needs analysis has to be exhaustive, then each approach has got a paramount contribution to make. However, in a study of this kind to attempt to include all these approaches will only end up being superficial. It seems for this reason that Jordan in his discussion of steps to be followed during needs analysis, suggests that needs analysts should first decide which approaches they follow before embarking on the actual task (1997:22). As a result, this study primarily focuses on the first two approaches, target situation analysis (TSA) and present-situation analysis (PSA), which are considered as the basis for the other approaches (Jordan, *ibid*:23). Robinson (1991), on her part says, "In practice, one is likely to seek and find information relating to both PSA and TSA" (p. 9).

2.3.2.1 Target situation Analysis (TSA)

The need for TSA is often justified by the assumption that ESP materials need to meet learners' needs and the language should 'match the language the students will use' (Cunningsworth, 1995:132). As Hutchinson and Waters put it, TSA attempts to answer the question, "What does the expert communicator need to know in order to function effectively in the target situation?" (ibid: 60). The following quotation from Wright (1992) illustrates the need for being aware of the impact of target- situation on the nature of the language. He says:

Human life, and hence human language is concerned with many and various topics. Each topic requires certain communicative tasks to be performed, and these tasks require mastery of certain task- based skills. Such skills are reading and writing texts of various styles, register and lengths, listening in various styles, accents and registers, speaking appropriately in a variety of contexts including socializing, negotiating, interviewing, presenting information and pronouncing material in a clear and culturally acceptable way. People who are engaged in different activities need to master different skills. (p.2)

In their article 'How communicative is ESP' (1984) Hutchinson and Waters say that ESP should aim at providing the learner with the capacity to handle communication in the target situation (p. 109). Widdowson seems to take the case more seriously when he says, '... We should aim at characterizing kinds of language as particular ways of doing things, not as manifestations of linguistic forms but as realizations of communicative functions' (1984:195). While it is true that the focus should be on communicative functions, however, there is an argument that linguistic forms or structures too need to be considered. This is because 'all communication has a structural level, a functional level and a discourse level'. That is they are not mutually exclusive and each may have its place in the ESP course (Hutchinson and Waters, 1987. 37).

The three major approaches to language analysis that have made a paramount contribution to TSA are register analysis, discourse analysis and genre analysis.

2.3.2.1.1 Register Analysis

The idea of register analysis is based on the notion that language differs in different contexts. As a result; the name register is given to ‘a variety of a language distinguished according to use’ (Halliday, 1964 in Widdowson, 1978:122). For Halliday et al. (1964), registers are said to differ primarily in grammar and vocabulary. They say, “... crucial criteria of any given register are to be found in its grammar and lexis’ (cited in West, 1998:5). Later, however, it widened its scope to include functions (Tarone and Yule 1989) and study skills, in the context of EAP (Jordan, 1997; Frydenberg, 1982).

The three questions that underlie the discussion of register analysis and which are believed to facilitate our understanding of the relation between a situation and the language used in that situation are based on what Halliday (1978) terms as ‘field’ ‘mode’ and ‘tenor’ (in Ghadessy, 1988).

Field relates to the question ‘ what is taking place’ or what activities does the target area (in our case the study situation) entail; whereas, mode refers to the function or role language plays in that particular situation. This may answer, for example, the question which skills should be treated in particular ESP course and in what proportion. Tenor, on the other hand, relates to the question who are the participants or what kind of people is the learner supposed to use the language with. This question is important because it helps the researcher see the role relationship that exists between the writer / speaker and reader / hearer thereby helping him/her

see, for example, the degree of formality or politeness or the amount of assertiveness or tentativeness the learner is expected to show. These are affected, however, not only by tenor but also mode. That is, students are expected to be more formal in writing than in speaking, for example.

In spite of the fact that there are many criticisms against the concept of register analysis (see Ferguson, 1983 in Ghadessy, 1988; Widdowson, 1979, 1981), it is argued that ‘the framework provided by Gregory (1967), Gregory and Carroll (1976), and Halliday (1975,1978) has greatly contributed to our understanding of how written and spoken discourse functions’ (Ghadessy, 1988:4)

2.3.2.1.2 Discourse Analysis

Discourse as defined in Widdowson (1984:197), is ‘the process of negotiating meaning by interaction’. That is, discourse analysis, unlike register analysis, goes beyond sentence level concern and attempts to study meaning in a broader context. In this regard Brown and Yule (1983) argue that ‘the analysis of discourse is, necessarily, the analysis of language in use’ rather than a mere description of linguistic forms without considering the purpose and function they are meant to serve.

Discourse analysis is advantageous for the reason that the more students are able to identify typical patterns of use, the better their ability to read, listen, write and speak is (Harmer 2001). It is also believed to enhance the ESP teacher’s understanding of the target area and the kind of language it requires (see Sullivan and Girginer, 2002).

The main concern in discourse analysis is identifying the organizational patterns in texts and specifying those linguistic items that are used to signal the patterns. In this regard, two of the principal advocates of the approach Allen and Widdowson (1974) have the following to say;

One might usefully distinguish two kinds of ability which an English course at this level should aim at developing. The first is the ability to recognize how sentences are used in the performance of acts of communication, the ability to understand the rhetorical functioning of language in use. The second is the ability to recognize and manipulate the formal devices which are used to combine sentences to create continuous passage of prose. We might say that the first has to do with rhetorical coherence of discourse, the second with the grammatical cohesion of text. (Cited in West, 1998:5-6)

Hoey (1983) and Crombie (1985), for example, attempt to establish ‘Macro- patterns’ in English such as Problem- Solution and Topic-Restriction– Illustration, respectively, (cited in Swales, 1990). Based on Hoey’s work, Edge (in Harmer 2001) has shown a ‘Situation- Problem – Response- Evaluation’ organizational pattern in story telling. A discoursal pattern common to Evangelical sermon, according to Webster (1988), is Read the Word- Explain the Word-Apply the Word. On the other hand, other studies focused on the relationship between utterances, for example, aspects of cohesion, and the discourse markers or cohesive devices that are used in a text (Jordan, 1997; Swales 1990). Nattinger and Decarrico (1992), for example, describe content in discourse in terms of ‘topic markers’, ‘topic shifters’, ‘Summarizers’, ‘exemplifiers’, ‘relators’, evaluators, and ‘qualifiers’ (in Harmer, 2002).

Discourse analysis looks for varieties in language use among various ‘discourse communities’. Discourse community, as described in Swales (1990), is one which separates people into ‘occupational or speciality-interest groups’ (p. 24). The notion that discourse operates within

conventions defined by communities, (whether academic disciplines or social groups) (Herzberg, 1986 in Swales, 1990:21) is, therefore, the basis for discourse analysis. This being the case Evangelical theological colleges could be considered as a particular discourse community having some conventions by which the patterns of discourse is governed.

One instance of discoursal feature Stott (1978) in Webster (1988) describes as common to Evangelical sermons is that there is a detailed verse-by-verse exposition of a lengthy passage' (P. 95). Webster gives the following sermon from a morning service of an Evangelical church to illustrate this rhetorical device.

Now as we read the opening verses of this chapter of the Epistle to the church of Corinth, we see that actually Paul is speaking about a great fact and that is the fact of Jesus Christ. It is interesting to note in the first nine verses of this chapter that Jesus Christ is mentioned in every verse... He's mentioned by name in every verse except verse five. (ibid, emphasis added)

This rhetorical device, Webster says, is 'not typical of other religious communities' while it is an accepted, perhaps even expected feature of sermon delivery within the Evangelical community ' (ibid).

Another rhetorical device common to Evangelical sermons, though not uncommon to public speaking in general, is repetition. The following is an excerpt from the same message quoted earlier to illustrate the point.

For, for the Apostle Paul the greatest fact of all of life, the greatest fact of all existence is Jesus Christ. Paul would tell us that you do not understand the meaning of life or the purpose of life, or the goal of life if you do not know Jesus Christ in a personal way in your life. If Jesus Christ is just some fact of

history, if Jesus Christ is just something that has been taught to you at church, but is not a vital part of your life the Apostle Paul would say, you are lacking in knowledge, you are lacking in understanding... And, who is that person? Jesus Christ. The very icon, the very picture, the very image of the invisible God. Therefore, we ask the question of Paul, ‘who is Jesus Christ?’ Paul tells us, ‘He is God, the invisible God, the God the universe cannot contain. He is God broken in to history.’ [Webster, 1988:96; author’s emphasis]

The main shortcoming of discourse analysis, West (1998) discusses, is that ‘its treatment remained fragmentary, identifying the functional units of which discourse was composed at sentence utterance level but offering limited guidance on how functions and sentences / utterances fit together to form text’ (p. 7). Robinson (1981:54) too shares the same view when she says; “We are given little idea of how these functions combine to make longer texts”.

3.2.1.3 Genre Analysis

Genre is an area which is getting an increased attention in recent years in ELT in general and ESP in particular (See Paltridge, 1996). It is serving as ‘a means for better pragmatic and linguistic understanding of texts’ (Johns, 2002). This is not, however, to mean that the concept of genre is a well established one. Following Preston (1986), Swales (1990:33) describes genre as a term which one approaches with great care for it is, to use his words, ‘attractive... but extremely slippery’. This is because, as he explains further, the term genre is growingly used to mean various things. Earlier, for example, it referred only to literary or written compositions. Today, however, it is used to refer to a distinctive category of discourse of any type, spoken or written, with or without literary aspirations’ (Swales, 1990:33). Furthermore, Swales adds:

Worse, especially in the US, genre has in recent years become associated with a disreputably formulaic way of constructing (or aiding the construction of) particular texts-a kind of writing or speaking by numbers. (ibid)

For the purpose of this study, however, the term is used in the sense that it is ‘a particular class of speech event which has certain features common to that particular event’ (Richards at al., 1985 in Flowerdew, 1993:305). This notion is further elaborated in Swales (1986). He says:

A Genre is a class of communicative events

- a. with a shared public purpose
- b. that is recognized or recognizable by a speech community (Societies give genre names to types of events they see as distinctive).
- c. that is (with in varying degrees of freedom) structured and standardized and thus imposes constraints on allowable contributions in terms of their positioning, form and intent. (Cited in Houghton, 1988:78)

As far as the number of genre types is concerned, there are as many genre types as there are speech types. It is impossible to attempt to list them all but one can see some examples in Allison (1999), Flowerdew (1988) and Houghton (1988). In academic contexts, however, there are often four types of genres identified. They are narrative, descriptive, expository and argumentative genres (Allison, 1999). Being academic institution, students at theological colleges may require the four major genre types described; with varying degree of frequency, perhaps.

Genre analysis is not as such a completely new venture but a development of discourse analysis (West, 1998). It in a way emerged in response to the limitation of discourse analysis (see 2.3.2.1.2). Genre analysis and discourse analysis are similar in that they both deal with text instead of sentence utterance. They are, however, different in that, as Harmer (2001:27) discusses:

Discourse analysis allows us to make statements about typical paragraph organization or the structure of conversations. But we can go even further than this, showing longer stretches of typical discourse which almost always behave in the same way... We can show the way in which holiday postcards are normally written, or study scientific writing for its general patterning; we can show how typical exchanges take place at post office counters, or the genre of social introductions.

That is, genre analysis deals with even longer text and is concerned with identifying the way a text is patterned through a series of phases or moves (West, 1998; Swales 1981, 1990 in Paltridge, 1999).

In order to find out the shift of the moves in a particular text to make use of linguistic criteria like making reference to patterns of cohesion or analysis of the grammatical and/ or lexical relationships between the different elements of a text is a well used approach and is still of paramount help. However, there are studies indicating that it is not only linguistic factors but also non-linguistic ones that affect textual boundaries or the pattern of the moves of a text (Fodor, 1980; Hasan, 1989; Swales, 1990; and Crookes, 1985 all in Paltridge, 1994). Giving emphasis to the role non- linguistic factors play in demarcating text boundaries Paltridge says.

