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**DEVELOPING CRITERIA FOR DESIGNING  
AN APPROPRIATE ENGLISH COURSE  
FOR TECHNICAL STUDENTS**

**A THESIS PRESENTED TO THE  
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## **ABSTRACT**

The purpose of this study was to investigate the communicative as well as target and learning needs of the technical students with special reference to three technical schools in Addis Ababa with a view to developing criteria for designing an appropriate English course for these students.

For the study, questionnaires were designed and distributed to three different groups: English teachers, academic and technical subject teachers and technical students.

Interviews were conducted with English teachers and technical students to crosscheck responses obtained through questionnaires.

An analysis of the English textbooks was made to find out the most frequent language functions and notions students needed.

The basic criteria developed from the findings are that the syllabus should be topic-based incorporating language functions and notions, skills, vocabulary and structure; the content should derive both from the technical and general English; the materials should cover all the four language skills with emphasis placed in order of priority on reading, speaking, writing and listening skills and the methodology would adopt a variety of more recent and suitable techniques for language learning such as pair or group work problem solving activities.

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## CHAPTER ONE

### 1. INTRODUCTION

#### 1.1 Statement of the Problem

In the past three decades, there has been a shift of focus from a view of language as a grammatical structure towards a view of language as communication and, in accordance with this progress, different methods have been used in an attempt to facilitate the teaching of English as a foreign language (TEFL).

In line with this advance, prominence and priority have been given to the eventual specialist studies or occupational requirements of a certain group of learners, and English language teaching (ELT) has started to move towards the conception of professionalism and specialization.

Subsequently, the notion of ESP (English for Specific Purposes) began to evolve in response to an awareness that certain types of learners have specialized needs that are not sufficiently and efficiently met by the General English Course or General Purpose English (GPE) (Williams, et al. 1984).

This is the result of bold efforts of many authors, educational institutions and training centers all over the world working in programmes to meet the specific language

and career needs of English learners which indicates how widely spread through out the world is the effort to fit English teaching to the language needs and career goals of specific groups of students.

Although the advent of this trend is a recent phenomenon in Ethiopia, there are some encouraging preliminary attempts in the direction of researches such as "the Communicative Needs of Addis Ababa University Students" by Barbara Morris (1983), "the Communicative Needs of Students in Ethiopian High Schools by Abiy Yigzaw(1989), "the Attitudes of Students and Teachers Towards the Use of ESP Teaching Material in Addis Ababa Technical Schools" by Haile Mehari (1989), "Developing Criteria for a Course in English for Aircraft Technicians of Ethiopian Air Force" by Abraham Menna (1993), and "Establishing Criteria for Designing an Appropriate English Course for the Yared Music School" by Hailemariam Kekeba (1993), all of which attempt to show the endeavours made towards the development of criteria for designing courses for specified aims.

Nevertheless, in Ethiopian high schools, English is still taught using the same English textbooks whether students are assigned into academic, technical, or vocational streams. These textbooks, the English for New Ethiopia series for grades 9-12, are published by the Ministry of Education. In the classroom teaching, one sees

that emphasis is put on developing knowledge of grammar and usage of general English (Abraham Menna (1993)).

However, it is generally claimed that students joining technical schools lack the required language skills to read and understand materials in their respective fields and various technical matters relevant to the discipline. This deficiency is attributed to the inappropriate content of the General English course (Haile Mehari, 1989). This inadequacy might be initially ascribed to the lack of developed criteria in designing the English course of the technical schools.

Therefore, the purpose of this study is to investigate the communicative and learning needs of the technical students in view of the current teaching of General English during their training with a view to developing criteria for designing an appropriate English course for these students with special reference to three technical schools, namely, Entoto Academic, Technical and Vocational School, Addis Ababa Technical School, and General Wingate Construction School, in Addis Ababa. To this end, the study aims to seek answers to the following questions:

- a. What are the attitudes of the English teachers to the teaching of the General English using the present ENE textbooks?
- b. Do the teachers of the technical students find the

English given now helpful to their students in pursuing their studies?

- c. Do the teachers and students feel the need for a change in the English course being provided?
- d. What are the reactions of the technical students to the ENE textbooks?
- e. What are the needs of the students in learning English in the light of their technical profession?
- f. On the basis of the answers to the above questions, what kind of preliminary criteria can be developed for designing an appropriate English course for the technical schools?

### **1.2. The Importance of the study.**

It is obvious that from the preliminary studies made in Ethiopia so far on the communicative and learning needs of students and their attitudes towards the use of ESP teaching materials, developing criteria for designing an appropriate English course for technical students holds a central position for the success of their English programme.

It is on such a logical basis or rationale that the determination of objectives, specification of syllabus, the selection and gradation of subject content, the preparation of teaching materials, the appropriateness and coverage of the course, and, finally, the presentation or pedagogical implementation to be established to induce learning and to

phase in the purpose of measurement as an evaluation of the whole process to be brought into effect.

Accordingly, English is not to be studied simply for its own sake, but rather for the communicative uses to which it can be put. Thus, it is assumed that the English course to be given in the technical training schools should equip learners with the necessary skills and strategies which they need both in their study and for their careers. Exposure to such relevant content and learning experience will enable the learners to carry out the learning activities efficiently and also handle their future jobs confidently. In fact, language teaching such as this demands the matching of materials, teachers and learners to needs.

However, what the technical students at the technical schools are currently learning is far from satisfying their needs as both the syllabus and teaching materials are based on General English scheme only.

Hence, an awareness of the needs of these technical students requires developing criteria for designing a course which is fundamentally a matter of asking questions in order to provide a reasoned basis of the subsequent processes of syllabus design, materials writing, classroom teaching and evaluation in which we need to ask a very wide range of questions, general and specific, theoretical and practical.

Some of these questions will be answered (at least in part) by research; others will rely more on the institution and experience of the teacher; yet others will call on theoretical models (Hutchinson and Waters, 1987: 21).

Thus, this study is hoped to have so great a significance for the technical students in particular and for the education programme in the Ethiopian context in general, where course syllabuses and textbooks are revised and changed without any sound grounds and systematic procedures (Feleke Desta, 1990:112).

Furthermore, the study could also play the role of furthering and implementing the foregoing ideas such as that of Haile Mehari (1989:55) who recommends that ESP teaching materials are suitable for technical students in Ethiopia rather than the General English (the English for the New Ethiopia series).

Therefore, the importance of this study is that it aims to identify and analyse the communicative skills and learning needs of the technical students as dictated by the learning situation and to make future syllabus designers and materials writers aware of the significance of these factors and to provide them with a framework they might need to resort to in designing a syllabus and writing materials.

In general, it is hoped that in the light of this importance:

- a. The English teachers will be able to assess the communicative and learning needs of their students in teaching the English language,
- b. The teachers of the technical subjects will benefit from a discussion of the problem,
- c. Both the teachers and the students will be able to feel the need for an appropriate English course, and
- d. Course developers and textbook writers might get some insights from the study in designing an appropriate English course for the technical students.

### **1.3. The Scope of the study**

As stated above, the study is an attempt to develop preliminary criteria for designing an appropriate English course for the technical students. It is restricted to a random sample study of regular second year students as well as teachers of English and technical subjects of three government technical schools in Addis Ababa during the 1996/97 academic year.

Reasons for this restriction are as follows:

- a. Although there are at present seventeen government and mission technical schools in the country, only three

government technical schools in Addis Ababa are selected for this study because of their proximity from the viewpoint of constraints of time and finance. The study is also restricted to these subjects for the same reason.

b. The second year students are selected for the study for the following particular reasons:

(i) Firstly, they have both a better acclimatization with the schools' situations and a good grounding in their studies and thus they are in a better position to identify their needs than could the first year students;

(ii) Secondly, they are relatively more at ease or comfortable at giving due attention to the study than could be the third year students who are apparently preoccupied with their graduation fulfilments, and

c. Thirdly, they are available at their schools for the whole academic year unlike the third year students who will go out for their practice in the various technical or industrial working shops starting early April.

#### **1.4. Definition of Terms and Abbreviations used.**

a. Course design: It refers to "the process by which the raw data about a learning need is interpreted in order to produce an integrated series of

teaching-learning experience, whose ultimate aim is to lead the learners to a particular state of knowledge. In practical terms, this entails the use of the theoretical and empirical information available to provide a syllabus, to select, adapt or write materials in accordance with the syllabus, to develop a methodology for teaching those materials and to establish evaluation procedures by which progress towards the specific goals will be measured (Hutchinson and Waters, 1987:65).

- b. ESP: "English for Specific purposes" refers to "English as a vehicle for some occupational, vocational or academic purpose" (Willmott, 1987:110).
- c. EAP: "English for Academic Purposes where the participant or learner needs English for educational purposes to pursue part or all of his studies" (Munby 1978:2).
- d. EOP: "English for Occupational purposes where the participant or learner needs English to perform part or all of his occupational studies" (Munby 1978:2).
- e. EST: "English for Science and Technology is a term originally coined by Larry Selinker to mean the written discourse of scientific and technical English, and covers that area of written English

that extends from the peer writing of scientists and technically oriented professionals to the writing aimed at skilled technicians" (Trimble, 1985:5)

- f. GPE: "General Purpose English is educational operation of English which seeks to provide learners with a general capacity to enable them to cope with undefined eventualities in the future." (Widdowson 1983:6).
- g. Learning needs: The term refers to "... the needs, potential and constraints of the learning situation and subject knowledge, skills, strategies and motivation needed to learn English or what the learner needs to do in order to learn" (Hutchinson and Waters 1987:60-61).
- h. Target needs or target situation needs: The term refers to "--- what knowledge and abilities will the learners require in order to be able to perform to the required degree of competence in the target situation" (Hutchinson and waters. 1987:60).

## CHAPTER TWO

### 2. Review of Related Literature

In this chapter, relevant works on ESP which are directly or indirectly related to the study will be reviewed. Attempts to discuss the basic concepts of definition, the historical origin and development, and major types of ESP will take precedence over other pertinent issues such as ESP course design and approaches to course design, the former paving the way for the latter, as follows:

#### 2.1. Concepts in the Definitions of ESP.

Different writers define ESP laying special emphasis on one or the other of its features. This seems to evolve from the fact that ESP represents a number of categories that refer to various professional entities.

Hence, the specific needs and purposes of the learner, language specialism, goals of learning and reasons for learning are the main features that serve as the source of definitions of ESP.

As stated in chapter one, from the view point of specific needs of the learner, Munby (1978:2) says:

ESP is a course where the syllabus and materials are determined in all essentials by the prior analysis of the communicative needs of the learner, rather than by nonlearner-centered criteria such as the teacher's or institution's predetermined preference for General English or for treating English as a part of a general education.

Accordingly, Munby (1978) distinguished ESP from GPE in that GPE is based on predetermined goals set by a teacher or an institution whereas ESP is defined by the prior analysis of the communicative need of the learner. In line with this, he establishes a highly detailed set of procedures for discovering target situation needs.

Strevens (1978) also defines ESP as attributed to the specific needs and purposes of the learner and, by way of elaborating, he goes on to say that ESP is generally used in circumstances in which the command of English being imparted relates to the specific jobs or purposes.

Still working with the specific needs and purposes, Robinson (1980:13) defines ESP as follows:

we may say that an ESP course is purposeful and is aimed at the successful performance of occupational or educational roles. It is based on a rigorous analysis of students' needs and should be tailor made.

The first part of this quotation implies that it is a kind of special course where language is required for a known purpose; for example, access to specialized reading, commercial correspondence. The second part of the quotation suggests that an analysis of students' needs is a determining factor in ESP course design.

However, Widdowson (1983) says that the mere existence of purpose is not sufficient to define ESP and distinguish it from GPE but rather the way purpose is defined that distinguishes ESP from GPE.

Thus, his concern with the definition of ESP in terms of goals of learning makes a distinction between ESP as a training operation but GPE as an educational operation as follows:

... As generally conceived, ESP is essentially a training operation which seeks to provide learners with a restricted competence to enable them to cope with certain clearly defined tasks. GPE, on the other hand, is essentially an educational operation which seeks to provide learners with a general capacity to enable them to cope with undefined eventualities in the future (p.6).

Widdowson defines ESP in such a way according to his dichotomy of education and training. He says that on the scale of specificity training appears towards one end and education towards the other. He argues that if there is an emphasis on or shift towards specificity, then, there will be a closer relationship between objectives and aims. In this case, that is, when objectives and aims become closer due to emphasis or specificity, training becomes manifested. On the contrary, if aims and objectives are wider and emphasis is put on generality, the idea of education becomes apparent. It follows from this that ESP is training

oriented, more specific in objectives and narrow in scope. He thus uses the above two key concepts to define ESP in relation to General English (GE).

According to Hutchinson and Waters (1987:16-19) ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. They conclude that ESP must be seen as an approach not as a product as long as ESP is not a particular kind of language or methodology and does not consist of a particular type of teaching material, and it is just so, an approach to language learning which is based on learner need. They say that the foundation of all ESP is the simple question: Why does this learner need to learn a foreign language? Hence we can draw the following conclusions from their explanation:

Firstly, this rules out the claim on ESP as special language. Secondly, differences arising from the fact that language is used for a specific purpose based on the learner's need, that Esp may be based on principles of effective and efficient learning, that the content of learning may vary and that some features may be identified as typical of a particular context of use in which the learner is more likely to meet in the target situation, should not be allowed to obscure the far larger areas of common ground that underlies all English use, and indeed, all language use. Thirdly, there is no reason to suppose, in

view of these differences, that the process of learning should be any more different for the ESP learner than for the General English learner. Fourthly, there is no such thing as ESP methodology, merely methodologies that have been applied in ESP classrooms might just as well have been used in the learning of any form of English. Fifthly, we can say, by implication, that ESP is not different from ELT (English Language Teaching).

Williams et al. (1984) witness such a similarity between ESP and ELT in having the same functional characteristics in terms of the service they provide, the linguistic and communicative competence they apply, and with regard to the role they play in science and technology.

Kennedy and Bolitho (1984:7) further give us a confirming remark that:

It is important not to regard ESP as an area of development separate from the rest of English Language Teaching (ELT). It is part of the recent move within ELT sphere towards a more communicative basis for teaching and learning. Approaches appropriate to ESP may well be applicable to a communicative teaching in the other ELT content.

Furthermore, it has come up for discussion in Hutchinson and Waters (1987) that one contemporary definition of ESP is to view it as a learning-centered

approach to English language teaching. This is a recent progress in its development as a truly valid approach based on an understanding of the process of language learning beyond the description of language use.

As Abraham Menna (1993:9) states in his MA Thesis, this learning-centered approach is a new issue in ESP teaching and one which has emerged in opposition to the earlier rigid target or goal-oriented definition. It is a definition of ESP in terms of both target and learning needs, which pays more attention to affective as well as cognitive factors.

Generally, the communality of all the definitions of ESP finds expression in consideration of learner need as a central concern around which other features or elements revolve.

## **2.2. The Historical Origin and Development of ESP**

According to Hutchinson and Waters (1987), ESP was not a planned and coherent movement but rather a phenomenon that grew out of a number of converging trends which have operated in a variety of ways around the world. Hence, ESP is a major activity in the world today. It is an enterprise involving education, training and practice and drawing on three major realms of knowledge: language, pedagogy and students' or participants' specialist area of interest (Robinson 1990:1)

Accordingly, the possible avenues to the historical origin and development of ESP will be reviewed hereunder:

### **2.1.1. Historical Origin of ESP**

The idea of 'special purpose' in language teaching was familiar enough from the many commercial manuals that had been a feature of the language teaching scene since the nineteenth century (Howatt 1984:218-19).

Writers as far back as Palmer writing in the 1920's, conceived of the English for specific purposes. Palmer, for example, as quoted by Widdowson (1983), points out that it is not possible to design a language course unless something is known about the learner at whom the course is aimed, and he gives some examples of the needs of different professionals for relevant varieties of language as follows:

The clerk of merchant will specialize in the commercial language and learn how to draw up bills of lading or to conduct business correspondence on hotel colloquial as also will the tourist or tripper (Widdowson 1983:14)

This early idea of the value of ESP became more accepted in the late 1960's due to the ever increasing demands of technology and commerce, especially in the developing countries which began to demand specific English courses in order to enhance their benefits from science, technology and other modern disciplines.

In the late 1940's and early 1950 there was the notion in Britain that adult learners with specific purposes in learning English would benefit from courses written specially for them. The principle was to be taken further into different specialisms, for example, into technical English. Following the same route, Mackin and Weinberger's course for Spanish-speaking doctors: El Ingles Para Medicos Estudiantes de Medicine (1949) was an early example (Howatt 1984:218).

Though the emphasis was on the linguistic characteristics rather than on the use of language for professional purposes, a start of ESP had been made.

Howatt(1984:220) says that ESP in the modern sense could be said to have begun in 1969 with the publication of a conference report called Languages for Special Purposes, although the ground work had been laid at both the theoretical and practical levels during the previous decades.

According to Hutchinson and Waters (1987) and Kennedy and Bolitho (1984), there are three historical backgrounds for the origin or emergence of ESP: the demand of a brave new world, a revolution in linguistics and focus on the learner.

