

THE COMMUNICATIVE NEEDS OF
THE HIGH SCHOOLS IN
ADDIS ABABA

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ABSTRACT

The purpose of this study is to identify the communicative needs of the high schools in Addis Ababa with respect to the language skills and the language activities. The study requires information about the importance of language skills and language activities to the students, and the frequency rate of performance of language activities by the students in the course of their study.

To achieve this aim, questionnaires were distributed to 64 teachers and 150 students; and interviews were administered to 10 teachers and 13 students.

The teacher questionnaire aimed at investigating the important language skills and language activities. The results indicated that:

- the macro-skills were important to the students in the course of their study in the order Listening-Reading-Writing and -Speaking;
- the listening activities were important in the order listening to explanations-discussions-instructions- and note making;
- participating in discussions, asking questions, and answering questions were the important speaking activities in that order;
- of the reading activities, readings of textbooks, other related materials, handouts, and assignments were important in that sequence; and

- note making, answering questions in examinations and writing assignments were the important writing activities.

The student questionnaire asked the students to rate their activity performance in the course of their study. The findings indicated that what were considered the most important activities by teachers were not, in most cases, the most frequent activities students performed.

Interviewing teachers and students, it was found that the orders of importance and frequency of performance of the language skills and the language activities revealed in the questionnaires, except in few cases, were not the same.

Although the orders of importance and frequency of performance varied between the two instruments, it was concluded that the language skills and the language activities are the common communicative needs of the high schools. And attempts were made to interpret the language activities into Munby's micro-skills as resultant skills.

On the basis of the study, it is mainly recommended that the language needs of learners (that is, content) should be studied. This is because the study is only a partial work to develop a course. And it is recommended that textbooks should include the important language skills to enable the students to perform the activities. Selection of the language skills should be made by taking what the students have already known into account.

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CHAPTER ONE

INTRODUCTION

1.1 Statement of the problem.

In Ethiopia, English is taught as a subject from grade 3 onwards and serves as a medium of instruction from Junior High Schools through Higher Institutions. This being the case, past studies by Kehoe (1964) and Jarvis (1969) indicate that high school students' performance in Ethiopian Schools Leaving Certificate Examination (ESLCE) had been 'alarmingly low'. Recently, Tesfaye Gashaw (1982) in his Measurement of the English Language Proficiency of High School Graduates, a master's thesis, has also reported that students' performance is low. Additionally, this fact has been reflected in the English Language Curriculum (1979). The English Language Curriculum Department of the Ministry of Education states that high school students fail to understand whatever little knowledge is transmitted to them in English. This is supported by teachers' claim that students do not understand what they learn in English.

For Ethiopian high school students, lack of the English language means a failure to learn other subjects. But, as far as the language continues to be a medium of instruction, the students' proficiency level must cope with the need for it. Then, what measures should be taken to upgrade students' proficiency level? Many factors are useful to consider. Studies and

and evaluations on syllabus, materials, quality of teachers, methodology, etc. are essential.

This study attempts to contribute ~~for~~ the upgrading of the students' level by studying high school students' communicative needs. From experience, the writer has observed certain limitations of the current English language teaching materials, the English for New Ethiopia (ENE) series. The series focuses almost exclusively on reading and grammar, and seems to give little or no attention to the other language skills. Considering this problem, the writer, in this study, aims at responding to (1) Which of the four language skills are commonly needed more by high school students in their subject classes? (2) Which communicative activities are important and frequently performed by high school students? (3) 1 and 2 in what order?

1.2 Importance of the Study.

Since the shift of emphasis towards the learner in Foreign Language Teaching, 'needs analysis' has been an important procedure for syllabus constructors and materials writers. As can be shown in 2.3 in detail, the procedure helps specify content, select language skills and language forms, revise program objectives and /or select materials. Therefore, this study on the communicative needs of the high school, with respect to the order of importance of the four language skills (Listening, Speaking, Reading, and Writing) and the

language activities selected, and the frequency level of each language activity performance can be important for English Language Curriculum Department of the Ministry of Education. The Curriculum Department can use the study as a necessary guide for revising the curriculum and the existing materials.

The study has also a motivating effect to the learners in that students can be highly interested when they learn on the basis of their needs. This is because students can see clearly the effect of what they learn in their English classes into other subject classes. In other words, students can understand the relevance of their language classes to other subjects. If they understand the relevance of the language, they will learn better. Hence, their performance will be developed.

1.3 The scope of the study.

This study attempts to investigate the communicative needs of the high schools in Addis Ababa. The 'needs analysis' procedure, as stated above, can be used for multiple purposes, such as in order to specify content, to select language skills, to select language forms, etc. However, content specification is beyond the scope of this study. It studies the order of importance of the four language skills and the communicative activities students usually perform in their Biology, Chemistry, Physics, History, Geography, and Political Education classes. It also attempts to rate students' activity performance.

1.4 Definitions of Terms.

- 1.4.1 Target situation: The term 'situation' is used here as defined by Richterich (1973) and Van Ek (1973) to refer to the 'extra-linguistic component'. Van Ek defines it as "the sum of those extra-linguistic elements that are present in the minds of speakers or in external physical reality at the moment of communication and can be said to play a part in determining the form or the function of the linguistic elements" (p.93).
- 1.4.2 Language (communicative) activity: The term refers to what actually one does with the language (such as taking note).

CHAPTER TWO

REVIEW OF RELATED LITERATURE.

In this chapter, the literature on the concept of needs analysis, its historical perspective, its objectives and the different models available will be reviewed. In addition, a study made on communicative needs in Ethiopia will be discussed.

2.1 The Concept of Needs Analysis.

Heywood (1982) gives the global definition of 'needs' as 'psychological forces that organize action and other cognitive processes toward its own satisfaction' (p.38). Richterich (1983:2), however, comments that 'The very concept of language needs has never been clearly defined and remains at best ambiguous'. Brindley (1989), convinced by Richterich's comment, suggests the usefulness of borrowing some insights from the conventional definition of 'needs' in adult education. In adult education 'needs' are defined as 'the gap between what is and what should be ' (p.65). Brindley emphasizes on the view that 'one has to decide what should be' (*ibid*).

Brindley notes that there has been disagreement over the meaning of 'needs' in English Language Teaching Circles. He says that this disagreement resulted in the emergence of two orientations to Needs Analysis (p.63). These are the 'product-oriented' interpretation of needs and the 'process-oriented' one.

2.1.1 The 'Product-oriented' Interpretation of Needs (Language Needs).

According to Littlewood (1984: 57 & 97) learning a language is 'a natural response to communicative needs'. Richterich (1973) defines these needs in terms of language-centred (product-oriented) approach and relates them to target situations. He writes:

The language needs...are the requirements which arise from the use of that language in the multitude of situations which may arise in the social lives of individuals and groups (p.32).

He says that 'needs' are imposed by the reality of the language situation, and equates knowing a language to the ability of responding appropriately to the requirements of the reality (*ibid*). Hutchinson and waters (1987) also define 'needs' similarly as 'the ability to comprehend and/or produce the linguistic features of the target situation' (p.54). McDonough (1984), quoting Bowers (1980), terms these as the 'goal-oriented' or 'end-product' definition of needs.

At the beginning, the needs analysis procedure was concerned with language use, and analysts attempted to respond to the question 'in what situations will students want to use the language'. (Johnson and Morrow, 1981:7). Bloor (1984:16) also says that the target-centred (product-oriented) needs analysis

looks at the learners' future roles and attempts to specify what language skills or linguistic knowledge the learner needs in order to perform the roles adequately (p.16). According to McDonough (1984), and Hutchinson and Waters (1987), target needs analyses are influenced by the demands of the learners themselves, by their sponsors, the learning institution, and even by political and governmental considerations.

2.1.2 The 'Process-oriented' Interpretation of Needs (Learning Needs).

Recently, however, writers argue that considerations of 'learning needs' along with 'language needs' are essential. Among the proponents of the learning-centred interpretation of needs, Hutchinson and Waters (1987) define 'learning needs' as 'what the learner needs to do in order to learn' (p.54). As cited by McDonough (1984), Widdowson also defines the 'process-oriented' needs in the same way as 'what the learner needs to do in order actually to acquire the language' (p.33).

McDonough says that this definition relates to 'transitional behaviour, the means of learning' (*ibid*). Whereas Hutchinson and Waters, and Widdowson define language needs and learning needs differently, Richterich (1973) defines both in terms of language situation and language operations. (see 2.5.1 below).

Hutchinson and Waters criticize the 'target needs' analysis for hiding a number of important

distinctions, such as, 'necessities', 'lacks' and 'wants' of learners. They suggest considering 'lacks' and 'wants' because, they believe, there can be a mismatch between what is thought of as 'needs' by authorities and the actual 'wants' and 'expectations' of learners.

McDonough mentions four-fold situations as far as the learner is concerned:

- 1) that in which the learner 'wants' to learn more than he 'needs' to learn;
- 2) that in which the student 'needs' to learn more than he 'wants' to learn;
- 3) that in which the learner neither 'wants' nor 'needs' to learn at all; and
- 4) that in which the student's 'wants' and 'needs' are closely matched (p.35).

Thus, according to McDonough, and Hutchinson and Waters target needs analysis is only a partial work. They suggest that the various constraints in the learning process be considered. Hutchinson and Waters (1987) write:

Analysis of target situation needs is concerned with language use. But language use is only part of the story. We also need to know about language learning. Analysis of the target situation can tell us what people do with the language. What we also need to know is how people learn to do what they do with the language. We need, in other words, a learning-centred approach to needs analysis (p.63).

A dichotomy of needs referred to as objective and subjective needs (by extension 'needs analyses') is mentioned in Richterich (1973) and Brindley (1989). The first of these refers to the use of language in real-life situations, and the second refers to the cognitive and affective factors (wants, expectations, attitudes, etc.). This dichotomy of needs is analogous to what has already been discussed as 'target needs' and 'learning needs'. Richterich, in fact, has written on the unpredictability of the subjective needs. However, many writers including Brindley recommend the analysis of the subjective needs along with the objective needs ..

Recently, in spite of the emphasis practioners put on the language needs, it is agreed that the needs analysis procedure comprise different elements of study such as target-group type, target situation and learning situation to find out the relevant meanings for learners and ultimately relate those meanings to the linguistic realizations appropriate. Yalden (1987) confirms this: 'the concept of needs analysis has been extended to include the identification of the communicative requirements, personal needs, motivations, relevant characteristics and resources of the learner' (p.90).

2.2 Historical Perspectives of Needs Analysis.

According to Widdowson (1983), the inception of the concept of needs analysis goes back to the early twenties with the work of Palmer. He quotes Palmer (1964):

We cannot design a language course until we know something about the students for whom the course is intended, for a programme of study depends on the aim or aims of the students (p.14).

Although it has indirect reference to 'needs analysis', the work of Palmer acknowledges the importance of the identification of the aims of learning a language. Likewise, later works by Richterich (1973) and Munby (1978), as models for the analyses of language needs, have indicated the importance of the identification of learner-type see the discussion under 'Models' below . His term 'aim' has also been used analogous to the term 'purpose' in Widdowson (1983). (See Widdowson, p.6-7).

Although unjustified, similar indication has been made by Robinson (1980). She relates the emergence of the concept of needs analysis with the works of Palmer and West. Howatt (1984) confirms that West had undertaken a needs survey of the Bengali learning English. He writes:

In order to investigate his concept of surrender value in more depth, West completed a needs-analysis survey (An analysis of the Bengalis need of English') (p.245-6).

Howatt says that West had acknowledged the priority of the teaching of reading. West's model did not last.

Many writers agree that the practical application of needs analysis is related to ESP, and largely to the works of the group of experts convened under the auspices of the Council of Europe in 1971. Morrow and

Johnson (1981), Richards and Rodgers (1986), and Richards (1987) have written confirming this. As Trim (1973) reported, the group members of the Council of Europe were involved, among other things, in (1) increasing the motivations of adults learning language and optimizing provisions in language learning to meet the diversified needs of adult learners; (2) breaking down the global concept of language into units and sub-units based on an analysis of particular groups of adult learners in terms of the communicative situations in which they are characteristically involved (see p.9).

As a member of the group, L.A. Wilkins devoted much of his work to developing a system of categories of meaning by means of which it would be possible to specify the communicative needs of the adult learner. Van Ek (1975, 1976) tried to put Wilkins' proposal into practice and provided the Threshold Level as a description of content for general communicative purposes. The other member Richterich developed a model for the analysis of the needs of adult language learners in 1973. Since then, many models, either by the group members or outside, for analyses were developed, the most prominent ones being Richterich and Chancerel's (1980) and Munby's (1978) models. Researches were (are) also carried on based on the checklists of these works.

Kennedy and Bolitho (1984) write that the needs analysis procedure has been widely used in English Language Teaching (ELT) after there had been an emphasis on the learner-centred approaches in the psychology of language teaching.

2.3 Aims of Needs Analysis.

Munby (1978) as cited by Richards 1987:6 says that the aims of 'needs analysis' are to determine the types of situations in which learners will be using English, the tasks and activities they are expected to carry out or take part in English, and their existing language skills or abilities with respect to those tasks. Whereas Munby states the aims of 'needs analysis' as identifications of the situations of language use, roles of participants and language lacks of learners, Holec (1980 a) as quoted by Yalden 1987: 102 clearly points the aims of 'needs analysis' as establishment of a link between learners and the curricula:

Needs analysis is by now the classical procedure by which a close link can be established between learners and the curricula....In learner-centred second language instructional systems, the selection of objectives is based on the particular communicative needs of groups of, or individual, learners. Such a procedure makes it possible to set up curricula perfectly adapted to particular learners. ...

Richards and Rodgers (1986) also say that 'needs analysis' is required for curriculum development (p. 156). They say it is concerned with identifying general and specific language needs that can be

utilized in developing goals, objectives and content in language program (*ibid*). Further, the procedure is used in selecting and revising program objectives (p.157). It also aims at investigating learners' present proficiency level and their requirements in target situations. Ashworth (1985) views it as a tool for identifying a potential student population and indicating its linguistic needs (p.78). McDonough (1984) agrees that information on 'language needs' will help in drawing up a 'profile' to establish coherent objectives, and take subsequent decisions on course content (p.29). Dubin and Olshtain (1987) include that identification of needs help teachers select appropriate techniques and material for learners.

In sum, as the different writers have asserted, the needs analysis procedure is vital in the development of syllabuses, in selecting and revising programme objectives, and in selecting techniques and materials for teaching. It also provides information about the present levels of learners so that courses can be developed on the basis of the information; that is, the gap between what the learners have already known and the required target level can be identified by the procedure.

2.4 Needs Analysis in English for Specific Purposes (ESP) and General Purposes English (GPE).

Writers on ESP in general agree that 'needs analysis' is essential for ESP course development.

McDonough (1984), for instance, says that it is difficult to think of ESP without 'needs analysis'.

However, writers have different views on whether the procedure is applicable to develop GPE courses or not. Those who put stress on its difficulty base their arguments on the following reasons:

- (a) learners of GPE have heterogeneous purposes, thus it will be difficult to identify their needs; and
- (b) learners, especially school children, may not be able to know their needs.

Wilkins (1979), for example, points that behavioural or functional prediction is difficult in secondary schools, which are typical of general education. Milne (1981) has also written stating the unpredictability of the functional needs in the general group of learners. Similarly, Brumfit (1981) states that GPE learners' needs are difficult to predict. Brumfit (1984:91) citing Munby, 1978 argues also saying: "The teaching of general English cannot be directly derivable from the prior identification of the communicative needs of that particular participant or participant stereotype except when learners have prestatable or stable needs". These and many other proponents of the unpredictability of GPE learners' needs suggest that GPE courses should not be detached from the standard syllabus.

Kennedy and Bolitho (1984:2), however, say that recently the move towards learner-centred approach in ELT has influenced the need for the 'needs analysis' procedure in deciding course content. Yalden (1987) strongly opposes the view that 'needs' are unpredictable in general English. Regarding the importance of 'needs analysis' in GPE courses, she writes:

In carrying out needs analysis, the most clearly described and most accessible work has been done for courses responding to occupational requirements. But needs analysis can be considered equally well in two other broad areas: in general education and in preparing the general interest or 'survival' course (p.91).

Similarly, Littlewood (1981) and Van Els et al (1984) regard the needs analysis' procedure as an essential tool in GPE course design. Hutchinson and Waters (1987:53) regard the view that supports the unspecifiability of the needs of GPE learners to owe more to institutional inertia and the weight of tradition than any reality. They maintain the view that it is always possible to specify needs. According to them, what distinguishes ESP from GPE is not the existence of a need but rather an awareness of the need. For the problem of the unawareness of needs by the learners, they have suggested a solution (which can also be a solution for reason b above):

If learners, sponsors and teachers know why the learners need English, that awareness will be acceptable as reasonable content in the language course, and, on the positive, what potential can be exploited (*ibid*).

Regarding the communicative needs of school children, Yalden (1987) relates them to the play and instruction the target language is used for. She says language functions and topics can be derived from the play and instruction. She also relates children's needs to other subjects they learn. According to her, at the school level topics can be drawn from history, geography, social studies and so on, as well as from general culture and literature. Extending this view one can conceive of the courses in a college or university setting (p.91). Richards (1987:7) adds that in a setting where GPE dominates, the focus of 'needs analysis' may depend on the language skills that employers expect graduates to have mastered.