... the search for structural divisions in texts should be seen as a search for cognitive boundaries in terms of conventions, appropriacy, and content rather than as a search for linguistically defined boundaries; that is, there are non-linguistic, rather than linguistic, reasons for generic staging in texts.
(ibid:295)

Genre analysis is said to be advantageous for it enables learners to both understand what they read/listen and produce their own spoken and written language in a better way (see Harmer,

2001). Martin's (1989) study also confirms that students who are trained about the moves of various genre types are better communicators than those who are not (in Allison, 1999). Discussing the role of genre analysis in language teaching, Thorne (1988) has the following to say.

To know a language in the fullest sense is to know not just its grammar and (at least in part) its vocabulary but the very many ways in which it can be used. In the case of English this includes knowing what is a report, a narrative, a commentary, a synopsis. (Cited in Ghadessy, 1988:4)

Identifying the different genre types and their relative frequency, and the markers that signify the moves in texts, if there are any, is hoped to help us understand the nature of the language required by the target area studies at Evangelical theological colleges.

2.3.2.2 Present- Situation Analysis (PSA)

In the process of deciding the content of a particular ESP course, establishing those aspects of the target language which the learners need to know is not enough, it is only the first step forward. There is also a need for carrying out an investigation to see how much of the language required by the target situation the students already have and how much of it they lack (Sysoyev, 2001; Tarone and Yule, 1989; and Widdowson, 1981 and Candlin and Breen 1979 in Kuo, 1993). It seems for this reason that PSA is often considered as a complement to TSA (Robinson, 1991). PSA is important because, as Bishop (1985) asserts, "To alter what is, we first need to know what it is" (in Shiundu and Omulando, 1992).

As far as the information that need to be sought in PSA is concerned, writers suggest including not only the students' language ability but also other related issues like; general personal data; educational background (academic, professional and vocational); attitudes and assumptions about English, its speakers and the culture it represents, and its learning; motivation; and learning styles and habits (Dubin and Olshtain, 1986; Ellis and Johnston, 1994; Matiru, 1995; Davis et al. 1994).

CHAPTER III

METHODOLOGY

The survey was conducted towards the end of March 2003 (nearly two months after second semester began). Quantitative data have been collected using two sets of questionnaires, one each for teachers and students. Qualitative data too have been gathered to not only supplement the quantitative data but also answer questions that could not be catered for through questionnaires. The qualitative data have been gathered through analysis of texts (course syllabuses and learner outputs) and interview.

3.1. Subjects

The subjects for the study were 50 students and 16 teachers all learning and teaching, respectively, at Meserete Kristos College. The total number of students enrolled in the college during the semester was, with the exception of the 26 ‘Amharic Diploma’ students, 68. The number of the teachers presently teaching at the college is 16.

3.2. Data Collection

3.2.1. Questionnaire

In the designing of the questionnaires for both the students and the teachers, Hailemichael’s (1993), mainly, and Abraham’s (1993) works have been of great help. They were modified to serve the purpose in focus and used. Besides ideas have been made use of from Hutchinson and Waters (1987) and Nunan (1988). Prior to distribution, the questionnaires were piloted

using 20 students and 8 teachers from another Evangelical college (ETC) in order to see if there were any problems to do with communication. In the light of the comments the students and the teachers made instructions were made more simple and examples given.

A letter was attached to the questionnaires of both the students and the teachers explaining the purpose of the study and that the information they give will be confidential; and thereby an appeal was made to them to give their honest responses.

3.2.1.1 Questionnaire to the Students

The questionnaire to the students aimed at gathering information about the students' background, ability in using the language, language need, attitude towards English and its learning, and learning preferences.

The questionnaire was distributed to 60 (about 88% of the whole population) students who were available. Out of the 60 questionnaires distributed 50 (a response rate of about 83%) were completed and returned up to a week time after the distribution.

3.2.1.2 Questionnaire to the Teachers

The questionnaire to the teachers aimed at gathering information regarding the students' language abilities and needs. Most of the questions are meant to be used for the purpose of verifying the students' responses and the vice versa. However, there are also questions to be answered only by the teachers in the 'language needs' section.

Questionnaires were distributed to all the sixteen teachers and all of them were completed and returned.

3.2.2. Text Analysis

An attempt has been made to take a sample course from each of the six divisions of the degree program (the diploma program could be considered as the sub-set of the degree program) and analyze the syllabuses and learner outputs of the respective sample courses. A model sermon too has been analyzed for the course Homiletics from the Ministerial Studies Division. However, it was not possible to take a sample course from the General Education division for the only course offered during the semester from this division is English (see the list of the courses and the divisions they belong to in App O). Besides, from the Religious studies division only the course syllabus is analyzed. This is because the students did not submit any of the assignments they are expected to produce during the semester by the time the study was carried out.

Fifteen courses were offered during the semester (see App. O); and all the sample courses were selected by lots from those offered during the semester in each division. For some of the sample courses students were asked to bring one of the papers they produced during the semester. For others the instructors were contacted to get the papers. Among the papers the students brought, three were selected randomly for every course, except in the case of the sample course Homiletics (see 4.2.1.4), and analyzed with the objective of seeing the specific features the English of Evangelical Theology has. Besides, the sample papers were examined to see the students' major areas of language difficulties.

3.2.3. Interview

A structured interview was conducted with the English language instructor at the college. The purpose of the interview with the ESAP teacher was to further explore into the English language problems students encountered.

3.3. Analysis

The quantitative items in the questionnaire were analyzed after being tallied and summed. The responses provided by the students and subject area teachers were cross checked for the items in the questionnaires related to language needs and abilities where the items are provided by both the teachers and the students.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the data gathered from students and teachers (subject area and ESAP teachers) and documents through questionnaires, interview and text analysis with the respective discussions.

4.1. Analysis of the Questionnaires

The questions in the questionnaires could be classified into those which aim at gathering information about the present situation and the target situation

4.1.1. Present Situation Analysis

The questions in this section could be divided into four. They are: background information, language abilities, learning preferences and attitude towards English and its learning. The questions related to students' language abilities were provided to both the students and the teachers; therefore, they are analyzed and discussed together.

4.1.1.1. Background Information about Students

Students were asked to give some background information regarding their previous general academic performance and English language ability in particular. These are hoped to give some information regarding the knowledge students bring to the language classroom. Students were also asked about the church they come from to see the domain from which the college

takes its students. Besides, students were asked about the place they come from. Environment being one important factor, this question is hoped to help us see how many of them come from towns (Addis Ababa and Nazareth, for the purpose of this study) and how many from the country. In spite of the uncertainties any one would have regarding the exact borderline between town and country, if at all it is possible to draw one, this question is hoped to help us infer the amount of exposure students had to English language and its culture and thereby their background in the language. Table 1 presents a summary of the findings.

Table 1 Background Information about the Students
(N=50)

1	Academic level (before entering the college)	12+0 %	12+1 %	12+2 %	12+3 %	12+4 %	NR %
		64	10	6	2	-	18
2	Average Grade Pint in ESLCE	2.0-2.5 %	2.6-2.9 %	3.0-3.5 %	3.6-4.0 %	Other %	NR %
		56	32	8	2	2	-
3	English grade in ESLCE	A %	B %	C %	D %	F %	NR %
		8	30	58	4	-	-
4	Name of the church students come from	MKC %	Other Evangelical churches %				
		88	12				
5	Name of the place they come from	Addis Ababa %	Nazareth %	Other %	NR %		
		20	14	64	2		

Key NR=No Response

As can be seen from the table the majority of the students (64%) did not have further education experience after completing 12th grade. Because 18% of them did not respond to the question, it is only the remaining 18% that have a one to three years further study. Concerning their general academic performance, as inferred from their Ethiopian School Leaving Certificate Exam's (ESLCE) result, a little more than half of the students (56%) average grade point (AGP) ranges between 2 and 2.5, one third of the students (32%) between 2.6 and 2.9

and 10% of the students have AGP of greater than three. Regarding their prior English language performance, the students' English grades in the ESLCE were compared. As a result, it has been observed that the majority of the students (58%) scored an 'average' letter grade (C), 30% of them 'good' (B), 8% of them 'very good' (A), and 4% of them 'fair' (D). The presence of the 4% D, however, is in contrast with what is stated in the college's catalogue as admission criterion that every candidate should have C and above score in English in the ESLCE. The Academic Dean of the college was asked to verify this gap. In response, he said that this could be due to what they call 'maturity age level entry'. This is a special consideration for students who took the national examination long time ago. They are allowed to take the college's entrance exam and then the one semester intensive English program; and if they do well in these, then they are admitted.

Considering the students' response to the above three questions, it could be said that most of the students did not have post secondary learning experience and are average both in their general academic and English language performance.

As far as the churches the students come from are concerned, even though the majority of them (88%) come from Meserete Kristos church (this is obviously because the college is established primarily to train ministers of the church and gives full scholarship to its members), the fact that 12% of them come from other Evangelical churches is in line with what is stated in the college's catalogue that it is open to other Evangelical churches, too. Concerning the places the students come from, if the Addis and the Nazareth columns are added, only about one third of them (34%) come from towns whereas the majority (66%) are from the other parts of the country (see the list of the names of the places other than Addis and

Nazareth in App. x). This may suggest that most of the students had lesser exposure to English language and the culture it represents.

4.1.1.2. Perceived English Language Abilities

The questions in this section are given to both the students and subject area teachers to verify the responses. However, where there is a disparity between the students' and teachers' responses, often the latter's response is favored over the former's with the belief that teachers are of better knowledge and position to judge students' work as good or bad.

4.1.1.2.1. Students' Ability to Follow Content Courses in English

Students were asked to rate their ability to use English in their subject area courses as 'very well', 'with some difficulty', 'with great difficulty' and 'not at all well'. The subject teachers, too, were given the same question and the results were compared in table 2 below.

Table 2 Assessment of Students' Ability to Follow Content Courses in English by Students and Subject Teachers

	S (50) %	ST (16) %
Very well	56	12.5
With some difficulty	36	75
With great difficulty	2	12.5
Not at all well	2	-
No response	4	-
Total	100	100

With this general question relating to the extent to which students are able to follow subject courses in English, a little more than half of the students (56%) said that their ability to use English in subject area courses is 'very well', whereas the majority of the teachers (75%) said

that their students have ‘some difficulty’. More than one third of the students (36%) confirm this perception of teachers. However, 2 and 12.5 percentages of students and teachers, respectively, feel that students follow subject area courses with ‘great difficulty’. Following the teachers’ perception, it could be said that the majority of the students follow subject courses with ‘some difficulty’.

4.1.1.2.2 Students’ Abilities in the Four Macro-Skills

Subject teachers were asked to evaluate their students on the four English language macro skills of listening, speaking, writing and reading as ‘very good’, ‘average’, ‘weak’, and ‘very weak’. Similarly, the students were asked to evaluate themselves on the same. The findings are summarized in Table 3 below.

Table 3 Assessment of Abilities in the Four Macro-Skills by Students and Subject Teachers

Skill		S (50)	ST (16)
Listening	G+VG	52	43.75
	Average	30	43.75
	W+VW	18	12.5
Speaking	G+VG	48	6.25
	Average	36	37.5
	W+VW	16	56.25
Writing	G+VG	62	12.5
	Average	20	50
	W+VW	18	37.5
Reading	G+VG	64	37.5
	Average	22	56.25
	W+VW	14	6.25

If we compare the G+VG scores of the students and the subject teachers for each skill, most students responded that they are ‘good’ or ‘very good’ in the reading skill (64%) and following it writing (62%), listening (52%) and speaking (48%); whereas most teachers go for

the listening skill (43.75%) and following it reading (37.5%), writing (12.5%) and speaking (6.25%). In the rank order of the scores of the skills of both students and teachers, it is the receptive skills (listening as to the teachers and reading as to the students) that stand first; and both the students and the teachers agree that speaking is the most problematic area. The fact that students are better on the receptive skills than on the productive ones may be attributed not only to their prior but also present learning experience (see 4.1.2.1) which in most cases demands the receptive skills than the productive ones.

4.1.1.2.3 Major Difficulties in the Sub-Skills

Some specific sub-skills common to the study area under each of the four macro-skills were identified and provided to the students and teachers in order for them to indicate in which of them the students have ‘very great difficulty’, ‘great difficulty’, ‘some difficulty’, ‘little difficulty’ and ‘no difficulty’. The responses of the students and the teachers are summarized in table 4 below.