#### **2.2.1.1. The demand of a brave or dynamic new world**

The first occurrence of the unprecedented scientific and technological advancement, the massive expansion of commerce, the highly perceived internal and international communication, the great craving for the attainment of specialist qualifications after the Second World War demanded not only an international language but also caused the teaching of English for specific purposes (ESP) to evolve. Hutchinson and Waters (1987:7) explain that:

... as English became the accepted international language of technology and commerce, it created a new generation of learners who knew specifically why they were learning a language-business men and -women who wanted to sell their products, mechanics who had to read instructional manuals, doctors who needed to keep up with developments in their fields...

All these and many others needed English and, most importantly, they knew why they needed it.

#### **2.2.1.2. A Revolution in Linguistics**

The detachment of linguistics from the traditional description of the rules of language usage or grammar to launch out into the discovery of ways in which language is actually used in real communication helped ESP to enrich its theoretical basis through research work in sociolinguistics

and the subsequent developments in sociolinguistic theory and practice brought about the specific relationship between linguistic form and communicative function culminating in the development and realization of English courses for specific groups of learners. This general view and theory of language gave the real impetus to the rise of ESP. Regarding this, Hutchinson and Waters (1987:8) add that:

In short, the view gained ground that the English needed by a particular group of learners could be identified by analyzing the linguistic characteristics of their specialist area of work or study. 'Tell me what you need English for and I will tell you the English that you need' became the guiding principle of ESP.

#### **2.2.1.3. Focus on the Learner.**

As Abraham Menna (1993:10) precisely puts it in his MA Thesis, the third force that brought the rise of ESP was the discontent of many learners with the general English courses which did not meet their particular needs. Thus, a focus on the learner, that is, consideration of the learner and his needs and interests enhanced the growth of ESP teaching. For example, new developments in educational psychology have emphasized the central importance of the learners and their attitudes as important factors for learning (Rodgers 1969 as quoted in Hutchinson and Waters, 1987). To this end, as discussed in Hutchinson and Waters (1987), relevance of

content to the students' field was believed to sustain their interests and motivation which in turn would result in better learning.

Thus, the emergence and growth of ESP was brought about by a combination of these three important factors: the increasing demand for English to suit particular needs, as well as developments in the fields of linguistics and educational psychology.

All the three factors seemed to point towards the need for increased specialization in language learning. In short, these three forces might be characterized as need and new ideas about language and learning.

This major issue of dissatisfaction with the general English teaching and consideration of the needs of the learners as an influential force for the emergence of ESP is dwelt upon in depth in Rodgers (1969) as quoted in Hutchinson and Waters (1987), Strevens (1971), Selinker and Trimble (1976), Bruton and Leather (1976), Mackey and Mountford (1978), Widdowson (1978) as quoted in Hutchinson and Water (1987), Howatt (1984), Kennedy and Bolitho (1984), Bhatia (1986) in Peterson (ed. 1986) Richards and Rodgers

(1986), Tikahm (1987) in Willmott (1987), Hutchinson and Waters (1987), Ewer and Latorre (1989), Robinson (1990), Johns and Dudley-Evans (1991), Swales (1991) and others.

### **2.2.2. Development of ESP**

As mentioned above, ESP is not a monolithic universal phenomenon. ESP had developed at different speeds in different countries. According to Hutchinson and Waters (1987), ESP has nearly passed through five phases of development. They say that ESP has undergone the first three phases since its early beginning in the 1960's and that it is now in a fourth phase with a fifth phase starting to emerge.

#### **2.2.2.1 The concept of special language: register analysis.**

The first phase centred on the concept of special language or register analysis which took place mainly in the 1960's and 1970's, and was associated in particular with the work of Peter Strevens (1964), Ewer and Latorre (1969) and John Swales (1971). The term register refers to a socially defined or contextually influenced variety of language (Crystal 1987:52) or the nature of particular varieties of English: for example, description of written scientific and technical English (Hutchinson and waters 1987:7). Register

analysis thus denotes the study or analysis of the nature of particular varieties of English.

As stated in Hutchinson and Waters (1987:30), the concept of language variation gave rise to the type of ESP which was based on register analysis, and if language varies according to context, it was argued, then it should be possible to identify the kind of language associated with a specific context, such as an area of knowledge (medical English, business English, etc.) or an area of use (technical manuals, academic texts, doctor patient communication etc).

Operating on the basic principle that each of these varieties constituted a specific register different from each other, the aim of the register analysis was to identify the grammatical and lexical features of these registers. Teaching materials then took these linguistic features as their syllabus. A good example of such a syllabus is that of a course in Basic Scientific English by Ewer and Latorre (1969). In short, the register analysis was based on the assumption that, Widdowson (1983):28) suggests, there is a special language for different disciplines.

Although there was an academic interest in the nature of registers of English per se, the main motive behind register analysis was to make the ESP course more relevant

to learners' needs and the aim was to produce a syllabus which gave high priority to the language forms students would meet in their respective studies (for example Scientific Studies) and in turn would give low priority to forms they would not meet. Much ESP research was focused as a result on determining the formal characteristics of various registers in order to establish a basis for the selection of syllabus items through frequency rate.

However, register analysis ultimately proved to be an insubstantial basis for the selection of syllabus items, and the assumption that language variation implies the existence of identifiable varieties of language related to specific contexts of use has, in effect, proved to be unfounded. The important point is that even if particular registers favour certain forms, they are not distinctive forms in general as they are simply drawn from the common stock of the grammar of the language.

#### **2.2.2.2. "Beyond the sentence": rhetorical or discourse analysis.**

The second phase of development of ESP was triggered by development in discourse analysis. The general concept of discourse refers to a continuous stretch (e.g. of spoken) of language larger than a sentence and discourse analysis denotes the study of patterns of linguistic organization in discourse (Crystal 1987:419).

Obviously, discourse analysis basically focuses on the structure of naturally occurring spoken language as found in such discourses as conversations, interviews, commentaries and speeches whereas text analysis focuses on the structure of written language as found in such texts as essays, notices, etc. but this distinction is not clear-cut and both labels stress the need to see language as dynamic, social and interactive phenomenon - whether between speaker and listener or writer and reader and it is argued that meaning is conveyed not by single sentences but by more complex exchanges in which the participants' beliefs and expectations, the knowledge they share about each other and about the world and the situation in which they interact play a crucial part.

Hence, whereas in the first stage of its development, ESP had focussed on the language at the sentence level, the second phase of development shifted attention to the level above the sentence or sentence grammar, as ESP became involved with the emerging field of discourse or rhetorical analysis.

The leading proponents in this movement were Henry Widdowson in Britain and the Washington School of Larry Selinker, Louis Trimble, John Lackstrom and Mary Todd-Trimble in the United States.

Their basic aim was to minimize the difficulties the students encounter in their performance of communicative acts, and thus they introduced how to combine sentences in discourse to produce meaning.

The concern of the research, therefore, was to identify the organizational patterns in texts and to specify the linguistic means by which these patterns are signalled. These patterns would then form the syllabus of the ESP course.

Hence, the syllabus and materials characteristic of this phase were concerned with the need to teach the learners how meaning was produced through the combination of sentences in discourse, and the typical teaching materials based on the discourse approach were believed to help students to recognize textual patterns and discourse markers mainly by means of text diagramming exercises.

However, this approach has come under attack on the grounds that it misrepresents the real nature of discourse. It has been suggested (Coulthard (1977:147-53) as quoted in Hutchinson and Waters 1987:37) that the approach does for discourse what structural linguistics did for sentence grammar.

In other words, it establishes patterns, but does not account for how these patterns create meaning. It has

produced, in effect, a sort of discourse structuralism. This is equally to say that if getting learners to learn structural sentence patterns does not enable the learner to use those patterns in communication, similarly, making learners aware of the patterns in discourse will not enable them to use those discourse patterns in communication.

#### **2.2.2.3. Target situation analysis.**

According to Hutchinson and Waters (1987), the target situation analysis as the third phase of the development of ESP added nothing new to the range of knowledge about ESP but took the existing knowledge and set it on a more scientific basis and systematized it, by establishing procedure for relating language analysis more closely to learners' reasons for learning.

The purpose of such an ESP course is to enable learners to function adequately in a target situation, that is, the situation in which the learners will use the language they are learning.

The prior identification of the target situation followed by a rigorous analysis of the linguistic features of that situation will result in the ESP course design process and the identified features will form the syllabus of the ESP course.

The target situation analysis, originally coined by Chambers (1980), is usually known as needs analysis whose

aims as Munby (1978) indicates are to determine the types of situations in which learners will be using English, the tasks and activities they carry out or take part in English and their existing language skills or abilities with respect to those tasks and activities. While Munby's work has been a look of deep significance, it lapses into criticism for being too mechanistic, and for paying too little attention to the perceptions of the learner. As it is also developed with reference to individual learners, it may ultimately be self-defeating for classroom teaching as pointed out by Nunan (1988:20).

The target situation analysis stage marked a certain 'coming of age' for ESP as a result of systematization of knowledge and placement of learner need at the centre of the course design process. However it proved in the event to be a false dawn. According to Hutchinson and Waters (1987) the course design process should be much more dynamic and interactive.

Hence, although systematization of knowledge plays a crucial role in the learning process, the fact that knowledge has been systematically analysed and systematically presented does not in any way imply that it will be systematically learnt. The role of systematization in learning is not so simple. Learners have to make the system meaningful themselves. It must be an internally-generated system not an externally-imposed system.

Moreover, when considering needs analysis the learner should be considered at every stage of the process and should not be only used as a means of identifying the target situation and other factors concerned with the learning must be brought into play at all stages of the design process. Thus the target situation analysis cannot have a direct determining influence on the development of the design process. Data such as that produced by a needs analysis, is not important in itself. Data must be interpreted and in interpreting we make use of all sorts of knowledge that are not revealed in the analysis itself. But care is needed. There is no necessary one-to-one transfer from needs analysis to course design. In fact, any procedure must have flexibility so that it can respond to unsuspected or developing influences.

Finally, different as they are in their views, the proponents of needs analysis are Chancerel (1977), Munby (1978), Richterich (1980), Chambers (1980), Holec (1980), Widdowson (1983), Williams et al. (1984) and Hutchinson and Waters (1987).

#### **2.2.2.4 Skills and Strategies**

The fourth phase of development of ESP as skills and strategies approach or commonly known as skills-centred approach considers the underlying reasoning or thinking processes by emphasizing the importance of developing the interpretive skills and strategies that underlie language use rather than teaching the surface forms of the language,

which were characteristic of the first three stages of development, to enable the learners to extract meaning from discourse. Hence the basic theoretical hypothesis is that underlying any language behaviour are certain skills and strategies, which the learner uses in order to produce or comprehend discourse.

The idea has its origin in the needs of students where the medium of instruction was their mother tongue but they had the need to read their specialist texts which were available only in English and thus required skills and strategies to interpret and extract meaning.

A skills-centred approach aims to get away from the surface performance data and look at the competence that underlies the performance which results in the skills-centred course to represent its learning objectives in terms of both performance (i.e. general objectives) and competence (e.g. specific objectives) as pointed out by Hutchinson and Waters (1987).

Although the skills-centred approach has the concern for the learner it still keeps him as a user of language rather than as a learner of language.

Authorities such as Françoise Grellet (1981), Christine Nuttall (1982) and Charles Alderson and Sandy Urquhart (1982) made significant contributions to work on reading skills in this movement.

#### 2.2.2.5. A learning-centered approach

Hutchinson and Waters (1987) characterized the fifth phase of development of ESP as a learning-centred approach. Unlike the previous approaches or developments, which were concerned with the description of language use, the learning-centred approach is primarily concerned with the language learning. In this approach, the interest lies not in showing what people do with language but in showing how people learn the language having prime concern with the learners to acquire the competence that will enable them to perform in the target situation.

In short, a learning-centred approach gives priority to the process of learning to equip learners with the necessary strategies used in handling their studies or job successfully.

Here, it is important to make a point of taking the term learning-centred instead of the more common term learner-centred.

The learner-centred approach is based on the principle that learning is totally determined by the learner. But learning can and should be seen in the context in which it takes place. ... In the learning process, then, there is more than just the learner to consider. The learner is one factor to consider in the learning process, but not the only one. For this reason we should reject the term a learner-centred approach in favour of a learning-centred approach to indicate that the concern is to maximize learning (Hutchinson and Waters 1987:72).

Although the phases of development in ESP are treated separately, the first four phases have an interaction in language description paving the way for language learning in the fifth phase. Hence they are built on each other and can all be viewed as complementary. In other words, they have all made a contribution to contemporary course design and any appropriate course design should be based on criteria developed through taking relevant ideas from all the phases of development in ESP.

### **2.3. Major Types of ESP.**

An attempt has been made so far to define ESP and to discuss its historical origin and development in brief. Now the major types of ESP will be viewed.

There are many types of ESP and corresponding acronyms in the fields of science and technology, social sciences and professional training. Some writers divide ESP into two major types and others divide it into three major types with further categories. These will be treated as follows.

#### **2.3.1 Classification into Two Major Types.**

Various writers such as Strevens (1977), Widdowson (1983, Kennedy and Bolitho (1984), Munby (1989) and Robinson

(1990) divide ESP into two major types differentiated according to whether the learner requires English for academic study (EAP/EEP: English for Academic purposes/English for Educational Purposes) or for training and work (EOP/EVP/VESL: English for Occupational Purposes/English for Vocational purposes/Vocational English as a Second Language).

This is, of course, not a clear-cut distinction: people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job (Hutchinson and Waters 1987:16).

#### **2.3.1.1. English for Academic Purposes (EAP).**

According to Kennedy and Bolitho (1984), English for Academic purposes (EAP) is taught generally within educational institutions to students who need English for their studies or where they need English for educational purposes, to pursue part or all of their studies. Examples of EAP are English for studying chemistry, engineering, architecture, medicine, economics, psychology and so on.

The language taught in EAP may be based on particular discipline or discipline-based at higher levels of education where students learn English either before specializing their studies (Pre-study) or as part of their studies (in-study) Munby (1978:57) illuminates this point:

A Turkish student in the preparatory department of the Middle East Technical University who is studying English before going on to study engineering in English is an example of pre-study discipline-based ESP. A Mexican student in the faculty of veterinary science at the National University of Mexico, who is studying English in order to read books and articles on his subject that are written in English is an example of in-study discipline-based ESP.

In such cases, the learning of study skills (listening to lectures, taking notes, writing reports, reading textbooks) will probably form a major part of the student's English course.

There is also a growing interest in school-subject ESP at primary and secondary level, not only in technical schools- Where ESP should appear to be logical but also in the non-technical sector.

School-subject ESP can be divided into those situations where English is a separate subject in the curriculum but with a related content to other subjects (independent ESP) and those where English is the medium of learning other subjects (integrated ESP).

The belief behind EAP is that academic service English courses will enable learners to cope better both socially and with their specialist texts. Therefore, one of the criteria for an English course design in this context is derivation of content or topic areas from those students' academic courses and related specialist texts in general provided that the texts are worth using for language learning purposes in classrooms, as pointed out by Hutchinson and Waters (1982) in Lancaster Practical papers in English Language Education. Vol.5.

Hence as Robinson (1991:66) argues, the current concern is with studying in context; that is, with identifying the social as well as academic requirements of a particular situation and equipping students to cope.

#### **2.3.1.2 English for Occupational Purposes (EOP)**

An EOP course is basically a training course in which learners learn the English they will need to perform their future jobs and thus it is the teaching of English to prospective workers. The learners may need emphasis on one or more than one skill in English to carry out their duties, depending on the nature of their jobs. This finds expression in the following discussion by Kennedy and Bolitho (1984).

EOP is taught in a situation in which learners need to use English as part of their work or profession. Instances of EOP students would be doctors in casualty or technicians servicing equipment. They need English, in the first case, to talk and respond to patients and other staff, and in the second, to read technical manuals. There will be differences in such courses depending on whether the learners are learning English before, during or after the time they are being trained in their job or profession (p.4).

Hence learners who come to an EOP situation are of three types: those who need English in order to gain access to knowledge and may be put as pre-experience ESP learners; or those who are learning English concurrently with learning the job itself and who can be called simultaneous ESP learners; or still those who need to express in English the knowledge which they already have, that is, those who have already experienced the job and want to develop some additional relevant English skills and who may be termed as post-experience ESP learners.

Accordingly, the content of an English course for each of these groups of learners will be different. This is stated by Kennedy and Bolitho (1984) as follows:

The content of an English programme for someone actually engaged, for example, on a secretarial course-with its acquisition of practical skills and theoretical knowledge is going to be different from a programme for someone who is already a qualified secretary but now needs to operate in English.

As the division of ESP into EAP and EOP is useful but not complete, the technical students, treated in this study, are primarily put as EAP learners in their training time for ESP, like any form of language teaching, is primarily concerned with learning; and yet they are basically considered as EOP learners so as to need an EOP course in English to carry out their eventual job of operating and maintaining machines using technical manuals in English and thus one common requirement for all ESP learners is the ability, after the course, to function effectively and independently in English, in institutional or professional life.

### **2.3.2. Classification into Three Major Types**

Hutchinson and Waters (1984), on the other hand, divide ESP into three major types. These are EST (English for Science and Technology); EBE (English for Business and Economics) and ESS (English for Social Sciences).