Afolayan *et al* (1980:2) suggest a technique for the analysis of the needs of school children especially those in the primary standard. They say one should consider how children need to use the language skills in learning school subjects, and look at each subject in relation to the listening, speaking, reading and writing skills. According to them, this technique helps assess in which subjects one needs to listen, speak, read and/or write most.

According to the writers' views, recently, then, regardless of its difficulty, the importance of 'needs analysis' in GPE is well recognized.

2.5 Models for the Analyses of Needs.

As has been stated above, the group of experts in the Council of Europe aimed at developing a unit/credit

system of learning a foreign language for adults. To achieve this aim, they broke down the global concept of language into units and sub-units. The group members had made their own contributions to the unit/credit system. For example, Richterich provided a model for the analysis of language needs for adults, and Van Ek devoted his work to content analysis as learning objectives. Additionally, Richterich and Chancerel (1977) contributed a model for the analysis of language needs. Although he was not a group member in the Council of Europe, Munby (1978) has also devoted his Communicative Syllabus Design to the analysis of language needs.

This part of the paper discusses these models. The purpose of discussing the models is to provide information. But the total analytic components of any of the models may not be relevant to this study.

2.5.1 Richterich's (1973) Model.

As defined in section 2.1 above, Richterich relates language needs with the situations one involves himself in; that is, 'needs' are regarded as the language requirements in the target situations. According to Richterich the analysis of needs is a prerequisite to the definition of aims which will be translated into language acts and learning acts.

Richterich in his model for the Definition of Language Needs of Adults says that language needs can be defined by analysing two components: the

language situation and the language operations. These components will further be broken down into categories and sub-categories.

The 'language situation' comprises 'the agents' (i.e. the persons involved in the communication process), 'the time' (i.e. when the act of communication takes place), and 'the place' (i.e. where the act of communication takes place). These categories further break down into smaller elements. For example, 'the agents' will be analysed by taking into account information about the learner's 'identity', 'number', and 'roles'. The 'time' category comprises information about time of day (whether in the morning, in the afternoon, etc), duration, frequency, and events. And 'place' includes information about geographical location, place (outdoors, indoors), and surroundings.

The 'language operations' comprises 'the functions' (which the act of communication has to fulfil), 'the objects' (to which that act will relate), and 'the means' (used to produce that act). The model seeks also information about the same components, categories, and sub-categories in order to define learning needs.

According to the model, then, analysing 'language situation' and 'language operations' enables us to define both language needs and learning needs of adults⁺ which will be translated into language acts and learning acts.

⁺The model was meant for the analysis of language needs of adults.

2.5.2 Van Ek's (1975/1976) Model.

Van Ek's model was set out in 1975 as the lowest language learning objective in a unit/credit system. Van Ek's 1975 model is an updated version of his proposal for the Definition of a Threshold Level (1973). Van Ek (1973) defines the Threshold Level as "the lowest learning objective in the framework of a unit/credit system, ... the level below which no further levels can be usefully distinguished " (Trim *et al* 1973:13).

Richards (1987:34) views Van Ek's model as the first model of description to make Wilkins' 'Notional Syllabuses' practical in the unit/credit system:

In trying to put such (Wilkins' Notional Syllabuses)⁺ a proposal into practice, the Council of Europe elaborated a now well-known version of such a syllabus, the Threshold Level which was aimed at describing the content of English to be taught for general communicative purposes.

⁺ The inclusion in the brackets is the researcher's.

Van Ek's model defines the language learning objectives in operational terms; that is, it attempts to state what the learners will have to do in a foreign language (see Van Ek *et al* 1977:3). The model seeks information on the various factors which he labelled as 'determining factors'. His 'determining factors' include:

- the selection of a target group;
- a general characterization of the type of language contacts which as members of a certain target group they will engage in;
- the language activities they will engage in;
- the settings in which they will use the foreign language;
- the roles (social and psychological) they will play;
- the topics they will deal with; and
- what they will be expected to do with regard to each topic (*ibid.* 4)

As the model was practical, specifications were made about the determining factors. The target group were adult general beginners who would be temporary visitors to a foreign country or those who would have temporary contacts with foreigners in their own country. And their contacts with foreign language speakers would be a superficial, non-professional type. The most important language activity assumed was carrying on conversation. Since the target group were general learners, the specification of what they will have to learn was not

geared to any special setting. This implies that the learners were expected to use their foreign language ability in a variety of settings. The principal roles the learners were expected to play were divided into social and psychological roles. The former comprise such roles as stranger/stranger and friend/ friend; and the latter, neutrality, equality, sympathy and antipathy. Van Ek's selection of topics was assumed to correspond to most teachers' views on what general learners need most. (See Van Ek *et al* 1977:7).

Van Ek (1976) has introduced an updated version of the 1975 model of the Threshold Level to school children. As in the first version of the model, the construction of an objective involves making a number of choices which have to be made with regard to target group, language activities, settings, roles, topics, language functions, general notions, specific notions, and exponents (p.9-12). In the application of this version of the model, only two basic differences were made from the previous one:

- (1) the target group were the great majority of pupils in compulsory education; and
- (2) since school children take general education, their need for writing was also recognized.

Van Ek (1976:23: See also Van Ek *et al* 1977:5) says that the general foreign language ability of adults and school children depends on the 'common core', and their specific ability derives from topics. His 'common core' includes both 'language functions' and

'general notions' as shown in Fig.1-111. Johnson and Morrow (1981) give an example of the common core as 'functions relevant to secretary as much as engineer, doctor as much as mechanic' (p.7).

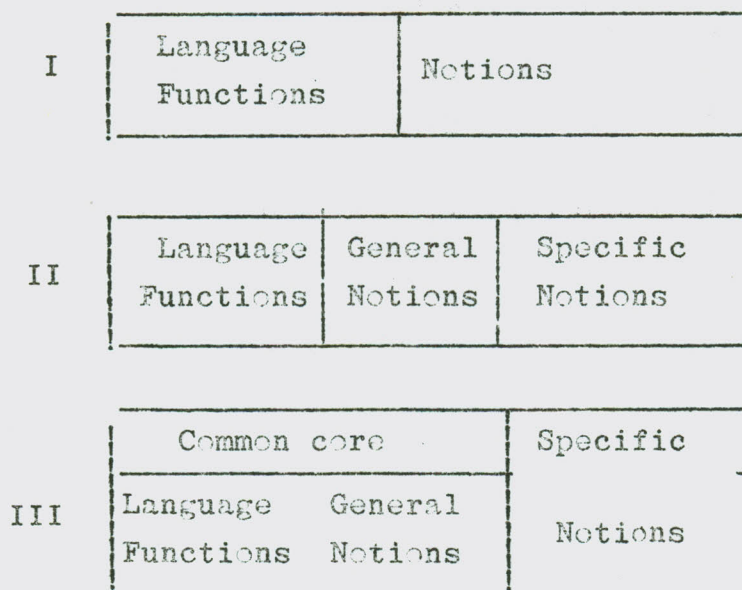


Fig.1- Common Core (As taken from van Ek *et al* 1977, p.5).

Van Ek's Threshold Level is criticized for not being real threshold level. For this, Van Ek *et al* (1977) suggested a non-terminal objective referred to as Waystage. They regard this objective as an articulation point for the threshold level. According to them, this stage doesn't have the status of objective 'in terms of its own right' (p.2).

Other writers recommend the use of the model in schools. Littlewood (1981), Brumfit (1981), and van Ek *et al* (1984) say that Van Ek's model specially the version for school children can be applied to the analysis of GPE learners' needs. They especially put

a heavy weight on the 'common core' concept. Some practitioners, however, have reported that it is not a tailor-made model for use. For example, J.B. Heaton (1983) has reported that he has encountered problems when he applied the inventories of the functions and notions in Van Ek(1976) directly in developing Create and Communicate, four series materials, for Singaporean secondary school students. He writes:

Any inventory of functions and notions based wholly on work carried out for the Council of Europe was clearly inappropriate for Singapore learners....no similar inventory of the language required for establishing and maintaining interpersonal relationships in Singapore had been drawn up (p.149).

His report includes that he has attempted to incorporate the teaching of functions and notions in Create and Communicate selecting from Van Ek on the basis of sheer necessity.

2.5.3. Richterich and Chancerel's (1977/80) Model.

Richterich and Chancerel's (1977) model has come out in their work known as Identifying the Needs of Adults Learning a Foreign Language. It is a contribution to the Council of Europe project which concerned itself with language learning by adults. The model criticizes pre-supposing analysis and identification of needs to program objectives. It seeks continuous information about the learners' needs. Richterich and Chancerel write:

...the identification of needs ought not to be a preliminary step in the construction of systems since it ought to be possible for it to take place at any time, at different levels and with variable degrees of precision and clearness (p.6).

They also write saying: "the outcome of the identification of needs will...be the product of a certain amount of information collected at different levels and times" (P.8).

Information regarding the learner will be collected before and during the course. This comprises identification by the learner of his needs in relation to his resources (such as time, available cash, personality, etc.), his objectives, methods of assessment and the curricula. The teaching establishment and the user-institution also provide information in relation to resources, objectives, methods of assessment, syllabuses, and (the user-institution supplies information about) programmes. It is assumed that the information gathered about these will enable researchers to define the language needs of learners.

The general characteristics of this model can be summarized as follows:

- (1) the learner occupies the central position in the system;
- (2) needs are considered as variable, multiform and intangible;
- (3) needs develop and change; therefore, identifying them must be an ongoing process;
- (4) to identify learners' needs, information is sought from three separate bodies: the learner himself, the teaching establishment, and the user-institution.

The model provides eleven different tools for the analyses of needs. These are: surveys, sample surveys, questionnaires, interviews, attitude scales, intelligence tests, language tests, job analysis, content analysis, statistical analysis, and fixing of objectives.

Collections in Richterich (1983) indicate that researches have been made applying this model. For example, Lois Porcher did a practical experiment on the language needs of the migrant workers learning French in France. And P.H.Gardner and J.D. Winslow studied, granting three surveys, whether the model could be appropriate in the context of public sector higher education in Britain.

Robinson (1980:29) criticizes the model that it pays little attention to the different dimensions of language use needed by the learner. Others like Richterich (1983:134) suggest that the model can be adapted to the school environment.

2.5.4 Munby's (1978) Model.

Munby's (1978) model has come out in Communicative Syllabus Design. It represents 'a sociolinguistic model for defining the content of purpose-specific programmes'. The model aims at giving a specification of the target level communicative competence of a student.

Munby's model assumes the prior identification of the communicative needs of learners to syllabus specification. The 'heart of the model' in McDonough's (1984) terms is known as the Communication Needs Processor

(CNP). In the CNP, Munby organizes the variables that affect communication needs as parameters. He classifies these parameters into those that provide the data in the first place and into those that process non-linguistic data, that is, into *a priori* and *a posteriori* parameters. The former include purposive domain (that specifies the type of ESP, i.e. whether occupational or educational), setting (i.e. physical and psychosocial setting), interaction (roles of the participant with the interlocutors), and instrumentality (that refers to the information about medium, mode and channel); and the latter, dialect (variety or varieties of language), target level (proficiency level), communicative event (what the learner will have to do in the language), and communicative key (refers to the manner of communication).

In addition to these, Munby (p.32) says information about the participant of his identity and language, which contributes a base-line data for the analysis is needed. Information about the parameters form the 'profile of learners' needs' which can be interpreted to actual language forms by selecting the language skills and the language functions. Munby writes:

In the model..., the systematic processing of the profile of communicative needs for the participant input is prerequisite to the syllabus specification output (p.213).

Taking the micro-skill concept of skills, Munby classifies them into a taxonomy of 260 micro-skills in 54 groups. (See Appendix A). He has also given an inventory of micro-functions the selections of which and the micro-skills are claimed to be 'enabling factors'.

Researchers have been using Munby's model for the analyses of language needs. For example, Rodger Hawkey (see Richterich 1983) studied the English language needs of learners for vocational purposes in Venezuela. Hawkey reports that a fairly radical departure was made from the orthodox Munby's Syllabus specification. The departure was that in the context of the project in Venezuela a procedure for relating

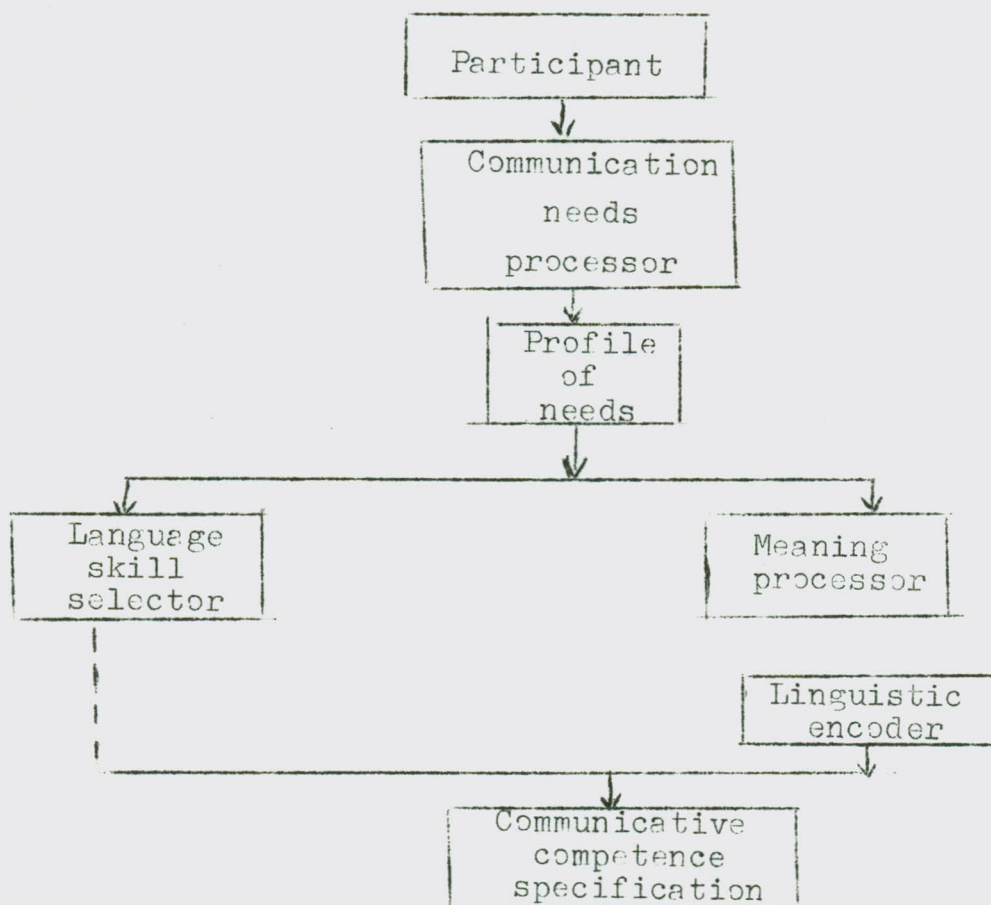


Fig 2 - Model for specifying communicative competence
(as taken from Munby, 1978 P.31)

predicted target syllabus and the teaching /learning processes was included, while Munby's model excludes this.

Munby's model has been criticized for not providing the instruments for the analysis of communication needs. Besides, and it is considered as the major one, it assumes the prior identification of needs, and fails to cope with the growing needs of learners. In addition, McDonough (1984:33) criticizes Munby's procedure as 'purist and idealized', because it presupposes that the investigator has both time and access to the target situation.

According to Brumfit (on the backscript of Munby, 1978), Munby's model can be adaptable for use in the analysis of needs of learners of general education.

Which model is, then, suitable for the present research? Actually, none of the models reviewed above have relevance in their total analytic components. This is because, as has been stated in 1.1, the focus of the study is on the identifications of the degree of importance of the four macro-skills, the most important language activities in order, and the most frequent language activities performed by the students when they study different subjects. Since the activities should be realized by micro-skills, the writer has found the 'taxonomy of language skills' of Munby significant, however.

It is advisable to provide some insight about the term 'activity' here. In Munby (1978) the term 'activity' refers to 'the unit of communication that results from analysing an event into component parts that facilitate sociosemantic processing or skills selection' (P.37). In an academic setting, communicative activity includes discoursal activities, such as 'note-taking from lectures', or 'writing up an experiment'. from which specific language skills derive and for which such skills are required (p.38). Munby distinguishes between the realisations of activities in academic and occupational settings. Activities in an academic setting will be realised by the language skills; and those in an occupational setting, by language functions. Since this study is related to an academic setting, the 'activities' are meant to comprise language skills. (See 3.2 and 4.4.)

2.6 A Research Made on Communicative Needs in Ethiopia.

It is certain that the English language has been opted as the international language need of Ethiopia by Policy makers. And the language has an extensive use in schools, and limited importance in government offices. The English panel of the Curriculum Department of the Ministry of Education specifies the kind of English to be taught in Ethiopian Junior and Senior Secondary Schools as: "... The kind of English we should use is determined partly by the type of ideology we cherish and partly by the various disciplines we wish to teach " (Mazengia *et al* 1979:4). Mazengia and his co- workers state that more emphasis is given to ideological or

political contents. They have stated the required target level of students in learning other subjects as to help students "think and do in optimal, precise, simple and objective terms " (p.5).

The language contents were intuitively selected. No research was made by the Curriculum Department regarding the language needs of learners in the high schools. The English Language Communicative Needs of Addis Ababa University (A.A.U.) students, however, was studied by Barbara Morris in 1982 for her master's thesis at A.A.U. Barbara identified the most relevant language skills and language activities in the 8 faculties she studied.