Table 4 Assessment of Difficulties in the Sub-Skills by Students and Subject Teachers

		(S=50; ST=16)			NR %	R
		VGD+ GD %	SD %	LD+ ND %		
Understanding lectures	S	-	22	78	-	6
	ST	-	56.25	37.5	6.25	5
Taking lecture notes	S	-	28	72	-	6
	ST	18.75	68.75	6.25	6.25	3
Asking questions	S	10	42	48	-	2
	ST	12.5	62.5	25	-	4
Answering questions	S	10	42	48	-	2
	ST	12.5	62.5	18.75	6.25	4
Class discussions	S	4	36	58	2	3
	ST	25	56.25	18.75	-	2
Understanding books	S	2	36	62	-	5
	ST	18.75	50	31.25	-	3
Making notes from books	S	2	22	74	2	5
	ST	25	50	25	-	2
Summarizing (something read)	S	16	26	58	-	1
	ST	43.75	43.75	12.5	-	1
Understanding exam questions	S	2	18	78	2	5
	ST	-	37.5	62.5	-	5
Writing essay type exam	S	4	28	68	-	3
	ST	25	68.75	-	-	2
Writing essays/reports	S	4	24	72	-	3
	ST	25	68.75	6.25	-	2

Key VGD=Very Great Difficulty; GD=Great Difficulty; SD=Some Difficulty;
LD=Little Difficulty; ND=No Difficulty; NR=No Response; R=Rank

The VGD+GD column has been considered to put the sub skills in their order of difficulty according to the teachers and the students – 1 being the most difficult and 5 the least difficult. Both the teachers (43.75%) and students (16%) agreed that the sub skill of summarizing is the most difficult one. According to the students, following summarizing are asking questions and answering questions (10% each), class discussions, writing essay type exam and writing essays/reports (4% each), understanding books, making notes from books, understanding exam questions (2% each), and understanding lectures and taking lectures (0% each). For the

teachers the order of the sub skills according to their difficulty following summarizing is class discussions, making notes from books, writing essay type exam and writing essays/reports (25% each), taking lecture notes and understanding books (18.75% each), asking questions and answering questions (12.5% each), and understanding exam questions and understanding lectures (0% each). On the whole, the responses of the teachers and the students are in line with the findings in 4.1.2.2 conforming that the productive skills are more difficult than the receptive ones. It is also worth noting that unlike their response under 4.1.2.2, here the students agree with the teachers that reading is more problematic than listening.

4.1.1.3. Students' Learning Preferences

Students were provided with a total of thirty-four questions grouped in six categories: preferred teaching methodology, classroom learning modes, outside classroom modes, class grouping, aspects of language content, and preferred topics to see the way they prefer to learn or be taught. The students' responses to each of the questions were tallied and then the frequencies were multiplied by 1 to 4 (1 being to 'no', 2 to 'a little', 3 to 'good' and 4 to 'best'). Then the scores were compared and ranked to see which statements students favor more. The following table below summarizes the findings.

Table 5 Ratings, Weighted Scores and Rankings for Students' Learning Styles/Preferences
(N=50)

	Item	No f	fx1	A little f	fx2	Good f	fx3	Best F	fx4	Total weighted scores	Rank
Preferred teaching methodology	1	3	3	7	14	15	45	24	96	158	2
	2	12	12	18	36	12	36	8	32	116	7
	3	6	6	17	34	16	48	1	44	132	6
	4	8	8	9	18	13	39	20	80	145	3
	5	23	23	17	34	9	27	1	4	88	9
	6	0	0	6	12	23	69	21	84	165	1
	7	7	7	12	24	13	39	18	72	142	5
	8	27	27	7	14	9	27	7	28	96	8
	9	6	6	12	24	11	33	20	80	143	4
Classroom learning modes	1	0	0	8	16	21	63	21	84	163	2
	2	2	2	9	18	24	72	15	60	152	4
	3	0	0	5	10	28	84	17	68	162	3
	4	15	15	24	48	7	21	3	12	96	10
	5	1	1	6	12	20	60	23	92	165	1
	6	8	8	18	36	16	48	8	32	124	7
	7	11	11	21	42	10	30	7	28	111	9
	8	1	1	8	16	33	99	8	32	148	5
	9	16	16	11	22	17	51	6	24	113	8
	10	2	2	15	30	24	72	9	36	140	6
Outside classroom learning modes	1	0	0	11	22	19	57	20	80	159	1
	2	0	0	8	16	27	81	15	60	157	2
	3	5	5	23	46	15	45	7	28	124	5
	4	0	0	22	44	16	48	12	48	140	3
	5	1	1	24	48	17	51	8	32	131	4
Class Grouping	1	7	7	21	42	14	42	8	32	123	4
	2	0	0	7	14	29	87	14	56	157	2
	3	0	0	4	8	24	72	22	88	168	1
	4	8	8	13	26	15	45	14	56	135	3
Language content	1	0	0	2	4	14	42	34	136	182	2
	2	0	0	3	6	19	57	28	112	175	3
	3	0	0	0	0	12	36	38	152	188	1
Topic s/pass ges	1	24	24	7	14	17	51	2	8	97	3
		1	1	10	20	20	60	19	76	157	1
	3	2	2	17	34	20	60	11	44	140	2

With regard to the questions related to teaching methodology, the statements were put in a rank order based on the weighted scores. Then the first and the last three statements were considered to see what kind of methodology they favor on the whole. The first three statements the students seem to favor more, as could be seen from the table, are working on problems, finding mistakes by oneself and talking about one's interests. On the other hand, the three statements that stand last are expecting the language teacher to read and explain everything, using only the English textbook and getting the meanings of words in Amharic.

As far as the students' preference of classroom learning modes is concerned, the first three statements the students favored are learning by listening to the teacher attentively, learning by conversations and learning by writing compositions. On the other hand, they favored the following three least. They are: writing everything on the notebook, learning by games and learning by studying only the English textbook.

Regarding the students' outside classroom learning modes preference what stands first is learning by reading books, newspapers, magazine and following it are talking to friends and other people, watching TV and films, listening to the radio, and listening to cassettes. The fall in the size of students who use TV, radio, and audio tapes as a means of outside classroom learning modes may be accounted for the traditional tendency among the Protestant Christians in Ethiopia to label the modes as secular and carnal. This could also be due to the students' lack of access to the modes since most of them come from the rural part of the country (see 4.1.1.1 and 4.3).

Concerning the students' preference of modes of grouping the class, they seem to prefer working in groups and pairs to working individually. However, working in one large class seems to be the least favored one.

Considering the students' responses to the above four questions, it appears that the students favor more what is commonly known as 'communicative' approach to language teaching and learning than the more traditional one.

The language content that is most favored by the students is grammar, and next to it is learning many new vocabularies. Pronunciation is given the least attention by the students. This inclination of the students towards learning grammar than the others could be the result of their prior learning experience that was highly grammar oriented.

Regarding the topics of passages the students would like to be used in the English classroom, it is interesting to note that they are against using only theology related texts. Rather, they prefer other academic texts or they do not seem to mind if texts of any topic are used.

4.1.1.4. Students' Attitude Towards English and its Learning

Students were provided with ten statements in order to see the attitude they have towards English and its learning. The first five statements are meant to reflect positive and the next five statements negative attitude. They were asked to express the extent to which they agree with each statement. Their responses are summarized in the table below.

Table 6: Assessment of Students' Attitude Towards English and its Learning

Item	SA	A	U	D	SD	NR
1	30	20				
2	29	19	2			
3	29	20	1			
4	39	7	1	2	1	
5	30	18	1	1		
6			1	6	42	1
7				6	44	
8			1	3	45	1
9				6	43	1
10	1	6	7	19	15	2

Key: SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

The responses for the positive and the negative statements were assigned different scores and multiplied accordingly before calculating the mean score for the whole sample. The scores for the positive statements are the following: SA=5, A=4, U=3, D=2, and SD=1; whereas the negative statements are weighed according to the following key: SA=1, A=2, U=3, D=4, and SD=5. The highest possible mean score is then 50 (10x5) and the lowest is 10 (10x1).

In spite of the difficulties the students are facing in using English and the lesser exposure they had to English and the culture it represents, the students in general seem to have a positive attitude towards English and its learning. The mean score for the total sample is 45.76 which is closer to 50. This may be due to that the students are convinced about the role or importance of English in their attempt to study theology in the advanced diploma and degree programs.

4.1.2 Target Situation Analysis

The questions in this section aimed at getting information regarding the language needs of the students. They ask for the relative importance of the four English language skills and genre types. There are also questions investigating the amount of tentativeness and assertiveness students are expected to show and the activities they are expected to carry out in English.

4.1.2.1 The Relative Importance of the Four Macro Skills

Students and the language teachers were asked to rate the relative importance of the four English language skills for the studies in the college. Then the responses were tallied and multiplied according to the following key: 1st=4, 2nd=3, 3rd=2, 4th=1. Then the weighted scores of the teachers and the students were compared to see which skills are more important in Evangelical theological colleges as perceived by the teachers and the students. The following table summarizes the findings.

Table 7: Assessment of the Relative Importance of the Four Macro-Skills as Perceived by the Students and subject Teachers

	S=50 T=16	1 st f	fx4	2 nd f	fx3	3 rd f	fx2	4 th f	fx1	Total weighted scores	Rank
Listening	S	13	52	20	60	7	14	10	10	136	2
	T	9	36	5	15	2	4	-	-	55	1
Speaking	S	6	24	15	45	12	24	17	17	110	3
	T	4	16	1	3	4	8	7	7	34	3
Writing	S	8	32	6	18	21	42	15	15	107	4
	T	-	-	5	15	6	12	5	5	32	4
Reading	S	23	92	9	27	9	18	9	9	146	1
	T	3	12	3	9	7	14	3	3	38	2

One general conclusion that could be derived from the table is that it is the receptive skills that are given precedence over the productive ones by both the teachers and the students. Among the receptive skills, however, the students ranked reading first while the teachers went for listening. This could be, perhaps, due to the fact that though the teachers ask the students to read assigned books, handouts and lecture notes, they can only infer the amount of time students spend on reading and the demand it puts on them; whereas the students are the ones who are doing the real task of both listening and reading making their judgments more reliable than the teachers'. Regarding the productive skills, however, both the teachers and the students ranked the speaking skill third and writing fourth.

4.1.2.2. Activities Students Need to Carry out in English

Students and teachers were provided with activities common to academic contexts in general and related to Evangelical colleges in particular under each of the four macro skills. Then they were asked to say how frequent they need them. The VF_n+F_n (very frequently and frequently needed column) has been considered to see which of the activities the students need to carry out more often than the others. The following table below summarizes their responses.