These categories, in turn are sub-divided into two branches each: EAP (English for Academic Purposes\_ And EOP (English for Occupational Purposes). For example EST has been subdivided into EAP which can be represented by English for Medical Studies and EOP which can be labelled as English for Technicians. Here Trimble (1985) gives a clearer

description of the relation EST has to both EAP and EOP in that a student of engineering (EAP) and an engineering technician (EOP) share EST knowledge except in theory and practice.

However, these three classification or distinctions are still very broad and the learning situation needs to be defined more precisely, their common denominations EAP and EOP are in the final count the most likely feasible categories.

In fact, ESP owes a great deal to EST for its development for much of the demand for ESP has come from scientists and technologists who need to learn English for a number of purposes connected with their specialisms as pointed out by Kennedy and Bolitho (1984). Furthermore what most writers have agreed on is that EST aims at teaching scientific English to scientists and technologists and for these writers, this implies designing English courses within which macro and micro skills, vocabulary items, grammatical forms, and notions and communicative functions which are common to the study of science and technology or found frequently in the scientists' study and job are given prominence.

## 2.4 Needs Analysis

According to Hutchinson and Waters (1987), needs analysis is stated in practical terms as the irreducible minimum of an ESP approach to a course design (p.54).

Hence attempt is made here to look at the more specific matter of needs analysis and seek answers to two basic questions. Firstly, what do we mean by needs'? Secondly, what kind of information should a needs analysis tell us?

As Abraham Menna (1993) has tried to sum up in his M.A. Thesis, needs are the requirements learners have for their academic studies or for their jobs for which they are being trained and the learning requirements for attaining those academic or professional goals. Assessing these needs is called needs analysis (p.16).

Munby (1978) views needs, in his model, as objectively determined realities while in recent developments learners' needs are viewed to mean much more than this.

Robinson (1991) gives detailed or multifarious definitions or views of 'needs'. Firstly, needs may be defined as an analysis of students' study or job requirements or what the learners need to do at the end of the course with language (a goal-oriented definition of needs). Secondly, needs may be defined in terms of the

perception of the institution, i.e. what the institution considers necessary for student to learn. A third view of needs is what the learners actually have to do in order to learn the language (a process-oriented definition of needs.). A fourth view of needs relates to the learners' personal aims, that is, their needs, lacks and wants. This takes as its starting point what learners do not know or cannot do with language (lacks) and their need to bridge this gap (pp.7-8).

More specifically, Contemporary ESP works view a statement of the needs of learners of a particular group as being best achieved through agreement and negotiation among all the parties considered teachers, learners, employers, syllabus designers, etc., considering both the subjective and objective needs as opposed to needs assessment characterized by earlier ESP models in terms of target needs (objective needs) alone.

Needs analysis and ESP are generally seen as inseparable and in ESP analysing learners' needs is an essential part of the course designing process.

Some writers such as Holmes, Tarone and Yule have given their views on needs analysis as follows:

Holmes (1981) states that "Needs analysis is the departure point where ESP leaves the methods of the standard general English course and adapts a student centred approach' (p.10).

For Tarone and Yule (1989), needs analysis is a task of collecting and evaluating information to answer the question as to 'what aspects of the language' a particular type of learner needs (p.32).

Others have used needs analysis in their works. For instance, the works of Van EK and Alexander The Threshold Level English (1975) Munby Communicative Syllabus Design (1978), Trim et al. Systems Development in Adult Language Learning (1980), Richterich and Chancerel Identifying the Needs of Adults in Learning a Foreign Language (1980) and others have been based on the results of needs analysis, although many writers at the same time complain about incomplete analysis of needs in most earlier works, that is, an emphasis on goal-oriented target situation analysis and total negligence of the present learning situation or learning needs analysis, and Munby's work is a case in point.

According to Hutchinson and Waters (1984), probably, the most thorough and widely known work on needs analysis is John Munby's Communicative Syllabus Design (1978). Munby

presents a highly detailed set of procedures known as the Communicative Needs Processor (CNP) for discovering target situation needs. The NCP consists of a range of questions about key communication variables (topic, participants, medium etc.) which can be used to identify the target language needs of any group of learners. The Munby model produces a detailed profile of the learners' needs in terms of Communication purposes, communicative setting, the means of communication, language skills, functions, structures, etc. However, in the final analysis, what the CNP produces is a list of the linguistic features of the target situation whereas there is much more to needs than this (pp.12,54).

Hence, we have to make a basic distinction between target needs (i.e. what the learner needs to do in the target situation) and learning needs (i.e. what the learner needs to do in order to learn) in our needs analysis.

In current ESP course design there are two interpretations of needs: Target needs analysis or product (goal) oriented needs analysis and learning needs analysis or process-oriented needs analysis which can be used interchangeably in each case in this study.

#### **2.4.1. Target Needs Analysis**

A target needs analysis is a needs analysis which focuses on students' needs at the end of a language course (Robinson 1991:8).

The target needs analysis is the earlier development in ESP course design and it is also roughly termed as 'target situation needs'. 'target language use', and 'communicative needs'.

Hutchinson and Waters (1987) discuss this point from the same standpoint as Robinson (1991) in that they view target needs in terms of necessities, lacks and wants. Necessities refer to the type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation. Necessities may include language forms, communicative skills or the set of the linguistic features, that is, discoursal functional, structural, lexical-which are commonly used in the situation identified, and so on, depending on the nature of the course. On the other hand, by 'lacks' is meant the difference between what the learner already knows and the necessities identified or the gap between the existing proficiency and the target proficiency of the learner. 'Wants' denote the learner's view as to what his or her needs are - his or her estimation of priorities or priority need. Thus 'lacks' refer simply to those aspects of target necessity which the learner cannot cope with at the present, while 'wants' are the learners's view of his or her needs as opposed to views perceived by teachers, course designers or sponsors.

Hence, in the first two aspects, that is, necessities and lacks, we have considered target needs only in an objective sense, with the actual learners playing no active role, but in the third aspect, that is, wants, the learners too have a view as to what their needs are. As Richterich (1984):29) comments:

... a need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment.

Hence, the learner has his or her subjective needs and interests, and may want to learn other skills in addition to what has been set by the institution.

However, Hutchinson and Waters (1987) take the target needs analysis to be a partial needs analysis as it ignores any learning situation or learning needs analysis for a target situation analysis only corresponds to an end-product or goal-oriented definition of needs disregarding the means or process-oriented interpretation of needs.

Hence, Widdowson (1981) in Selinker et al. (1981) criticizes the views taken by Holliday et al. (1984), Wilkins (1976) and Munby (1978) towards target situation analysis as the only means of identifying needs.

Holliday et al. (1964) show adherence in the following view:

It is perfectly possible to find out just what English is used in the operation of power stations in India: Once this has been observed, recorded and analyzed, a teaching course to impart such language behaviour can at least be devised with confidence and certainty (Holliday et al. (1984:190) as quoted in Widdowson 1981:1-2).

Wilkins (1976) is also found sharing a similar idea as seen in the following extract:

The process of deciding what to teach is based on consideration of what learners should usefully be able to communicate in the foreign language when this is established, we can decide what are the most appropriate forms for each type of communication (Widdowson 1981:3)

Munby (1978) takes a similar stand by saying:

... where the purpose for which the target language is required can be identified, the syllabus specification is directly derivable from the prior identification of the communication needs of that particular participant or participant stereotype (Munby(1978:218) as quoted in Widdowson 1981:2).

Moreover, Hutchinson et al. (1979) criticizes the Munby-style target situation analysis for placing emphasis on surface or performance features and examining the end but not the means (an underlying competence):

The analysis of the target situation then should begin by distinguishing the target performance Repertoire from the underlying competence. Each of these should be examined (Hutchinson at al. 1979: 152)

It is thus clear that describing a language is not the same as describing what enables someone to use or to learn a language. We must make a distinction between what a person does (performance) and what enables them to do it (competence). Similarly we must not confuse how people use a language with how people 'learn' it (Hutchinson and Waters 1987:38). In other words, the prior analysis of the target performance features does not provide sufficiently broad data for establishing criteria that will enable the learners to develop the underlying competence to interpret or express texts or discourse related to the target study or job, but rather, it is the underlying target competence that the learner brings to the classroom or learns that enables him to interpret the text in target situation as Hailemariam Kekeba (1993) put it.

Obviously, the writers, under criticism, are considering target situation analysis as the sole criterion for course design, and target needs as the only needs of learners in learning language,

On the other hand, Hutchinson and Waters (1987:63) stress that both target situation needs and learning needs must be taken into account. They explain further by stating that:

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 language. What we also need to know is how people 'learn' to do what they do with language.

Another proponent in favour of this argument is Boor (1984:17) who has this to say:

In order to specify an adequate teaching syllabus, it is almost certainly desirable to operate both target-centred and learner-centred needs analysis.

By learner-centered needs analysis she (Bloor) means an assessment of what the learner can bring to the ESP course as skills to direct his or her own learning, or the problems that might hinder his or her own learning.

Thus, according to Widdowson (1981), Hutchinson and Waters (1987), Hutchinson et al. (1979), Bloor (1984) and many other recent writers in the area of ESP programmes, course design criteria must be based on a needs analysis

that takes into account both target situation analysis and learning needs analysis.

This point is highly relevant to the present study in which an enquiry is being made into the learners' target needs and learning needs.

It follows from this account that the analysis of target needs involves far more than simply identifying the linguistic features of the target situation and thus different sources and ways are recommended for gathering information about target situation needs.

McDonough (1984) and Hutchinson and Waters (1987), for instance, suggest that information about target needs can be collected from learners, teachers, institutions, sponsors, using a number of ways or methods such as questionnaires, interviews, observation, analysis of field texts and through informal consultations with sponsors, learners and others.

Although in view of the complexity of needs it is desirable to use more than one of these methods, the choice will obviously depend on the time and resource available.

In fact, it is also important to remember that needs analysis is not a once-for-all activity but a continuing process, in which the conclusions drawn are constantly

checked and re-assessed (Drobnic (1978) as quoted in Hutchinson and Waters 1987:59).

Hence, the analysis of target situation needs is in essence a matter of asking questions about the target situation and the attitudes towards that situation of the various participants in the learning process (Hutchinson and Waters 1987:59).

A target situation analysis framework, developed by Hutchinson and Waters (1987:59-60), is used to outline the kind of information that the course designer needs to gather from an analysis of target needs framed with the following wh-questions: why is the language needed?, How will the language be used? What will the content areas be? who will the learner use the language with? and where and when will the language be used?

For this purpose, detailed procedures for gathering information may be referred to Mackay (1978), Munby (1978), Cohen and Mannion (1980) and Richterich and Chancerel (1980).

#### **2.4.2. Learning Needs Analysis.**

According to Hutchinson and Waters (1987:60) till now we have considered needs only in terms of target situation needs and the question: `what knowledge and abilities will

the learners require in order to be able to perform to the required degree of competence in the target situation? If we take an analogy of the ESP course as a journey in this discussion of the target situation needs, what we have done so far is to consider the starting point (lacks), the destination (necessities) and some dispute as to what that destination should be (wants). What we have not considered yet is the route from our starting point to the destination. This indicates another kind of need: learning needs.

The idea of learning needs is defined in different ways by different writers, but with the same concept.

Hutchinson and Waters (1987) define it briefly as 'what the learner needs to do in order to learn'.

Widdowson (1984) defines it similarly as 'what the learner needs to do to actually acquire the language; which is a process-oriented definition of needs, or as Brindley (1989), in Robinson (1991) states, they are the 'cognitive and affective needs of the learner in the learning situation.

Compared to the target needs analysis, the learning needs analysis is a recent development in ESP course design which has gained influence in the early 1980's.

This aspect of needs is roughly referred to as 'constraints' (Munby 1978), 'means analysis' (Holliday and Cooke 1982), 'Process-oriented needs analysis' (Widdowson 1984), 'learning needs analysis' (Hutchinson and Waters 1987) and 'present situation analysis' (Robinson 1991).

Among the kindest proponents of learning needs analysis are Hutchinson and Waters (1987). They argue that a target situation analysis cannot indicate how the expert communicator learnt the language items, skills and strategies that he or she uses. They go on arguing by saying that:

It is naive to base a course design simply on the target objectives, just as it is naive to think that a journey can be planned solely in terms of the starting point and destination. The needs, potential and constraints of the route (i.e. the learning situation) must also be taken into account, if we are going to have any useful analysis of learner needs (p.61).

Hence, the contemporary view on ESP considers the combination of the target situation analysis and present learning situation analysis as complete learner needs to base an ESP course.

Therefore, the present research has been designed in this spirit so as to use both target situation analysis and

learning needs analysis in its needs analysis stage to find out the needs determined by the target situation and needs felt by the learners, to see the contribution that learners bring and that they can make to the learning process.

Accordingly, the process-oriented interpretation of needs is used for identifying what the students bring to the teaching and learning situation and the potential of the teaching situation itself. In this respect McDonough (1984:36) states that:

What the learner brings, as an individual to the situation can be seen as being of two kinds. Firstly she/he may bring further goals and add to 'what' is being taught and learnt. Secondly, she/he will bring an experience of, and an attitude to the learning process itself which will of course affect 'how' material is learnt.

The belief behind paying attention to both types of needs assessment is that learners' motivation cannot derive only from mere provision of sample language forms in extracts from their work manuals, spoken discourse, and technical logbooks, but will also derive from the learning situation, from relevant and interesting learning tasks, techniques and methodology which are suitable for learning the language, as Abraham Menna (1993) argues.

In accordance with this, Yalden (1987:80) claims that "The concept of needs analysis has been extended to include the identification of communicative requirements, personal needs, motivation, relevant characteristics and resources of the learners"

As Hutchinson and Waters (1992) argue, "ESP materials need to be intrinsically motivating and cannot rely solely on the motivation produced by the target situation and people learn best when their interest is engaged." According to these writers. ESP, as much as any good teaching approach, needs to be intrinsically motivating too. It should satisfy their needs as learners as well as their needs as potential target users of the language. In other words, they should get satisfaction from the actual experience of learning, not just from the prospect of eventually using what they have learnt.

Thus, in current approach to ESP course design learners' needs are analyzed both in terms of product and process. To this end, Waters (1988:35) recommends that "the term 'needs' must be interpreted as embracing both main kinds-language learning needs as well as target language needs".

Richterich and Chancerel (1980), as cited in Robinson (1991), propose three sources of information for learning

needs analysis: the students themselves, the teaching establishment, and the user-institution, for example, the students' place of work. Here, information about the learners' level of ability, technical resources, and their views on language teaching and learning is gathered and analysed.

Hutchinson and waters (1987:62-63) have developed a framework for analysing learning needs using a similar checklist to that used for target situation analysis identifying why the learners learn the language, how they learn better, the available resources to carry out the programme, who the learners are and where and when the course will take place.

## **2.5. ESP Course Design**

### **2.5.1. Historical Development of ESP Course Design**

According to Howatt (1984) ESP is not a new movement but an extension within the English language teaching, whose origin goes back to the late 1960's. At that time (late 1960's and early 1970's), ESP activity drew much inspiration from applied linguists such as Barber (1962) and Trimble (1972). The materials production of ESP practitioners such as Herbert (1965) and Swales (1972) seemed to parallel the more theoretical work of applied linguists.

The major factors for the origin and development of ESP in the English language teaching, that is, the expansion of demand for English to suit particular needs and developments in the fields of linguistics and educational psychology, also remain valid for the historical development of ESP course design. Similarly, the ESP course design has gone abreast with the different developmental stages of ESP, namely the register analysis, discourse analysis, skills and strategies analysis, and learning-centred approach with due emphasis given at each stage (Hutchinson and Waters 1987)

Hence the underlying assumptions behind both these dynamic changes and various stages have been the bases for the process of ESP course design with their wider implications.

#### **2.5.2. Approaches to ESP Course Design**

Some writers give us precise aim and meaning of the ESP course design in its central role in designing an appropriate English course in line with the needs of the learners and teaching context. Accordingly, Brumfit (1983) and Littlewood (1992) suggest that the main aim of a course design is to make objectives, syllabus, materials and classroom activities consistent with the view of language and learning, the goal of language learning, and what is known about the learner.

Hutchinson and Waters (1987:65) also state that in ESP:

Course design is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching -learning experience, whose ultimate aim is to lead the learners to a particular state of knowledge. In practical terms this entails the use of the theoretical and emperical information available to produce a syllabus, to select , adapt or write materials in accordance with the syllabus, to develop a methodolgoy for teaching those materials and to establish evaluation procedures by which progress towards the specific goals will be measured.

Richterich (1983:32) argues that 'teaching should be more closely related to individuals, so that they feel involved, and content, methods and practices should be better matched to their characteristics, capabilities and interests.'

Hence, all these cases try to show the importance of the marriage of theoretical and practical aspects in an ESP course design.

Although there are probably as many differnt approaches to ESP course design as there are course designers, the following are worth mentioning.

ESP courses are usually designed either for academic purposes (EAP) or for occupational purposes (EOP). Kennedy and Bolitho (1984:4) say that 'EOP is taught in a situation in which learners need to use English as part of their work or profession and ... EAP is taught generally within educational institutions to students needing English in their studies'. However, this is not a clear-cut distinction as people can work and study simultaneously.