To meet her aim, Barbara distributed two types of questionnaires for faculty instructors and students. She sampled 175 faculty instructors and 2420 faculty students. In her analysis of the faculty questionnaire, she found the following results:

- for most instructors 'listening' and 'reading' (the receptive skills) were most important;
- except for Law and Medicine, 'writing' ranked ahead of 'speaking';
- from the reading activities, reading textbooks and handouts were most important;
- writing essay answers and reports were the most important writing activities;
- of the speaking activities, participating in class discussions and answering teacher's questions were

most important; and

- comprehending and taking notes on lectures and listening to instructions were most important listening activities.

Barbara reported that the most frequent activities involved in by the students were the receptive skills. She also reported that the only frequent activities for the majority of the students in the productive skills were 'answering and asking questions in class' and 'writing exam answers'.

Barbara studied the communicative needs of the university students, while this study focuses on the communicative needs of the high schools. Similar to Barbara's, the study attempts to investigate the order of importance of the language skills, and the most important and frequent language activities in the 6 subjects studied employing complementary tools (methods). See chapter 3 for the tools.

CHAPTER THREE

PROCEDURE

In this descriptive study, the writer's purpose is to investigate the communicative needs of the high schools with respect to the four language skills (Listening, Speaking, Reading, and Writing). In addition, the researcher attempts to find out the order of importance of the communicative activities, and also the frequency rate of performance of the communicative activities by the students. This section of the paper deals with sampling procedures, and the description of the research tools employed.

3.1 Sampling Schools, Teacher and Student population.

From the 24 government academic senior high schools in Addis Ababa, four were selected by lot. These schools are: Abyot Kirs High School, Bole High School, Yekatit 12 Comprehensive High School, and Medhane Alem Comprehensive High School (See Table 1 for detail).

Teachers and students of grade 11 were selected. Grade 11 was selected because the researcher believes that students at this level are mature enough to provide accurate information. Besides, the students select either the Social Science or the Natural Science stream. Hence, the researcher believes, adequate information can be gathered about the communicative activities in each stream. Grade 11 teachers were selected because parallel considerations were needed. As stated in the previous portion of the paper, school children may not provide accurate information as expected. Thus, it was suggested that gathering information from other authorities

is also essential. Considering this, this study gathers information both from grade 11 students and their teachers. Grade 12 students, in spite of their maturity, were not selected because their class lessons end in February. It could be very difficult to find them at any time when they were needed. Additionally, it was believed that they would be busy at preparing themselves for the Ethiopian Schools Leaving Certificate Examination (ESLCE).

Six classroom subjects were selected. These are: Biology, Chemistry, Physics, Geography, History and Political Education. Of these subjects, Biology and Political Education were commonly studied in both the streams.

Since researches on needs analysis are complex, the researcher has selected to employ two instruments in order for the research to be more reliable. Hutchinson and Waters (1987) recommend the use of more than a method saying: "in view of the complexity of needs, it is desirable to use more than one of these⁺ methods..." (p.59). Of the many research tools for needs analyses, questionnaires and interviews were employed in this study as complementary tools. Different sample size, however, was made for the tools. For the questionnaire, from the 6851 grade 11 students learning in the four schools (see table 2), 150 (male and female) were selected on the basis of a simple random sampling method (see Table 3). Ary et al's (1985: 433-4) random table was used for selection. 150 subjects were selected because, considering the extent of the heterogeneity of the target population, the researcher believed that this sample

⁺She has mentioned 5 different methods of research. The 5 methods are inclusive in Richterich and Chancerel's (1977) eleven methods.

size is reasonable and statistically valid. Additionally, all the 64 teachers who teach Biology, Chemistry, Physics, Geography, History, and Political Education in the four schools in grade 11 were studied. (see Table 4).

All the sample teachers have been teaching from 5-25 years. The majority served between 7-13 years. From the teachers studied, 58 were Ethiopians. Among the 6 foreigners, a Liberian teaches History at Bole High school. Others are Indians.

- 1 Geography and 1 physics teachers at Abyot Kirs;
- 1 Physics teacher at Yekatit 12;
- 1 Physics teacher at Medhane Alem; and
- 1 Chemistry teacher at Bole High School. (see Table 5 for teachers' qualifications)

Table 1- Names of the 24 Government High Schools in
A.A. by Student and Teacher Populations, Sex
and Awraja.

Name of school	Student popu- lation enrolled in the 1989/90 academic year		Teacher population (1989/90)		Awraja
	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	
* 1. Medhane Alem Comp.	6958	6804	164	28	Gulele
2. Addis Ketema comp.	3244	2540	100	8	Kolfe
3. Kefitegna 7	3013	3032	123	11	Kolfe
4. Kolfe comp.	3332	3004	97	14	Kolfe
5. Ethiopia Tikdem no.1	1529	1703	56	5	Ketchene
6. Akaki comp.	1415	903	35	11	Akaki
7. Nefas Silk comp.	3903	4085	164	23	Nefas Silk
* 8. Abyot Kirs	3452	3067	111	11	Kirkos
9. Shimelis Habte	2177	2532	89	9	Kirkos
10. Kefitegna 23(S.O.S.)	1479	1581	62	6	Lideta
11. Ayer Tena	2121	1883	82	12	Lideta
12. Kefitegna 4	538	708	21	7	Tekle Haymanot
13. Sendafa High School	314	159	14	4	Bereh
14. Sebeta comp.	934	511	55	9	Alem Gena
15. Entoto comp.	2795	3180	102	5	Entoto
16. Menilik II	4022	4433	141	18	Entoto
17. Kefitegna 12	2128	2044	113	21	Entoto
*18. Yekatit 12	3333	2890	134	23	Entoto
19. Tikur Anbesa	1483	993	47	2	Arada
20. Wondirad	1042	1017	51	9	Kotebe
21. Bole	4126	3637	133	33	Bole
22. Kokebe Tsibah	2567	2842	103	23	Yeka
23. Misrak comp.	2507	3023	112	31	Yeka
24. Yekatit 25/67	989	487	30	1	Wolmera
Total	59,461	57,108	2,139	324	
	(= 116,569)		(= 2463)		

* School selected for this study.
Comp. = Comprehensive High School
Source: Addis Ababa Schools Office

Table 2- Number of Grade 11 Students who Enrolled in the 1989/90 Academic Year in the Four Schools by Stream and Sex.

School	Stream				
	<u>Social Science</u>		<u>Natural Science</u>		<u>Total</u>
	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	
Abyot Kirs	116	55	329	545	1,545
Bole	119	60	322	496	1,497
Medhane Alem	177	114	961	999	2,251
Yekatit 12	<u>76</u>	<u>31</u>	<u>329</u>	<u>572</u>	<u>1,558</u>
Total	488	310	3,441	2,612	6,351

Table 3- Number of Selected Students for this Study by Stream and Sex.

School	Social Science		Natural Science		Total		
	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Abyot Kirs (A.K.)	5	1	20	11	25	12	37
Bole (BO.)	2	2	16	9	18	11	29
Medhane Alem(M.A.)	3	2	28	20	31	22	53
Yekatit 12 (Yek.)	<u>3</u>	<u>1</u>	<u>20</u>	<u>7</u>	<u>23</u>	<u>8</u>	<u>31</u>
Total	13	6	84	47	97	53	150

Table 4- Number of Teachers by School & Subject.

Subject	Name of School				
	A.K.	Bo.	M.A.	Yek.	Total
Biology (Bio.)	4	3	5	5	17
Chemistry (Ch.)	4	3	4	5	16
Physics (Phy.)	3	4	4	4	15
Geography (Geo.)	1	1	1	1	4
History (His.)	1	1	1	1	4
Political Education (Pol.ed.)	2	2	2	2	8
Total	15	14	17	17	64

Table 5- Number of Teachers by Qualifications.

Qualifications	Subject Teachers						
	Bio.	Ch.	Phy.	Geo.	His.	Pol.	Total
M.A/S.C.	2	1	—	—	—	—	3
B.A./S.C.	8	9	7	4	4	4	36
12+3	4	3	4	—	—	1	12
12+2	<u>3</u>	<u>3</u>	<u>4</u>	<u>—</u>	<u>—</u>	<u>3</u>	<u>13</u>
	17	16	15	4	4	8	64

Since interviews are time-consuming, only 10.42% that is 15 students, of the students who responded to the questionnaire, and 19.67% of the teacher population, that is 12 teachers, were sampled. Student interviewees were selected using a random table, while teachers were selected by lot.

3.2 Construction and Distribution of the Questionnaires.

Two different types of closed form questionnaires were prepared for teachers and students. The questionnaire for teachers has 23 items under five headings. The first four items were ranking of the four macro-skills. And the rest refer to the ranking of the communicative activities. The communicative activities were categorised under Listening, Speaking, Reading, and Writing activities.

- the Listening activities were deemed to comprise groups 1, 3, 5, 7, 9, 11, 13, 15, 19, 20, 22, 24, 26, 28, 30, 32, 34, 35, 37, 39, 40, 43, 52, and 53;
- the Speaking activities selected were deemed to comprise groups 2, 4, 6, 8, 10, 12, 14, 16, 21, 23, 25, 27, 29, 31, 33, 36, 38, 47, 48, 49, 51, 53 and 54;
- the Reading activities would comprise groups 17, 18, 20, 22, 24, 26, 28, 30, 32, 34, 35, 37, 38, 39, 40, 41, 42, 44, 45, 46, and 51; and
- the Writing activities would comprise groups 13, 21, 23, 25, 27, 29, 31, 33, 36, 40, 42, 43, 44, 50, and 54 of the taxonomy of the micro-skills of Munby as resultant skills.

The teachers were asked to rank the variables (the micro-skills and the communicative activities) according to importance with five scales which range from 'has first

importance' to 'has no importance at all'. (See Appendix B for Teacher Questionnaire.)

The student questionnaire, however, contained 14 items under four headings written in Amharic. Information about the macro-skills was not needed, for the macro-skills could be too general for the students. The questionnaire has been set in Amharic to help the students understand the items thoroughly so that they could provide accurate information. The questionnaire was prepared in order that the students could provide responses using four rating scales (Never, Seldom, Occasionally, Often) about their performance of the language activities. (See Appendix C for Student Questionnaire). Rating performances was preferred here to ranking activity importance because

- 1) the researcher believes that the respondents' attitudes towards the activities in their lessons may affect their responses;
- 2) it will be desirable to obtain information from different types of scales as a cross-checking for the reliability of the study.

The questionnaires prepared were given out beforehand for 6 teachers (each teaching a different subject) and 4 students (2 from the Social Science and 2 from the Natural Science streams) at Abyot Kirs to prove if they were understandable and workable for the desired goal. Responses were satisfactory, and few necessary changes were made. Then the questionnaires were distributed to the 150 students and the 64 teachers. Teachers and students were given a two-week

time to return the questionnaires. And the researcher made his own personal visits to collect the questionnaires.

3.3 Preparation and Administration of the Interviewees

As a complementary tool to the questionnaires, non-directive, mother-tongue interviews, except in the cases of foreigners, were conducted by the researcher himself. Two types of questions, five initiating questions in each type, for 15 student and 12 teacher interviewees were prepared. The questions generalize the language skills and the language activities which were included in the questionnaires and attempt to find out few variables which were not observed. (See Appendices D and E for Teacher and Student Interview Questions respectively.)

The questions were set so that the interviewees could provide free responses within 5-10 minutes. Student interviews were conducted during class time. Teachers, however, were interviewed during their free periods. Both the teacher and the student interviews were taped on five cassettes.

CHAPTER FOUR.

FINDINGS AND DISCUSSIONS.

As stated in Chapter 3, questionnaires were distributed and interviews were conducted to investigate the communicative needs of the high schools in A.A. with regard to the language skills and language activities. In this section, the writer attempts to present the findings, and also attempts to discuss the findings on the language activities in terms of Munby's taxonomy of language skills.

4.1 Teacher Questionnaire.

4.1.1. Breakdown of teacher questionnaire returns.

Of the 64 subjects studied, 61 (95.3%) responded to the questionnaire. 3(4.7%) questionnaires were not returned: two from Bole High School and one from Yekatit 12 Comprehensive High School. (See Table 6 for the breakdown of returns)

Table 6- Breakdown of Teacher Questionnaire Returns by
Subjects and Schools.

School	Subject						Total
	Bio.	Ch.	Phy.	Geo.	His.	Pol.	
A.K.	4	4	3	1	1	2	15
Bo.	3	3	2	1	1	2	12
M.A.	5	4	4	1	1	2	17
Yek.	5	5	4	1	1	1	17
Tot.	17	16	13	4	4	7	61

4.1.2 Analyses of Responses.

As noted in Chapter 3, a four-point ranking scale with a fifth category 'Not Important at All' was Provided for teachers

so that they could assign ranks for the macro-skills and the language activities in order of importance. For analysis, the data obtained were reduced to the weighted means⁺. Thus, the weighted mean of the raw data of each variable was reckoned. (See Appendix F for the raw data.) Additionally, the standard deviation of each variable was computed to indicate the variability. The index of the variability (the standard deviation) is given only to help readers see the locations of the variables from the means. For the purpose of putting the macro-skills and the language activities in order of importance however, relative ranks were provided on the basis of the weighted means.

In order to compute the weighted means, value was provided for each of the ranking scales.

rank	weight assigned
1	1
2	2
3	3 (N1 = Not important)
4	4
N1	5

Computations of the weighted means of the variables indicate that the less the weighted mean the higher the importance. This is because the highest ranking variable was given value '1'. Thus, the variable whose weighted mean had proximity to '1' was ranked first in importance. Conversely, if the weighted mean of a variable went farther away from '1', the variable was considered the least in importance. When the

⁺ weighted means = means.

weighted means concentrated in the same range (such as all 2.(x)⁺), relative ranks were Provided.

4.1.2.1 Macro- Skills.

4.1.2.1.1. Analysis of macro-skills by subjects.

Teachers were asked to rank the four macro-skills (Listening, Speaking, Reading, and Writing) in order of importance. The finding reveals that the receptive skills (Listening and Reading) outranked the Productive skills (Speaking and Writing) in every case. 'Listening' and 'Reading' were consistently ranked first and second respectively. Of the productive skills, the majority of the respondents favoured 'Writing' over 'Speaking'. In History, however, 'Speaking' was deemed to be equally important with 'Listening'. For Geography teachers, 'Reading' and 'Writing' were equally second in importance.

Irrespective of the individual subjects, the macro-skills were important for the subjects studied in the order 'Listening-Reading-Writing- and Speaking'. This order of importance was uniform to the majority of individual cases observed. (See Table 7 for the weighted means, standard deviations, and relative ranks of the macro-skills by subjects.)

4.1.2.1.2. Analysis of Macro-Skills by streams.

The macro-skills were also analysed by streams (Natural Science and Social Science Streams). As has been observed in the majority of individual cases, teachers of the Natural Sciences stream also favoured the receptive

⁺ represents numbers '0' to '9'.

skills over the productive skills. Of the receptive skills, 'Listening' outranked 'Reading'. And 'Writing' was given more importance than 'Speaking'.

Teachers of the Social Sciences ranked 'Listening' uniformly as teachers of the Natural Sciences. However, they differed notably from the Natural Sciences teachers in assigning to the other macro-skills second to fourth ranks. For the Social Sciences, 'Speaking', 'Reading', and 'Writing' were important in that order. 'Speaking' was the second favoured skill because the nature of the subject matter calls for 'discussions'. (See Table 3 for the weighted means, standard deviations, and relative ranks of the macro-skills by streams.)

4.1.2.2. Listening Activities.

4.1.2.2.1 Listening Activities by Subjects.

Subjects were asked to rank five selected Listening Activities (listening to explanations, listening to instructions, note-making from listening, listening to and writing dictations, and listening to discussions) using the ranking scales. Of the Listening Activities 'Listening to Explanations' was ranked first invariably. considerable variations were observed in assigning ranks for the other variables. For instance, 'Listening to Instructions' was second in importance in Biology, Physics, History, and Political Education. For Chemistry and Geography, however,

'Listening to Discussions' was the second important activity. This activity was considered third in importance for Biology, Physics, History and Political Education. 'Listening to instructions' and 'note-making'⁺ were ranked third by Geography and Chemistry teachers respectively. 'Note-making' was believed to be fourth in importance by the majority of cases except in the case of History. In History, this activity was categorised under 'Not Important'. 'Dictation' was not important in all cases except that it was given the fourth importance in History.

When the ranks were considered irrespective of individual cases, the following results were obtained. The Listening Activities were important in the order "Explanations-Discussions-Instructions- and Note making". "Dictation" was not given importance. (See Table 9 for the weighted means, standard deviations, and relative ranks of the

⁺ Used instead of the whole phrase 'note-making from listening'.

Listening Activities by Subjects.) ⁺

4.1.2.2.2. Listening Activities by Streams.

The order of importance of the Listening Activities was also studied with regard to the Natural Sciences and the Social Sciences. Differences were obtained in the ranks assigned for the Listening Activities by the respondents. "Explanation" outranked the other activities in both the streams. For the Natural Sciences, 'Discussions', 'Instructions', and 'Note-making' were important in that sequence. The order between "Instructions" and "Discussions", however, was reversed by the Social Sciences teachers. (See Table 10 for the weighted means, standard deviations, and relative ranks of the Listening Activities by Streams).