Table 8 Assessment of Activities Students Need to Carry out

Items	(S=50; ST=16)					Rank
		VF _n +F _n %	S _n %	Sen+N _n %	NR %	
1.1 Reading textbooks	S	84	14	2	-	1
	ST	100	-	-	-	1
1.2 Reading handouts	S	82	14	2	2	2
	ST	81.25	1.75	-	-	2
1.3 Reading test & exam questions	S	54	34	8	4	3
	ST	75	18.75	6.25	-	3
1.4 Reading newspapers, magazines	S	40	40	16	4	4
	ST	25	25	37.5	12.5	4
2.1 Writing notes from lecture notes	S	92	8	-	-	1
	ST	68.75	18.75	-	12.5	2
2.2 Writing notes from books	S	76	22	2	-	2
	ST	68.75	25	-	6.25	2
2.3 Writing term papers	S	58	38	4	-	3
	ST	75	18.75	-	6.25	1
2.4 Writing essay type exam answers	S	50	38	12	-	4
	ST	56.25	31.25	6.25	6.25	4
2.5 Writing personal letters	S	46	44	10	-	5
	ST	25	18.75	50	6.25	5
2.6 Writing business letters	S	24	38	38	-	6
	ST	6.25	25	62.5	6.25	1
3.1 Listening to lectures to take notes	S	88	6	4	2	3
	ST	87.5	6.25	-	6.25	2
3.2 Listening to class discussion	S	92	4	2	2	1
	ST	81.25	12.5	-	6.25	4
3.3 Listening to teacher questions	S	84	14	-	2	4
	ST	87.5	-	-	12.5	2
3.4 Listening to teacher instructions	S	90	8	-	2	2
	ST	93.75	-	-	6.25	1
3.5 Listening to sermons	S	78	20	-	2	5
	ST	50	25	18.75	6.25	5
3.6 Listening to radio, TV programs, films	S	60	26	8	6	6
	ST	31.25	31.25	31.25	6.25	6
4.1 Asking and answering questions	S	82	14	4	-	1
	ST	75	12.5	6.25	6.25	2
4.2 Giving oral reports	S	64	28	8	-	4
	ST	56.25	18.75	18.75	6.25	3
4.3 Participating in whole class disc.	S	76	22	2	-	3
	ST	81.25	12.5	-	6.25	1
4.4 Participating in pair/group disc.	S	82	18	-	-	1
	ST	56.25	31.25	6.25	6.25	3
4.5 Delivering sermons	S	56	32	12	-	6
	ST	25	37.5	31.25	6.25	6
4.6 Conversation with foreigners	S	64	24	12	-	4
	ST	43.75	25	25	6.25	5

Key: VF_n=Very frequently needed, F_n=Frequently needed, S_n=Sometimes needed, Sen=Seldom needed, N_n=Never needed, NR=No Response

With regard to the reading activities, both the students and the teachers, respectively, agreed that the most frequently needed activity is reading textbooks (84% and 100%) and next to it is reading handouts (82% and 81.25%) and reading test and exam questions (54% and 75%). The least frequently needed reading activity seems reading newspapers and magazines (40% and 25%). More than one third of the teachers (37.5%) even said that their students seldom and never need to read newspapers and magazines. That is, it is possible that this activity tends to be more like 'want' than need.

Concerning the writing activities students are expected to carry out in English, both the students and the teachers are in agreement except on which stands first which itself is not of big disparity. The students (92%) put writing notes from lectures first while the teachers (75%) said that it is writing term papers which is most frequently needed. Analysis of sample course syllabuses reveals that students are expected to produce on average two term papers per a semester but writing lecture notes seems a day to day activity since they need to attend lectures and take notes for all, but one (see 4.2.1.5), of the five sample courses, for example. In spite of this minor disparity, all the suggested writing activities are necessary to some degree but writing personal and business letters seem to be the least frequently needed, if at all they are needed. For example, only one (6.25%) of the teachers said that the students need to write business letters.

As far as the listening activities students are expected to carry out in English are concerned, the most frequently needed one according to the teachers (93.75%) is listening to teacher instruction and for the students (92%) is listening to class discussion. The least frequently needed listening activity, for both the students and the teachers, is listening to the radio, TV programs and films.

Regarding the speaking activities students are expected to carry out, the activities put first by the students and the teachers are asking and answering questions and participating in pair/group discussion, and participating in whole class discussion, respectively. Both the teachers and the students put the speaking activity of delivering sermons last. This may be due to the fact that this activity is required by a few courses like ‘Homiletics’ where students study and practice preaching.

One final comment to be made here is that all the activities suggested under the four macro-skills seem to be needed, with varying degree of course. Neither the students nor the teachers suggested other activities to be included other than those already suggested in the questionnaire except in the reading section where reading Bible was suggested.

4.1.2.3 The Relative Importance of the Four Academic Genre Types

The subject teachers were asked to rate the four academic genre types according to their importance in the context of Evangelical colleges as first, second, third and fourth. Then the responses were tallied and multiplied according to the following key (1st=4, 2nd=3, 3rd=2, 4th=1, NR=0) to determine the value of each genre type which is then compared with the others and assigned a rank. The results are summarized in the following table below.

Table 9: Assessment of the Relative Importance of the Four Academic Genre Types

	1 st		2 nd		3 rd		4 th		NR		Total weighted score	R
	f	fx4	f	fx3	f	fx2	f	fx1	F	fx0		
Exposition	5	20	4	12	3	6	1	1	3	0	39	1
Description	4	16	3	9	6	12	-	-	3	0	37	3
Narration	-	-	1	3	1	2	11	11	3	0	16	4
Argumentation	4	16	5	15	3	6	1	1	3	0	38	2

Key: f=frequency, R=Rank, NR=No Response

As could be seen from the table, the most important genre types in Evangelical colleges seem exposition with a total weighted scores (TWS) of 39, argumentation with a TWS of 38 and description with a TWS of 37. The difference among the three, however, seems an insignificant one. Compared with the other three, narration seems to stand last having only a TWS of 16.

If we look at the analysis of texts section (4.2), courses like Anabaptist History and Thought and MKC Faith and Polity require the genre type narration. Compared to the other genre types, however, it seems that Evangelical students are required to do more detailed readings (exposition), argument in support of and/or against various doctrinal, theological, ethical, etc. issues, and describing processes, events and things than doing activities related to stories.

4.1.2.4 Level of Assertiveness and Tentativeness Expected from Students

The subject teachers were required to say whether they expect their students to exhibit greater degree of tentativeness or assertiveness. As a result, a majority of them (50%) said that they want their students to show greater degree of assertiveness whereas 25% of them said the reverse. The remaining 25%, however, did not respond to the question.

The teachers were also asked to site specific instances where students are expected to show greater degree of assertiveness and tentativeness. The teachers said that they expect their students to be more tentative in the following instances:

ST₁ = 'when we deal with disputable issues'

ST₂ = 'when they discuss and reflect different views.'

ST₃ = 'unstable theological thoughts'

ST₄ = ‘in areas of doubtful issues like ethics, question on issues related to ‘life on Earth’, ‘human sufferings’’

ST₅ = ‘whenever they argue on some kind of theological things. The reason for this is that theology is written by human being while the Bible was written by God.’

ST₆ = ‘when there is uncertainty in their speech or listening’

ST₇ = ‘in test questions- choosing “the best” from several possible answers and in answering essay questions’

ST₈ = ‘when writing about differing views regarding an issue’

ST₉ = ‘while he was answering if the others laughed at him’

ST₁₀ = ‘In theological study sometimes we face uncertainty. So there will be different views concerning that issue. In such case I expect them to show tentativeness.’

ST₁₁ = *No response*

ST₁₂ = ‘The level of theological ‘comitions’ and identifying positions are to be acquired in higher level education.’

ST₁₃ = ‘when they write papers on their personal convictions of theological views’

ST₁₄ = ‘when they write an analytic paper’

ST₁₅ = ‘whenever the Bible is not assertive, students are expected to be tentative.

For instance, we cannot be assertive while we expose 1 Pet. 3:18-20

ST₁₆ = ‘I would say in the area of oral and writing activities’

In response to the question to mention instances where their students are expected to show greater assertiveness, the teachers responded the following:

ST₁= ‘on essentials of faith matters’

ST₂= ‘when they explain doctrinal stance’

ST₃= *No response*

ST₄= ‘in terms of expressing faith and personal experiences’

ST₅= ‘while they are using the Biblical truth to defend their position’

ST₆= ‘when they clearly understand what they hear, write and speak’

ST₇= ‘in objective test questions’

ST₈= ‘when arguing in support of or against a particular view, when writing arguments for a certain position’

ST₉= ‘when he was appreciated by others and teachers’

ST₁₀= ‘in the study of Doctrine (the most fundamental beliefs Christians have), I expect them to show greater degree of assertiveness’

ST₁₁= *No response*

ST₁₂= ‘content of course and some theological principles’

ST₁₃= ‘when they write papers that are application oriented, reflections on what they learn in the class’

ST₁₄= ‘when they write an interview paper’

ST₁₅= ‘ “We are called to be holy”. Such statements are to be stated assertively for the Scripture teaches so clearly’

ST₁₆= ‘If they were forced to speak English in the college campus’

Some teachers answered the questions in terms of activities (see ST₇, ST₈, ST₁₃, ST₁₄) and others in terms of subjects and specific issues (ST₁ and ST₂, for example). Some of the responses, however, do not seem to address the question properly (see ST₉ and ST₁₆).

Nevertheless, one important point to be derived seems that there are sufficient instances where students are expected to show both tentativeness and assertiveness.

4.2. Qualitative Analysis of Texts

This section aims at analyzing sample course syllabuses and learner outputs for the respective courses.

The sample course syllabuses were analyzed to see the kind of activities students are expected to carry out and the respective English (functions, structures, skills and genre types) they need. For each of the sample courses an attempt was made to infer the activities students are expected to carry out in English and the language items students of Evangelical theology need from the Assignments (A), Course Descriptions (CD), and the Course Objectives (CO) stated in the syllabus. In most instances, care has been taken to consider those words and phrases stated in practical terms.

The sample papers produced by the students were analyzed with the purpose of seeing the English language needs of the students. The more recurrent language functions and the respective language structures and vocabularies which appeared to be different from those used in general English or more specific to the subjects under discussion were identified. Besides, the papers were examined to see the common difficulties the students might have in using English.

4.2.1. Language Needs (Necessities)

4.2.1.1 Anabaptist History and Thought (Historical Studies Division)

4.2.1.1.1. Analysis of the Course Syllabus

The major activities the students are required to carry out for the course, as could be seen from the modes of assessment (see App. C), are: listening to lectures in class, reading recommended history books and handouts and exam and quiz questions, and writing reflection papers and answers to exam and quiz questions. Though not stated clearly in the modes of assessment section, the speaking skill too might be necessary for asking questions and giving answers, at least, during class discussions. That is, all the four language skills are required.

As could be seen from the CD (and the course title), the course is a history course. It aims at enabling students ‘to understand and appreciate the historical and theological foundations upon which the MK church was built’. Among the four commonly used genre types in academic contexts (Allison, 1999), the most commonly used genre type in history courses is narration – students are required to read and listen to past events and relate them to present situations. As a result, the language structures they might need for this course would be simple past (active or passive), past perfect and simple present (active or passive) which are all frequently used in narrative texts and discourses (see Jordan, 1990).

Among the six objectives of the course, one of them seems to suggest that there is a need for the language function of comparison and contrast. It says that students are expected to identify similarities and differences between what is known as ‘renewal movement’ in Ethiopia and the Anabaptist movement in Europe. This might in turn entail the need for contrasting words and

phrases (e.g. in contrast, however, on the other hand, while, etc) and comparison words and phrases (e.g. too, similarly, both, etc.).

4.2.1.1.2. Analysis of Sample Learner Outputs for the Course

Students who were taking the course were required to bring the paper that they produced earlier in the semester. Among the ten papers brought by voluntary students three were selected randomly and analyzed.

The paper is not as such an essay produced on a topic. It is rather students' answers to three questions given by the instructor. The first question reads as follows:

“Make a list comparing the views of Fries Cornelis (representing the Catholic church of that time) and Jacob de Roore's (representing the Anabaptists) regarding baptism and the Lord's Supper”

In order to answer this question, the students needed the ability to compare and contrast and the respective language structure. The second and the third are answering questions based on stories happened in the past. For these the students needed the ability to narrate about past events and interpret them. Below is the list of the most recurrent language functions and their respective language structures with examples.

Table 10 Language Functions and Structures for the Sample Course ‘Anabaptist History and Thought’

Functions	Language Structure	Example	f
Contrast	X not Y, nevertheless, otherwise, even if, on the other hand, but, rather	‘The kingdom of God is for them [children] even if they are unbaptized’	12
Cause and effect	Since, for	‘Since Jerom and his wife did not give up,...they are the winners.’	10
Citing reference	According to, Direct and Indirect speech, Simple present tense	‘As Peter says in his first epistle...’	10
Comparison	Comparative degree (More...than)	‘Faith is more important than baptism for salvation.’	8
Giving reason	Since, because		7
Result	Thus, so	‘Thus the body of the Lord is made signified by this communion and participation in the bread and the wine.’	6
Addition	Moreover, not only...but also	‘They based their teaching of sacrament not only in the Bible but also on church fathers and their teaching.’	6
Reporting	Simple present tense	‘They believe...’, ‘They say...’	6
Assertion	Only	‘Water baptism does not give an entrance into the kingdom of God but <i>only</i> the baptism by the Holy Spirit...’	5
Expressing surprise	Adverbs	‘ <i>Amazingly</i> ,...’, ‘This is <i>really</i> a victory.’	4
Tentativeness	Modals	‘He may be tempted.’	4
Definition	Simple present/simple past	‘... this means...’, ‘Christ did not mean...’	4
Giving illustration	For instance		3
Obligation	Modals	‘Children must be baptized.’	3

The vocabularies which appeared subject specific in the sample papers are identified and categorized under four headings.