According to Kennedy and Bolitho (1984:50), an ESP course can also be designed on the basis of materials drawn directly from the learner's subject area (the subject-specific approach) or on the basis of materials or common language items and topics drawn from outside the learner's subject or field of study (the common-core approach). They argue that a subject-specific approach is not feasible in many situations because of administrative and teaching constraints. Perhaps the students are a mixed group in terms of the subject specialist or there may not be the number of teachers required to run courses for different specialisms. In such cases, a common-core approach is the logical solution. If such problems do not exist, they say, a subject-specific approach may be both feasible and desirable in that the learners themselves demand specificity rather than generality. They suggest a solution to the problem mentioned, that ESP teachers who realize that their knowledge of a subject has limits should tackle their duty

through cooperation with the subject teacher, that is, developing a team teaching programme.

In fact, the question of how specific ESP courses should be was first raised directly by R. Williams (1978) who argued in favour of a 'wide-angle' approach in which language and skills are taught through topics that are drawn from a variety of subjects rather than from the students' own discipline or profession as mentioned above. But the strongest case for this view has been made by Hutchinson and Waters (1987:67) who argue that the narrow angle approach is demotivating and irrelevant to students need. They say the reasons for having a subject-specific approach rests almost entirely on two affective factors generated by the learner themselves:

- a) Face-validity. Subject-specific materials look relevant.
- B) Familiarity. If learners have got used to working with a particular kind of text in ESP classroom, they will be less apprehensive about tackling it in a target situation (p.166).

Here also it seems that there is no one correct course of action. However, as regards the designing of an ESP course on the basis of subject-specific (narrow-angle) or common core (wide-angle) approach, Widdoson (1983:90) recommends that:

what must be insisted upon ... is the importance of recognizing that the effectiveness of an approach, wherever it may be located on the specifically spectrum, depends on establishing a principled relationship between course design and methodology.

Thus, in ESP course designing whether the course is a subject-specific or common-core one, what is important is the integration of course design and methodology.

Widdowson indicates that it would be a mistake to insist on the inherent superiority of one approach. He suggests that purposes which are most likely related to occupational and technical training can be more effectively serviced by greater specificity of schematic design and other purposes will call for a more educational, less specific approach.

Hutchinson and waters (1987:65) identify three approaches to ESP course design: language centered, skills-centered and learning-centered approaches. The learning-centered approach, unlike the other two approaches, takes the learner both as a user and learner of language and gives a fairly equal emphasis to both language use and the process of learning.

Furthermore, ESP courses are also designed on the basis of contents (topics, structures, and functions), skills (language skills and learning skills) and method (processes and procedures).

Some of the above-mentioned approaches can be categorized under Widdowson's (1984) 'goal-oriented' and 'process-oriented' approaches. Accordingly, 'contents', 'skills' and 'language-centered' are likely to be grouped under goal-oriented approach whereas 'method' and 'learning-centered' approaches roughly refer to the process-oriented approach as pointed out by Hailemariam Kekeba (1993:25).

#### **2.5.2.1. The goal-oriented approach to ESP Course design.**

A goal-oriented approach is a product-oriented interpretation of needs that focuses on end rather than means. Widdowson (1984:180-81) argues that "if we assume that our language description must directly determine course content, then in both cases we adopt a goal-oriented approach to course design and focus attention on ends rather than means."

McDonough (1984:37) also argues that "... clarity about goal is not the same as clarity about the means of getting there. We cannot simply regard the product as a specification of the process of learning and place it

wholesale into a classroom context." Hence the goal-oriented approach presumes an equation between what is to be taught and what is to be learnt.

Widdowson (1984:194) argues that such analysis of needs is based on a 'mistaken assumption' that "... teacher input equals learner intake..." However, it is obvious that what is taught is not necessarily equal to what is learnt.

Moreover, although the course designing models particularly formulated by Van EK (1975) and Munby (1978) for designing ESP courses in terms of goals provide systematic procedures for organizing what is to be taught, they give little room for the integration of 'how' language is learnt in the process of course planning. All these arguments brought about an alternative approach to ESP course design: the process-oriented approach.

#### **2.5.2.2. The process-oriented approach to ESP course design.**

The process-oriented approach to ESP course design takes into account the dynamic nature of teaching and learning process in all the phases of the course design process. In view of this fact Hutchinson and Waters (1987:77) say:

We have argued that the course design process should be much more dynamic and interactive. In particular, factors concerned with learning must be brought into play at all stages of design process.

They point out that a learning-centered approach, as a process-oriented approach to course design takes account of the learner at every stage of the design process with two main implications. Firstly, the course design is a dynamic process which does not move in a linear fashion from initial analysis to completed course as needs and resources vary with time. The course design, therefore, needs to have built-in feedback channels to enable the course to respond to developments. Secondly, the course design is a negotiated process in which there is no single factor which has an outright determining influence on the content of the course but rather the ESP learning situation and the target situation will both influence the nature of the syllabus, material, methodology and evaluation procedures with reciprocal influence among these components in turn (p.74).

In this approach some scholars, however, give primary emphasis to the process of learning rather than the goals. In this regard, Breen (1984:52) states that "an alternative orientation (or process-oriented) would prioritize the route itself: a focusing upon the means towards the learning of a new language." In accordance with this view Breen's model emphasizes the 'means' over the 'end' and factors that are

related to 'learning needs' are taken into account at all the stages of course design process and also during the implementation of the programme itself. However, the target language needs are considered secondary in this model.

Hutchinson and Waters (1987:74) thus recommend that ... both target situation needs and learning needs must be taken into account' at all the stages of the course design process. Hence, they have developed the following learning-centered course design process or model in which both the target situation needs and learning needs are equally emphasized in course design.

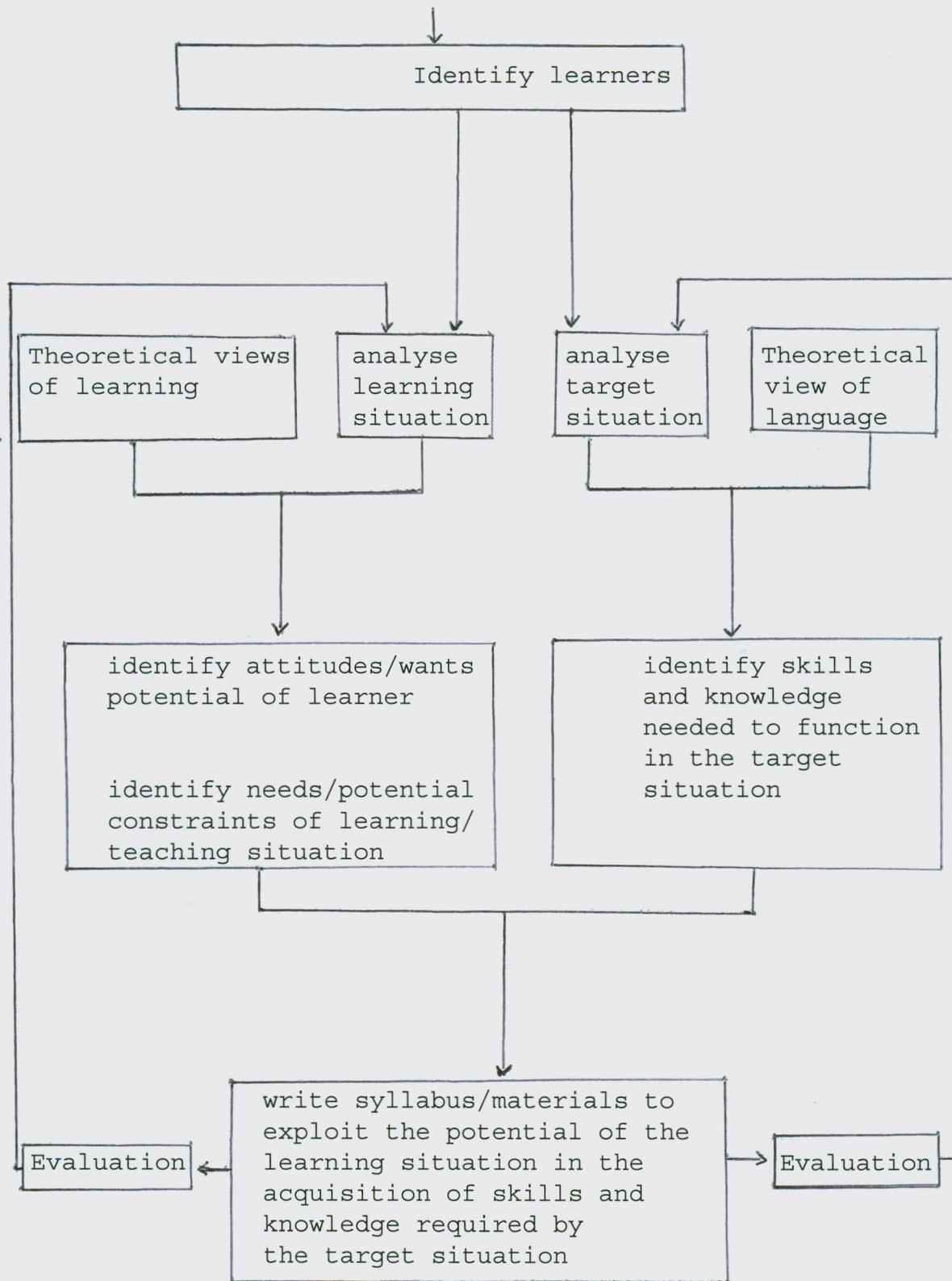


Figure 1. A Learning-Centered Approach to Course Design  
(Source: Hutchinson and waters 1987:74)

In the above model both the target situation needs and learning needs of a group of learners of English are specified. Hence, upon the identification of learners, in the first stage of the course design process, the theoretical views of language and learning are reviewed, and the target situation and learning situation analysed. In the second stage, on the one hand, the theory of learning and the analysis of learning situation lend themselves to identifying both the type of attitudes, wants and potential of the learners, and the set of needs, potential and constraints of the learning and teaching situation. On the other hand, the theory of language and the analysis of target situation are used to identify skills and knowledge needed to function in the target situation. In the third stage, all the information identified and collected through the analysis of the aspects of learning situation and target situation are processed so as to write the syllabus and teaching to exploit the potential of the learning situation in the acquisition of the skills and knowledge required by the target situation. Finally, through continuous evaluation, the process would be recycled for the adjustment and readjustment of the course in accordance with the needs of learners and availability of resources which may vary with time during this ongoing process.

In summary, Hutchinson and Waters (1987:74) argue, we are apt to say that a course design as a negotiated and

dynamic process- oriented approach in which both the target situation and learning situation needs are taken into account. Widdowson (1984:187) also agrees to this view by commenting that:

... a goal-oriented approach creates a conflict between what the learner needs in learning and what he or she needs to have acquired after learning process; a process-oriented approach based on the subject methodologies contains no such conflict because these needs converge in the learning process itself.

### **2.5.3. Syllabus Design**

Syllabus design as an interchangeable term with syllabus development presupposes that developing a syllabus is a necessary component in any course design process. "The process of syllabus designing is one of continually choosing, modifying, changing and evaluating both forms and functions" in the light of new incoming information (Johnson and Morrow 1981:24)

The term "syllabus" is sometimes equated with some other names and thus it is defined from different points of view by different people. For example, Stevens (1977:25) states that a syllabus is partly an instrument for administration, partly a daily guide to the teacher, partly a statement of what to teach and how. He says that it is a document in which the items to be taught are listed in a

particular course for a particular set of learners. According to Johnson and Morrow (1981:2), a syllabus is in general terms a 'list of items we wish to teach'. Richards (1985:8) says that a syllabus represents a particular view of what is needed to attain an objective.

A more elaborate definition of a syllabus is given by Dubin and Olshtain (1986:28) who say that a syllabus is the vehicle through which policy-makers convey information to teachers, text-book writers and learners. No matter what its title- 'curriculum', 'plan' 'course outline' or any other name-whatever it is called, a syllabus is a document which ideally describes:

- a. What the learners are expected to know at the end of the course, or the course objectives in operational terms,
- b. What is to be taught or learned during the course in the form of an inventory of items,
- c. When it is to be taught, and at what rate of progress, relating the inventory of items to the different levels and stages as well as to the time constraints of the course,
- d. How it is to be taught, suggesting procedures, techniques and materials,
- e. How it is to be evaluated, suggesting testing and evaluating mechanisms.

In short, according to Nunan (1988:159) a syllabus is a specification of what is to be taught in a language programme and the order in which it is to be taught.

However, Hutchinson and Waters (1987:84-85) give us a note of caution that a syllabus is a model or statement of a teaching ideal... that can only constitute an approximate statement of what will be taught. They further argue that a syllabus just as it is a statement of the ideal in language terms, it only implicitly defines the ideal learner and it can predict very little about what will be learnt. They proceed to say that a syllabus can neither take account of individual differences nor can it express the intangible factors that are crucial to learning: emotions, personalities, subjective views and motivation.

Moreover, the following quotation clarifies the conflicting views on the distinction between curriculum, syllabus and methodology in their respective relation to each other.

... curriculum is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational program. Syllabus, on the other hand, refers to that subpart of curriculum which is concerned with a specification of what units will be taught (as distinct from how they will be taught, which is a matter for methodology) (Allen 1984:61 as quoted in Brumfit (ed.) 1984a).

Nunan (1988:8) elaborates this relationship by saying that curriculum is concerned with the planning, implementation, evaluation, management and administration of education programme. 'Syllabus', on the other hand, focuses more narrowly on the selection and grading of content.

This view serves as a spring board for examining syllabus design vis-a-vis curriculum development and methodology.

#### **2.5.3.1. Syllabus design and curriculum development.**

According to Nunan (1988:4-10), it is possible to study the 'curriculum' of an educational institution from a number of different perspectives. In the first instance, we can look at curriculum planning, that is, at the decision making, in relation to identifying learners needs and purposes; establishing goals and objectives; selecting and grading content; organizing appropriate learning arrangements and learner groupings; selecting, adapting, or developing appropriate materials, learning tasks, and assessment and evaluation tools.

Alternatively, we can study the curriculum 'in action' as it were. This second perspective takes us into the classroom itself. Here we can observe the teaching/learning process and study the ways in which the intensions of the curriculum planners, which were developed during the planning phase, are translated into action.

Yet another perspective relates to assessment and evaluation. From this perspective, we would try and find out what students had learned and what they had failed to learn in relation to what had been planned. Additionally, we might want to find out whether they had learned anything which had not been planned. We would also want to account for our findings, to make judgments about why some things had succeeded and others have failed, and perhaps to make recommendations about what changes might be made to improve things in the future.

Finally, we might want to study the management of the teaching institution, looking at the resources available and how these are utilized, how the institution relates to and responds to the wider community, how constraints imposed by limited resources and decisions of administrations affect what happens in the classroom, and so on.

All of these perspectives taken together represent the field of curriculum study and it is important that, in the planning, implementation and evaluation phases of a given curriculum, all elements be integrated, so that decisions made at one level are not in conflict with those made at another.

Hence, in this general curriculum model, syllabus design is essentially concerned with the selection and grading of content as a sub-component of the planning phase of curriculum development.

#### **2.5.3.2. Syllabus design and methodology**

The relation and distinction between syllabus design and methodology seem to depend on the corresponding relation and distinction between product-oriented and process-oriented approaches to syllabus design.

According to Nunan (1988:11), a distinction is traditionally drawn between syllabus design which is concerned with outcomes, and methodology, which is concerned with the process through which these outcomes are to be brought about. This implies the distinction between syllabus design, which is concerned with the 'what' of a language programme and methodology, which is concerned with the 'how'.

Hence, the aim of a product - oriented syllabus, whether grammatical, situational or functional, is an end-product as the focus is on the knowledge and skills learners are expected to know at the end of the course. This is an early approach to syllabus design based on the above-mentioned syllabuses.

Accordingly, the grammatical or structural syllabus which focuses on only one aspect of language, that is, formal grammar, fails to equip the learners with communication competence. The situational syllabus which is based on predictions of the situations in which the learner is likely to operate through the foreign language still emphasizes language as a set of grammatical structure in which it is not possible to predict language as fixed in a particular setting. The functional-notional syllabus which prioritizes the use of function and the conceptual meaning or notion that the learners communicate through the language falls short of its purpose when the selection and grading of the functional items become much more complex as there are few apparent objective means for deciding that one functional item, for example, 'apologizing', is either simpler or more difficult than another item such as 'requesting' as discussed in Candlin(1976), Wilkins (1976) in Brumfit and Johnson (ed. 1979), Trim et al. (1980), Trimble (1985) and Nunan (1988).

On the other hand, Nunan (1988: 40) states that in recent years, some applied linguists have shifted focus from the outcomes of instruction, that is, the knowledge and skills to be gained by the learner, to the processes through which knowledge and skills might be gained, and thus this shift in emphasis has been dramatized by the tendency to separate product-oriented syllabus design issues from

process-oriented ones which are based on syllabuses such as process syllabus, procedural syllabus, content syllabus, task-based syllabus, method-based syllabus and skilled-based syllabus. The set of these syllabuses refers to a more recent approach to syllabus design.