4.1.2.3. Speaking Activities.

4.1.2.3.1 Speaking Activities by Subjects.

Subjects were asked to assign ranks for three Speaking Activities (Asking questions, Answering questions, and Participating in Discussions). When individual cases were considered, different results were obtained. For Biology, Chemistry, History, and Political Education "Participating in Discussions" was the most important activity, while we find "Asking questions" the most important one in Physics and Geography. More importance was given to "Asking questions" than "Answering questions" in Biology, Chemistry, History, and Political Education. "Answering questions" was found to be more important than "Participating in Discussions" in Physics, and the reverse was true in Geography.

⁺ Reasons for selecting the order of importance are included in the interviews.

When the Speaking Activities were observed regardless of individual subjects, "Participating in Discussions" was the most important activity followed by "Asking questions". (see Table 11 for the weighted means, standard deviations, and relative ranks of the Speaking Activities by Subjects.).

4.1.2.3.2. Speaking Activities by Streams.

Subjects' responses were also analysed by streams. Uniform order of importance of the Speaking Activities was found in both the streams. Findings indicate that 'Participating in Discussions' was a much favoured activity. 'Asking questions' was given priority to 'Answering questions'. These results were similarly indicated when the majority of individual cases were considered. Different results were found, as discussed above, in Physics and Geography in which 'Asking questions' was regarded as the most important activity.

Although we say the Speaking Activities were favoured in the order 'Discussions', 'Asking questions', and 'Answering questions' by teachers of the two streams, equivalent values were not provided. For example, computations of the weighted means of 'Discussions' reveal 1.80 and 1.67 in the Natural Sciences and in the Social Sciences respectively. However, relative considerations with the other variables in each stream designate that the activity was given priority. This fact of relativity occurs through the other activities dealt with in this paper. (See Table 12 for the weighted means, standard deviations, and relative ranks of the Speaking Activities by Streams.)

Table 7 - Weighted Means, Standard Deviations, and the Relative Ranks of the Macro-Skills by Subjects.

Skills	Subject							Relative ranks						
	Bio.	Ch.	Phy.	Geo.	His.	Pol.ed.	Tot.	Bio.	Ch.	Phy.	Geo.	His.	Pol.ed.	Tot.
Listening W.M.	1.18	1.13	1.31	1.00	1.75	1.86	1.30	1	1	1	1	1	1	1
S.D.	0.38	0.33	0.72	0.0	0.83	0.99	0.67							
Speaking W.M.	3.06	3.31	3.77	2.50	1.75	2.57	3.10	4	4	4	3	1	4	4
S.D.	0.61	1.04	0.58	0.87	1.00	1.13	1.08							
Reading W.M.	2.82	2.56	2.23	3.25	2.75	2.14	2.57	2	2	2	2	2	2	2
S.D.	0.62	0.70	0.70	0.43	1.09	0.64	0.76							
Writing W.M.	2.94	3.00	2.69	3.25	3.75	3.43	3.03	3	3	3	2	3	3	3
S.D.	1.00	0.71	0.72	0.83	0.43	0.90	0.87							

Table 8 - Weighted Means, Standard Deviations, and the Relative Ranks of the Macro-Skills by Streams.

Stream	Macro-skills				Relative ranks			
	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing
Natural W.M.	1.20	3.35	2.57	2.89	1	4	2	3
Science S.D.	0.49	0.98	0.71	0.84				
Social W.M.	1.60	2.33	2.60	3.47	1	2	3	4
Science W.D.	0.88	1.01	0.89	0.81				

Table 9 - Weighted Means, Standard Deviations, and the Relative Ranks of the Listening Activities by Subjects.

Weighted mean & S.Dev.								Relative Ranks							
Activity	Subject														
	Bio	Ch.	Psy.	Geo.	His.	Pol.	Tot.	Bio.	Ch.	Phy.	Geo.	His.	Pol.ed.	Tot	
Explanation	W.M.	1.24	1.43	1.23	1.25	1.25	1.14	1.31	1	1	1	1	1	1	1
	S.D.	0.60	0.61	0.42	0.43	0.43	0.35	0.53							
Instruction	W.M.	1.82	3.68	2.59	2.75	2.75	2.57	2.98	2	4	2	3	2	2	3
	S.D.	1.50	1.04	0.72	0.43	1.09	0.41	1.06							
N.Making	W.M.	3.52	2.69	4.28	3.50	4.25	3.86	3.02	4	3	4	4	-	4	4
	S.D.	1.22	0.98	1.26	0.87	0.23	0.75	1.15							
Dictation	W.M.	4.58	4.60	4.69	5.00	3.50	4.43	4.52	-	-	-	-	4	-	-
	S.D.	0.77	0.37	0.61	0.0	1.12	0.49	0.30							
Discussion	W.M.	2.94	2.50	3.77	2.50	3.25	3.00	2.34	3	2	3	2	3	3	2
	S.D.	1.03	1.22	1.19	1.12	1.30	1.31	1.10							

Table 10. Weighted Means, Standard Deviations, and the Relative Ranks of the Listening Activities by Streams.

Weighted Mean and S.D.											
Stream	Activity						Activity				
		Ex	In.	N.mak.	Disc.	Disc.	Ex.	in.	N.Mak.	Dic.	Disc.
Natural	W.M.	1.35	3.07	3.17	4.59	2.80	1	3	4	-	2
Science	S.D.	0.56	1.15	0.94	0.77	1.15					
Social	W.M.	1.20	2.00	3.87	4.33	2.93	1	2	4	-	3
Science	S.D.	0.4	0.97	1.07	0.37	1.29					

Table 11 - Weighted Means, Standard Deviations and Relative Ranks of the Speaking Activities by Subjects.

Weighted Mean & S.D.									Relative Rank.						
Activity		Subject													
		Bio.	Ch.	Phy.	Geo.	His.	Pol.	Tot.	Bio.	Ch.	Phy.	Geo.	His.	Pol.	Tot.
Ask questions	W.M.	1.82	2.06	1.69	1.25	1.75	2.14	1.85							
	S.D.	0.78	0.59	0.91	0.25	0.43	0.64	0.79	2	2	1	1	2	2	2
Answer questions	W.M.	2.41	2.50	2.15	2.75	2.75	2.43	2.39							
	S.D.	0.69	0.71	0.57	0.43	0.43	1.32	0.63	3	3	2	3	3	3	3
Discussions	W.M.	1.76	1.43	2.31	2.00	1.50	1.43	1.75							
	S.D.	0.80	0.61	0.82	0.71	0.37	0.71	0.68	1	1	3	2	1	1	1

Table 12 - Weighted Means, Standard Deviations and Relative Ranks of the Speaking Activities by Streams.

Weighted Mean & S.D.						Relative Rank		
Stream		Activity				Activity		
		Ask questions	Answer questions	Discussions		Ask questions	Answer questions	Discussions
Natural Sciences	W.M.	1.37	2.33	1.80		2	3	1
	S.D.	1.00	0.69	0.82				
Social Sciences	W.M.	1.80	2.60	1.67		2	3	1
	S.D.	0.65	0.71	0.80				

Table 13- Weighted Means, Standard Deviations, and Relative Rank of the Reading Activities by Subjects.

Weighted Mean & Standard Deviation									Relative Rank.						
Activity		Subject													
		Bio.	Ch.	Phy.	Geo.	His.	Pol.	Tot.	Bio.	Ch.	Phy.	Geo.	His.	Pol.	Tot.
Textbook	W.M.	1.24	1.25	1.46	1.00	1.25	1.14	1.26	1	1	1	1	1	1	1
	S.D.	0.42	0.43	0.5	0.0	0.43	0.35	0.44							
Handouts	W.M.	3.35	2.75	3.32	5.25	4.00	3.14	3.34	3	2	2	-	4	2	3
	S.D.	2.00	1.02	2.17	0.72	1.22	1.48	1.90							
Others	W.M.	2.71	3.25	3.46	3.50	3.00	4.00	3.23	2	3	3	2	2	3	2
	S.D.	0.32	1.29	1.22	0.62	1.22	1.60	1.30							
Dictionary	W.M.	5.18	5.44	5.31	5.00	5.75	5.29	5.31	-	-	-	-	-	-	-
	S.D.	1.15	0.9	0.53	0.96	0.43	1.16	1.06							
Instruction	W.M.	5.00	4.69	4.92	3.75	3.75	4.57	4.69	-	-	-	3	3	-	-
	S.D.	0.97	1.1	0.72	0.72	1.30	1.05	1.09							
Questions	W.M.	5.35	5.69	4.69	4.50	4.50	4.14	5.05	-	-	-	-	-	4	-
	S.D.	0.96	0.98	1.7	0.92	1.43	1.36	1.4							
Assignment	W.M.	4.13	3.94	3.77	4.00	4.75	4.71	4.11	4	4	4	4	-	-	4
	S.D.	0.90	1.2	1.13	0.39	1.5	1.03	1.16							

Table 14- Weighted Means, Standard Deviations, and Relative Ranks of the Reading Activities by Streams.

Weighted Mean & Standard Deviation									Relative Rank							
Stream		Activity							Activity							
		T.B.	H.O.	O	Oth.	Dic.	Ins.	Ques.	Ass.	T.B.	Ho.	Oth.	Dic.	Ins.	Que.	Ass.
Natural Sciences	W.M.	1.30	2.36	2.33	4.22	4.51	3.64	3.62		1	2	3	-	-	-	4
	S.D.	0.46	1.27	0.31	0.59	0.84	1.28	0.39								
Social Sciences	W.M.	1.13	2.00	3.23	3.50	3.35	3.22	4.17		1	2	4	-	-	3	-
	S.D.	0.34	1.20	1.31	1.12	1.42	0.92	0.69								

Table 15 - Weighted Means, Standard Deviations and Relative Ranks of the Writing Activities by Subjects.

Weighted Mean & S.D.									Relative Rank.						
Activity	Subject														
		Bio.	Ch.	Phy.	Geo.	His.	Pol.	Tot.	Bio.	Ch.	Phy.	Geo.	His.	Pol.	Pot.
Note Making	W.M.	1.41	1.63	2.00	1.50	1.50	1.71	1.43	1	1	2	1	1	1	1
	S.D.	0.84	1.10	1.11	0.87	0.16	0.88	0.72							
Ans.in exams	W.M.	2.59	2.19	1.92	2.25	1.50	1.86	2.16	2	2	1	2	1	2	2
	S.D.	1.03	0.83	0.76	0.83	0.16	0.99	0.93							
Assignments	W.M.	2.70	2.63	2.33	2.25	3.00	2.57	2.59	3	3	3	2	2	3	3
	S.D.	0.39	0.71	0.84	0.43	0.0	0.49	0.73							
Labreport	W.M.	3.29	3.63	3.85	-	-	-	4.00	4	4	4	-	-	-	4
	S.D.	1.13	0.70	0.66				0.94							

Table 16 - Weighted Means, Standard Deviations, and Relative Ranks of the Writing Activities by Streams.

Weighted Mean & S.D.						Relative Rank			
Stream	Activity					Activity			
		Note Making	Ans.in Exam.	Assignments	Labr.	Note Making	Ans.in Exam.	Assignment	Labr.
Natural	W.M.	1.65		2.26	2.59	3.67			
Sciences	S.D.	1.03		0.99	0.76	0.43			
Social	W.M.	1.60		1.87	2.60	-			
Sciences	S.D.	0.3		0.73	0.49				

4.1.2.4. Reading Activities.

4.1.2.4.1. Reading Activities by Subjects

As can be seen in Appendix B, seven different Reading Activities were provided to be ranked in order of importance. Subjects varied in assigning ranks to the communicative activities. 'Reading textbook' was invariably the first ranking activity in all cases. 'Reading handouts' was found to be the second most important activity for Chemistry, Physics, and Political Education. For the rest of the Subjects, 'Reading other related materials' was the second ranking activity. Biology teachers considered 'Reading handouts' as a third important activity, while for Chemistry, Physics, and Political Education 'Reading other related materials' was considered the third in importance. Notable exceptions were observed in Geography and History where we find 'Reading handouts', which was considered as second or third in importance in most cases, was the least considered activity in History, and was labelled as 'Not important' in Geography.

When the order of importance of the reading activities was observed irrespective of the individual cases, reading 'textbook', 'others', 'handouts', and 'assignments' were important in that order (See Table 13 for the Weighted means, standard deviations, and relative ranks of the Reading Activities by Subjects.)

4.1.2.4.2. Reading Activities by Streams.

The importance of the Reading Activities was also observed by streams. Both the Natural Sciences' and the Social Sciences' teachers ranked reading 'textbooks' and 'handouts' first and second respectively, However

they differed in assigning third and fourth ranks to the other reading activities. For the Natural Sciences, reading 'others' was more important than reading 'assignments', while reading 'questions' was more important than reading 'others' for the Social Sciences. (See Table 14)

4.1.2.5. Writing Activities.

4.1.2.5.1. Writing Activities by Subjects.

S Subjects were asked to rank four selected Writing Activities (Note-making, Answering questions in examinations, Assignments, and Lab Report) in order of importance. All the respondents were not expected to rank all the activities, because 'Lab report' does not concern the Social Sciences for the obvious reason.

Of all the Writing Activities, 'Note-making' was the most favoured activity in all cases except in the case of Physics which rendered the maximum weight to 'Answering questions in examinations'. For Physics, what was most important in all cases was regarded as second in importance. For others, 'Answering questions in examinations' was second to 'Note-making'. It was found, however, that these two activities were equally important in History. What was commonly found as the third was reading 'Assignments', but this activity was equally second with 'Answering questions in examinations' in Geography.

For the Natural Sciences writing 'Lab report' was relegated to a fourth position. Superficially, Consideration of the standard deviation reveals that writing 'Lab report' could be in the 'Not important' category. However, a relative

rank has been provided for it as the fourth important writing activity.

Findings indicate that 'Note-making', 'Answering questions in examinations', and writing 'Assignments' were important for all the subjects in that order. And Writing 'Lab reports' was the last in the order for the Natural Sciences. (See Table 15 for the weighted means, standard deviations, and relative ranks of the Writing Activities by Subjects.)

4.1.2.5.2 Writing Activities by Streams.

The order of importance of the Writing Activities was also studied by streams. Similar results were found in both the Natural and the Social Sciences. The Writing Activities were favoured in the order 'Note-making', 'Answering questions in examinations', and writing 'Assignments'. Writing 'Lab report' was the fourth ranking activity for the Natural Sciences. (See Table 16.)

4.2 Student Questionnaire.

4.2.1 Breakdown of Student Questionnaire Returns.

Of the total 150 subjects selected, 144(96%) returned the questionnaire. Out of the 144, 2(1.4% of the returned) were filled incorrectly. Thus, 142 (94.7% of the total) responses were analysed. (See Table 17 for the breakdown of student questionnaire returns.) 123 subjects (86.62%) learn the Natural Sciences, and 19 (13.38%) study the Social Sciences. Biology and Political Education are given for all the subjects in common.

Table 17- Breakdown of Student Questionnaire
Returns by School, Stream, and Sex.

School	Stream		Sex		
	Natural	Social	M	F	Total
	Science	Science			
Abyot Kirs	31	6	24	13	37
Bole	24	4	17	11	28
Medhane Alem	42	5	29	13	47
Yekatit 12	26	4	22	8	30
Total	123	19	92	50	142

4.2.2 Analyses of Responses.

For the reasons stated in Chapter 3, students were asked to rate the language activities given in four sections as Reading, Writing, Listening, and Speaking Activities. The rating scales included frequency of performance as 'Never,' 'Seldom', 'Occasionally', and 'Often'. For analytic

simplicity, values were provided for these scales. In order to make the students' questionnaire analysis parallel with the teachers', lesser values were given for highly frequent activities. Thus:

<u>Rating Scale</u>	<u>Value</u>
Never	4
Seldom	3
Occasionally	2
Often	1

Lesser averages (Weighted means) in this case indicate the most frequent activities.

4.2.2.1. Listening Activities.

Three selected Listening Activities (Listening to Explanations, Questions, and Discussions) were provided so that students could rate their performance using the given scales. The weighted means of the raw data (See Appendix G for the raw data) in each activity are shown in Table 18. Students' responses indicate that 'Listening to Explanations' was the most frequent activity. Listening to 'Questions' was the most frequent activity next to 'Explanations' in four of the subjects students study. In Physics and Geography, however, listening to 'questions' was less frequent than listening to 'discussions'. In Biology, Chemistry, History and Political Education, listening to 'discussions' was the least frequent.

4.2.2.2. Speaking Activities.

Students were asked how often they participated in 'Discussions', 'Asking questions', and 'Answering questions' when they learn the different subjects. Table 18 designate the findings in a summary. The findings indicate that students most frequently speak to provide answers to questions in the subjects they study except in the case of Geography. In Geography, 'Asking questions' has been the most frequent activity.

Students more frequently discuss than ask questions in Biology and Chemistry, and the reverse has been true in Physics, History and Political Education. In their Geography classes, students more often answer questions than participate in discussions.

4.2.2.3. Reading Activities.

From the Reading Activities (See Appendix C for the Reading Activities) reading 'Choice examinations' and reading 'Instructions' were the most frequent activities. In all the subjects, students read 'Choice examinations' more often than 'Instructions', but the reverse was true in Chemistry. 'Textbooks' were seldom read in Biology, History, and Political Education; and 'Handouts' in Chemistry, Physics, and Geography.