Words related to rituals in Christianity: baptism/baptize, Lords Supper, Holy Communion, bread, wine, sacrament, scripture, doctrine, apostle

Words related to salvation: regeneration, sin, save, faith, believe, consecration, reborn, repent

Words related to commitment in faith: persecution/persecutor, faithful, crucify, temptation, conviction, suffering,

Words related to promises: victory, everlasting

4.2.1.2 Christian Ethics (Theological and Ethical Studies Division)

4.2.1.2.1. Analysis of the Course Syllabus

Activities students are required to carry out for the course are reading assigned course materials and exam questions, writing discussion/reflection papers and exam answers, listening to lectures and taking notes, and taking part in class discussions, asking questions and giving answers. That is all the four macro-skills seem to be necessary, with varying degrees perhaps. Coming to the writing skill, unlike the others, the instructor is more specific as to what he expects from his students' writings. He says, "I expect clear and relevant writing". In order for these two to be achieved, knowledge of coherence and cohesive devices and unity of a paragraph and the idea of topic sentence versus supporting sentences might be necessary.

As could be observed from the CD, the course principally aims at setting forth facts and ideas with detailed explanation. One of the course objectives also states that students are expected in this course to 'explore issues relating to their culture and church life'. That is, the exposition genre type may be more often required than the others. Argumentation could be the next

important genre type for the course. This is because students are expected to argue for and against selected ethical issues based on biblical/scriptural principles.

One of the language functions students need for the course is comparison. They are expected to compare ‘the relationship of moral law under the Old Covenant and the New Covenant, of faith and works, of Christian liberty and the law of love’ (see in the CD App. D). That is, the students need the respective words and phrases and language structures necessary for establishing relationships and indicating differences between different views. Another thing expected from the students is to be ‘judgmental’ as to what is right and wrong. That is, there is a need to be more assertive here. Furthermore, students are expected to criticize ‘cultural and ethical approaches’ (see CO₄). As a result, in order to be able to point out faults or judge adversely or express disapproval, students may need language functions such as expressing disadvantages and the respective vocabularies and structures.

2.1.2.2. Analysis of Learner Outputs for the Course

The students are expected to produce five discussion/reflection papers of two pages each (see the respective course syllabus, App. I) during the semester. Out of the 24 papers submitted to the course instructor as the first assignment of the five reflection papers, three were selected randomly and analyzed. The following is the list of the most recurrent language functions and structures in the sample papers with some examples.

Table 11: Language Functions and Structures for the Sample Course ‘Christian Ethics’

Function	Language structure	Example	f
Obligation	modals (must, should)	'...if God is loving, we should love'	18
Contrast	even if, but, however, instead		15
Assertion	modals (must, should) negation (cannot, is not)	'It is wrong for Christians to...' 'As a Christian it is not right to lie...'	11
Result	otherwise, therefore, as a result, simple future (passive)	'In such a life God will be glorified, the kingdom of God will be stretched, ...'	10
Reason	because, conditional	'...lying is not right for a Christian because the scripture says Don't lie.'	8
Cause-effect	time clause, conditionals	'When we talk the truth to each other our heavenly father becomes happy'	7
Giving illustration	for instance		6
Tentativeness	modal	'if he tell them his purpose may be they become an obstacle to the will of God.'	5
Citing reference	Direct speech	The Bible says, "Everyone must submit himself to the authority."	4
Comparison	like	'Like Samuel done at the Bethel.'	4

The vocabularies that appeared to be subject specific in the sample papers are categorized below under three categories.

Words related to Christian values: honesty, patience, self-control, goodness, truth, justice, faith, love

Words related to values discouraged in Christianity: lie, steal, compromise, sin

Others: situation, law, ethics, moral

The following are antonyms used to express contrasting ideas in the papers: right/wrong, absolute/relative

4.2.1.3 Romans (Biblical Studies Division)

The course aims at studying Romans – one of the fourteen epistles written by St. Paul in the Bible. The epistle was named after the people to whom it was written.

4.2.1.3.1. Analysis of the Course Syllabus

The activities students are required to carry out are reading assigned books and exam questions, listening to lectures, writing expositions and exam answers, and conducting group presentations based on assigned readings.

The course is described as one that attempts to apply the ‘principles of exegesis for epistolary literature’ to the content of Romans (see the CD in App. E). Exegesis, as defined in *Webster’s New Twentieth Century Dictionary of the English Language*, is “the exposition, critical analysis or interpretation of a word, literary passage, etc., especially of the Bible” (p. 640). That is, the main genre type this course might require could be exposition.

The fact that the course has an expository nature necessitates the ability to read for details. Furthermore, since the course expects the students to ‘state the main purpose of Romans’ (see CO₁ in App. E), they need the ability to distinguish between major and minor details. Besides, students are expected to ‘relate the insights [which they get from the Book of Romans] to contemporary situations in Ethiopia’. That is, they need the language function of comparison.

4.2.1.3.2. Analysis of Learner Outputs for the Course

For this course students are expected to produce two expository essays during the semester.

Three sample papers were selected randomly among the sixteen papers submitted to the course instructor as the first assignment and analyzed. The following table is to summarize the language functions and the respective language structures identified in the sample papers.

Table 12: Language Functions and Structures for the Sample Course ‘Romans’

Functions	Language Structure	Example	f
Contrasting	X not Y (Negation) Instead of, while, but, even though, though, however	‘...instead of accusing he forgave...’	28
Expressing obligation	Modals (should, ought to, must) Imperative	‘We must be concerned for our brother’	24
Expressing assertion	Adverbs (Clearly, only, undoubtedly)	‘The only way to be in joy is...’	14
Result	Therefore, As a result, Thus	‘Thus what follows is logical consequence of what goes before’	13
Comparison	Like, the same as, similarly, just as, in the same way	‘Like Jesus we should reveal a genuine love...to all mankind’	8
Citing reference	Direct and indirect speech Simple present	‘Paul tells us the two privileges true Christians are entitled’	7
Addition	Not only...but also, also	‘The God of love called us not only to love our companions and fellow friends in Christ but also to love our persecutors.’	7
Cause and effect	Time clause, conditionals, because	‘When we moved by love of God...all our relationship become transformed.’	6
Making an appeal	Let us	‘Let us keep our hearts on the glorious hope of our adoption...’	6
Defining	Simple present	‘To love means to respect others...’ ‘The Greek word philoxenia shows that...’	6
Giving illustration	For example		3
Expressing Tentativeness	may	‘God may use our actions and good interactions for His own kingdom sake’	3

Giving hope/promise	Future Tense	'...in the resurrection the body of our humiliation will be made like to the body of His glory'	2
Expressing surprise	Exclamatory sentence	'What a godly person he is.'	2

The vocabularies believed to be somewhat different from those used in general English are identified and categorized under the following five headings.

Words related to Christian Virtues and their Opposites: forgive/forgiveness, righteous/righteousness, faith, sympathize, sacrificial, kindness, earnestness, mercy, patience versus revenge, retaliate, vengeance, selfishness, infirmity, vanity

Words related to Commitment: seek, devote/devotion, faith, weariness, woes, groan, longing, humiliation, sorrow, trouble, persecute/persecution/persecutor, affliction, zeal, fervency, exhort, pilgrimage, endure/endurance

Words related to Salvation: salvation/save, sin/sinner, liberation, redeem/redemption, adoption, predestination, will, sanctification, guilty, grace, wrath, repentance, cross, bondage, revelation, resurrection, justify, intercede, gospel, deliverance, restoration, divine, mercy

Words related to Future Promises: reward, triumph, reign, hope, ultimate, eternal, glory

Words used to express God: almighty, righteous, merciful

The following antonyms are used to express contrasting ideas in the sample papers.

Evil/good	light/darkness	accuse/forgive
hate/love, affection	death/life	songs/tears
fellow friends/enemies	warfare/triumph	glory/depression
pain/joy	curse/bless	

As far as the discourse structure in the sample papers is concerned, except some varieties in the introduction section all the papers seem to follow a similar pattern; that is, Posing a question-Giving a solution-Discussing the answers in detail-Repeating the main question-Repeating the answer.

4.2.1.4.Homiletics (Ministerial Studies Division)

4.2.1.4.1. Analysis of the Course Syllabus

The activities students are required to carry out for the course are reading assigned books and exam and quiz questions, listening to lectures and taking notes, and writing reflection and discussion papers. Activities which are peculiar to this course are :

- 1.Evaluating sermons delivered by others

- 2.Preparing and delivering sermons

The major language areas the students might need to carry out the above activities could be anticipated based on the way the objectives are stated in the syllabus .For the first activity, for example, the syllabus states that the student is expected to “ be able to properly criticize sermons; evaluate the strength and weakness of preaching sessions in any context”. That is the students may need the listening, speaking, and writing skills to carry out the first activity. Furthermore, students might need language functions such as describing, classifying, comparing and contrasting, giving reason; among others.

The objectives related to activity two read as follows.

1. Enabling the learner to “prepare and deliver a *unified, orderly purposeful relevant* sermons from the scripture”

2. Enabling the learner to “ communicate *clear, concise* and *critical* message”
0. Showing “ the way how a student could save time and energy in *choosing sermon topics*”

(emphasis added, see App. F)

Reading , writing and speaking skills could be the main skills needed to carry out activity 2. More specifically the objectives in the syllabuses seem to suggest the need for language functions such as stating purpose and skills such as citing references, summarizing; putting ideas in order and using cohesive devices; critical reading, reading for the gist and reading for details and having a topic sentence and relevant sentences which support it.

4.2.1.4.2. Analysis of Learner Outputs and a Model Sermon for the Course

The sampling for this course is different from the sampling for the other courses. A student’s paper is taken for the sermon evaluation and sermon preparation writings. For the sermon delivery analysis a sermon produced and used by the course instructor as model sermon for the students is used.

A. Sermon Evaluation

The writing on sermon evaluation (see App. K) has three sections :Introduction, Description and Evaluation. The respective functions required are illustrated below.

Table 13: Language Functions and Structures for the ‘Sermon Evaluation’ Stage of the Sample Course ‘Homiletics’

Section	Function	Structure	Example
Introduction	Stating objective for writing	Present perfect	‘I have evaluated a topical exposition as follows...’
Description	Describing	Simple past	‘The message was inductive and...’
Evaluation	Pointing out strengths Contrast	Simple past X not Y	‘The message was relevant.’ ‘The speaker did not merely exegeted the passage but related its facts to contemporary situation’

The skills required to carry out the activity may be listening and note – taking, listening for the gist and the main ideas, outlining points and writing them out.

B. Sermon Preparation

The sermon preparation process has two stages. In the first one the students are expected to study the wider context in which the text to be preached is found. The second stage differs from the first in that it is more focused on the actual text to be preached.

Stage I: The students are provided with a format according to which they study the wider context (see App. L). The format has four major stages. Some of the language functions and skills that may be required at each stage are anticipated and summarized below.