Thus, the fundamental differences between early and more recent ESP syllabuses lie in the organizing principles and in the selection of the content. In a grammatical or register analysis ESP syllabus, the basic selection and organizing principles were 'frequency', 'coverage' and 'availability' while the content is language form. In a similar fashion, a situational ESP syllabus is based on situations and appropriate language forms for those situations, the content still being language form. A functional-notional syllabus is based on selection of the most useful functions and notions with appropriate exponents in the form of structures and vocabulary.

However, the selection and organization in more recent examples of ESP are based on a broader identification and analysis of the learners' needs and the needs of their learning situation. The content is typically a balance of language use (function, notation, vocabulary), language skills, and strategy awareness training or activities or tasks or some other balance of sub-syllabus as the needs of the learners demand, but not primarily language forms. This

is not to say that form and function are two mutually exclusive elements in a syllabus. In fact, one cannot exist in a course without the other as pointed out by Abraham Menna (1993:27-28).

Nunan (1988:31-32) says that matters are complicated, not only by the fact that language fulfils a variety of communicative functions, but that there is no one-to-one relationship between form and function. Not only can a single form realize more than one function, but a given function can be realized by more than one form. For example, we can understand this from the following tables where in Table 1 a single form realizes a variety of functions, whereas in Table 2 a single function is being realized by a variety of forms:

**Table 1** A Single Form Realizes a Variety of Functions.

Form	Functions	Gloss
The Cliffs are over there	direction	That's the way to the scenic view
	warning suggestion	Be careful of the cliffs! How about a walk along the cliff top?

Table 2 A Single Function is Being Realized by a Variety of Forms.

Function	Forms
Request	May I have a drink, please? Thirsty weather, this. Look like an interesting wine. I'm dying for a drink. Is that a bottle of champagne?

(Source: Nunan (1988:31))

Nunan (1988) further argues that the wider view of language, focusing not only on linguistic structures, but also on communicative purposes for which language is used, developed from insights provided by philosophers of language, sociolinguists and from other language-related disciplines. The immediate reaction to such a wider view is to contemplate ways of incorporating it into the language syllabus. Unfortunately, the form/function disfunction makes the process of syllabus design much more complex than it would have been had there been a neat one-to-one form/function relationship. Hence, we should realize the practical difficulties of incorporating formal and functional elements into syllabus design.

Hutchinson and Waters (1987:70) claim that ESP is, by its very nature, a process that is intended to enable people to achieve a purpose, ... and the emphasis in the ESP course, then, is not on achieving a particular set of goals, but on

enabling the learners to achieve what they can within the given constraints.

To this end, Holmes (1982), as cited in Hutchinson and Waters (1987:70), states:

The process-oriented approach... is at least realistic in concentrating on strategies and processes of making students aware of their own abilities and potential, and motivating them to tackle target texts on their own after the end of the course, so that they can continue to improve.

The point here is that there are various options for an ESP syllabus and all types may be used having one type as an organizing device.

Hutchinson and Waters (1987:89) further argue that a syllabus that is framed in only one aspect (be it structures, functions, content or whatever) will probably miss the opportunity to develop the unacknowledged elements effectively and thus any syllabus which claims to teach people how to communicate (in whatever specialized area) should acknowledge the complexity of communication. Besides, any teaching material must, in reality, operate several syllabuses at the same time and one of them will probably be used as the principal organizing features.

As to the choice of syllabus, Swan (1985), in Hutchinson and Waters (1987:89), argues for the integration of eight or so syllabuses.

Similarly, Dubin and Olshtain (1986:38) advocate a combination of different inputs to syllabus design in an eclectic manner to obtain positive results.

Generally, any decision as to which syllabus to employ will result from an assessment of the target and learning needs and the objectives of the course.

Finally, as Robinson (1991:10) puts it, we need to consider all approaches available so as to find what most suitable for a particular situation

Last but not least, in view of syllabus design and methodology, Nunan (1988: 52 and 60) says that with the adoption and development of process, procedural, task-based, and other non-linguistic approaches to syllabus design, the traditional distinction between syllabus design (specifying the 'what' and methodology (specifying the 'how ') has become blurred. Widdowson (1987:65) takes a rather traditional line on this matter, suggesting that a syllabus is the ... "specification of a teaching programme or pedagogic agenda which defines a particular subject for a particular group of learners.

In addition, Hutchinson and Waters (1987:92) give a first priority or emphasis to methodology by saying that in a learning-centered approach the methodology cannot be just grafted on to the end of an existing selection of syllabus items and texts: it must be considered right from the start to influence the content of the entire course design.

Lastly, in summarizing the whole literature, although for clarity we need to look at the factors affecting ESP course design separately, it is their interdependence in the course design process which is of greatest importance. Hutchinson and Waters (1987:22) represent the relationship like this:

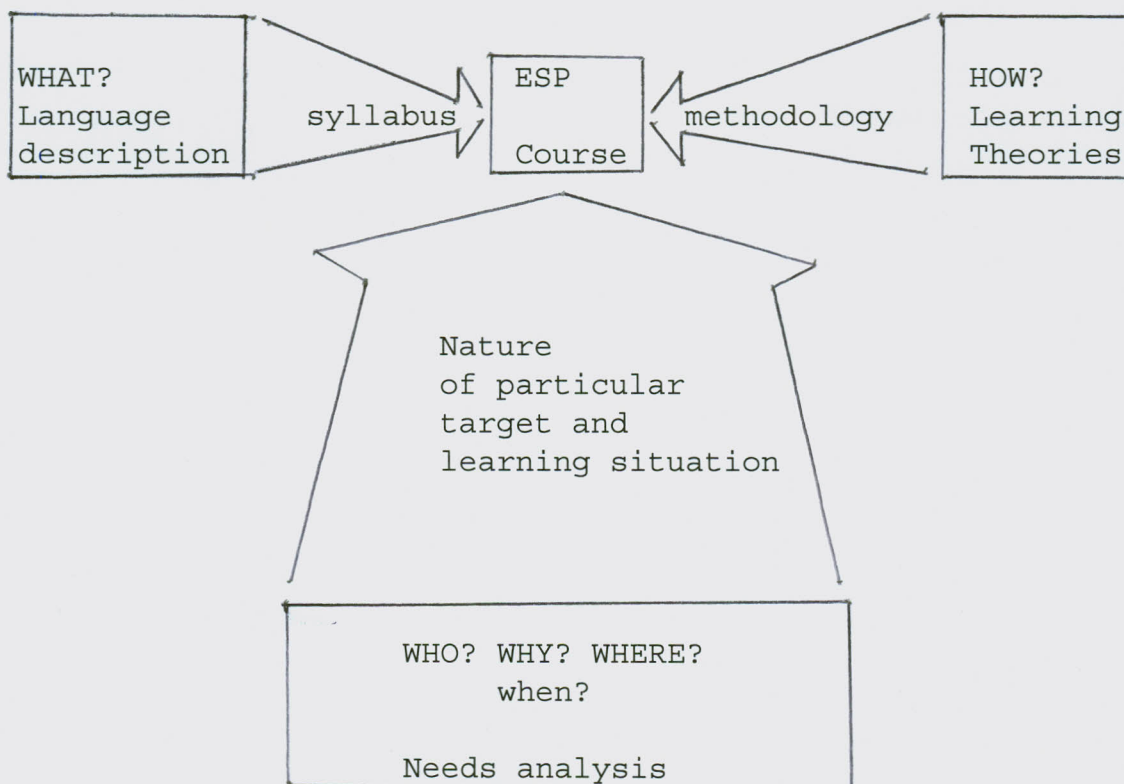


Figure 2. The Interdependence Between Factors Affecting ESP Course Design Process (source: Hutchinson and Waters (1987:22))

## **CHAPTER THREE**

### **3. METHODOLOGY**

This section of the study deals with the description of the research instruments and the sampling procedures employed in this study. Hence the methods of the study were the following.

3.1. Questionnaire

3.2. Interview

3.3. Analysis of the English Textbooks for grades 11 and 12.

#### **3.1. Construction and Administration of Questionnaires**

Questionnaires were constructed and distributed to be filled in by the sample subjects of the total population: 8 English teachers, 10 academic subject teachers, 12 technical subject teachers and 60 students. Here, the researcher found Abraham Menna's (1993) questionnaires very useful and central to other sources and thus he has taken them adapting where necessary with great respect and fidelity to the writer and full acknowledgement to his work.

##### **3.1.1.English Teachers' Questionnaire**

Here, purposive sampling was used because the population of English teachers was not larger than its sample in size. A questionnaire was designed and distributed to these teachers. The questions in the questionnaire were aimed at finding out and comparing responses to squeeze out facts regarding the degree of satisfaction with the aims and

objectives of the English syllabuses, the relevance of English and teaching materials for the learning and target needs of learners, the emphasis given to the teaching materials and classroom teaching, the technical students' motivation to learn, the rate of the English language proficiency of the learners, the frequency and ways of modes of classroom organization, the kind and use of teaching aids, the degree of perception of change in the English course, and the ways and basis of improving the current English courses, syllabuses and teaching materials in the teaching/learning process as a whole.

**3.1.2. Academic and Technical Subject Teachers' Questionnaire.**

These subjects were selected on the basis of simple random sampling as the size of the population in each case was larger than the respective sample although it is still marginal with the academic subject teachers.

The same questionnaire was distributed to these teachers as they were presumed to use English to teach their subjects in similar situations employing the same language skills and sub-skills, although perhaps with a different frequency of use of these skills.

The questions concentrated on an evaluation of the technical students' English language abilities and

proficiency in the four language skills exhibiting the ranking of the frequency of language skills and activities to elicit the importance of these skills or macro-skills for the subjects they taught.

### **3.1.3. The Technical Students' Questionnaire.**

Simple random sampling was employed to select these subjects from quite a large population.

The questionnaire was administered to the students in each respective school by the researcher himself in a separate classroom with the provision of explanations and clarifications on the aims, instructions and items believed to cause difficulties, and answering a spate of questions to say the least.

### **3.2. Preparation and Administration of Structured Interviews.**

Structured interview questions were prepared for the English teachers and students with the aim of supplementing questions asked in their questionnaires as a technique to confirm or cross-check answers. Out of the sample of teachers and students already selected, three English teachers (37.5%) and six students (10%), that is, one teacher and two students from each school, were randomly selected and interviewed. The English teachers were interviewed in English. On the other hand, for the students,

an Amharic version of the English interview was conducted in order to have clearer responses from the subjects.

### **3.3. Analysis of the English Textbooks.**

The English textbooks for grades 11 and 12 which are currently in use, were analysed considering the format, language functions, notions and topics.

Finally, total data collected was analysed and interpreted through tables in actual figures and percentages as required leading to relevant findings, conclusions and recommendations.

## CHAPTER FOUR

### 4. THE DATA AND ITS ANALYSIS

The findings of this study will be discussed under eleven main headings in which the responses to common questions are grouped and compared where necessary for clarity and simplicity. Hence, the following features will be discussed.

- 4.1. Background Information of the Respondents,
- 4.2. The Choice of Students' Field as Expressed by the Deputy Directors and Students.
- 4.3. Preferences of the English Language Skills and Areas of Knowledge Perceived to Be Needed for Training Studies and for the Job as Judged by Students.
- 4.4. Students' Need for Using English Language Skills and Activities in Learning Other Courses as Perceived by Students(s), Academic Subject Teachers (TST).
- 4.5. The Present Teaching Learning Process and the Attitudes of students to the Course as Seen by English Teachers and Students.
- 4.6. Students' Perceptions of Their Future Working Situation and Areas of English Needed for the Job.
- 4.7. English Teacher's Degree of Satisfaction with the Current Syllabus and Materials and Description of Learning Activities as Shown by English Teachers

4.8. Students' English Language Proficiency as Judged by English Teachers, Academic Subject Teachers and Technical Subject Teachers.

4.9. The Need for Improvement of the Current Syllabus and Materials as Suggested by English Teaches.

4.10 A General Analysis of the English Textbooks.

4.11 Interview

4.11.1. English Teachers' Interview

4.11.2. Technical Students' Interview

4.12 Background Information of the Respondents. The following pieces of background information show the nature of the respondents in the study

**Table 3.** Student Subject Population by Academic Level and Sex.

Level	Sex				Total	
	Male		Female		F	P
II	Frequency	Percentage	Frequency	Percentage		
	45	75%	15	25%	60	100%

**Table 4.** Teacher Subject Population by Subject and Sex

Subject	Sex				Total	
	Male		Female		F	P
	Frequency	Percentage	Frequency	Percentage		
English	7	87.5%	1	12.5%	8	100%
Academic	10	100%			10	100%
Technical	12	100%			12	100%
Total	29	96.7%	1	3.3%	30	100%

**Table 5.** Teacher Subject Population by Subject  
Qualification

Subject	Qualification					Total
	10+3	12+2	B.A/B.SC	M.A	Ph.D	
English			7	1		8
Academic		4	5	1		10
Technical	2	3	4	3		12
Total	2	7	16	5		30

#### 4.2. The Choice of Students' Field as Expressed by the Deputy Directors and Students

The second year technical students in the three technical schools were asked in their questionnaire (see Appendix A) to give some background information about themselves. They indicated that they had been studying at these schools for one and a half years. All of them had completed grade 10 upon their admission to these schools and they were selected on the merits of their academic achievement. They were in the age range between 18 and 24.

When the students were asked in item No.2 in the questionnaire (see Appendix A) whether they were assigned to their respective fields of study according to their first choice, 88% (53 students) said that they were assigned on

the basis of their first choice while only 12% (7 students) were not assigned on that basis. On this point, the deputy directors commented that some students were assigned to other fields when the required number of students in their fields of interest was filled up. Hence, the interests of some students were not fully entertained.

#### 4.3. Preferences of the English Language skills and areas of knowledge

**Table 6.** Ranking the use of English language skills for learning other Courses as Indicated by Students(s).

	V. Frequently used S	Frequently used S	sometimes used S	Rarely used S	Never used S
Listening	36	16	6	2	0
Speaking	4	14	20	20	2
Reading	32	26	2	0	0
Writing	26	16	6	6	6

As Table 6 shows listening and reading are very frequently used for learning other courses. Writing is also used very frequently for learning.

**Table 7.** Ranking the English Language Skills and Areas of knowledge in Order of Emphasis in the English Classroom by Students(s) and English Teachers (ET)

	most emphasised		2nd Emphasised		3rd emphasized		4th emphasized		5th emphasised		6th emphasised	
Listening	16	4	8	3	4	1	18	0	8	0	6	0
Speaking	2	2	12	2	8	1	6	1	14	2	8	0
Reading	10	3	8	2	12	2	16	1	12	0	2	0
Writing	2	2	4	2	6	2	12	1	14	1	22	0
Vocabulary	4	3	24	3	14	1	6	1	4	0	8	0
Grammar	28	5	10	2	12	1	0	0	8	0	2	0

As can be seen from Table 7, grammar and vocabulary are emphasized in the classroom. When the students were asked, in item No.6 in the questionnaire (see Appendix A), how they felt about their English class, 53.3% (32 students) said that they liked it very much and 47.7% (28 students) commented that it was not very interesting.

4.4. Students' Need for Using English language Skills and Activities in Learning Other Courses as Perceived by Students(s), Academic Subject Teachers (AST) and Technical Subject Teachers (TST).

**Table 8(a).** Assessment of Frequency of Students' Use of Different Listening Activities in Studying Other Courses as Indicated by Students(s), Academic Subject Teachers (AST) and Technical Subject Teachers (TST).

		V. frequently	Frequently	Sometimes	Rarely	Never
Listening to lectures	S	32	22	6	0	0
	AST	3	4	1	1	1
	TST	2	3	4	2	1
Listening to class discussions	S	44	12	2	0	2
	AST	2	1	3	2	2
	TST	5	4	2	1	0
Listening to teachers explanation	S	22	16	12	6	4
	AST	3	2	2	1	2
	TST	4	3	2	2	1
Listening to teachers instruction	S	24	22	10	4	0
	AST	2	3	2	2	1
	TST	3	4	3	1	1
Listening to teacher question	S	26	14	14	6	0
	AST	3	2	2	2	1
	TST	4	4	2	2	0

In this Table, students appear to listen to class discussion very frequently. Hence listening to discussions and listening to lectures are very frequently used in studying other courses.

**Table (b).** Assessment of Frequency of Students' *Use* of Different Speaking Activities for Studying Other Courses as Shown by Students, Academic Subject Teachers and Technical Subject Teachers.

		V. frequently	Frequently	Some-times	Rarely	Never
Asking questions	S	10	14	28	8	0
	AST	4	3	2	1	0
	TST	5	2	2	2	1
Answering questions	S	8	32	10	10	0
	AST	3	4	1	1	1
	TST	4	2	3	2	1
Giving oral reports	S	2	6	14	22	16
	AST	1	1	3	4	1
	TST	3	3	2	3	1
participating in whole class discussion	S	6	8	18	16	12
	AST	3	3	2	2	0
	TST	4	3	3	1	1
participating in pair/group discussion	S	0	14	12	22	12
	AST	1	2	2	4	1
	TST	2	2	4	2	2

As Table 8(b) shows, asking questions and answering questions are the most frequented speaking activities for studying other courses. On the other hand, giving oral reports seems to be used rarely.