4.2.2.4. Writing Activities.

Writing 'Notes', 'Short answers', and 'Lab report' were the activities included in the questionnaire. Of these three, it was found that students often 'make notes' from their readings. They write 'short answers' occasionally.

Table 18 - Weighted means, standard Deviations and Relative Frequencies of
the Language Activities.

Wrighted Mean & S.D.								Relative Frequency						
Activities			Subject					Subject						
			Bio.	Ch.	Phy.	Geo.	His.	Pol.	Bio.	Ch.	Phy.	Geo.	His.	Pol.
Listening	Explanations	W.M.	1.32	1.29	1.37	1.32	1.32	1.30	1	1	1	1	1	1
		S.D.	0.70	0.68	0.76	0.65	0.65	0.74						
Activities	Questions	W.M.	1.80	1.89	1.76	1.95	1.82	1.87	2	2	3	3	2	2
		S.D.	0.98	1.00	0.95	1.10	0.98	1.01						
	Discussions	W.M.	2.58	2.54	2.43	2.21	2.32	2.74	3	3	2	2	3	3
		S.D.	1.04	1.06	1.03	1.00	1.03	1.10						
=====														
Speaking	Discussions	W.M.	2.13	2.23	2.31	2.3	2.05	2.29	2	2	3	3	3	3
		S.D.	1.05	0.97	1.04	1.26	1.10	1.08						
Activities	Questions	W.M.	2.18	2.25	2.15	1.58	1.68	2.22						
		S.D.	0.92	0.89	0.87	0.88	0.92	0.96	3	3	3	1	2	2
	Answers	W.M.	1.94	1.95	1.96	1.63	1.53	1.92	1	1	1	2	1	1
		S.D.	0.96	0.98	0.93	0.99	0.82	0.97						

(P.T.O)

Table 18 (contd.)

Weighted Means & S.D.									Relative Frequency					
Activities	Subject								Subject					
			Bio	Ch.	Phy.	Geo.	His.	Pol.	Bio.	Ch.	Phy.	Geo.	His.	Pol.
Reading	Textbook	W.M.	2.12	2.83	2.80	2.47	2.21	2.41	3	-	-	-	3	3
		S.D.	0.98	1.17	1.21	1.04	1.10	0.95						
	Others	W.M.	2.45	2.50	2.41	2.58	2.37	2.34	-			-		-
		S.D.	0.85	0.92	0.92	0.59	0.74	1.00						
	Handouts	W.M.	2.28	2.31	2.40	2.21	2.42	2.68						
		S.D.	0.97	0.95	1.01	1.15	1.37	1.12		3	3	3		
Writing Activities	Choice Ex	W.M.	1.59	1.72	1.74	1.16	1.32	1.58						
		S.D.	0.81	0.83	0.89	0.49	0.80	0.75	1	2	1	1	1	1
	Instruction	W.M.	1.61	1.69	1.75	1.37	1.47	1.68						
		S.D.	0.90	1.03	1.08	0.48	0.75	1.03	2	1	2	2	2	2
	Note making	W.M.	1.60	1.67	1.86	1.74	1.47	2.01						
		S.D.	0.78	0.82	0.91	0.86	0.75	1.08	1	1	1	1	1	1
	Short Answers	W.M.	2.08	2.15	2.17	1.34	1.79	2.10						
		S.D.	0.94	1.04	0.91	0.87	0.89	1.01	2	2	2	2	2	2
	Lab report	W.M.	3.28	3.20	3.24	-	-	-						
		S.D.	0.92	1.00	1.02				3	3	3	-	-	-

Students of the Natural Sciences write 'Lab reports' less frequently. Social Science students actually rated only the first two activities, because laboratory work is not available.

4.3 Comparisons between teacher and student questionnaire returns.

As stated above, the questionnaires asked teachers and students to respond using different scales. The teacher questionnaire was prepared with ranking scales, and the student questionnaire with rating scales. Although they employed different scales, attempts were made to compare the findings. Actually, the macro-skills were not included in the student questionnaire; moreover, the variables included might not be entirely the same in the two questionnaires.

Listening to 'Explanations' and listening to 'Discussions' were the two listening activities included in both the teacher and the student questionnaires. Of these two, the felt need by teachers (that is, explanations) was found the most frequent activity by the students.

The Speaking Activities were sufficiently comparable because in both the questionnaires, the variables included were the same. The results indicate that the felt need by teachers (that is, explanations) was not the most

frequent activity by the students. What was considered the third in importance (answering questions) was rather the most frequent activity.

Of the Reading Activities, reading 'textbooks' and 'other related materials' outranked the other activities in the teacher questionnaire responses. However, these activities were not the most frequent activities by the students. Reading 'Choice examinations' and reading 'instructions' were rather the most frequent activities by the students. And these two activities were categorised under 'Not important' by teachers.

Observations of the Writing Activities revealed that the felt need by teachers and the most frequent activities by the students were in harmony. Writing 'Notes', 'Short answers', and 'Lab report' which were favoured by teachers in that order were recurrently performed by the students in that same order.

4.4 Interviews.

4.4.1. Analyses of Teacher Interviews.

From the 12 teachers selected, 10(83.3%) were interviewed. 2 teachers (16.7%), one Physics and one Geography teachers at Yekatit 12 and Medhane Alem High Schools respectively, were not interviewed. The findings were categorised under the macro-skills and the four language activities.

4.4.1.1. The Macro-skills.

Teachers were asked to rank the macro-skills in order of importance for the subjects they teach. All teachers responded that 'Listening' was of paramount importance, because 'Explanations' occupied much of each class time. Since they believed that 'Note making' from Listening was important, 60% of the respondents favoured 'Writing' next to 'Listening'. The other 40% felt that the students need to ask questions for clarification; hence, they put more weight on the importance of 'Speaking' than on 'Writing'. Consideration of the third important skill revealed that 40% of the respondents favoured 'Reading'; 30% Writing; and 30% Speaking. Reading was the last ranking by 60%; Speaking by 30%; and Writing by 10% of the respondents.

As has been described in 4.1.2.1., the receptive skills outweighed the productive skills, 'Listening' being at the head of the rank. The findings in the interviews did not bear comparison with the questionnaire. The findings in both the instruments were precisely similar only in

that 'Listening' outranked the other skills. The interviewees believed that 'Writing' follows 'Listening', while this was considered the third in importance by the respondents of the questionnaire. 'Speaking' which occupied the last position in the questionnaire was now taken as the third important skill; and 'Reading' which was second, was regarded as the last ranking.

4.4.1.2. Listening Activities.

Since much of the time of each class lesson for each subject was occupied by teacher's explanations, teacher interviewees emphasized the students' need of 'listening to explanations'. Mentioning the deficiencies of the students' listening ability in English, the interviewees suggested that the students' listening ability be develop on a par with the need for it.

One of the interviewees, however, argued that the students' listening ability was high. Hence, he put stress on the need to make notes. 80% of the respondents, however, favoured 'Note-making' (from listening) in the second position. Two reasons were provided. First, the interviewees believed that 'note-making' would minimize the problem of covering the large textbooks. Second, they believed that it would be a vital base for further education. The respondents said that the students lack the ability to make notes; and they recommended that it ought to be encouraged.

Different views were promoted by Political Education teachers. According to them, 'listening to discussions' was important ahead of 'note making' because the nature of the subject matter itself calls for discussions. For this subject, the importance of 'note making' was relegated to

a third position. 'Listening to discussions' was recommended as third by 60% of the interviewees. Respondents who did not favour 'listening to discussions' gave two reasons: One group, which comprises 20% of the samples, said that the length of the textbooks could be a constraint for discussions to be held. The other 20% limited the extent of discussions to question and answer, hence they preferred their students to listen to questions and answers.

When the findings in the interviewees were compared with the questionnaire results of the Listening Activities, notable differences were observed. 'Listening to explanation' was found to be the maximum felt-need by both the instruments. However, what was deemed to be a fourth ranking in the questionnaire was given a second position by the interviewees. And the order of importance given to 'listening to discussions' also varied. According to the interviewees, 'listening to discussions' was given the fourth order.

4.4.1.3. Speaking Activities.

Of the three Speaking Activities Selected (Asking questions, Answering questions, and participating in discussions), 60% of the respondents favoured 'Asking questions' over the others. This was because students need to ask questions for clarification. History and Political Education teachers, that is 40% of the respondents, believed that 'Participating in discussions' was the most important Speaking Activity. This was because the nature of the subject matter calls for 'discussions'.

For those who favoured 'Asking questions' over the other activities, the activities 'Answering questions', and 'Participating in discussions, were important in that order. For History and Political Education teachers, however, 'Asking questions' was the next important activity to 'Discussions'.

When compared with the questionnaire results, the questionnaire results of the Speaking Activities were parallel with what the minority interviewees favoured. That is, the order of importance of the activities as 'Discussions', 'Asking questions', and 'Answering questions' in the questionnaire was similarly accepted by 40% of the interviewees, the minority.

4.4.1.4. Reading Activities.

Of the Reading Activities, reading 'textbooks' was regarded as the most important by 50% of the interviewees. For the other 50%, reading 'other related materials' was the most important. Those who favoured 'textbook' believe that students need to read textbooks for mastery of the subject matter. The others favoured reading of 'other related materials' because subjects such as Physics and Chemistry did not (do not) have textbooks. And History teachers felt the need of reading other materials because, to go on a par with current affairs, information was sought from various sources.

On deciding what the second important activity should be, different responses were found. 40% favoured reading 'others';

30% 'Assignments'; and 10% 'Questions'. Those who favoured 'textbook' were 20%. Considerations of third and fourth rankings revealed that 90% of the respondents favoured 'Questions' to 'Instructions'.

When these results were compared with the results found in the questionnaire, they agreed in considering 'textbook' and 'others' as the most important ones except that these two activities were equally important for the interviewees. Reading 'handouts' was never given attention by the interviewees. Reading 'Questions' and 'instructions' was significant by the interviewees while questionnaire respondents categorised them under 'Not important'. Reading 'assignments' was in the fourth order in the questionnaire results, while here respondents regarded it to occupy the second position.

4.4.1.5. Writing Activities.

Social Science and Natural Science teachers ranked three or four Writing Activities respectively. They differed because lab work is not available in the Social Sciences. Of the Writing Activities, writing 'Answers in examinations' was the felt-need by 50% of the respondents. The other 50% favoured 'Note making'. For those who favoured writing 'Answers in examinations', 'Note making' was secondary and the vice versa. The findings showed that 'Note making' was favoured much by those teachers whose subjects did not have textbooks, and the ones whose subjects required reading other materials.

60% of the respondents put writing 'assignments' in the third order. 20% did not regard its importance. The other 20% regarded it equally important with 'Note making'. Natural Sciences teachers considered writing 'Lab report' as 'Not important' and 'unpractical' because lab work was limited to demonstrations.

Significant differences were not observed from the two instruments except that 'Note making' and 'Writing answers in examinations' were equally important for the interviewees.

4.4.2 Analyses of Student Interviews.

From the 15 students selected, 13(86.7%) were interviewed. 2(13.3%) students both from Yekatit 12 High School were not interviewed. Information about students' performance of the Language Activities is included in this section. The information here is used as a complementary study to the questionnaire.

4.4.2.1. Findings.

Student interviewees confirmed that 'Listening to Explanations' was the most frequent activity of the Listening Activities. Teachers' explanations were much of the time in English and some times in the vernacular. Students said that, as a usual performance, they make notes from teachers' explanations. On a closer investigation, however, making notes was merely interrelated to what they copied from the blackboard. The interviewees said that they listened to 'questions' and 'answers' initiated either by teachers or students more frequently than to

'discussions'. They considered, in fact, 'discussions' merely as 'question and answer'. Compared with the questionnaire results, the interview results designated similarities in the students' performance of the Listening Activities.

Students' performance of the three Speaking Activities (Asking questions, answering questions, Discussions) was frequent in the order 'Asking questions', 'Answering questions', and 'Discussions'. This was because they asked questions for clarifications, and participated in giving responses. The interviewees confirmed that they used Amharic in asking, answering and discussing; and they preferred to keep quiet when they were forced to speak in English.

Comparison with the questionnaire results revealed that the interview results were not parallel with what was true in the majority of cases of the questionnaire results. (See 4.2.2.2.)

Of the Reading Activities, students most frequently read 'questions' and 'instructions' in assignments, tests and final examinations. They said that reading 'instructions' was easier for them to understand, while they often failed to understand questions. Often, the students read their Biology and Political Education textbooks. For Physics and Chemistry, they usually read other related materials because, textbooks were (are) not available. In addition, they read other materials related to History and Political Education, because the subjects require information about current affairs.

The interview results of the Reading Activities bear comparison with what was observed in the questionnaire. However, few distinctions were found. Firstly, reading 'questions' and 'instructions' which were frequent in that order in the questionnaire results were found equally frequent here. Of these two activities, reading instructions was not difficult. Hence, reading 'questions' could be related to the felt-need observed in the teacher interview responses. Secondly, reading 'handouts', which was 'occasionally' read as to the responses in the questionnaire, was not considered as relevant by the interviewees. Thirdly, when the majority of cases were observed, reading of 'related materials' and 'textbooks' was frequent in that order by the interviewees. However, the results of the questionnaire indicated that reading of 'textbooks' was more frequent.

The students' performance of the Writing Activities was also observed. The interviewees provided similar responses to the results found in the questionnaire. Thus, most often they make notes from their readings, and occasionally write short answers for defining questions in tests and final examinations. Although defining questions have been included in examinations and tests, 92.3% of the interviewees admitted that they have not attempted to respond to such types of questions. Lab reports were 'never' written by any of the interviewees.

4.5 Discussions of Questionnaire and Interview Results.

Two complementary analytical methods were utilized in order to investigate the communicative needs of the high schools in Addis Ababa. Utilizing the methods, we have ascertained what language activities are important for the students and/or most frequently engaged in by them in the course of their study. Additionally, the orders of importance and/ or frequency of the activities were identified. On actual scrutiny, the finding based on the questionnaire and interview results indicated more or less similar kinds of important and frequent activities. However, the orders of importance and frequency of the activities found in the questionnaire results were, in most cases, invalidated by the interviewees. Relatively similar orders were observed in the first ranking activities.

Since considerable differences were not observed between the results of the two complementary methods in indicating what the most important and frequent language activities for the students in the course of their study are, attempts were made to devise congruent resultant skills for each activity by selecting from Munby's taxonomy of skills. The group numbers of the congruent resultant skills from Munby are given in each activity below.

4.5.1. Listening Activities.

The most important and/or frequent listening activities were 'listening to explanation', 'listening to discussions', 'listening to instructions', 'note making', and 'listening to questions and answers'. All these language activities can be translated into the following realistic micro - skills.

group

no

skill

- | | |
|----|---|
| 1 | Discriminating sounds in isolate word forms |
| 3 | Discriminating sounds in connected speech |
| 5 | Discriminating stress patterns within words |
| 7 | Recognizing variation in stress in connected speech |
| 9 | Recongnising the use of stress in connected speech |
| 11 | Understanding intonation patterns: neutral position of
nucleus and use of tone |
| 13 | Understanding intonation patterns: interpreting attitudinal
meaning through variation of tone or nuclear shift |
| 15 | Interpreting attitudinal meaning |
| 19 | Deducing the meaning and use of unfamiliar lexical items |
| 20 | Understanding explicit'y stated information |
| 22 | Understanding information in the text, not explicitly
stated |
| 24 | Understanding conceptual meaning |
| 26 | Understanding the communicative value (function) of
sentences and utherances |
| 28 | Understanding relations within the sentence |
| 30 | Understanding relations between parts of a text through
lexical cohesion devices |
| 32 | Understanding relations between parts of a text through
grammatical cohesion devices |
| 34 | Interpreting the text by going outside it |
| 35 | Recognising indicators in discourse |
| 37 | Identifying the main point or important information in
a piece of discourse |
| 39 | Distinguishing the main idea from supporting ideas |

group

<u>no</u>	<u>skill</u>
-----------	--------------

- | | |
|----|---|
| 40 | Extracting salient points to summarise |
| 43 | Reducing the text through rejecting redundant or irrelevant information and items |
| 52 | Transcoding information in speech to diagrammatic display |
| 53 | Recoding information. |

Of the listening activities mentioned, 'listening to explanations' and 'listening to discussions' comprise all the micro-skills above but most probably groups 52 and 53. These two groups require transformation into graphic representations. 'Listening to instructions' characteristically refers to simple, straightforward information. Hence group 3 and particularly group 20 are realistic skills for it. Since listening to 'questions and answers' has verbal interactional values, it avoids close contacts with texts except in rare cases when teachers ask reading listening texts. For this reason, groups 13,15,20,24,34,35 and 37 can be taken as pertinent to this activity.

Students can make notes from their readings and /or from listening to their teachers' explanations. In this part, we refer to 'making notes' from listening. The activity requires distinguishing between the important and the non-important points. It has also strong connections with listening and graphic representation of thoughts. Therefore, groups 39,40, 43,52 and 53 can be taken as the most important resultant skills for it.