Table 14: Language Functions, Structures and Micro-Skills for the ‘Sermon Preparation I’ Stage of the Sample Course ‘Homiletics’

		Functions	Skills	Structures	Vocabularies
I. Observation					
A	Personal	Listing Points	Reading for main ideas		
B Literary-Rhetorical Analysis	1. Setting	Reporting Hedging/Tentativeness	Critical reading, reading for main ideas	simple present	It is almost certain that, may suggest, probably, implies
	2. Repeated Words		Scanning		
	3. Continuity	Comparing	Looking for meaning relationship		
	4. Contrast	Contrasting			Antonyms
	5. Comparisons	Comparing	Understanding analogy		
	6. Explanation	Giving reasons		Conditional I	
	7. Commands/ Principles/ Timeless Truths	Stating principles		Simple Present, Modals	
	8. Title the segment (James 3:1-12)		Reading for the gist		
	9. Title the subsections		Reading for main ideas		
	10. Progression of Arguments	Establishing the thesis	Paraphrasing		
C Grammatico-Historical Analysis	1. Lexical Exegesis	Defining		Simple present	Means, refers to, describes
	2. Syntactical Exegesis	Cause-effect	Representing ideas in a diagram form		
D Systematic-Biblical Analysis	1. Parallel References		Citing reference		
	2. Cristo-Centric Focus	Assertion	Critical reading, inference, interpreting	Adverb	Quite clearly, all, totally, clearly
II. Synthesis		Deriving principles	Interpreting	Modals	
III. Purpose		Stating the purpose		Infinitive	
IV. Exegetical Outline		Outlining main points for a sermon	coherence		First, second,...

(see App. L)

Stage II: This is a stage at which the student prepares the actual sermon to be delivered. The writing has got two sections. The first section is outline of the whole sermon. It begins with stating the topic; and proceeds with citing the reference for the sermon, stating the main idea of the text and giving introduction, listing the major and sub points (which are all supposed to be based on the main idea stated earlier), and citing evidence for each one of them from the text (see App. M)

The second section is where each of the four points outlined in the earlier section is discussed and a conclusion is given. Language functions which seem to recur across the four points and the conclusion section are giving illustration, expressing assertion, contrast, and addition. The following is to illustrate the functions.

Table 15: Language Functions for the ‘Sermon Preparation II’ stage of the Sample Course ‘Homiletics’

Section	Functions			
	<i>Illustration</i>	<i>Expressing Assertion</i>	<i>Contrast</i>	<i>Addition</i>
1.		Without any doubt	But	Besides
2.	For instance	This is not true, completely, we must believe	But	Not only...but also
3.	Like	We can confidently say that, I’m sure, which is 100% true	But, nevertheless, though	
4.	For example	Definitely, this has no truth in it	X not Y	
Conclusion		Never, it is only through Christ...and no other way, there is no other way out		

C. Sermon Delivery

A thirty minutes tape of model sermon has been transcribed and analyzed to see the move of the discourse and its markers. As a result it has been found out that the sermon begins with prayer and proceeds with introduction, discussion, conclusion and ends with prayer again. The introduction section raises one major question and the question is revisited now and then throughout the development of the sermon. Listing of items (e.g. firstly, secondly) could be considered as a discourse marker in the sermon which Nattinger and Decarrio (1992) in Harmer (2002) call 'relaters' (see p. 23). That is students might need to learn this and other cohesive devices and how to use them.

The rhetoric device of a detailed verse-by-verse exposition of a lengthy passage, which Stott (1978) in Webster (1988) notes as typical to Evangelical sermons (see p. 24), is evident in the sample sermon at various instances and the following is one:

Paul is indicating that he was deserted by fellow believers in chapter 1 verse 15 and 16 in 2nd Timothy. In chapter 4 verse 10 he tells us he was deserted by fellow workers and in the same chapter verse 17 he tells us that everyone in the congregation [deserted him].

The other rhetorical device which Webster (1988) notes, i.e. repetition (see p. 25), too could be observed in the sermon. It is often used to deeply root a question in the audience's mind; the same question is posed in different words. The following is only one example:

Do we want to avoid such agonizing experience in life? Do we want to escape from the cemetery syndrome? Do we want to avoid much regret in the other side of life?

This may suggest that the students need the ability to paraphrase ideas with similar words and phrases.

The other objective in the analysis of the model sermon is finding out the recurrent registers across the sermon. The following is a list of functions, and vocabularies and grammars used for their realizations.

Table 16: Language Functions and Structures for the ‘Sermon Delivery’ Stage of the Sample Course ‘Homiletics’

Functions	Examples	Structure
Asking for help	- Give me clarity of words - Help us to be sensitive to your program	Imperatives
Posing a question	- What’s Paul trying to say here? - How do we assure the continuing line of the truth? - Why do I emphasize this?	Interrogatives
Contrasting	Grace is something that we receive, it’s not something that we can achieve	X not Y, but rather than, instead of
Defining	This means...	Simple present
Comparing	I see that challenge here, too.	Comparative degree
Result	If we wait faithfully we will ripe the harvest.	Conditional I Thus, Therefore, So
Illustration	In Ethiopia,...	
Reporting	- Paul says... - He gives us three illustrations. They are...	Simple present tense
Cause-effect	Our members move from place to place because they are bottle-fed.	Because
Addition	...not only faithful, but also qualification is necessary	Not only...but also
Emphasizing	...that is so bad and of course it is	

4.2.1.5 Meserete Kristos Church Faith and Polity (Religious Studies Division)

4.2.1.5.1. Analysis of the Course Syllabus

As far as the activities students are required to carry out for the course are concerned, students are expected to read the assigned books and other materials suggested by the course instructor and produce two papers – one in group and the other individually. What is special about this course is that there are no lecture sessions to be attended by the students. They are to visit the instructor only when they have questions on the readings and the assignment they work on. That is, the skills that are more frequently needed are reading and writing. Within the reading skill, students might need the specific skill of diagram reading to understand the hierarchy in the church administrative structure or who is accountable for whom.

The most dominant genre types for the course seem narration and description. These are important because the course aims at familiarizing students to the ‘brief *history* of the MK church, its confession of faith and its missions’ (see the CD in App. G, emphasis mine) and helping them understand the Meserete Kristos Church administrative regulation.

The language function comparing and contrasting seems important here, too. Students are required to look for similarities and differences between MKC’s and other churches’ faith and polity. Other important functions are identifying strengths and weaknesses and giving recommendations.

4.2.2. Major problem areas (Lacks)

The papers were examined to see the major problem areas the students seem to face. As a result, the following were identified as major problem areas.

Table 17: Major Language Problem Areas in the Sample Learner Outputs

Type		Example
Agreement	Number	‘All the lover needs...’
	Subject –verb	‘ <u>Gods</u> <u>merciful</u> <u>activity</u> <u>toward</u> <u>sinful</u> <u>man</u> <u>through</u> <u>Christ</u> <u>fulfill</u> ...’
	Noun-pronoun	‘... <u>Christians</u> should have to have that kind of love to <u>his</u> fellow Christians’
Spelling		‘They <i>replaid</i> ’, ‘I <i>red</i> a saying’, ‘I <i>heared</i> ’
Article		‘it is wrong for Christian to use...’ ‘the people of <i>the</i> Bethel asked him...’ ‘ <i>a</i> greatest’
Parallelism		‘...all human being <i>become</i> guilty and <i>deserved</i> the wrath of God’ ‘He <i>showed</i> his conviction and <i>stand</i> firm with it.’
Verb form		Past form of irregular verbs Adding -s to third person singular subjects= ‘It <i>surpass</i> ...’ Using verb one for past events= ‘In OT tradition people believe...’ Using verb+ing without a helping verb Using infinitive + verb two= He tried to gave the evidences Active/passive construction= We <i>will be fulfill</i> God’s mission When the Christian girls <i>request</i> for marriage ...
Missing word		Preposition, article, pronoun, helping verb, verb to be in passive voice statements
Word choice		‘When the person <i>ask</i> (proposes) [for marriage]...’ ‘...if she <i>becomes</i> (says) ok...’
Unnecessary word		‘...when the apostles commanded by the Judges <i>do</i> not to speak in the name of Jesus, ...’ ‘...in Ethiopia there are many situation ethics that Christians commonly apply <i>it</i> .’
Punctuation	Quotation mark	‘ <i>Love your enemy</i> is a normative command of Jesus’
	Comma	‘...a brother from Orthodox church said to me “Jesus can no longer...”.
	Exclamation	‘What a godly man he is.’
	Contraction	Jame’s
Using linking words and phrases		‘However different organizations and government teach people to stop female circumcision they didn’t obey.’ ‘Even if sometimes in making decision it is orally right for Christian to use situation ethics.’
Word order		‘... <i>to not be</i> hurt in the process of delivery...’ ‘Why <i>we should</i> endure in the midst of the present affliction?’
Being informal		Frequent use of contractions and symbols

Incomplete sentences	‘Like Samuel done at Bethel.’ ‘For he is very concerned to relate the kind of conduct he expects of his readers the nature of God.’
Word form	‘For your <i>surprising...</i> ’, ‘follow the <i>exempleness</i> of Christ’, ‘she may not get <i>marriage</i> ’
Capitalization	Capitalizing the first letters of words of religious significance Capitalizing some proper nouns like ‘earth’ Capitalizing unnecessarily as in ‘the Lord <u>J</u> ustified us’

Something to be observed from the sample papers regarding the discourse structure and the moves in the texts is that some of the papers seemed to follow the most commonly known move in academic discourses, i.e. Introduction-Development-Conclusion. Some others, however, seemed to prefer to directly start with the discussion without, for example, giving some background information about the topic and outlining the areas they cover in their paper and without conclusion (see App. I_i and I_{ii}, for example).

The students tend to become assertive in most, if not in all, instances when they write. This seems in line with what the majority of the teachers said that they expect their students to be more assertive (see 4.1.2.4.). However, their going to the other extreme of avoiding tentativeness may be due to not that it is totally unnecessary – that is not what the teachers said – but the students lack of knowledge on the area.

4.3. Interview

One of the English language instructors at MKCollege has been interviewed with the main objective of finding out additional information on the students’ English language abilities.

In response to the question regarding how he generally rates his students’ English language ability, the instructor chose the ‘some difficulty’ choice which is an agreement with the

subject area teachers' response (see 4.1.1.2.1). Following was a set of questions related to his perception of the students' performance in the four macro-skills and specific problem areas under them, if there are any.

The instructor labeled the students' listening comprehension ability as one with 'some difficulty' but could not mention specific areas of problems related to it.

Regarding the speaking skill, the instructor said that the students have some difficulty. He reported that he uses discussion issues from biblical stories, theological issues and current affairs. As a result, he added, the students usually do not have problems with having ideas. They are also motivated to take part in the discussions that they sometimes ask to say their idea out in Amharic. The instructor said that he does not allow them to as a result of which some of them refrain from taking part in the discussion. This is because of, according to the instructor, their poor background and lack of exposure. He said, "Their basis is almost non-existent. They did not have the experience; most of them came from rural Ethiopia." This further supports the point made in 4.1.1.1 (see p. 38). The main problem areas he mentioned while speaking are related to grammar and fluency.

Responding to the questions how good his students are in the writing skill, the instructor responded that they have again some difficulty with this skill. The most common problems are related to grammar and spelling. Some of the recurrent grammar problems in the students' writing are, according to him, "improper use of cohesive devices, choppy sentences, incomplete sentences – usually by taking dependent clauses as a complete sentence, writing auxiliary plus V₁, etc". The instructor added that the students have some problems with capitalization and organizing ideas in a text properly.

Concerning the students' reading skill, it was reported that they again have some difficulty. The instructor said that the students have especially greater problem in guessing the meaning of new words from the context, critical reading, reading for the gist, understanding cause-effect relationship, and making references. He reported that relatively they are better in making inferences.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the major conclusions derived from the findings in the preceding chapter. Recommendations are also made based on the findings and in line with the objectives of the study.

5.1. Conclusions

The conclusions could be discussed in line with the five questions set in chapter one: the English language need of students of Evangelical theological colleges, the ‘wants’ the students have in learning English, the students preferred ways of learning, the attitude they have towards English and its learning, and the knowledge they bring to the language classroom and the difficulties they have.

5.1.1. The English language needs (Necessities) of Evangelical Theology Students

The activities students need to carry out are listening to lectures and taking notes, reading the Bible, assigned books, handouts and exam and quiz questions; writing reflection and discussion papers and answers to exam and quiz questions, and asking and answering questions, taking part in class discussions and group presentations; and evaluating, preparing and delivering sermons. As result, they need all the four English language skills with a little more emphasis on the receptive ones (see 4.1.2.1).