**Table 8(c).** Assessment of Frequency of Students' use of Different Writing Activities for Studying Other Courses.

		V. frequently	Frequently	Some- times	Rarely	Never
Copying lecture notes	S	18	16	14	2	10
	AST	5	4	1	0	0
	TST	2	2	4	2	2
Making notes from books	S	8	26	20	6	0
	AST	3	3	2	2	0
	TST	3	4	3	1	1
writing reports, essays	S	0	6	16	24	14
	AST	1	1	3	2	3
	TST	4	3	2	2	1
writing other assignments	S	18	12	14	10	6
	AST	2	2	4	1	1
	TST	3	4	2	2	1
writing test answers	S	14	18	20	6	2
	AST	3	4	2	1	0
	TST	4	3	3	1	1

As indicated in the table, copying lecture notes and writing other arrangements are the most frequented writing activities for studying other courses, followed by writing test answers. In fact, writing reports, essays etc. is rarely done as shown.

Table 8(d). Assessment of Frequency of Students' Use of Different Reading Activities for Studying Other Courses as Indicated by Students Academic Subject Teachers (AST) and Technical Subject Teachers (TST)

		V. frequently	Frequently	Some times	Rarely	Never
Reading lectures notes	S	14	24	6	6	10
	AST	4	2	2	1	1
	TST	2	2	3	4	1
Reading textbooks	S	18	10	20	8	4
	AST	5	3	1	1	0
	TST	4	3	3	2	0
Reading handouts	S	0	16	8	12	24
	AST	1	1	4	2	2
	TST	2	3	3	4	0
Reading test items	S	8	4	10	10	28
	AST	3	4	2	1	0
	TST	4	3	2	2	1
Reading Technical manual	S	10	16	14	16	4
	AST	0	1	2	4	3
	TST	5	4	2	1	0

As Table 8(d) shows, reading textbooks and lecture notes are very frequently used for studying other courses. Reading technical manuals seems to be read by both the technical students and technical subject teachers.

When the students were asked, in item No.8 in the questionnaire (see Appendix A), what their most favourite skill was in learning English, 38.3% (or 23 students) said that it was the speaking skill in spite of the fact that it was indicated as one of the least emphasized skills in the English language classroom. On the other hand, when these students were again asked, in item No.9 in the

questionnaire, what their least favourite skill was in learning English, 30% (or 18 students) said it was the writing skill as it was the least emphasized skill in the English language classroom.

4.5. The Present Learning of Teaching Process and the Attitude of Students to the Course as Seen by English Teachers and Students.

Table 9. Assessment of Modes of Classroom Organization Particularly Used in the Technical Schools as Evaluated by English Teachers (ET) and Students (s).

	V. Frequently		Frequently		Some times		Rarely		Never	
	S	ET	S	ET	S	ET	S	ET	S	E T
Individual work	26	5	18	2	10	1	2	0	4	0
pair work	2	1	4	2	6	2	28	1	20	2
small group work	2	1	2	1	4	3	16	3	36	0
whole class work	22	4	10	3	6	1	4	0	18	0

As it is indicated in the table, the typical modes of classroom organization are individual and whole classwork



It seems clear that the teaching/learning process is conducted almost without using teaching aids. Obviously, teacher's guide and pupil's books or textbooks appear to be the only teaching aids used.

**Table 11** Assessment of Physical Learning Environment  
(or Classroom Setting) as Indicated by Studnets

	(a)	(b)
a) Dark classroom		
b) Light classroom	60	
a) Dull classroom	18	
b) Interesting classroom	42	
a) large class (too many students in class)	12	
b) small class (appropriate number of students)	48	
a) Noisy classroom	52	
b) Quiet classrooms	8	
a) Uncomfortable furniture	16	
b) comfortable furniture	44	

There is only noise problem

**Table 12** Assessment of Students Satisfaction with learning Activities and Facilities which May Be Sources of Learning Motivation as Judged by Students.

	V.Sats.	Satisfied	Neutral	Dissat.	V. Dissat.
Teachers encouragement	4	16	18	10	12
Teachers classroom mangement	6	24	8	18	4
Teachers relationship with class	8	18	16	12	6
Varieties of learning activities	4	20	10	10	16
Library Facilities	2	6	8	22	22
Relation of topics to the job	0	8	14	22	16
Relation of language skills to the job	2	4	8	14	32
Relevance of passages and exercises in English textbook to the job	4	2	4	18	32

Students seem to be satisfied with the teachers classroom management.

When students were asked whether they felt the need for a change in the English course being provided, in item 15 in the questionnaire, 96.7% (58 students) said 'yes' while only 3.3% (or 2 students) said 'No':

**Table 13,** Assessment of English Language Skills and Areas of Knowledge Students Particularly want to Improve as Indicated by Students.

	The most desired	The 2nd Desired	The 3rd Desired	The 4th Desired	The 5th Desired	The 6th Desired
listening	6	24	6	6	14	4
Speaking	30	4	8	2	6	10
Reading	2	14	18	8	12	6
Writing	6	0	16	16	4	18
Vocabulary	4	12	12	20	12	10
Grammar	12	6	12	8	10	12

As can be seen from the table, speaking is the most desired skill students want to improve followed by listening and reading as the second desired.

**Table 14.** Assessment of Areas of English Preferred by Students.

	The most preferred	The 2nd preferred	The 3rd preferred
General English	8	16	36
Technical English	16	32	12
A balance between general and technical English	36	16	8

Table 14 shows that more than half of the students (60%) showed their preference for a balance between topics from general and technical English.

4.6. Students' Perceptions of Their Future Working Situation and Areas of English Needed for the Job.

**Table 15.** Ranking of Working Situation (or Physical Setting) in which Students Anticipate to Use English Most for the Job.

	The most important situation	The 2nd important situation	The 3rd important situation
In the technical workshop	30	20	10
In the office work	10	18	32
In places of related field activities	18	22	20

The table shows that students will use English in the workshop most. It seems that they also need to use English in places of related field activities in the office on and off.

**Table 16.** Assessment of the Importance of Areas of English for the Work of Technicians as Indicated by Students

	The most important	2nd most important	The 3rd important
General English	6	32	22
Technical English	12	26	22
A balance between general English and technical English	44	6	10

Students were asked to rank the areas of English which they believed they would need most for their future job. As Table 16 shows, the majority of the students (77.3%) perceive a balance between general and technical English to be the most useful for their future job.

4.7. English Teachers' Degree of Satisfaction with the Current Syllabus and Materials and Description of Learning Activities as Shown by English Teachers.

English teachers currently teaching at the three technical schools are 8. These are teachers of the technical students. Seven of the English teacher respondents are graduates with a

B.A degree and one has an M.A degree in Teaching English as a Foreign Language (TEFL). All of them are Ethiopians. All have experience of teaching well above ten years.

These English Teachers were asked to evaluate the present English syllabus and teaching materials in terms of their relevance to the learner's needs in their future job.

Hence, regarding the directness and clarity with which the aims of the syllabus were stated, 37.5% of the teachers showed they were neutral and the other 62.5% said they were dissatisfied; regarding the clarity and directness of the objectives, 25% of the teachers said they were satisfied and the other 75% said they were dissatisfied; regarding the relevance of the syllabus to the learners' target needs for English, 87.5% said they were dissatisfied while 75% said they were dissatisfied with the relevance of the materials to learners' target needs. Thus, it seems necessary that any improved course uses an English syllabus and teaching materials much more relevant to the students' needs for English and with clearly stated long-term goals and short-term objectives as Abraham Menna(1993) put it in a similar study.

**Table 17.** Assessment of English Teachers' Satisfaction with the Current Emphasis on Language Skills and Areas of Knowledge in Course Materials as Shown by English Teachers (ET)

	V. Satisfied	satisfied	Neutral	Dis-satisfied	V. dis-satisfied
	ET	ET	ET	ET	ET
Listening skills	0	0	2	4	2
Speaking skills	0	0	0	6	2
Reading skills	0	4	2	1	1
Writing skills	0	2	3	2	1
Grammar	0	6	1	1	0
Vocabulary	0	5	2	1	0

In this Table, we see that grammar, vocabulary, and reading are emphasized in this order of priority by the English teachers in their classroom teaching. Listening and speaking skills are not given proper attention and emphasis as the majority of the teachers are dissatisfied with them.

**Table 18.** Assessment of Language Learning Activities Carried Out by Students as Judged by English Teachers (ET)

	V. Frequently	Frequently	some-times	Rarely	Never
	ET	ET	ET	ET	ET
Asking and answering questions	3	4	1	0	0
Solving problems through group discussion	0	0	2	4	2
Repetition	0	4	3	1	0
Controlled speaking	0	0	3	4	1
Giving oral reports	0	1	3	4	0
listening to lectures	0	4	2	1	1
Reading aloud	3	4	1	0	0
Recording silently for meaning	0	1	3	2	2
controlled writing grammar and vocabulary exercises	0	2	4	2	0
Writing dictations	0	1	3	2	2
Writing reports	0	0	2	4	2
Learning vocabulary	2	4	2	0	0
Learning grammar rules	2	5	1	0	0

English teachers were asked to describe learning activities used by students to see whether the activities are motivating and interesting. Hence, as can be observed in the table, asking & answering questions, repetition, listening, reading aloud, learning vocabulary and grammar rules are the activities frequently used: Other activities are less frequently used. Activities such as solving problems through group discussion, controlled speaking and writing reports are seldom used.

Generally, there is no interactive teaching in the classroom.

4.8. Students' English Language Proficiency as Judged by English Teachers, Academic Subject Teachers and Technical Subject Teachers.

**Table 19.** An Evaluation of Technical Students English Language Proficiency as Made by English Teachers (ET, Academic Subject Teachers (AST) and Technical Subject Teachers (TST)

		V.good	Good	Average	Weak	V.Weak
Reading	ET	0	4	2	1	1
	AST	0	2	3	3	2
	TST	2	4	3	2	1
Writing	ET	0	2	1	4	1
	AST	0	1	4	3	2
	TST	1	3	3	4	1
Speaking	ET	0	0	2	3	3
	AST	0	0	3	3	4
	TST	0	1	2	5	4
Listen- ing	ET	0	2	3	3	0
	AST	1	3	4	2	0
	TST	1	2	5	2	2
Vocabu- lary	ET	1	4	3	0	0
	AST	0	2	4	2	2
	TST	2	4	4	1	1
Grammar	ET	2	3	3	0	0
	AST	1	4	4	1	0
	TST	2	3	4	2	

All the three types of teachers were asked to evaluate the technical students' English language proficiency. The summarized findings in Table 19 indicate the following. Students are good at grammar, vocabulary and reading but weak in listening, writing and speaking in that order of priority. This is in fact relatively speaking, otherwise there are variations in responses.

4.9. The Need for Improvement of the Current Syllabus and Materials as Suggested by English Teachers.

**Table 20.** Assessment of English Teachers and Students' Opinions Regarding the Improvement of the Current Syllabus and Materials

	Storngly agree		Agree		Netural		Disagree		Strongly disagree	
	ET	S	ET	S	ET	S	ET	S	ET	S
the current syllabus and materials need to be improved	6	52	2	8	0	0	0	0	0	0
The improved syllabus and materials should focues on	1	10	3	15	4	18	0	12	0	5
1. Developing knowledge of grammar										
2. Developing vocabulary	2	8	4	13	1	22	0	15	0	2
3. Improving reading skills	6	49	2	7	0	4	0	0	0	0
4. Improving writing skills	4	38	3	11	1	5	0	4	0	2
5. Improving listenign skills	3	36	5	14	0	7	0	3	0	0
6. Improving speaking skills	5	46	3	12	0	2	0	0	0	0

English teachers and students were asked to say to what extent they would want to see improvements to the current syllabus and materials. Other questions were intended to elicit information about what they felt an improved syllabus and materials should focus on. Hence, as shown in Table 20, the respondents predominantly agreed with the idea of improving the current syllabus and materials, and the improvement should be brought on all the four language skills. However, the teachers and students assessed improved skills in reading, speaking, writing & listening more than in vocabulary and grammar. Thus, it is clear that the new syllabus and English course should place much more emphasis on language skills than before and more than on grammar and vocabulary.

**Table 21.** Ranking of Texts or Topic Areas for the Improved English Course According to Their Importance by English Teachers

	most important	2nd important	3rd important
Texts or topics from technical English	3	4	1
Texts or topics from general English	0	2	6
A balance between texts and topics from general English and technical English	5	2	1

As indicated in Table 21, the English teachers seem to realize the value of a balance between texts and topics from general English and technical English as the most relevant basis for any improved course.

#### **4.10. A General Analysis of the English Textbooks.**

In the three technical schools under study, English is taught as a subject and used as a medium of instruction for other subjects. In these school English is thus taught using English for New Ethiopia: Pupils books for grades 11 and 12. These textbooks are used as follows. The pupil's book for grade 11 is divided into two parts. The first part is taught in the first year whereas the second part is used in the first semester of the second year. Similarly, the grade 12 textbook is also divided into two and the first small part is taught to the second year students during the second semester and the second larger part of the book is taught to the third year students in two semesters.

The objectives of the English for New Ethiopia series (grades 9-120 including the two textbooks currently used in these schools are: to help students use the language for understanding the basic marxist concepts of class struggle to enable them to engage themselves in the material production of

the Ethiopian society and to help students learn the skill of scientific research and investigation for the satisfaction of material, cultural, psycholocial and spiritual needs of the society (Mazengla Mekonnen and others 1979:1).

The grade 11 textbook consists of 30 units. Of these, 20 units mainly focus on reading, comprehension, vocabulary and grammar. The other ten units are revision of structures and one review unit deals with letter writing. The grade 12 book, on the other hand, comprises 25 units. These are 18 revision units, 5 reading practices and 12 structure units. Each of the 18 revision units is sub-divided into reading comprehension, vocabulary and structure sections. Therefore reading practices provide texts of poems and passages extracted from different sources. Each reading practice is followed by exercises. The first two focus on sentence linking exercises. The next two deal with paragraph arrangement practices. The last one focuses on paragraph writing. The two structure units provide exercises for two grammar items as also pointed out by Hailemariam Kekeba (1993:42-44).

On the whole, as Mazengia Mekonnen and others (1979:51) state the reading passages and vocabulary items in both textbooks are mainly prepared from high school subject areas though this is contrary to the fact.

When we look at the layout of the books, they are predominantly on text form rather than the diagrammatic one. moreover, there are some language functions as can be seen in Table 22 below.

Functions	Examples
Definition	Psychic means relating to the mind
Condition	If you pour oil on water the oil floats
Result	Teh, food was so bad that we couldn't eat it.
Contrast	How fast he runs, he can never beat Mamo.
comparrson	Almaz is short but worku is shorter
Reason	We took our umbrella because it was raining
Purpose	He drank some water so that he could quench his thirst.

Nevertheless, there are no significant language notions such as motion, quantity, measurement etc except the provision of general conceptual notions or meanings of words. All the same, we have only one topic-Safety Measures-that is related to the technical field of the students in the study in these textbooks.

#### **4.11. Interviews**

##### **4.11.1. The English teachers' interview.**

The English teachers gave the followign responses to the questions in the interview.

The teachers said that students had a positive attitude to the course but they were demotivated for lack of good grounding as well as a variety of teaching aids and materials in their schools. However, the teachers said that they continued encouraging the students towards a positive attitude. In relation to what the students thought they would achieve from this English course, the teachers expressed the opinion that many of the students were trying to pass the course and get employed. The teachers really wanted to give only responses that are peculiar. Hence, they said that students did not like to use opportunities to speak outside class for fear of committing mistakes and being laughed at by other students.

#### **4.11.2. Technical students' Interview,**

The students also wanted to give responses to questions that were of interest and peculiar. They expressed the opinion that if there were favourable conditions both in the classroom and outside the classroom they could try to improve their language through practice in all the four skills. They wanted to have teachers who could teach through the textbook and use a variety of supplementary materials. They also wished to have language laboratories where they could practise speaking.

## CHAPTER FIVE

### 5. CONCLUSION AND RECOMMENDATION

#### 5.1 Conclusion

It has already been stated that the purpose of this study was to investigate the communicative, as well as target learning needs of the technical students with special reference to three technical schools in Addis Ababa with a view to developing criteria for designing an appropriate English course for these students. To achieve this end, questionnaires, and interviews were employed and teaching materials assessed, and with the help of the information attempt has been made to find out the major factors that would determine the appropriateness of an English course in relation to the target and learning needs of the students.

Hence, with regard to the communicative needs of the students the study unfolds the following results.

The most important macro-skills for studying other courses are listening and reading followed by the other skills namely writing and speaking. Moreover, listening and reading skills are the most frequently used skills by students in their course of studies.

In addition, an assessment of the frequency of the different macro-skill activities uncovers the following.

The most frequent listening activities are listening to class discussions and lectures. The most frequent reading activities are reading textbooks and lecture notes. The most frequent writing activities are copying lecture notes and writing other assignments, that is, other than the activities such as taking notes from books, writing tests and copying notes from the blackboard. The most frequent speaking activities are asking questions and answering questions. On the whole, the above mentioned skills and activities are very important in learning other courses.

On top of this, the overall findings of target and learning needs analysis discover the following facts.

The students expressed their needs in giving responses to questions in the questionnaire as how to use the language at the end of their course or how to learn it during their training as manifested in the following instances. When the students were asked whether they felt the need for a change in the English course being provided, a great majority said `yes while only extremely few said `No'.