4.5.2. Speaking Activities.

The most important speaking activities were 'participating in discussions,' 'asking questions,' and

'answering questions'. All these activities can be translated into the following resultant skills.

group

<u>no</u>	<u>skill</u>
2	Articulating sounds in isolate word forms
4	Articulating sounds in connected speech
6	Articulating stress patterns within words
8	Manipulating variation in stress in connected speech
10	Manipulating the use of stress in connected speech
12	Producing intonation patterns: neutral position of nucleus and use of tone
14	Producing intonation patterns: expressing attitudinal meaning through variation of tone or nuclear shift
16	Expressing attitudinal meaning
21	Expressing information explicitly
23	Expressing information implicitly
25	Expressing conceptual meaning
27	Expressing the communicative value (function) of sentences and utterances
29	Expressing relations within the sentence
31	Expressing relations between parts of a text through lexical cohesion devices
33	Expressing relations between parts of a text through grammatical cohesion devices
36	Using indicators in discourse
38	Indicating the main point or important information in a piece of discourse
47	Initiating in discourse
48	Maintaining in discourse

group

no

skill

- 49 Terminating in discourse
- 51 Transcoding information presented in diagrammatic display
- 53 Recoding information
- 54 Relaying information

Many of the resultant skills mentioned above can be applicable to 'Participating in discussions'. Since 'discussions' implies 'connected speech', groups 4,8,10,12,14,16,21,25,36 and 38 are very important. Groups 47,48, and 49 are requirements to discussants. The two activities, 'asking questions' and 'answering questions' are interrelated. Groups 4,6,8,10,16,21, 25,38 and 47 can be applicable resultant skills to enable the students to ask and answer questions.

4.5.3. Reading Activities.

The most important and/or frequent reading activities were 'reading textbooks' 'reading other related materials', 'reading handouts', 'reading assignments', 'reading questions', and 'reading instructions'. This is when the two instruments of investigation were considered. The following resultant skills from Munby (1978) are pertinent to the reading activities.

group

no

skill

- | | |
|----|--|
| 17 | Recognising the script of a language |
| 18 | Deducing the meaning and use of unfamiliar lexical items |
| 20 | Understanding explicitly stated information |
| 22 | Understanding information in the text, not explicitly stated |
| 24 | Understanding conceptual meaning |
| 26 | Understanding the communicative value (function) of sentences and utterances |
| 28 | Understanding relations within the sentence |
| 30 | Understanding relations between parts of a text through lexical cohesion devices |
| 32 | Understanding relations between parts of a text through grammatical cohesion devices |
| 34 | Interpreting text by going outside it |
| 35 | Recognising indicators in discourse |
| 37 | Identifying the main point or important information in a piece of discourse |
| 38 | Indicating the main point or important information in a piece of discourse |
| 39 | Distinguishing the main idea from supporting details |
| 40 | Extracting salient points to summarise |
| 41 | Selective extraction of relevant points from a text |
| 42 | Expanding salient/relevant points into summary |
| 44 | Basic reference skills: Understanding and use |
| 45 | Skimming |
| 46 | Scanning to locate specifically required information |
| 51 | Transcoding information presented in diagrammatic display |

Readings of 'textbooks' and 'other related materials' can comprise all the above skills. Selections can be made only on the basis of the aim or aims of reading. The purposes of reading these materials are multiple, hence all the above skills are applicable to them unless we specify the purpose of our reading. For 'reading questions', the most important skills are probably those that are related to understanding, such as groups 20, 22, 24, 26, 28, 30 and 32. Other skills that help understand materials such as groups 35 and 44 are also applicable. 'Reading assignments' may require information from 'textbooks' and 'other related materials'. When assignments are provided, students are required to find out main points from texts. Thus, mastery of the skills in groups 20, 22, 24, 34, 37, 38, 39, 40, 41, and 42 is essential. Finally, "reading instructions", which students mostly find in examinations, can comprise groups 17, 20 especially. This is because reading of instructions requires simple, straightforward language.

4.5.4 Writing activities.

The most important and/or frequent writing activities were 'writing answers in examinations', 'note-making', 'writing assignments', and 'writing lab report'. As has been stated earlier, 'writing lab report' was not commonly practised. Only a relative rank was provided for it. Therefore, the discussion in relation to the resultant skills is not given in this section. The resultant skills pertinent to the writing activities can be:

group

<u>no</u>	<u>skill</u>
18	Manipulating the script of a language
21	Expressing information explicitly
23	Expressing information implicitly
25	Expressing conceptual meaning
27	Expressing the communicative value (function) of sentences and utterances
29	Expressing relations within a sentence
31	Expressing relations between parts of a text through lexical cohesion
33	Expressing relations between parts of a text through grammatical cohesion
36	Using indicators in discourse
40	Extracting salient points to summarise
42	Expanding salient/relevant points into a summary
43	Reducing the text through rejecting redundant or irrelevant information and items
44	Basic reference skills: Understanding and use
50	Planning and organising information in expository language (esp. presentation of reports, expounding an argument, evaluation of evidence), using rhetorical functions
54	Relaying information

'Writing answers in examinations' refers to essay types of questions. Since students are required to provide short answers, groups 18, 21, 25, 36, 44 and 50 can be applicable.

'Note-making' requires extraction and summary of salient points. Thus, this activity can comprise resultant skills such as in groups 40, 42, 43 and 54. Similarly, 'writing

assignments' needs summarising what one has read. Therefore the groups relevant for 'note making' can be important for this activity too,

On the whole, some of the skills which were important to the receptive and productive activities were found overlapping. But, the skills can be used either verbally or represented graphically. This shows the same group of skills can be used distinctly for aural-oral purpose or for writing.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions.

The main purpose of this study was to identify the communicative needs of the high schools with respect to the language skills and language activities. Putting the language activities in order of importance and frequency of performance was also one of the objects.

To achieve this end, questionnaires and interviews were used as instruments of investigation. The macro-skills and the language activities which were not categorised under 'Not important' by the subjects along with the resultant micro-skills, are taken as the communicative needs of the learners. Except those language activities which were 'never' performed by the students, the rest are related to the felt-need of the learners. For the 'felt-need' macro-skills and language activities, relative ranks and relative frequencies were provided.

Analyses of the data revealed that questionnaire and interview results were not favourably comparable. In addition, student and teacher questionnaire results indicated significant differences in that what was considered important by teachers was not a frequent activity students performed. The same was true in the interviews. For instance, (1) teacher questionnaire results that revealed the outranking of the receptive skills over the productive skills in importance (that is, in the order 'Listening-Reading-Writing-Speaking') were not obtained in the interview; (2) teacher questionnaire results revealed that 'listening to explanations' and 'listening to discussions'

were the most important listening activities, while interview results showed 'listening to explanations' and 'note-making' at the head of the rank; (3) the order of importance of the speaking activities also varied. Participating in 'Discussions' followed by 'Asking questions' was observed from the questionnaire results, but 'Asking questions' was the most favoured activity followed by 'Answering questions' in the interviews; (4) when the majority of cases were observed, teacher questionnaire results revealed that reading of 'textbooks' and 'others' outranked the other activities in that sequence, but interview results indicated that these activities are equally important; (5) of the writing activities, teacher questionnaire results indicated 'Note-making' at the head of the rank and then 'Answering questions in examinations', while these two activities were equally important for the teacher interviewees.

Differences also existed between student questionnaire and interview results. For instance, (1) student questionnaire results of the speaking activities revealed that 'Answering questions' was the most frequent activity students perform, but interview results indicated 'Asking questions' was more frequent than 'Answering questions'; (2) reading of 'Questions' and 'Instructions' that were frequent in that order in the questionnaire were equally frequently performed by the interviewees.

When the teacher and student questionnaires results were considered, the speaking activity which was deemed to be the 'felt-need' (Asking questions) in the teacher questionnaire was not found the most frequent activity. Similarly, the most

important reading activities were not found the most frequent activities.

We can conclude from this study that all the activities whose relative ranks and frequencies were provided in the overall considerations can be the 'common' communicative needs of the high schools in Addis Ababa. Although the complementary instruments of investigation indicated varied orders of importance and frequency rates, their interpretation to the resultant skills, in whatever order they occur, is inevitable. Hence, by taking the information provided in this study into account, selection of the micro-skills from the inventory of Munby (1978) can result in a systematic provision of resultant skills. The attempt made to put the language activities in order can be a necessary clue to allot time for each micro-skill in a course design.

5.2 Recommendations.

On the basis of the study, the following recommendations are given:

- (1) Courses should include the communicative needs of the learners investigated (that is, the macro-skills, the language activities and hence the resultant skills). The courses should be designed by putting a heavy weight on the primal skill and activity;
- (2) What the students already know and what they should learn as 'activities' and 'skills' should be studied;

- (3) Hence, textbooks should reflect the needs of the learners (the skills and activities) at their levels;
- (4) Considering beginning levels is crucially significant to found a basis for further education; hence the systematic selection of what is to be taught should start at grade 9; at best, at the Junior secondary level.

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APPENDIX A

Munby's Taxonomy of Language Skills.

1. Discriminating sounds in isolate word forms:
 - 1.1 phonemes, especially phonemic contrasts
 - 1.2 phoneme sequences
 - 1.3 allophonic variants
 - 1.4 assimilated and elided forms (esp. reduction of vowels and consonant clusters)
 - 1.5 permissible phonemic variation
2. Articulating Sounds in isolate word forms:
 - 2.1 phonemes, esp. phonemic contrasts
 - 2.2 phonemic sequences
 - 2.3 allophonic variants
 - 2.4 assimilated and elided forms (esp. reduction of vowels and consonant clusters)
 - 2.5 permissible phonemic variation
3. Discriminating sounds in connected speech:
 - 3.1 strong and weak forms
 - 3.2 neutralisation of weak forms
 - 3.3 reduction of unstressed vowels
 - 3.4 modification of sounds, esp. at word boundaries, through
 - 3.4.1 assimilation
 - 3.4.2 elision
 - 3.4.3 liaison
 - 3.5 phonemic change at word boundaries
 - 3.6 allophonic variation at word boundaries

4. Articulating sounds in connected speech:

4.1 strong and weak forms

4.2 neutralisation of weak forms

4.3 reduction of unstressed vowels

4.4 modification of sounds, esp. at word boundaries,
through

4.4.1 assimilation

4.4.2 elision

4.4.3 liaison

4.5 phonemic change at word boundaries

4.6 allophonic variation at word boundaries

5. Discriminating stress patterns within words:

5.1 characteristic accentual patterns

5.2 meaningful accentual patterns

5.3 compounds

6. Articulating stress patterns within words:

6.1 characteristic accentual patterns

6.2 meaningful accentual patterns

6.3 compounds

7. Recognising variation in stress in connected speech.

7.1 variation of word accentual patterns for rhythmic
considerations (e.g. accent shift in 'level-stress' words)

7.2 variation of word accentual patterns for meaningful
prominence

7.3 non-stressing of pronouns

7.4 differentiating phrases from compounds

8. Manipulating variation in stress in connected speech:

8.1 variation of word accentual patterns for rhythmic
considerations (e.g. accent shift in 'level-strees'
words)

- 8.2 variation of word accentual patterns for meaningful prominence
- 8.3 non-stressing of pronouns
- 8.4 differentiating phrases from compounds
- 9. Recognising the use of stress in connected speech
 - 9.1 for indicating information units:
 - 9.1.1 content words and form words
 - 9.1.2 rhythmic patterning
 - 9.2 for emphasis, through location of nuclear accent
 - 9.3 for contrast, through nuclear shift
- 10. Manipulating the use of stress in connected speech
 - 10.1 for indicating information units:
 - 10.1.1 content words and form words
 - 10.1.2 rhythmic patterning
 - 10.2 for emphasis, through location of nuclear accent
 - 10.3 for contrast, through nuclear shift
- 11. Understanding intonation patterns: neutral position of nucleus and use of tone, in respect of
 - 11.1 falling tone with declarative/ moodless clauses
 - 11.2 falling tone with interrogative clauses beginning with a question-word
 - 11.3 falling tone with imperative clauses
 - 11.4 rising tone with 'yes/no' interrogative clauses
 - 11.5 rising tone with non-final clauses
 - 11.6 fall-rise tone with any clause type
 - 11.7 rise-fall tone with any clause type
 - 11.8 multi-nuclear patterns
 - 11.9 tones with question tags
 - 11.10 others

12. Producing intonation patterns: neutral position of nucleus and use of tone, in respect of
 - 12.1 falling tone with declarative/moodless clauses
 - 12.2 falling tone with interrogative clauses beginning with a question word
 - 12.3 falling tone with imperative clauses
 - 12.4 rising tone with 'yes/no' interrogative clauses
 - 12.5 rising tone with non-final clauses
 - 12.6 fall-rise tone with any clause type
 - 12.7 rise-fall tone with any clause type
 - 12.8 multi-nuclear patterns
 - 12.9 tones with question tags
 - 12.10 others
13. Understanding intonation patterns: interpreting attitudinal meaning through variation of tone or nuclear shift, viz.
 - 13.1 rising tone with declarative/moodless clauses
 - 13.2 rising tone with interrogatives beginning with a question word, having the nucleus in
 - 13.2.1 end position
 - 13.2.2 front position
 - 13.3 same as 11.2 but nuclear shift to front position
 - 13.4 rising tone with imperative clauses
 - 13.5 falling tone with 'yes/no ' interrogative clauses
 - 13.6 same as 11.4 but nuclear shift to front position
 - 13.7 others
14. Producing intonation patterns: expressing attitudinal meaning through variation of tone or nuclear shift, viz.

- 14.1 rising tone with declarative /moodless clauses
- 14.2 rising tone with interrogatives beginning with a question word, having the nucleus in
 - 14.2.1 end position
 - 14.2.2 front position
- 14.3 same as 12.2 but nuclear shift to front position
- 14.4 rising tone with imperative clauses
- 14.5 falling tone with 'yes/no' interrogative clauses
- 14.6 same as 12.4 but nuclear shift to front position
- 14.7 others
- 15. Interpreting attitudinal meaning through
 - 15.1 pitch height
 - 15.2 pitch range
 - 15.3 pause
 - 15.4 tempo
- 16. Expressing attitudinal meaning through
 - 16.1 pitch height
 - 16.2 pitch range
 - 16.3 pause
 - 16.4 tempo
- 17. Recognising the script of a language:
 - 17.1 discriminating the graphemes
 - 17.2 following grapheme sequences (spelling system)
 - 17.3 understanding punctuation
- 18. Manipulating the script of a language:
 - 18.1 forming the graphemes
 - 18.2 catenating grapheme sequences (spelling system)
 - 18.3 using punctuation

19. Deducing the meaning and use of unfamiliar lexical items, through
 - 19.1 understanding word formation:
 - 19.1.1 stems /roots
 - 19.1.2 affixation
 - 19.1.3 derivation
 - 19.1.4 compounding
 - 19.2 contextual clues
20. Understanding explicitly stated information
21. Expressing information explicitly
22. Understanding information in the text, not explicitly stated, through
 - 22.1 making inferences
 - 22.2 understanding figurative language
23. Expressing information implicitly, through
 - 23.1 inference
 - 23.2 figurative language
24. Understanding conceptual meaning, especially
 - 24.1 quantity and amount
 - 24.2 definiteness and indefiniteness
 - 24.3 comparison; degree
 - 24.4 time (esp. tense and aspect)
 - 24.5 location; direction
 - 24.6 means; instrument
 - 24.7 cause; result; purpose; reason; condition; contrast
25. Expressing conceptual meaning, especially
 - 25.1 quantity and amount
 - 25.2 definiteness and indefiniteness

- 25.3 comparison; degree
- 25.4 time (esp. tense and aspect)
- 25.5 location; direction
- 25.6 means; instrument
- 25.7 cause; result; purpose; reason; condition; contrast
- 26. Understanding the communicative value (function) of sentences and utterances
 - 26.1 with explicit indicators
 - 26.2 without explicit indicators
 - e.g. an interrogative that is a polite command; a statement that is in fact a suggestion, warning, etc. depending on the context; relationships of result, reformulation, etc., without 'therefore', 'in other words', etc.
- 27. Expressing the communicative value (function) of sentences and utterances
 - 27.1 using explicit indicators
 - 27.2 without explicit indicators
- 28. Understanding relations within the sentence, especially
 - 28.1 elements of sentence structure
 - 28.2 modification structure:
 - 28.2.1 premodification
 - 28.2.2 postmodification
 - 28.2.3 disjuncts
 - 28.2 negation
 - 28.4 modal auxiliaries
 - 28.5 intra-sentential connectors
 - 28.6 complex embedding
 - 28.7 focus and theme:

28.7.1 thematic fronting; and inversion

28.7.2 postponement

29. Expressing relations within the sentence, using especially

29.1 elements of sentence structure

29.2 modification structure

29.2.1 premodification

29.2.2 postmodification

29.2.3 disjuncts

29.3 negation

29.4 modal auxiliaries

29.5 intra-sentential connectors

29.6 complex embedding

29.7 focus and theme:

29.7.1 thematic fronting; and inversion

29.7.2 postponement

30. Understanding relations between parts of a text through lexical cohesion devices of

30.1 repetition

30.2 synonymy

30.3 hyponymy

30.4 antithesis

30.5 apposition

30.6 lexical set/collocation

30.7 pro-forms/general words

31. Expressing relations between parts of a text through lexical cohesion devices of

31.1 repetition

31.2 synonymy

- 31.3 hyponymy
- 31.4 antithesis
- 31.5 apposition
- 31.6 lexical set/collocation
- 31.7 pro-forms/general words
- 32. Understanding relations between parts of a text through grammatical cohesion devices of
 - 32.1 reference (anaphoric and cataphoric)
 - 32.2 comparison
 - 32.3 substitution
 - 32.4 ellipsis
 - 32.5 time and place relaters
 - 32.6 logical connecters
- 33. Expressing relations between parts of a text through grammatical cohesion devices of
 - 33.1 reference (anaphoric and cataphoric)
 - 33.2 comparison
 - 33.3 substitution
 - 33.4 ellipsis
 - 33.5 time and place relaters
 - 33.6 logical connecters
- 34. Interpreting text by going outside it,
 - 34.1 using exophoric reference
 - 34.2 'reading between the lines'
 - 34.3 integrating data in the text with own experience or knowledge of the world
- 35. Recognising indicators in discourse for
 - 35.1 introducing an idea
 - 35.2 developing an idea (e.g. adding points, reinforcing argument)

- 35.3 transition to another idea
- 35.4 concluding an idea
- 35.5 emphasising a point
- 35.6 explanation or clarification of point already made
- 35.7 anticipating an objection or contrary view
- 36. Using indicators in discourse for
 - 36.1 introducing an idea
 - 36.2 developing an idea (e.g. adding points, reinforcing argument)
 - 36.3 transition to another idea
 - 36.4 concluding an idea
 - 36.5 emphasising an idea
 - 36.6 explanation or clarification of point already made
 - 36.7 anticipating an objection or contrary view
- 37. Identifying the main point or important information in a piece of discourse, through
 - 37.1 vocal underlining (e.g. decreased speed, increased volume)
 - 37.2 end-focus and end-weight
 - 37.3 verbal cues (e.g. 'The point I want to make is....')
 - 37.4 topic sentence, in paragraphs of
 - 37.4.1 inductive organisation
 - 37.4.2 deductive organisation
- 38. Indicating the main point or important information in a piece of discourse, through
 - 38.1 vocal underlining (e.g. decreased speed, increased volume)
 - 38.2 end-focus and end-weight
 - 38.3 verbal cues (e.g. 'The point I want to make is...')