The micro-skills the students seem to need more frequently are: reading for details, distinguishing between major and minor details, critical reading, reading for the gist, reading for details, scanning, paraphrasing, diagram reading and representing ideas in a diagram form, making inferences, summarizing, using cohesive devices, unity of a paragraph, distinguishing topic sentence from supporting sentences, coherence and putting ideas in order, citing reference, and note taking and the related sub-skills.

The language functions more frequently needed by the students are: comparison and contrast, expressing obligation, expressing assertiveness and tentativeness with greater emphasis on the former, result, citing reference, addition, cause and effect, making an appeal, defining, giving illustration, giving hope/promise, expressing surprise, reporting, emphasizing, stating principles, stating the purpose, giving reason, describing, identifying strengths and weaknesses, classifying, asking for help, posing a question, and giving recommendations. Among these the most frequently needed are comparison and contrast, expressing assertiveness and showing cause-effect relationship.

The respective language structures needed for the realization of the functions outlined were: negation (for the language functions of contrast and assertion), time clause (for cause- effect), conditional sentences (for cause-effect and giving reason), direct and indirect speech (for citing reference), comparative degree (for comparison), not only...but also (for addition), simple present tense (for defining and reporting), future tense (for giving hope), modals (for assertiveness, tentativeness, obligation, stating principles), adverbs (for assertiveness and expressing surprise), exclamatory sentences (for expressing surprise), interrogative sentences (for posing a question), imperatives (for obligation and asking for help), and infinitive (for stating the purpose).

Other than the language structures mentioned above there are vocabularies necessary for the realization of the language functions. They are contrasting words such as however, though, instead, etc; comparative words and phrases such as similarly, too, the same as, etc.; words related to giving reason showing cause-effect relationship such as since, because for, etc.; and words and phrases related to showing results such as thus, so, otherwise, therefore, as a result, etc.

The subject specific vocabularies are those related to Christian values, values discouraged in Christianity, rituals in Christianity, salvation, commitment in faith, promises, and expressing God. Antonyms are frequently used to express contrasting ideas.

All the four academic genres are necessary with greater emphasis on exposition and following it argumentation, description and narration, in this order. One special genre move identified is in writing expository papers and delivering a sermon is ‘Posing a question-Giving answer/s-Discussing the answer/s-Repeating the main question-Repeating the answer/s’. What is different when delivering a sermon is that it begins and ends with prayer.

5.1.2. Students’ ‘Wants’

Activities like reading newspapers and magazines, writing personal and business letters, and listening to the radio, TV programs and films are more like ‘wants’ than needs since they are not required by any of the sample courses as a requirement (see 3.2).

5.1.3. Students' Preferred Ways of Learning

Most of the students seem to favor what is commonly known as 'communicative' approach to language teaching and learning as far as their preferred teaching methodology, learning modes (inside or outside classroom), and class grouping is concerned.

The language content the majority of the students seem to favor more is grammar. Regarding topics of passages to be used in the language classroom, however, the students are against using only theology related texts. They do not seem to mind if texts of any topic are used (see 4.1.1.3).

5.1.4. Students' Attitude

The students in general seem to have a positive attitude towards English and its learning in spite of the difficulties they seem to face in learning it and the lesser exposure they had to it.

5.1.5. Students' Background and Language Difficulties

Most of the students appear to have an average performance before joining the college not only in their English language but also in their general academic performance. It also seems that most of them had lesser exposure to English language and the culture it represents.

Regarding the difficulties the students have in learning English, their major grammatical problems are related to agreement (number, subject-verb, and noun-pronoun), using articles properly, parallelism, verb form (tense and active/passive construction, mainly), missing word, word choice, writing unnecessary words (usually helping verbs and pronouns), using linking

words and phrases appropriately, word order, being less formal, and word form (parts of speech). The students also have problems with punctuation, mainly, and spelling and capitalization; and organizing ideas properly when writing.

The more serious problems the students seemed to have related to the reading skill are: summarizing, guessing the meaning of new words from the context, critical reading, reading for the gist, understanding cause-effect relationship, and making references.

5.2. Recommendations

Based on the findings stated above the following major recommendations are made with the hope that they would help to improve the teaching and learning of English in the Evangelical theological colleges in Ethiopia.

1. The English language syllabuses and ultimately the respective course materials of Evangelical theological colleges need to be designed taking into consideration the language functions and their respective language structures, the relative importance of the four macro skills and academic genre types, and the set of vocabularies outlined above.
1. Material developers and ultimately language teachers at the colleges need to be informed about their students' 'wants' and see ways of considering them in the teaching of English at the colleges.
2. The English language teachers at the colleges need to be informed about their students' learning preferences and see if there is a need for themselves to make some adjustments or for them to help their students make the necessary adjustments.

3. Material developers and the English teachers may need to be aware of the problems their students are facing and look for a means of alleviating them.
1. Most importantly, it should be admitted that needs analysis is not and cannot be a once and for all task. As a result, continuous assessments need to be made by other researchers. Furthermore, studies need to be conducted on other Evangelical theological colleges in the country to see if the findings of the present study hold for the others; and the other approaches to needs analysis suggested in the literature need to be considered to make the analysis of the needs of Evangelical theological colleges a more exhaustive one.

Questionnaire for Students

Dear Student

This questionnaire aims at investigating the needs of Evangelical Colleges in the teaching and learning of English. The information you give in response to the items in the questionnaire will be used in a research leading to an M.A. degree. Such information is also vital for the development of suitable English language courses for Evangelical Colleges by taking in to account their specific English language needs. Your **honest** and **thoughtful** response is therefore very important.

The researcher assures you that the information provided will be strictly confidential, used for purpose of academic research. There is no need for you to write your name on the questionnaire.

Please respond to each item. Do not omit any of them.

Thank you very much for your co-operation

Yours sincerely

Tilahun Bekele

English Language Instructor, Meserete Kristos College

Background Information

Please give the following information about yourself in the space provided below.

Academic level (before entering the College) _____

Average grade point in ESLCE _____

English grade Scored in ESLCE _____

Name of the Church you come from _____

Name of the place you come from _____

Year of study at the College: 1st 2nd 3rd 4th

English Language Abilities

Please answer the following questions about your English language abilities following the instructions given.

0. How well do you think you can follow courses taught in English in the College? *Circle the number of your choice*

- | | |
|--------------------------|-------------------------|
| 0. Very well | 3. With some difficulty |
| 0. With great difficulty | 4. not at all well |

2. How good are you in the following English language skills? Please tick (✓) according to the following key:

1) Very Good 2) Good 3) average 4) Weak 5. Very weak

No	Skill	1	2	3	4	5
----	-------	---	---	---	---	---

	Listening Comprehension					
	Speaking					
	Writing					
	Reading					

3. How much difficulty do you face using English to carry out the activities listed below.

Use the following key:

- | | | |
|--------------------------|---------------------|--------------------|
| 1. Very Great difficulty | 2. Great difficulty | 3. Some difficulty |
| 4. Little difficulty | 5. No difficulty | |

No		1	2	3	4	5
1	Understanding lectures					
2	Taking Lecture notes					
3	Asking question in class					
4	Answering questions in class					
5	Participating in class discussion					
6	Understanding textbooks, reference books					
7	Making notes from books					
8	Summarizing (something read)					
9	Understanding exam questions					
10	Writing answers to essay type exams					
11	Writing essays /term papers, reports					

Learning styles /Preferences Grouped According to Types

The following are questions related to your preferred ways of learning. Feel free to give your opinion; there is no right or wrong answer. *Respond to each statement by writing the numbers 1-4 using the following key:*

1=no 2=a little 3=good 4=best

i. Preferred teacher's teaching methodology

I like the English teacher to let me find my mistakes myself _____

I like the English teacher to read and explain everything to us _____

I like the English teacher to read and explain passages to us _____

- I like the English teacher to help me talk about my interests _____
- I like the English teacher to give us the meanings of words in Amharic _____
- I like the English teacher to give us problems to work on _____
- I like the English teacher to tell me all my mistakes _____
- I like the English teacher to use only the English text book _____
- I like the English teacher to give us all the correct answers. _____

Preferred class room learning modes

- I like to learn by conversations _____
- I like to learn by memorizing rules and meanings _____
- I like to learn by writing compositions. _____
- I like to learn by copying from books and the board _____
- I like to learn by Listening to the teachers attentively _____
- I like to learn by Pictures _____
- I like to learn by Games _____
- I like to learn by Reading _____
- I want to write everything in my note book _____
- I like to learn by studying my English textbook _____

Preferred outside classroom learning modes

- I like to learn by reading books, news papers and magazines _____
- I like to learn by talking to friends and other people _____
- I like to learn by Using cassettes _____
- I like to learn by watching TV and films (in English) _____
- I like to learn by listening to the radio (in English) _____

Preferred class grouping

- In class I like to learn by discussing in one large group _____
- I like to learn by talking in pairs _____
- I like to learn by discussing in a small group _____
- I like to learn individually _____

Preferred Aspects of Language context

- I like to learn many new words _____
- I like to practice the pronunciation of English _____

I like to study grammar _____

Preferred topics /passages

1. I like to read topics/ passages related to theology only _____
2. I like to read other academic texts e.g. Psychology, history _____
3. I like to read any topic /passage _____

Attitude Towards Learning English

Below are statements about learning English in general, not just your English classes in the college. Please tick (✓) in the column of your choice. Use the following key:

- | | | |
|-------------------|----------------------|--------------|
| 1. Strongly Agree | 2. Agree | 3. Undecided |
| 4. Disagree | 5. Strongly Disagree | |

No		1	2	3	4	5
	Eg. I enjoy going to church every Sunday. There should be classes on Sundays		✓			
1	I love English					
2	Learning English is really great					
3	I really like learning English					
4	English is an important part of the college's program					
5	I try to learn as much English as possible					
6	Learning English is a waste of time					
7	In future I shall not try to improve my English because I am not interested in it					
8	I think that learning English is dull.					
9	I hate English					
10	I would rather spend my time on subjects other than English					

English Language Needs

The following are questions related to your English language needs. Please give your response following the instructions given.

1. Which of the four language skills do you need more than the others for your study of major courses? Put them in a rank order according to their importance.

Example:

Which of the following are more important for an evangelist who goes out of town to preach the Gospel?

Chocolates 4

	Camera	<u>3</u>
	Bible	<u>1</u>
	Notebook	<u>2</u>
Listening	_____	
Speaking	_____	
Writing	_____	
Reading	_____	

2. How often do you need to do any of the following activities in English?

Please rank each activity using the following scale and circle the number of your choice 1, 2, 3, 4, or 5

- 5 = Very frequently needed
 4 = Frequently needed
 3 = Sometimes needed
 2 = Seldom needed
 1 = Never needed

iii. Reading activities in English

1. Reading textbooks	5	4	3	2	1
2. Reading handouts	5	4	3	2	1
3. Reading test and exam questions	5	4	3	2	1
4. Reading newspapers, magazines	5	4	3	2	1
5. Other (Please Specify)_____					

iii. Writing activities in English

0. Writing notes from lecture notes	5	4	3	2	1
0. Writing notes from books	5	4	3	2	1
0. Writing term papers	5	4	3	2	1
0. Writing essay type exam answers	5	4	3	2	1
0. Writing personal letters	5	4	3	2	1
0. Writing business letters	5	4	3	2	1
0. Other (Please Specify)_____					

iii. Listening activities in English

0. Listening to lectures to take notes	5	4	3	2	1
0. Listening to Class discussion	5	4	3	2	1
0. Listening to teacher questions	5	4	3	2	1
0. Listening to teacher instructions	5	4	3	2	1
0. Listening to sermons (either inside or outside the class)	5	4	3	2	1
0. Listening to radio, TV programs, films	5	4	3	2	1
0. Other (Please Specify)_____					

iii. Speaking activities in English

0. Asking and answering questions	5	4	3	2	1
-----------------------------------	---	---	---	---	---

0. Giving oral reports	5	4	3	2	1
0. Participating in whole class discussion	5	4	3	2	1
0. Participating in pair/group discussion	5	4	3	2	1
0. Delivering Sermons	5	4	3	2	1
0. Conversation with foreigners	5	4	3	2	1
7. Other (Please Specify)_____					

Appendix Q

List of courses offered during the semester under each of the six divisions.