When asked how they felt about the English class, the majority said that they liked it very much.

When asked to show their preference for topic areas of English from which their studies should be chosen, more than half of the students (60%) showed their preference for a balance between topics from general and technical English.

When they were asked what their most favourite skill was in learning English, 38.3% said it was the speaking skill and expressed that it was also the most desired skill they wanted to improve in spite of the fact that it was the least emphasized skill in the English language classroom (see Table 7).

Hence we can say that the subject and technical courses require students to use language skills both in the target and learning situation. For example, the students need the skills of listening to lectures; the skills of speaking to ask and answer questions; the skills of reading to read textbooks and lecture notes, and the skills of writing to copy lecture notes and write assignments. Therefore, they need particular abilities at particular levels in all the four skills.

Obviously, students may face problems. They may have a problem of interpreting in reading; a problem of lack of skill and confidence in listening to and speaking with other people, and a problem of writing clear and accurate work reports. They may also be weak in oral skills and strongly desire to improve their proficiency in speaking.

Therefore according to the information gathered in target and learning situation analysis, the problem will be best addressed by designing a new course based on the criteria forwarded below as pointed out by Abraham Menna (1993:107)

The new course should be based on the view that language is primarily for communication and that language learning is a process of communication. This interactive and transactional value of communication comprises the cognitive and affective aspects of the learning process in which the learners may widen and enrich these aspects through active participation in information processing activities.

The new course should, therefore, be based on a more process-oriented view of language learning than an end-product or goal-oriented approach, focusing on developing skills and strategies for using the language and carrying out their own learning. The course should, furthermore, focus on language use

more than form, not by showing how people use language but rather by making the learners learn how to use the language.

The aim of the course should indicate the desired outcome for which the course is taught clearly.

The objectives of the course should be clearly stated showing specific short term plans for the teaching/learning process that will enable the learner to attain the general goals.

The syllabus in the new course should be aimed at training students in developing the required communicative skills and strategies to use the language, rather than only learning its systems and rules. Thus it should be what Hutchinson and Waters (1987) would call a skills-centered syllabus, while every effort should be made to make it learning-centered by considering at every stage factors such as interest, motivation, provision for different learning styles, encouragement of independent learning.

The primary organization unit should be the topic. It should be a topic-based syllabus but incorporating sub-syllabuses of functions/notions, skills and strategies for reading, listening, speaking, and writing and vocabulary

development and grammar. Both the learning and target needs must be considered in the syllabus. Thus the syllabus will be at least partially process-oriented in terms of the actual learning process.

The content should be based on the criteria that topics or themes derived from both general and technical English should constitute the syllabus content.

The marriage of the technical contents with the general topics will comprise the content proper. The technical contents or topics must be taken from the technical contexts in general and the general topics should be selected on the bases of their compatibility with the needs and interests of the technical students.

Skills and strategies have their own role to play. To meet the needs of the learners in both subject studies and eventual jobs, as well as the perceived lacks, and wants or desires of the students, the new English course should train the student in the four English language skills, However, reading, listening and speaking skills are the three main important skills areas which need the most emphasis. For example, listening and reading are the most important areas in subject studies. Again reading, listening and speaking are the most

necessary skills for the job. Speaking is also the skill indicated by technical students as being the one they most want to improve in for their own personal satisfaction, status, as well as to be able to use it to communicate in the workshop.

Hence, there should be a balance of work to promote skills and strategies across the skills.

In order to achieve more interactive learning and to develop confidence in using skills and strategies and knowledge, the English course should employ the following methodology:

- (a) The English teacher should employ a balance of modes of classroom organization including pair work and group work in order to make the learning more cooperative and facilitate a variety of interesting learning activities that will motivate students to achieve learning.
- (b) The English course should be supported by a variety of teaching aids such as tape recorders, videos, possibly a language laboratory for developing listening skills, More particularly the use of parts of real machine to facilitate learning and stimulate students' interest should be encouraged whenever possible.

The new course should employ a variety of activities from controlled to task-based. These should be authentic in the sense that they have relevance or resemblance to activities which may be performed in the students' subject courses or future job. Others should be selected on the basis that they are believed likely to motivate and stimulate learning. These include reading extracts from manual and other texts selected for the anticipated interest and motivating influence; reading and interpreting diagrams, charts, tables and maps taken from technical or other fields likely to be of interest to students and carrying out related tasks; listening to recorded or simulated briefings and reporting orally and discussing problem solving activities.

In the new course functions and notions identified as key areas in the technical work manuals and subject teaching handouts should be emphasized. These should include functions such as giving and interpreting instructions, warnings, showing conditions and notions such as location, temperature, time, notion, measurement.

Grammar and vocabulary should be wisely treated in the new course. Grammar should be taught through different types of dialogues and discursal texts so as to upgrade the learners' knowledge of grammar for communication. Therefore, the course

should give some attention to practising structures through which the intended communication is achieved.

Vocabulary should be included in the new course but it should be taught selectively since it is not possible to teach all the vocabulary items contained in the work manuals and subject texts. The course should focus on developing strategies for learning vocabulary to equip the learner's with a lasting ability to cope with learning their own vocabulary, rather than trying to teach all the items that cannot practically be taught. Strategies taught for learning vocabulary should include strategies such as understanding the various ways of word formation, and being able to use this knowledge to work out new words.

Language teaching materials should be in harmony with the syllabus. That is, the materials should be written in accordance with the syllabus to be produced, making use of the findings in this research.

The materials should thus be based on topics derived primarily from technical but also from general English. The materials should put the greatest emphasis on helping students develop confidence in carrying out communicative tasks, involving reading, listening and writing to prepare them for their later work.

The materials should be as authentic as possible. They would include exercise on diagrams, charts, tables, maps and graphs from sources including technical manuals.

The materials should make use of a variety of activities to generate more communicative learning. The activities should also be authentic and interesting to the learners. They should encourage more independent learning opportunities and provide opportunities for pair or group work as well as individual work.

## 5.2. Recommendations

5.2.1 The following problem alleviating steps should be taken:

5.2.1.1 The technical schools should pay due attention to the choice of students' field of study

5.2.1.2 Teachers should try to use a variety of learning activities such as pair work, small group work, individual and whole class work in their modes of classroom organization as they have good classroom setting and appropriate number of students.

5.2.1.3 Teachers should also use a variety of teaching aids such as charts, diagrams and tape recorders where possible along with the textbooks.

5.2.2 The technical schools should exploit all the potential resources at their disposal and use every fair means to create favorable conditions for the production of the new teaching materials for their students.

- 5.2.3 Teachers and students should work hand in glove or cooperatively with a common fund of knowledge and interest for a meaningful classroom communication.
- 5.2.5 Syllabus developers and materials writers should be aware of the present and other similar criteria developed in order to base their syllabus and materials on the needs and wants of the learners.
- 5.2.6. In the preparation of the new course, materials must proper account of the knowledge and competence of the teachers and negotiate a workable relationship.

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## APPENDIX-A

A Questionnaire for Technical Students

Dear Respondent,

The purpose of this questionnaire is to use the responses as data for a research undertaking leading to a master's degree in Teaching English as a Foreign Language (TEFL). It is hoped that the results of the research may help to improve the quality of the English courses offered to the technical students.

You are not required to write your name so as to make sure that your responses will be confidential. So, you should try to be as frank and open as possible in your responses to the questions, and your responses are expected to be TRUE and HONEST.

Please attempt all the questions and read the suggested options carefully before attempting to give your responses.

Thank you

## Part One

Background information

1. Please give the following information about yourself in the spaces provided below.

Sex \_\_\_\_\_ Age \_\_\_\_\_

Grade or year of study \_\_\_\_\_

2. Was this field of study your first choice? Please put a tick ( ) where appropriate:

Yes \_\_\_\_\_ No \_\_\_\_\_

3. If your answer to Q. No. 2 is 'No', what was your first choice (i.e. your preferred choice of study:?)

\_\_\_\_\_

## Part Two

Information about the current teachingand learning situation

4. Please rank how often you make use of the following English Language skills for learning other courses at your school.

Please use the following scale and circle the corresponding number (1,2,3,4 or 5) for each item:

5 = very frequently used                      2 = Rarely used

4 = Frequently used                              1 = Never used

3 = Sometimes used

4.1. listening	5	4	3	2	1
4.2. speaking	5	4	3	2	1
4.3. Reading	5	4	3	2	1
4.4. writing	5	4	3	2	1

5. Which of the following English language skills and areas of knowledge are given most emphasis in your English class?

In the spaces, provided, please rank the following in order of emphasis by writing 1-6, with 1 being the most emphasized and 6 the least:

1 = most emphasized	4 = 4th most emphasized
2 = 2nd most emphasized	5 = 5th most emphasized
3 = 3rd most emphasized	6 = least emphasized

5.1. listening _____	5.4. writing _____
5.2. speaking _____	5.5. vocabulary _____
5.3. reading _____	5.6. grammar _____

6. How do you feel about your English class? Please circle the letter of your correct response (A,B,C or D).

a. I like it very much	c. It is boring
b. It is not very interesting	d. I hate my English class

7. How often do you need to do each of the following activities in English during other courses at your school?

Please rank each activity using the following scale and circle the corresponding number (1,2,3,4 or 5):

5 = very frequently needed	2 = rarely needed
4 = Frequently needed	1 = Never needed
3 = Sometimes needed	

Listening activities in English

7.1. Listening to lectures	5	4	3	2	1
7.2. Listenign to teacher's explanation	5	4	3	2	1
7.3. listening to class discussions	5	4	3	2	1
7.4. Listening to teacher instructions	5	4	3	2	1
7.5. Listening to teacher questions	5	4	3	2	1

Speaking activities in English

7.6. Asking questions	5	4	3	2	1
7.7. Answering questions	5	4	3	2	1

7.8. Giving oral reports	5	4	3	2	1
7.9. participating in whole class discussion	5	4	3	2	1
7.10. Participating in pair/group discussion	5	4	3	2	1

Writing activities in English

7.11. Making lecture notes	5	4	3	2	1
7.12. Making notes from books	5	4	3	2	1
7.13. Writing other assignments	5	4	3	2	1
7.14. Writing reports, essays	5	4	3	2	1
7.15. Writing test answers	5	4	3	2	1

Reading activities in English

7.16. Reading lecture notes	5	4	3	2	1
7.17. Reading textbooks	5	4	3	2	1
7.18. Reading handouts	5	4	3	2	1
7.19. Reading technical manuals	5	4	3	2	1
7.20. Reading test answers	5	4	3	2	1

8. Which is your most favourite skill in learning English? Please circle the letter of the appropriate response (A,B,C or D)

A. Listening	C. Reading
b. Speaking	D. Writing

9. Which is your least favourite skill in learning English? Please circle the letter of the appropriate response.

A. Listening	C. Reading
B. Speaking	D. Writing

10. Which of the following modes of classroom organization best describes the way your teacher organizes classroom learning of English now?

Please use the following scale to rank each way of organizing the class and circle the appropriate rank (1,2,3,4 or 5) for each response.

5 = V.Frequently used	2 = Rarely used
4 = Frequently	1 = Never used
3 = Sometimes	

10.1. individual work	5	4	3	2	1
10.2. pair work	5	4	3	2	1

- 10.3. small group work 5 4 3 2 1  
 10.4. whole class discussion 5 4 3 2 1

11. Which teaching aids does your English teacher use regularly? Please circle the appropriate number (1,2,3,4 or 5) for each item?

5 = very regularly used                      2 = rarely used  
 4 = regularly used                              1 = never used  
 3 = sometimes used

- 11.1. Teacher's and student's books 5 4 3 2 1  
 11.2. Tape recorders 5 4 3 2 1  
 11.3. Videos 5 4 3 2 1  
 11.4. Models (e.g model machine) 5 4 3 2 1  
 11.5. Realia (e.g. parts of a real machine) 5 4 3 2 1  
 11.6. A language laboratory 5 4 3 2 1  
 11.7. An overhead projector 5 4 3 2 1  
 11.8. Charts and diagrams 5 4 3 2 1  
 11.9. Film strips and slides 5 4 3 2 1

12. Indicate your present language learning situation or classroom setting by circling either (a) or (b) for each of the following items:

- 12.1. (a) Dark classroom                      (b) light classroom  
 12.2. (a) Dull classroom                      (b) interesting classroom  
 12.3. (a) Large classroom                      (b) Small class  
 12.4. (a) Noisy class                              (b) Quiet class  
 12.5. (a) uncomfortable                      (b) comfortable

13. To what extent are you satisfied with the following in learning English at your school? Use the following scale to respond to the given item.

5 = very satisfied                              2 = Dissatisfied  
 4 = satisfied                                      1 = very dissatisfied  
 3 = neutral

- 13.1. Teacher's encouragement 5 4 3 2 1  
 13.2. Teachers's classroom management 5 4 3 2 1  
 13.3. Teacher's relationship with class 5 4 3 2 1  
 13.4. Variety of learning activities 5 4 3 2 1  
 13.5. Library facilities 5 4 3 2 1  
 13.6. Relation of topics to the job 5 4 3 2 1  
 13.7. Relation of English Language skill to the job 5 4 3 2 1



- 18.1. General English (i.e. the kind of English appropriate for communication in any general situation or social activity) \_\_\_\_\_
- 18.2. Technical English (i.e. English specifically related to technical activities) \_\_\_\_\_
- 18.3. A balance between topics from general and Technical English \_\_\_\_\_

**Part Four**

**Information on the English Language needs you expect you will have in the target job**

19. In what working situation do you think you will use English most when you have completed your training?
- Please rank in order of importance by writing 1-3, 1 being the most important and 3 being the least important.
- 19.1. In the technical shop \_\_\_\_\_
- 19.2. In the office \_\_\_\_\_
- 19.3. In places of related field activities \_\_\_\_\_
20. Which do you think you will need most in your future job? Please rank in order of importance by writing 1-3, 1 being the most important and 3 the least.
- 20.1. General English
- 20.2. Technical English
- 20.3. A balance between General and Technical English.
21. Please add any other comments regarding the English courses given in your school.

## APPENDIX - B

A Questionnaire for English Teachers  
of the Technical Students

Dear Respondent,

The purpose of this questionnaire is to use the responses as data for a research undertaking leading to Master's degree in teaching English as a Foreign Language (TEFL). It is hoped that the results of the research may help to improve the quality of the English courses offered to the technical students.

You are not required to write your name so as to make sure that your responses will be confidential. Hence, it is the solemn concern of yours to be as frank and open as possible in your responses to the questions, and your responses are expected to be TRUE and HONEST.

Please attempt all the questions and read the suggested options carefully before attempting to give your responses.

Thank you

Part OneInformation about the Respondent

1. Please give the following information about yourself in the spaces below.

Nationality \_\_\_\_\_ Sex \_\_\_\_\_ Age \_\_\_\_\_  
 Highest degree earned \_\_\_\_\_  
 Country degree earned \_\_\_\_\_  
 Area of Specialization \_\_\_\_\_  
 Number of Years of teaching English \_\_\_\_\_

Part TwoInformation about the present syllabus and materials

For each of the following questions, please circle the number that corresponds to your degree of satisfaction.

5 = very satisfied                      2 = dissatisfied  
 4 = satisfied                            1 = very dissatisfied  
 3 = Neutral

2. To what extent are you satisfied with how directly and clearly the aims (long-term plans) of teaching English are stated in the syllabus you use?

5 4 3 2 1

3. To what extent are you satisfied with how directly and clearly the objectives (short term plans) of teaching English are stated in the syllabus you use?

5 4 3 2 1

4. How satisfied are you with the relevance of the syllabus to the English the learners will use in thier future job?

5 4 3 2 1

5. How satisfied are you with the relevance of the English teaching materials you use to the learners' target needs for English?