- 38.4 topic sentence, in paragraphs of
 - 38.4.1 inductive organisation
 - 38.4.2 deductive organisation
- 39. Distinguishing the main idea from supporting details, by differentiating
 - 39.1 primary from secondary significance
 - 39.2 the whole from its parts
 - 39.3 a process from its stages
 - 39.4 category from exponent
 - 39.5 statement from example
 - 39.6 fact from opinion
 - 39.7 a proposition from its argument
- 40. Extracting salient points to summarise
 - 40.1 the whole text
 - 40.2 a specific idea /topic in the text
 - 40.3 the underlying idea or point of the text
- 41. Selective extraction of relevant points from a text, involving
 - 41.1 the coordination of related information
 - 41.2 the ordered rearrangement of contrasting items
 - 41.3 the tabulation of information for comparison and contrast
- 42. Expanding salient/relevant points into summary of
 - 42.1 the whole text
 - 42.2 a specific idea /topic in the text
- 43. Reducing the text through rejecting redundant or irrelevant information and items, especially
 - 43.1 omission of closed-system items (e.g. determiners)
 - 43.2 omission of repetition, circumlocution, digression, false starts

- 43.3 compression of sentences or word groups
- 43.4 compression of examples
- 43.5 use of abbreviations
- 43.6 use of symbols denoting relationships between
states, processes, etc.
- 44. Basic reference skills: understanding and use of
 - 44.1 graphic presentation, viz. headings, sub-headings,
numbering, indentation, bold print, footnotes
 - 44.2 table of content and index
 - 44.3 cross-referencing
 - 44.4 card catalogue
 - 44.5 phonetic transcription /diacritics
- 45. Skimming to obtain
 - 45.1 the gist of the text
 - 45.2 a general impression of the text
- 46. scanning to locate specifically required information on
 - 46.1 a single point, involving a simple search
 - 46.2 a single point, involving a complex search
 - 46.3 more than one point, involving a simple search
 - 46.4 more than one point, involving a complex search
 - 46.5 a whole topic
- 47. Initiating in discourse:
 - 47.1 how to initiate the discourse (elicit, inform,
direct, etc.)
 - 47.2 how to introduce a new point (using verbal
and vocal cues)
 - 47.3 how to introduce a topic (using appropriate micro-
functions such as explanation, hypothesis, question)

48. Maintaining the discourse

48.1 how to respond (acknowledge, reply, loop, agree, disagree, etc.)

48.2 how to continue (add, exemplify, justify, evaluate, etc.)

48.3 how to adapt, as result of feedback, esp. in mid-utterance (amplify, omit, reformulate, etc.)

48.4 how to turn-take (interrupt, challenge, inquire, dove-tail, etc.)

48.5 how to mark time (stall, 'breathing-space' formula, etc.)

49. Terminating in discourse

49.1 how to mark boundaries in discourse (verbal and vocal cues)

49.2 how to come out of the discourse (excuse, concede, pass, etc.)

48.3 how to conclude a topic (using appropriate micro-functions such as substantiation, and verbal cues for summing up, etc.)

50. Planning and organising information in expository language (esp. Presentation of reports, expounding an argument, evaluation of evidence), using rhetorical functions, especially

50.1 definition ✓

50.2 classification

50.3 description of properties

50.4 description of process

50.5 description of change of state

51. Transcoding information presented in diagrammatic display, involving

- 51.1. Straight conversion of diagram /table/ graph into speech/writing
- 52.2 interpretation or comparison of diagrams /tables/ graphs in speech/writing
- 52. Transcoding information in speech/writing to diagrammatic display, through
 - 52.1 completing a diagram /table/ graph
 - 52.2 constructing one or more diagrams /tables/ graphs
- 53. Recoding information (expressing/ understanding equivalence of meaning)
 - 53.1. within the same style (e.g. Paraphrasing to avoid repetition)
 - 53.2. across different styles(e.g. from technical to lay)
- 54. Relaying information
 - 54.1. directly (commentary /description concurrent with action)
 - 54.2. indirectly (reporting)

APPENDIX B

Teacher Questionnaire

The object of the questionnaire is to identify the communicative needs of the high schools in A.A. with respect to the language skills and the language activities. The questionnaire aims at investigating the most important language skills and language activities to the different subject classes.

The study is believed to yield a lot for the course designers and materials writers of the English Language. In effect, it helps the learners improve their ability in the language, which, in turn, can be an advantage for them to learn other subjects successfully. Thus, your genuine responses can contribute invaluable rewards to the paper.

A. Please provide personal information about yourself.

Sex M F (tick ✓)

☐	☐
--------------------------	--------------------------

Nationality _____

Subject you teach _____

Qualification _____

Service (how many years?) _____

School (where you teach now) _____

B. Please rank the four language skills in order of importance in the subject you teach. Use the following scale.

1. has first importance
2. has second importance
3. has third importance
4. has fourth importance
5. has no importance at all

(use each scale only once.)

_____ listening

----- speaking

----- reading

----- writing

C. Please rank the following activities in order of importance in the subject you teach. Use the scale below to rank the activities. (Remember: Use the scale only once for each activity). If the activity is not important at all, write "not important".

Scale

1. has first importance
2. has second importance

3. has third importance

4. has fourth importance

I. Listening activities.

Which of the following listening activities in English are very important for the subject you teach? Students

_____ listening to explanations

_____ listening to instructions

_____ note making from listening (when you explain)

_____ writing from dictations

_____ listening to discussions

Others: _____

II. Speaking activities.

Which of the following speaking activities in English are very important for the subject you teach? Students

_____ asking questions for clarification

_____ answering questions

_____ discussing on issues raised

Others: _____

III. Reading activities.

Which of the following reading activities in English are very important for the subject you teach? Students

- _____ reading textbooks
- _____ reading handouts
- _____ reading other materials (books other than textbooks
and other related materials)
- _____ reading dictionaries
- _____ reading instructions in exams
- _____ reading questions in examinations
- _____ reading assignments

Others: _____

IV. Writing activities.

Which writing activities in English are very important
for the subject you teach? Students

- _____ note-making (from reading)
- _____ writing answers to questions in examinations
(such as definitions)
- _____ writing answers for assignments
- _____ writing lab reports

Others: _____

D. Suggestions and/or further information.

APPENDIX C

Student Questionnaire (translated.).

The object of the questionnaire is to identify the communicative needs of the high schools in A.A. The questionnaire aims at investigating the most frequently performed language activities by the students in the course of their study.

The study can be directly relevant to course designers and materials. And, in effect, it can be relevant to high school students in Ethiopia. This is because courses designed on the basis of learners' needs can help the learners develop the required language ability to learn their other school subjects.

Thus, students are requested to provide your genuine responses using the following rating scales: Never, Seldom, Occasionally or Often.

Please provide personal information about yourself.

Sex M F
☐ ☐

Stream Natural science Social Science (tick✓)
☐ ☐

School _____

N.B. Four rating scales (A-D below) are given to investigate the frequency rate of performance of the language activities. Put the letter of the scale against each subject to indicate the frequency rate of each language activity. Use each scale only once for each subject and language activity.

Scales.

- A. Never
- B. Seldom
- C. Occasionally
- D. Often

Example:

If you are a Social science student, you rate your performance of the language activity, in each subject as the following example.

I You read books written in English	Bio	Ch	Phy	Geo.	His.	Pol.
	D	-	-	B	D	A

I. You listen to Bio. ch. Phy. Geo. His. Pol.

1. teacher's explanations
2. teacher's questions
3. discussions

II. You speak

1. in discussions
2. to ask questions
3. to answer questions

III. You read

1. the textbook
2. other related book (s)
3. handouts
4. multiple choice questions
5. instructions (in examinations, etc.)

IV. You

1. make notes (from listening or reading)
2. write short notes for defining questions
in exams
3. write lab reports

N.B. If you perform other activities than the ones listed here, provide information at the back of this page.

APPENDIX D

Initial Teacher Interview Questions.

(translated)

1. Do the students ask questions in your subject classes?
2. Do your students understand your explanations in English?
3. What type of questions do you ask your students in examinations?
4. What reading assignments do you give your students?
5. Which of the four language skills is/are very important for the subject you teach?

APPENDIX E

Initial Student Interview Questions

(translated)

1. In what language do you listen to teachers' explanations often?
2. Do you ask, answer and/or discuss in the classroom?
3. In which of the subjects you learn are questions and/or discussions common?
4. What type of questions do you take in your examinations?
5. What reading assignments do your teachers give you?

Appendix F
Teacher Questionnaire: Raw Scores by Subjects
I Macro-skills.

Biology (17)										
skill	rank					percent				
	1	2	3	4	Tot	1	2	3	4	Tot
Listening	14	3	0	0	17	82.4	17.6	0	0	100
Speaking	2	3	4	8	17	11.8	17.6	23.5	47.1	100
Reading	0	5	10	2	17	0	29.4	58.8	11.8	100
Writing	1	6	3	7	17	5.9	35.3	17.6	41.2	100

Chemistry (16)										
Listening	14	2	0	0	16	87.5	12.5	0	0	100
Speaking	1	4	0	11	16	6.3	25.0	0	68.8	100.1
Reading	1	6	8	1	16	6.3	37.5	50.0	6.3	100.1
Writing	0	4	8	4	16	0	25.0	50.0	25.0	100

N.B. Total no. of responses are given in brackets for each subject.
(P.T.O.)

Physics (13)

	1	2	3	4	Tot.	1	2	3	4	Tot.
Listening	11	0	2	0	13	84.6	0	15.4	0	100
Speaking	0	1	1	11	13	0	7.7	7.7	84.6	100
Reading	2	6	5	0	13	15.4	42.2	38.5	0	100.1
Writing	0	6	5	2	13	0	46.2	38.5	15.4	100.1

History (4)

Listening	2	1	1	0	4	50.0	25.0	25.0	0	100
Speaking	1	3	0	0	4	25.0	75.0	0	0	100
Reading	1	0	2	1	4	25.0	0	50.0	25.0	100
Writing	0	0	1	3	4	0	0	25.0	75.0	100

Geography (4)

Listening	4	0	0	0	4	100.0	0	0	0	100
Speaking	0	3	0	1	4	0	75.0	0	25.0	100
Reading	0	0	3	1	4	0	0	75.0	25.0	100
Writing	0	1	1	2	4	0	25.0	25.0	50.0	100

Political Education (7)

	1	2	3	4	Tot.	1	2	3	4	Tot.
Listening	4	0	3	0	7	57.1	0	42.9	0	100
Speaking	2	1	2	2	7	28.6	14.3	28.6	28.6	100.1
Reading	1	4	2	0	7	14.3	57.1	28.6	0	100
Writing	0	2	0	5	7	0	28.6	0	71.4	100

Total (61)

Listening	49	6	6	0	61	80.3	9.8	9.8	0	99.9
Speaking	6	15	7	33	61	9.8	24.6	11.5	54.1	100
Reading	5	21	30	5	61	8.2	34.4	49.2	8.2	100
Writing	1	19	18	23	61	1.6	31.1	29.5	37.7	99.9

II Listening Activities.
Biology (17)

Activity	rank						percent					
	1	2	3	4	5(NI)	Tot	1	2	3	4	5(NI)	Tot.
Explanation	12	4	1	0	0	17	70.6	23.5	5.9	0	0	100
Instruction	3	4	5	3	2	17	17.6	23.5	29.4	17.6	11.8	99.9
Note making	1	3	4	3	1	17	5.9	17.6	23.5	47.1	5.9	100
Dictations	0	0	3	1	13	17	0	0	17.6	5.9	76.5	100
Discussions	1	6	4	5	1	17	5.9	35.3	23.5	29.4	5.9	100

Chemistry (16)

Explanation	10	5	1	0	0	16	62.5	31.3	6.3	0	0	100.1
Instruction	1	0	6	5	4	16	6.3	0	37.5	31.3	25.0	100.1
Note making	2	5	5	4	0	16	12.5	31.3	31.3	25.0	0	100.1
Dictations	0	1	1	3	11	16	0	6.3	6.3	18.8	68.8	100.2
Discussions	3	5	3	4	1	16	18.8	31.3	18.8	25.0	6.3	100.2

(P.T.O.)

Physics (13)

Explanation	10	3	0	0	0	13	76.9	23.1	0	0	0	100
Instruction	0	6	5	2	0	13	0	46.2	32.5	15.4	0	100.1
Note Making	1	0	4	6	2	13	7.7	0	30.8	46.1	15.4	100
Dictations	0	0	1	2	10	13	0	0	7.7	15.4	76.9	100
Discussions	2	4	3	3	1	13	15.4	30.8	23.1	23.1	7.7	100.1

Geography (4)

(ranked)	1	2	3	4	5(NL)	Tot.	1	2	3	4	5(NL)	Tot.
Explanation	3	1	0	0	0	4	75.0	25.0	0	0	0	100
Instruction	0	1	3	0	0	4	0	25.0	75.0	0	0	100
Note Making	0	1	0	3	0	4	0	25.0	0	75.0	0	100
Dictations	0	0	0	0	4	4	0	0	0	0	100.0	100
Discussions	1	1	1	1	0	4	25.0	25.0	25.0	25.0	0	100

History (4)

Explanation	3	1	0	0	0	4	75.0	25.0	0	0	0	100
Instruction	1	0	2	1	0	4	25.0	0	50.0	25.0	0	100
Note Making	0	0	1	1	2	4	0	25.0	25.0	25.0	50.0	100
Dictations	0	1	1	1	1	4	0	25.0	25.0	25.0	25.0	100
Discussions	0	2	0	1	1	4	0	50.0	0	25.0	25.0	100

(P.T.O.)

Political Education (7)

Explanation	6	1	0	0	0	7	85.7	14.3	0	0	0	100
Instruction	0	3	4	0	0	7	0	42.9	57.1	0	0	100
Note making	0	1	2	1	3	7	0	14.3	28.6	14.3	42.9	100.1
Dictations	0	0	0	4	3	7	0	0	0	57.1	42.9	100.1
Discussions	1	2	1	2	1	7	14.3	28.6	14.3	28.6	14.3	100.1

Total (61)

(ranks)→	1	2	3	4	5(N1)	Tot.	1	2	3	4	5(N1)	Tot.
Explanation	44	15	2	0	0	61	72.1	24.6	3.3	0	0	100
Instruction	5	14	25	11	6	61	8.2	23.0	41.0	13.0	9.8	100
Note making	4	10	16	23	8	61	6.6	16.4	26.2	37.7	13.1	100
Dictations	0	2	6	11	42	61	0	3.3	9.8	13.0	62.9	100
Discussions	3	20	12	16	5	61	13.1	32.8	19.7	26.2	8.2	100

III Speaking Activities.

Biology (17)

Activity	rank						percent					
	1	2	3	4	5(N1)	Tot.	1	2	3	4	5(N1)	Tot.
Ask questions	7	6	4	0	0	17	41.2	35.3	23.5	0	0	100
Ans. questions	2	6	9	0	0	17	11.8	35.3	52.9	0	0	100
Discussions	8	5	4	0	0	17	47.1	29.4	23.5	0	0	100

Chemistry (16)

Ask questions	4	7	5	0	0	16	25.0	43.8	31.3	0	0	100.1
Ans. questions	2	4	10	0	0	16	12.5	25.0	62.5	0	0	100
Discussions	10	5	1	0	0	16	62.5	31.3	6.3	0	0	100.1

Physics (13)

Ask questions	3	1	4	0	0	13	61.5	7.7	30.8	0	0	100
Ans. questions	2	9	2	0	0	13	15.4	69.2	15.4	0	0	100
Discussions	3	3	7	0	0	13	23.1	23.1	53.8	0	0	100

Geography (4)

Ask questions	3	1	0	0	0	4	75.0	25.0	0	0	0	100
Ans. questions	0	1	3	0	0	4	0	25.0	75.0	0	0	100
Discussions	1	2	1	0	0	4	25.0	50.0	25.0	0	0	100

(P.T.O.)