Biblical Studies Division

Romans
Old Testament I
Introduction To Hermeneutics
Old Testament III
Greek Exegesis

Religious Studies Division

Islam In Africa
History Of Christianity In Africa
MKC Faith And Polity

Ministerial Studies Division

Evangelism And Church Growth
Pastoral Care And Counseling
Theology Of Missions
Homiletics

Theological And Ethical Studies Division

Introduction To Doctrine I
Christian Ethics

Historical Studies Division

Anabaptist History
Survey of Church History

General Education Division

English I

Appendix P

List of places students come from other than Addis Ababa and Nazareth

Agamsa, Assela, Bahir Dar, Bedele, Bedessa, Dessie, Dire Dawa, Ejre, Ethiya, Gojam, Haro
Gudina, Hossana, Huruta, Jima, Kambata, Mekele, Merawi, Metehara, Meta Robi, Shone,
Waliso, Wolenchiti, Wollaita, Wollo, Wonji Shoa, and Zway

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Appendix N

Transcription of the tape of a model sermon

Let us bow for a word of prayer.

Come Holy Spirit. Give me clarity of words and help my brothers and sisters listen thy word. Help us to be sensitive to your program. Give me guidance and clearance Lord. We pray this in Jesus name. Amen.

The famous Caribbean preacher by the name Myles Munroe once said, “The most precious place on this land is not gold mine or [] but the cemetery.” In the cemetery there are many visions, dreams, songs, inventions, etc. Many have left without delivering it. And this is so sad and of course it is.

Do we want to avoid such agonizing experience in life? Do we want to escape from the cemetery syndrome? Do we want to avoid such regret in the other side of life? If we want to avoid such a painful and shameful experience in front of Jesus who is judging our work for Him, let’s hear and obey what Paul has to say in 2 Timothy 2:1-7.

Paul was a man who succeeded in his ministry. He is a good model to be imitated. He did not fail in his vision, dreams and goals. He boldly said, “I have finished the race.” How did he escape from the cemetery syndrome?

His ways are our ways to successful ministry. Do we want to escape from the cemetery syndrome? Paul this morning says to us, pass it on what you have received. If you are lazy to passing the Gospel, the continuity of God’s truth will be endangered. When the Gospel seize to work in the life of the society, the generation will be left out for great agony, darkness and chaotic life. How do we assure the continuing line of the Gospel? How do we assure the continuing line of the truth? Paul gives us three ways as to how we assure the continuing line of the truth and the Gospel. The first one is clearly stated in 2 Timothy chapter 2 verse one. He says, ‘by enduring hardship, by depending on God’s power continuously’. By depending on God’s power continuously. He says be strong in the grace that is in Christ Jesus. Grace is something that we receive; it is not something that we can achieve. If so, what is Paul trying to say here? Life application Bible gives us a light here. This means trusting completely in Christ and His power; not trying to live the Christian life in our strength alone. Paul is saying here everyone in the ministry should know that we are always dependent in God’s word. We are in the ministry. Thus we are always dependent in God’s word. We are God’s collaborator and Christ is ready to empower us for the task. I believe the source of and the strength of true ministry is heaven. In order to receive power, we need to seek the strength continually that God is ever ready to bestow. His power is not given to us to entertain us, but it is displayed for the extension of His kingdom. Therefore, let’s receive and utilize Christ’s power. He will give us the strength to do His work only if we totally depend on Him. If we are trained to be an electric technician, we will assume responsibility when we show out independent ability. But when we come to the life of ministry, there will never be a time that we will be independent. That is why Paul tells us that ‘Be strong’. The present tense shows the continuity of power supply. If we fail here, we fail everywhere in our ministry. Therefore, we should always know that we are in a mission in the strength of Christ. In Ethiopia, those of us who have gone to

formal Bible school training are labeled as powerless because we are investing too much time on the unity, on the order and the progress of our sermon. We are investing too much time to search truths from commentaries and give beautiful sermon and powerless. You know why? We are not soaking our prayers in tears. We have time to search. We have time to sit with books but we have less time to sit with God. I see that challenge here in this community, too. The danger of theological training, in my evaluation, is that it will make us a nice cook introducing us to several kinds of tools. Our temptation is to choose a good cook book and use appropriate recipe and mix the appropriate ingredients then bring the food to our congregation. I call this kind of ministry bottle-feeding. The mother who bottle feed her child will never take too much time and energy to feed herself. The only thing she need to know is how to mix the recipe appropriately and give the bottle to her child. But the mother who gives breast-feeding to her child, she first feed herself. She is selective in her in take and she will take time. Then, she will produce high degree of intimacy with her child. It is easy today for our members to move from one place to the other because they are bottle-fed. There is no high degree of intimacy between the minister and his members because he knows how to cook a good food. The temptation of our professors will be too whenever they teach the course for the second time , the will develop the attitude of 'I can do it'. They will not take time to sit with God but with books. Let's also have time with God.

One way God will empower us in the ministry is if we seek His face in prayer and fasting. Prayer and fasting is one practical way that we will be empowered for our ministry. We will get nourishment through this God appointed discipline. Why do I emphasize this? Because most of us have patency to research but let's also have patency to stay and sit with God. How do we assure the continuing line of the Gospel? Paul tells us first by depending on God's power continually.

The second point he makes here in this chapter is by enduring hardship. From verse three to verse seven Paul clearly tells us that the life of ministry is the life of hardship. It does not matter where we are; ministerial life is a life of hardship and sacrifice. Ministry engagement is not a dinner party. That is why God should empower us for the task. God's power is not given to prevent hardship, but to sustain us in hardship. If we want to assure the continuity of God's truth and His word, we should be ready to pay the price. The price of serving Christ is fixed and there is no discount. The pass is the cross. God's part in the task is to empower us and our task is to endure hardship by paying the necessary price. Paul present himself as a good example. In verse three he says, in NIV, 'endure hardship and act like a good soldier of Christ Jesus'. He says this because of the Gospel and God's word he was deserted by fellow believers. You can check it in your [] just one page from this chapter that we are focusing Paul is indicating that he was deserted by fellow believers in chapter 1 verse 15 and 16 in 2nd Timothy. In chapter 4 verse 10 he tells us he was also deserted by fellow workers and in the same chapter verse 17 he tells us that everyone in the congregations []. He also gives us three illustrations that demonstrate hardship and life of discipline from day to day life. All those three examples are emphasizing or magnifying one thing. That is single mindedness, no matter how temptation is serious. It brings the illustration of a soldier, an athlete and a farmer, consecutively. The soldier in those days was expected to please his commander; he was expected to be faithful to death, submissive to certain disciplines and willing to sacrifice. An athlete before being a candidate, the training involved a high degree of discipline. It involved self-control, complete commitment. Most of you can tell what it takes to be a famous football player here in this land. Farmer- the emphasis here is on labor - working in spite of

discouragement particularly waiting for results from a ministry of love and nature. If we wait faithfully, we will reap the harvest of our []. In Ethiopia, God has turned appositions into opportunities. He had gained glory in spite of the suffering of the church. The church flourished through suffering. Persecution became the cause of enormous growth and glorified the church members. To give you just a brief picture, the missionaries started to share their faith in 1948. And during the 1948-1982 meaning for 34 years our church was having only 14 local churches and 5000 members. But now in 1997, our local churches are 192 and our members are 114 thousand which includes the children too. The church experienced this growth through suffering and great time of persecution. The only thing that leaders and members were doing was passing on the vision to someone who is also willing to pass it on to the other fellow. In this land, I learned that the freedom here is restricted freedom. You are limited to share your faith just from the pulpit or in a religious setting. The old days have passed. You cannot share the Gospel in school setting. Because in the name of peaceful co-existence and mutual tolerance, sharing the Gospel is somewhat restricted. And the pulpits are busy in nurturing rather than proclaiming the Gospel, too. You are not expecting new comers. So, this morning I would like to challenge us. Pass the vision; to non-believers proclaim the Gospel, to those who decided to follow Jesus nurture them. Just like the bird which flies in two wings, the church should make a perfect balance; but Evangelism should be emphasized. In every church in Ethiopia, the sermons are structured in these two balances. Meaning if the sermon takes 30 minutes, the preacher will present 20 minutes nurture and 10 minutes Evangelism. We are expecting new people every time. So, I would like to challenge those of us who are involved in ministry to do that too so that we pass on our visions to those who will pass it on. Therefore, let's be prepared to struggle with the outstanding issue of our society and let us be ready as a soldier to sacrifice, as an athlete to a high disciplined life, and as a farmer for toiling once again. The price of Christianity is fixed and there is no discount no matter where we are – either North or South or West or East. All these illustrations from Paul emphasize on single purpose. In order to pass the vision on, we need to have a definite purpose. The only thing worse than death is life without definite purpose. Instead of accommodating to the values of the society, we should share the Gospel without compromise and offence in order to assure its continuity.

The last thing Paul mentions here in this section is how do we assure the continuing line of the Gospel? First, Paul tells us, by depending on God's power; second, he says, by enduring hardship; and third, he says, by entrusting the truth to faithful and reliable people. By entrusting the truth to faithful and reliable people. Another thing that we need to consider to assure the continuing line of the Gospel is to entrust the truth to trustworthy people. In order to have appropriate result in our involvement of God's work, we need to put our focus on trustworthy people. Godly men in the past have set a model to be imitated. Moses passed it to Joshua. Elijah passed it to Elisa, Christ to the apostles, Paul to Timothy, we to faithful and reliable people. What we entrust is what we have received. We are not expected to produce a teaching or a new material. Paul tells us in verse two, 'what you have heard from me'. Timothy was expected to pass on what he has heard from Paul and some other trusted followers of Christ. Every minister is included in this call. Pass on to the faithful. It is not to anyone but to the faithful one who could be able to assume responsibility. Getting the faithful ones is not something we do overnight. We need to have closer relationship. We need to hear recommendation of trusted fellow believers. That is why the seminary every time they announce on their brochure, they seek for church recommendation because they want people to come here those who are faithful to the community and faithful to the kingdom values.

Where do we find those faithful ones? Most of us here are parents. Home is the best place. Most of us have friends. Choose the best from your friends. Teachers, students are the best

[] the faithful ones for you. Pastors, trusted church members are the ones whom you need to look for. In Ethiopia, in terms of academic knowledge the leaders know little. But the little we know we pass it on. But do we want to assure the continuing line of the Gospel? Pass it on to the reliable or qualified or recommended members- in Paul's expression- to those who can teach others. Not only faithful but qualification is also necessary.

[] The truth has come to us through sacrificial life of our ancestors. They have paid the maximum price to pass it on to others; we should contribute our part. If we don't play our part to assure the continuing line of God's truth, we wasted our time in vain. We are called to entrust the truth, not to deposit it. If we are serious in our ministerial involvement, no matter the obstacles are we will succeed. We will make the stumbling block into the stepping-stones. Entrust the truth to reliable people by depending on God's power and enduring hardship. Entrust the truth to reliable people and by depending on God's power and enduring hardship.

Today, I wear this white cloth not to impress you but to show you the tradition that has come down. It has come down from three thousand years back and is passed on to this day. And some of you, if you are interested, I will show you the pictures of my children. I passed it down to my 6 year and 2 year boys. They dress the same way. If we are able to maintain this tradition to pass it on from generation to generation, we have here a treasure that we should pass it on. Therefore, I encourage us to entrust the truth to reliable people by depending on God's power and enduring hardship.

Let's depend on the unlimited power of God continually. Let's endure hardship for the sake of the truth of the Gospel, and let's entrust what has been committed to us. May the Lord help us to be a good instrument in His hand. Let's pray.

Oh, God. Help us to pass on what you have given to each of us. Help us to depend on your unlimited power. Help us to endure hardship and help us to pass it on to faithful and reliable people. Keep our eyes and help us to see what you see. We pray all this in Jesus name.

Note.

- An attempt has been made to put the sermon as it is; no attempt is made to correct language problems.
- Phrases about which I have doubts are put in brackets.
- Empty brackets are put to indicate that I have failed to hear a segment of an utterance at all.