5 4 3 2 1

Part ThreeInformation about the Actual Teaching  
Learning situation in the Technical  
Section of the school

6. How satisfied are you with emphasis given in the teaching materials to the following? (For each item, Please circle 1, 2, 3, 4 or 5)

5 = very satisfied                      2 = dissatisfied  
4 = satisfied                              1 = very dissatisfied  
3 = neutral

6.1. Listening skills	5	4	3	2	1
6.2. Speaking skills	5	4	3	2	1
6.3. Reading skills	5	4	3	2	1
6.4. Writing skills	5	4	3	2	1
6.5. Vocabulary	5	4	3	2	1
6.6. Grammar	5	4	3	2	1

7. Which of the following do you emphasize the most in your classroom teaching? (please rank from 1 - 6, 1 being the skill you emphasize most and 6 the one you emphasize least)

7.1. Listening skill \_\_\_\_\_  
7.2. Speaking skills \_\_\_\_\_  
7.3. Reading skills \_\_\_\_\_  
7.4. Writing skills \_\_\_\_\_  
7.6. Grammar \_\_\_\_\_

8. How do you rate the English language proficiency of your technical students at the end of the English course/completion of grade 12. Please circle 1,2,3,4 or 5)

5 = very good                      3 = average                      1 = very weak  
4 = good                              2 = weak

8.1 Reading	5	4	3	2	1
8.2 Writing	5	4	3	2	1
8.3 Speaking	5	4	3	2	1
8.4 Listening	5	4	3	2	1
8.5 Vocabulary	5	4	3	2	1
8.6 Grammar	5	4	3	2	1

9. How frequently do you use the following modes of classroom organization? (Please circle 1,2,3,4 or 5)

5 = Very frequently                      2 = Rarely  
 4 = Frequently                              1 = never  
 3 = sometimes

9.1 Individual work	5	4	3	2	1
9.2 Pair work	5	4	3	2	1
9.3 Small group work	5	4	3	2	1
9.4 Whole classwork	5	4	3	2	1

10. Which of the following ways of organizing the class do you think would help your students to learn best? (Please circle one of the following)

- Highly teacher controlled. Students have little freedom
- Largely teacher controlled. Students have some freedom
- Teacher as a guide & facilitator. students work in pairs, groups most of the time.
- Students work completely independently of the teacher in pairs/groups/individually

11. How frequently do students do the following language learning activities in your classroom? (Please circle 1, 2, 3, 4, or 5)

5 = very frequently                      2 = Rarely  
 4 = Frequently                              1 = Never  
 3 = Sometimes

11.1 Asking and answering questions					
11.1 orally	5	4	3	2	1
11.2 Solving problems through group discussion	5	4	3	2	1
11.3 Solving problems individually	5	4	3	2	1
11.4 Repetition	5	4	3	2	1
11.5 Controlled speaking	5	4	3	2	1
11.6 Giving oral reports	5	4	3	2	1
11.7 Listening to lectures and making notes	5	4	3	2	1
11.8 Listening to & understanding your questions, instructions, etc	5	4	3	2	1

- |       |   |   |   |   |   |   |
|-------|---|---|---|---|---|---|
| 11.9  | Reading aloud   | 5 | 4 | 3 | 2 | 1 |
| 11.10 | Reading silently for meaning                            | 5 | 4 | 3 | 2 | 1 |
| 11.11 | Controlled writing of grammar<br>& vocabulary exercises | 5 | 4 | 3 | 2 | 1 |
| 11.12 | Writing dictations                                      | 5 | 4 | 3 | 2 | 1 |
| 11.13 | Writing reports, essays                                 | 5 | 4 | 3 | 2 | 1 |
| 11.14 | Learning vocabulary meanings                            | 5 | 4 | 3 | 2 | 1 |
| 11.15 | Learning grammar rules                                  | 5 | 4 | 3 | 2 | 1 |
12. Which teaching aids do you use regularly?  
(Please circle 1,2,3,4 or 5)
- |                    |            |
|--------------------|------------|
| 5 = very regularly | 2 = Rarely |
| 4 = Regularly      | 1 = Never  |
| 3 = Sometimes      |            |
- |       |                                       |   |   |   |   |   |
|-------|---------------------------------------|---|---|---|---|---|
| 12.1  | Teacher's book and student's<br>books | 5 | 4 | 3 | 2 | 1 |
| 12.2  | Extracts from manuals                 | 5 | 4 | 3 | 2 | 1 |
| 12.3  | Tape recorders                        | 5 | 4 | 3 | 2 | 1 |
| 12.4  | Videos                                | 5 | 4 | 3 | 2 | 1 |
| 12.5  | Models (eg. model machine)            | 5 | 4 | 3 | 2 | 1 |
| 12.6  | Realia (eg. part of real machine)     | 5 | 4 | 3 | 2 | 1 |
| 12.7  | A language laboratory                 | 5 | 4 | 3 | 2 | 1 |
| 12.8  | An overhead projector                 | 5 | 4 | 3 | 2 | 1 |
| 12.9  | Charts and diagrams                   | 5 | 4 | 3 | 2 | 1 |
| 12.10 | Film-strips and slides                | 5 | 4 | 3 | 2 | 1 |

#### Part Four

##### Information about the Technical Students' Motivation and attitude

13. How satisfied are you with your technical students' motivation to learn English?  
(Please circle the number that corresponds to your degree of Satisfaction)
- |                    |                       |
|--------------------|-----------------------|
| 5 = very satisfied | 2 = dissatisfied      |
| 4 = satisfied      | 1 = very dissatisfied |
| 3 = neutral        |                       |
14. How positive or negative is your technical students attitude towards the English course?

(Please circle the number corresponding to their attitude)

5 = very positive  
4 = positive  
3 = neutral

2 = negative  
1 = very negative

Part Five

Information about the ways of Improving the  
Current English Courses

Below are some statements and questions about the ways of improving the current English courses.

15. Do you feel for a change in the English course being provided now. (Please circle your answer)

a. Yes

b. No.

Please rate the following statements on a 5 scale as follows

5 = strongly agree  
4 = agree  
3 = neutral

2 = disagree  
1 = strongly disagree

16. The current English syllabus and materials need to be improved. (please circle 1,2,3,4 or 5)

5 4 3 2 1

17. If your answer to Q17 above is `5' or `4'; please comment on the following

The improved syllabus and materials should focus on:

17.1 Developing knowledge grammar	5	4	3	2	1
17.2. Improving reading skills	5	4	3	2	1
17.3 Improving writing skills	5	4	3	2	1
17.4 Improving listening skills	5	4	3	2	1
17.5 Improving speaking skills	5	4	3	2	1

18. What do you think the basis of the improving of the course should be? (please rank the following in order of importance, 1 being the most important, and 3 the least).

- 19.1 Texts or topics from Technical English (i.e. from areas that are job-related)\_\_\_\_\_
- 19.2 Texts or topics from General English\_\_\_\_\_
- 19.3 A balance between texts and topics from general English and Technical English \_\_\_\_\_

29. Please add any other comments you have regarding the English course given in this school.\_\_\_\_\_

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## APPENDIX-C

A Questionnaire for Academic and Technical Subject Teachers  
of the Technical Students

Dear Respondent,

The purpose of this questionnaire is to use the responses as data for a research undertaking leading to a Master's degree in teaching English as a Foreign Language (TEFL). It is hoped that the results of the research may help to improve the quality of the English courses offered to the Technical students.

You are not required to write your name so as to make sure that your responses will be confidential. Hence, it is the solemn concern of yours to be as frank and open as possible in your responses to the questions, and your responses are expected to be TRUE and HONEST.

Please attempt all the questions and read the suggested options carefully before attempting to give responses.

Thank you

Part OneInformation about the Respondents

1. Please give the following information about yourself.

Nationality \_\_\_\_\_

Qualification \_\_\_\_\_

Country degree earned \_\_\_\_\_

Area of Specialization/subject you teaching \_\_\_\_\_

Number of years of teaching \_\_\_\_\_

Part Two

2. How do you rate the overall English Language abilities of your technical students? (Please circle 1,2,3,4 or 5)

5 = very satisfied

2 = dissatisfied

4 = satisfied

1 = very dissatisfied

3 = neutral

3. How do you rate the English Language proficiency of your technical students in the following skills and knowledge areas? (Please use the following scale and circle a number 1,2,3 4 or 5 for each item.

5 = very good

2 = weak

4 = good

1 = very weak

3 = average

3.1 Reading skills	5	4	3	2	1
3.2 Writing skills	5	4	3	2	1
3.3 Speaking skills	5	4	3	2	1
3.4 Listening skills	5	4	3	2	1
3.5 Grammar	5	4	3	2	1
3.6 vocabulary	5	4	3	2	1

4. Please rank how often your students need to make use of the following English language skills for learning the subject you teach at this school. (please use the following scale and circle a number for each item)

5 = very frequently used

2 = Rarely used

4 = Frequently used

1 = Never used

3 = Sometimes used

4.1	listening	5	4	3	2	1
4.2	speaking	5	4	3	2	1
4.3	Reading	5	4	3	2	1
4.4	writing	5	4	3	2	1

5. Please rank how often your students need to do any of the following English Language activities during your course at this school. (Please use the following scale and circle a number 1, 2, 3, 4 or 5 for each item)

5 = very frequently used	2 = rarely used
4 = frequently used	1 = never used
3 = sometimes used	

Reading activities in English

5.1.	Reading textbooks	5	4	3	2	1
5.2.	Reading handouts/notes copied into exercise books	5	4	3	2	1
5.3.	Reading text items	5	4	3	2	1

Writing activities in English

5.4.	copying lecture notes	5	4	3	2	1
5.5.	Making notes from books	5	4	3	2	1
5.6.	Writing reports, essays	5	4	3	2	1
5.7.	Writing other assignments	5	4	3	2	1
5.8.	Writing test answers	5	4	3	2	1

Listening activities in English

5.9.	Listening to teachers's explanations	5	4	3	2	1
5.10.	Listening to other students in class discussion	5	4	3	2	1
5.11.	Listening to other students in pair group discussion	5	4	3	2	1
5.12.	Listening to teachers questions	5	4	3	2	1
5.13.	Listening to teacher's instructions	5	4	3	2	1

Speaking activities in English

5.14.	Asking and answering questions	5	4	3	2	1
5.15.	Giving oral reports	5	4	3	2	1
5.16.	Participation in whole class discussion	5	4	3	2	1
5.17.	Participation in pair/group discussion	5	4	3	2	1

6. Please add any other comments regarding the English language skills your students need for your course. \_\_\_\_\_

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## APPENDIX-D

**English Teachers' Structured Interview**

1. Which Language skills do you use most frequently in teaching the English course?  
a) listening    b) speaking    c) reading    d) writing
2. Which skill do you emphasize in your teaching?  
a) listening    b) speaking    c) reading    d) writing
3. Which is the most desired skill your students want to improve?  
a) listening    b) speaking    c) reading    d) writing
4. Which view of language should be the basis for the new English course?  
a) learning language is learning grammar and vocabulary.  
b) in language learning more attention should be paid to accuracy than to fluency.  
c) Language is primarily for communication and that language learning is a process of communication.  
d) we shouldn't learn a language in the absence of a speech community.
5. In designing a new English course for the technical students, which do you think the course should focus on?  
a) The course should focus on language form more than use  
b) The course should focus on language use more than form.
6. What do you think the aim of the syllabus in the new English course should be?  
a) Training students in developing the required communicative skills and strategies to use the language.

- b) Training students to learn the systems and rules of the language.
7. What should constitute the syllabus content in the new English course?
- a) Topics from the technical English
- b) Topics from the general English
- c) Topics derived from both the technical and general English.
8. Which do you think you should employ in your modes of classroom organization in order to make the learning more cooperative and interesting in the new English course classroom?
- a) Individual work most of the time
- b) Pair work and small group work most of the time
- c) Whole class work most of the time.
9. In which order of priority would you like to put the language skills in the new English course teaching?
- a) listening, reading, writing and speaking
- b) listening, speaking, reading and writing
- c) reading, speaking, writing and listening
- d) reading, writing, speaking and listening
10. How should grammar and vocabulary be taught in the new English course to be designed?
- a) They should be taught with emphasis as usual.
- b) They should be taught in context very wisely through dialogues and discoursal texts.
11. Please add any comments you have regarding your English course?

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**APPENDIX-E****Technical Students' Structured Interview**

1. Which language skills do you use most frequently in learning other courses or subjects?
2. To what extent do you think the English course is relevant to
  - a) your academic studies or learning other subjects
  - b) your future job such as technical maintenance?
3. Do you really want to improve your English?
4. Which skill do you want to improve most? Why?  
speaking            reading  
Listening          writing
5. Would you prefer to study (most of the time)
  - a) on a whole class?
  - b) in pairs or groups?
  - c) individually?
6. How would you like your grammar to be taught?
  - a) in relation to the rules and systems of the language
  - b) through dialogues, utterances or discoursal texts
7. How would you like your vocabulary to be taught?
  - a) Studying definitions of words in isolation
  - b) studying words in context and co. text
8. What other kinds of teaching aids should be used in the English classroom along with your English textbooks?
9. Could you rank in order of priority the four language skills you would like to use in the new English course to be designed?
  - a) Listening, reading, writing and speaking.
  - b) Speaking, listening, reading and writing
  - c) reading, speaking, writing and listening
  - d) writing, reading, speaking and listening

10. How would you like the new English course to be compiled?
- a) Topics from technical English
  - b) Topics from general English
  - c) Topics derived from both technical and general English.
11. How would you like your English teachers to be or to do?
- a) To be authoritative in a teacher-fronted class
  - b) To work cooperatively with you for a meaningful communication as guides and facilitators in the teaching/learning process
12. Please add any comments you have regarding your English course. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

አባሪ - አ.

የቴክኒክ ተማሪዎች ተዛማጅ ቃለ መጠይቅ (በአማርኛ የተመለሰ)

1. ሌሎች የትምህርት ዓይነቶችን ለመማር የትኞቹን የቋንቋ ክህሎቶች አብዛኛውን ጊዜ የበለጠ ትጠቀሟሉ?<sup>ህ/</sup>

2. በመሰጠት ላይ ያለው የእንግሊዘኛ ትምህርት ለሚከተሉት ምን ያህል ጠቀሜታ አለው ብለህ/ብለሽ ትገምታለህ/ትገምቻለሽ?

ሀ) ለክፍል ትምህርት ጥናት/ጥናትሽ ወይም ሌሎች የትምህርት ዓይነቶችን ለመማር፤

ለ) ለወደፊት ሥራ/ሥራሽ (እንደ የቴክኒክ ጥገና ላሉት)

3. እንግሊዘኛህን/እንግሊዘኛሽን ለማሻሻል በእርግጥ ትፈልጋለህ/ትፈልጊያለሽ?

4. የትኛውን ክህሎት የበለጠ ለማሻሻል ትፈልጋለህ/ትፈልጊያለሽ?

ሀ) መናገርን                      ሐ) ማንበብን                      ሠ) የሰዎሰዎዊ አገባብ ችሎታን

ለ) ማዳመጥን                      መ) መጻፍን                      ረ) የቃላት ችሎታን

5. አብዛኛውን ጊዜ ለማጥናት የምትፈልገው/የምትፈልገው

ሀ) ከጠቅላላ የክፍል ተማሪዎች ጋር ነው?

ለ) ሁለት ሆኖ ወይም በቡድን ነው?

ሐ) በግል ወይም ብቻህን/ብቻሽን ነው?

6. የሰዎሰዎዊ አገባብ ትምህርት እንዴት ቢሰጥ ትፈልጋለህ/ትፈልጊያለሽ?

ሀ) ከቋንቋው ህግጋትና ሥርዓቶች ጋር ተዛምዶ፤

ለ) በሁለት ሰዎች ጭውውቶች ንግግሮች ወይም በተከታታይ የንግግር ጽሁፎች አማካይነት፤

7) የቃላት ትምህርት እንዴት እንዲሰጥ ትፈልጋለህ/ትፈልጊያለሽ?

ሀ) የቃላት ፍቺዎችን በተናጠል በማጥናት፤

ለ) ቃላትን በአገባብና በእርስ በርስ ተዛምዶ በማጥናት፤

8. በእንግሊዝኛ የክፍል ውስጥ ትምህርት ከመማሪያ መጽሐፍት ጋር የሚጓደኑ ምን ዓይነት ሌሎች የትምህርት መረጃዎች መገልገል ያስፈልጋል?

9. ወደፊት እንዲዘጋጅ ከምትፈልገው/ከምትፈልገው/ አዲስ የእንግሊዝኛ ትምህርት ውስጥ አራቱን የቋንቋ ክህሎች እንደአስፈላጊነታቸው በቅደም ተከተል ብታስቀምጣቸው፡

ሀ) ማዳመጥ፣ ማንበብ፣ መጻፍና ማንበብ

ለ) መናገር፣ ማዳመጥ፣ ማንበብና መጻፍ

ሐ) ማንበብ፣ መናገር፣ መጻፍና ማዳመጥ

መ) መጻፍ፣ ማንበብ መናገርና ማዳመጥ

10. አዲሱ የእንግሊዝኛ ትምህርት እንዴት እንዲዘጋጅ ትፈልጋለህ/ትፈልገዋለሽ?

ሀ) ከቴክኒክ ሙያ ትምህርቶች ብቻ ርዕሶች በመውሰድ፡፡

ለ) ከሌሎች የትምህርት ዓይነቶች ብቻ ርዕሶች በመውሰድ፡፡

ሐ) ከቴክኒክና ሙያ ትምህርቶችና ከሌሎች የትምህርት ዓይነቶች የተውጣጡ ተስማሚ ርዕሶች በመውሰድ፡፡

11. የእንግሊዝኛ መምህራን እንዴት እንዲሆኑ/እንዲያደርጉ ትፈልጋለህ/ትፈልገዋለሽ?

ሀ) መምህሩ በብቸኛነት በሚመሩት ክፍል ውስጥ ፈላጭ ቆራጭ እንዲሆኑና የፈለጉትን እንዲያደርጉ

ለ) በማስተማር መማሩ ሂደት ውስጥ እንደመሪና ችግር አቃላይ በመሆን በቋንቋው ሐሳብ ለመለዋወጥ ከተማሪው ጋር ተባብረው እንዲሰሩ፡፡

12. ስለ እንግሊዝኛ ትምህርትህ/ትምህርትሽ ተጨማሪ አስተያየቶች ካሉህ/ካሉሽ ብትዘረዝር/ብትዘረዝሪ፡፡

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## DECLARATION

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

Name:

Abebe Mammo Ketsela

Signature:



Addis Ababa University, Addis Ababa

Date of Submission: 23rd May, 1997