History (4)

	1	2	3	4	5	Tot	1	2	3	4	5(N1)	Tot.
Ask questions	1	3	0	0	0	4	25.0	75.0	0	0	0	100
Ans. questions	0	1	3	0	0	4	0	25.0	75.0	0	0	100
Discussions	3	0	1	0	0	4	75.0	0	25.0	0	0	100

Political Education (7)

Ask questions	1	4	2	0	0	7	14.3	57.1	28.6	0	0	100
Ans. questions	1	2	4	0	0	7	14.3	28.6	57.1	0	0	100
Discussions	5	1	1	0	0	7	71.4	14.3	14.3	0	0	100

Total (61)

Ask questions	24	22	15	0	0	61	39.3	36.1	24.6	0	0	100
Ans. questions	7	23	31	0	0	61	11.5	37.7	50.8	0	0	100
Discussions	30	16	15	0	0	61	49.2	26.2	24.6	0	0	100

IV Reading Activities.

Biology (17)

activity	rank							percent						
	1	2	3	4	5(N1)	unm. ⁺	Tot.	1	2	3	4	5	unm.	To.
textbook	13	4	0	0	0	0	17	76.5	23.5	0	0	0	0	100
handouts	4	4	2	1	1	5	17	23.5	23.5	11.8	5.9	5.9	29.4	100
others	0	8	7	1	1	0	17	0	47.1	41.2	5.9	5.0	0	100.1
dictionary	0	6	3	1	3	10	17	0	0	17.6	5.9	17.6	58.3	99.9
instruction	0	0	2	2	7	6	17	0	0	11.8	11.8	41.2	35.3	100.1
questions	0	0	1	3	2	11	17	0	0	5.9	17.6	11.8	64.7	100
assignments	0	1	2	9	3	2	17	0	5.9	11.8	52.9	17.6	11.3	100

Chemistry (13)

textbook	12	4	0	0	0	0	16	75.0	25.0	0	0	0	0	100
handouts	3	5	4	1	3	0	16	18.3	31.3	25.0	6.3	18.8	0	100.2
others	1	3	7	3	0	2	16	6.3	18.6	43.8	18.8	0	12.5	100
dictionary	0	0	0	3	3	10	16	0	0	0	18.8	18.8	62.5	100.1
instruction	0	1	2	1	9	3	16	0	6.3	12.5	6.3	56.3	18.8	100.2
questions	0	1	0	0	1	14	16	0	6.3	0	0	6.3	87.5	100.1
assignments	0	2	3	3	0	3	16	0	12.5	18.8	50.0	0	18.2	100.1

(P.T.C.)

+ unm= refers to unmarked.

Physics (13)

	1	2	3	4	5	unm.	Tot.	1	2	3	4	5	unm.	Tot.
textbook	7	6	0	0	0	0	13	53.3	40.2	0	0	0	0	100
handouts	4	2	2	0	0	5	13	30.8	15.4	15.4	0	0	32.5	100.1
others	0	3	5	3	0	2	13	0	23.1	38.5	23.1	0	15.4	100.1
dictionary	0	0	1	2	2	3	13	0	0	7.7	15.4	15.4	61.5	100
instruction	0	0	1	1	9	2	13	0	0	7.7	7.7	69.2	15.4	100
Questions	1	1	1	2	1	7	13	7.7	7.7	7.7	15.4	7.7	53.3	100
assignments	1	1	3	5	1	2	13	7.7	7.7	23.1	38.5	7.7	15.4	100.1

Geography (4)

textbook	4	0	0	0	0	0	4	100.0	0	0	0	0	0	100
handouts	0	0	1	0	0	3	4	0	0	25.0	0	0	75.0	100
others	0	1	1	1	1	0	4	0	25.0	25.0	25.0	25.0	0	100
dictionary	0	1	0	0	0	3	4	0	25.0	0	0	0	75.0	100
instruction	0	1	1	0	2	0	4	0	25.0	25.0	0	50.0	0	100
questions	0	1	0	1	0	2	4	0	25.0	0	25.0	0	50.0	100
assignments	0	0	1	2	1	0	4	0	0	25.0	50.0	25.0	0.0	100

(P.T.O.)

History (4)

	1	2	3	4	5	unm.	Tot.	1	2	3	4	5	unm.	Tot.
textbook	3	1	0	0	0	0	4	75.0	25.0	0	0	0	0	100
handouts	0	1	1	0	1	1	4	0	25.0	25.0	0	25.0	25.0	100
others	1	1	0	1	1	0	4	25.0	25.0	0	25.0	25.0	0	100
dictionary	0	0	0	0	1	3	4	0	0	0	0	25.0	75.0	100
instructions	0	0	3	0	0	1	4	0	0	75.0	0	0	25.0	100
questions	0	1	0	1	0	2	4	0	25.0	0	25.0	0	50.0	100
assignments	0	0	0	2	1	1	4	0	0	0	50.0	25.0	25.0	100

Political Education (7)

textbook	6	1	0	0	0	0	7	85.7	14.3	0	0	0	0	100
handouts	1	3	1	0	0	2	7	14.3	42.9	14.3	0	0	28.6	100.1
others	0	2	1	1	1	2	7	0	28.6	14.3	14.3	14.3	28.6	100.1
Dictionary	0	0	1	1	0	5	7	0	0	14.3	14.3	0	71.4	100
instruction	0	0	2	0	4	1	7	0	0	28.6	0	57.1	14.3	100
questions	0	1	1	3	0	2	7	0	14.3	14.3	42.9	0	28.6	100.1
Assignments	0	0	1	2	2	2	7	0	0	14.3	28.6	28.6	28.6	100.1

Total (61)

	1	2	3	4	5	unm.	Tot.	1	2	3	4	5	unm.	Tot.
textbook	45	16	0	0	0	0	61	73.8	26.2	0	0	0	0	100
handouts	12	15	11	2	5	16	61	19.7	24.6	18.0	3.3	3.2	26.2	100
others	2	13	21	10	4	6	61	3.3	29.5	34.4	16.4	6.6	9.8	100
dictionary	0	1	5	7	9	39	61	0	1.6	8.2	11.8	14.8	63.9	100
instruction	5	2	11	4	31	13	61	0	3.3	18.0	6.6	50.8	21.3	100
questions	1	5	3	10	4	33	61	1.6	8.2	4.9	16.4	6.6	62.3	100
assignments	1	4	10	28	8	10	61	1.6	6.6	16.4	45.9	13.1	16.4	100

V. Writing Activities
Biology (17)

Activity	rank						percent					
	1	2	3	4	5	Tot.	1	2	3	4	5	Tot.
note-making	13	2	1	1	0	17	76.5	11.8	5.9	5.9	0	100.1
ans. in exams.	3	5	5	4	0	17	17.6	29.4	29.4	23.5	0	99.9
assignments	1	7	5	4	0	17	5.9	41.2	29.4	23.5	0	100
lab report	0	3	6	3	5	17	0	17.6	35.3	17.6	29.4	99.9

Chemistry (16)

Note-making	11	2	1	2	0	16	68.6	12.5	6.3	12.5	0	99.9
ans. in exams.	3	9	2	2	0	16	18.6	56.3	12.5	12.5	0	99.9
assignments	2	4	2	2	0	16	12.5	25.0	50.0	12.5	0	100
lab report	0	1	5	9	1	16	0	6.3	31.3	56.3	6.3	100.2

Physics (13)

Note-making	6	3	2	2	0	13	46.2	23.1	15.4	15.4	0	100.1
ans. in exams.	5	5	2	1	0	13	38.5	38.5	15.4	7.7	0	100.1
assignments	2	5	5	1	0	13	15.4	38.5	38.5	7.7	0	100.1
lab report	0	0	4	7	2	13	0	0	30.8	53.8	15.4	100

Geography (4)

	1	2	3	4	5	Tot.	1	2	3	4	5	Tot
Note-making	3	0	1	0	0	4	75.0	0	25.0	0	0	100
ans. in exams	1	1	2	0	0	4	25.0	25.0	50.0	0	0	100
assignments	0	3	1	0	0	4	0	75.0	25.0	0	0	100
lab report	0	0	0	0	4	4	0	0	0	0	100	100

History (4)

	1	2	3	4	5	Tot.	1	2	3	4	5	Tot
Note-making	2	2	0	0	0	4	50.0	50.0	0	0	0	100
ans. in exams	2	2	0	0	0	4	50.0	50.0	0	0	0	100
assignments	0	0	4	0	0	4	0	0	100.0	0	0	100
lab report	0	0	0	0	4	4	0	0	0	0	100	100

Political Education (7)

	1	2	3	4	5	Tot.	1	2	3	4	5	Tot
Note-making	4	1	2	0	0	7	57.1	14.3	28.6	0	0	100
ans.in exams.	3	3	0	1	0	7	42.9	42.9	0	14.3	0	100.1
assignments	0	3	4	0	0	7	0	42.9	57.1	0	0	100
lab report	0	0	0	0	7	7	0	0	0	0	100	100

Total (61)

Note-making	39	10	7	5	0	61	63.9	16.4	11.5	8.2	0	100
ans.in exams	17	25	11	8	0	61	27.9	41.0	18.0	13.1	0	100
assignments	5	22	27	7	0	61	8.2	36.1	44.3	11.5	0	100.1
lab report	0	4	15	19	23	61	0	6.6	24.6	31.1	37.7	100

APPENDIX G
Student Questionnaire: Raw Scores
I Listening Activities.
Biology (142)

Activity	frequency					percent				
	N	S	Oc	Of	Tot	N	S	Oc	Of	Tot
Explanation	2	13	14	113	142	1.4	9.2	9.9	79.6	100.1
Question	6	33	19	79	142	4.2	26.3	13.4	55.6	100.0
Discussion	32	46	33	28	142	22.5	32.4	25.4	19.7	100.0

Chemistry (123)

Explanation	2	10	10	101	123	1.6	8.1	8.1	82.1	99.9
Question	7	36	16	64	123	5.7	29.3	13.0	52.0	100.0
Discussion	28	37	32	26	123	22.8	30.1	26.0	21.1	100.0

N.B. Total no. responses are given in brackets for each subject.

frequency key: N= Never; S= Seldom;

Oc= Occasionally and

Of= Often.

(P.T.O.)

Physics (123)

Explanation	1	18	7	97	123	0.8	14.6	5.7	78.9	100.0
Question	5	30	19	69	123	4.1	24.4	15.4	56.1	100.0
Discussion	27	35	31	30	123	22.0	28.5	25.2	24.4	100.1

Geography (19)

Explanation	0	2	2	15	19	0.0	10.5	10.5	78.9	99.9
Question	3	2	5	9	19	15.8	10.5	26.3	47.4	100.0
Discussion	3	3	8	5	19	15.8	15.8	42.1	26.3	100.0

History (19)

Explanation	0	2	2	15	19	0.0	10.5	10.5	78.9	99.0
Question	2	1	8	8	19	10.5	5.3	42.1	42.1	100.0
Discussion	3	5	6	5	19	15.8	26.3	31.6	26.3	100.0

Political Education (142)

Explanation	4	11	13	114	142	2.8	7.7	9.2	80.3	100.0
Question	7	43	17	75	142	4.9	30.3	12.0	52.8	100.0
Discussion	44	42	31	25	142	31.0	29.6	21.8	17.6	100.0

II Speaking Activities.

Biology (142)

Activity	frequency					percent				
	N	S	Oc	Of	Tot.	N	S	Oc	Of	Tot.
Discussion	16	41	31	54	142	11.3	28.9	21.8	38.0	100.0
Question	9	47	45	41	142½	6.3	33.1	31.7	28.9	100.0
Answer	5	46	26	65	142	3.5	32.4	18.3	45.8	100.0

Chemistry (123)

Discussion	14	38	33	38	123	11.4	30.9	26.8	30.9	100.0
Question	8	42	43	30	123	6.5	34.1	35.0	24.4	100.0
Answer	7	35	26	55	123	5.7	28.5	21.1	44.7	100.0

Physics (123)

Discussion	18	38	31	36	123	14.6	30.9	25.2	29.3	100.0
Question	6	39	45	33	123	4.9	31.7	36.6	26.8	100.0
Answer	5	36	31	51	123	4.1	29.3	25.2	41.5	100.1

(P.T.O.)

	frequency					Geography (19)					Percent	
Discussion	6	1	5	7	19	31.6	5.3	26.3	36.8		100.0	
Question	1	2	4	12	19	5.3	10.5	21.1	63.2		100.1	
Answer	0	6	1	12	19	0.0	31.6	5.3	63.2		100.1	

History (19)

Discussion	3	2	7	7	19	15.8	10.5	36.8	36.8		99.9	
Question	1	3	4	11	19	5.3	15.3	21.1	57.9		100.1	
Answer	0	4	2	13	19	0.0	21.1	10.5	68.4		100.0	

Political Education (142)

Discussion	24	38	35	45	142	16.9	26.8	24.6	31.7		100.0	
Question	13	46	42	41	142	9.2	32.4	29.6	28.9		100.1	
Answer	5	46	23	68	142	3.5	32.4	16.2	47.9		100.0	

III Reading Activities

Biology (142)

Activity	frequency					Percent				
	N	S	Oc	Of	Tot.	N	S	Oc	Of	Tot.
textbooks	2	54	45	41	142	1.4	38.0	31.7	28.9	100.0
others	12	62	46	22	142	8.5	43.7	32.4	15.5	100.1
handouts	14	51	38	39	142	9.9	35.9	26.8	27.5	100.1
mul.ch.exams	1	27	27	87	142	0.7	19.0	19.0	61.3	100.0
instructions	9	14	31	33	142	6.3	9.9	21.8	62.0	100.0

Chemistry (123)

textbooks	50	27	21	25	123	40.7	22.0	17.1	20.3	100.1
others	13	53	33	22	123	12.2	43.1	26.8	17.9	100.0
handouts	12	44	37	30	123	9.8	35.8	30.1	24.4	100.1
mul, ch. exams	0	30	28	65	123	0.0	24.4	22.8	52.8	100.0
instructions	12	16	17	78	123	9.8	13.0	13.8	63.4	100.0

(P.T.O.)

Physics (123)

	frequency					percent				
textbooks	52	23	20	28	123	42.3	18.7	16.3	22.8	100.1
others	15	44	41	23	123	12.2	35.8	33.3	18.7	100.0
handouts	20	37	38	28	123	16.3	30.1	30.9	22.8	100.1
mul.ch.exams	2	31	23	67	123	1.6	25.2	18.7	54.5	100.0
instructions	15	15	17	76	123	12.2	12.2	13.8	61.8	100.0

Geography (19)

textbooks	3	8	3	5	19	15.8	42.1	15.8	26.3	100.0
others	0	12	6	1	19	0.0	63.2	31.6	5.3	99.9
handouts	3	6	2	8	19	15.8	31.6	10.5	42.1	100.0
mul.ch.exams	0	1	1	17	19	0.0	5.3	5.3	89.5	100.1
instructions	0	0	7	12	19	0.0	0.0	36.8	63.2	100.0

History (19)

frequency					percent					
textbooks	4	2	7	6	19	21.1	10.5	36.8	31.6	100.0
others	1	7	9	2	19	5.3	36.8	47.4	10.5	100.0
handouts	3	7	4	5	19	15.8	36.8	21.1	26.3	100.0
mul.ch.exams	1	1	1	16	19	5.3	5.3	5.3	84.2	100.1
instructions	1	0	6	12	19	5.3	0.0	31.6	63.2	100.1

Political Education (142)

textbooks	17	54	41	30	142	12.0	38.0	28.9	21.1	100.0
others	53	42	33	14	142	37.3	29.6	23.2	9.9	100.0
handouts	35	49	35	23	142	24.6	34.5	24.6	16.2	99.9
mul.ch.exams	1	21	37	83	142	0.7	14.8	26.1	58.3	99.9
instructions	17	9	28	88	142	12.0	6.3	19.7	62.0	100.0

IV. Writing Activities
Biology (142)

Activity	frequency					percent				
	N	S	Oc	Of	Tot	N	s	Oc	Of	Tot
make notes	4	14	45	79	142	2.8	9.9	31.7	55.6	100.0
short answers	8	45	39	50	142	5.6	31.7	27.5	35.2	100.0
lab reports	77	37	19	9	142	54.2	26.1	13.4	6.3	100.0

Chemistry (123)

make notes	4	16	38	65	123	3.3	13.0	30.9	52.8	100.0
short answers	5	45	36	37	123	4.1	36.6	29.3	30.1	100.1
lab reports	65	29	13	11	123	52.8	23.6	14.6	8.9	99.9

Physics (123)

make notes	8	20	42	53	123	6.5	16.3	34.1	43.1	100.0
short answers	3	39	42	34	123	6.5	31.7	34.1	27.6	99.9
lab reports	70	26	14	13	123	56.9	21.1	11.4	10.6	100.0

(P.T.O.)

[illegible]

History (19)

[illegible]

Political Education (142)

[illegible]

DECLARATION

I, the undersigned, declare that this thesis is my work and that all sources of materials used for this thesis have been duly acknowledged.

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