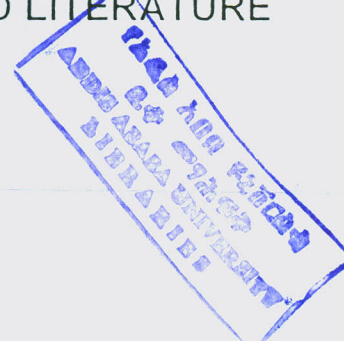


ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE



DETERMINING THE ENGLISH LANGUAGE NEEDS OF SURVEYING
TECHNOLOGY STUDENTS: TEGBAREED TECHNICAL AND
VOCATIONAL EDUCATION TRAINING COLLEGE IN FOCUS

GETAHUN MELAKU

JUNE, 2009

DETERMINING THE ENGLISH LANGUAGE NEEDS OF SURVEYING
TECHNOLOGY STUDENTS: TEGBAREED TECHNICAL AND
VOCATIONAL EDUCATION TRAINING COLLEGE IN FOCUS

BY:

GETAHUN MELAKU



A THESIS PRESENTED TO THE DEPARTMENT OF FOREIGN
LANGUAGES AND LITERATURE
(GRADUATE PROGRAM)

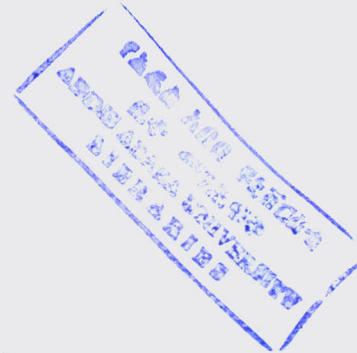
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTERS OF ARTS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

JUNE, 2009

Addis Ababa University
Institute of Language Studies
Department of Foreign Language and Literature

Determining the English Language Needs of Surveying Technology Students:
Tegbareed Technical and Vocational Education Training College in Focus

By
Getahun Melaku



Approved by Examination Board:

TATE REGASSA

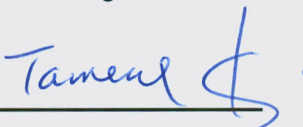
Advisor



Signature

Tamene Kithls

Examiner



Signature

ACKNOWLEDGMENTS

I would like to express my deepest gratitude and appreciation to Dr. Taye Regassa, my advisor, for the unfailing support and advice I was able to get, the patience I enjoyed and the reading of the thesis meticulously that I was able to witness. Without his support and critical advice, this thesis wouldn't have been in its present form.

My gratitude also goes to my mother W/ro Mulu Esho and all my sisters who were standing by my side during my stay in the university.

All my friends, especially, Teshome Befkadu and Dereje Bekele should deserve my gratitude for their generosity in helping me during my stay in the university.

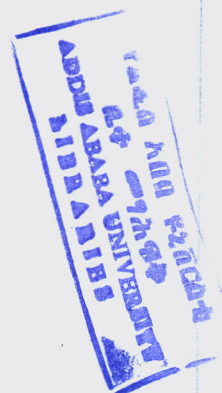
I am also grateful to students and instructors of surveying technology and English language instructors of Tegbareed TVET College for giving me valuable information.

Lastly, but not least, my gratitude goes to on-the-job surveying graduates and their employers of the Ethiopian Roads Authority and the Addis Ababa city Government Roads Authority for giving me valuable information.



Table of content

Content	page
Acknowledgments	I
Table of contents.....	II
List of tables	V
List of Abbreviations.....	VI
List of Figures	VII
List of Appendices	VIII
Abstract	IX
CHAPTER ONE	
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study.	5
1.4 Significance of the Study	5
1.5. Scope of the study	6
1.6. Limitation of the Study.....	6
CHAPTER TWO	
Review of Related Literature	7
2.1 English for Specific Purpose (ESP).	7
2.1.1 Definition and Conceptual Discussion of ESP.	7
2.1.2 Origin and Development of ESP	9
2.1.3 Stages in the Development of ESP	10
2.1.4. Distinction between ESP and EGP	13
2.1.5. Classification of ESP	14
2.1.5.1. English for Academic Purpose (EAP)	15
2.1.5.2. English for Occupational purposes (EOP)	16
2.1.6. Benefits of ESP	19
2.2. Language Needs	20
2.2.1. Definition	20
2.2.2. Types of Language Needs.....	21
2.3. Needs Analysis	24



2.3.1. Definition and conceptual discussion of Needs Analysis.	24
2.3.2. Approaches to Needs Analysis	25
2.3.2.1. Target-Situation Analysis (TSA)	25
2.3.2.2. Present-situation Analysis (PSA)	26
2.3.3. Benefits of Needs Analysis	27

CHAPTER THREE

3. METHODOLOGY AND PROCEDURE	29
3.1. Sampling	29
3.1.1. Institutional Subjects	29
3.1.2. Human Subjects	30
3.2. Research Instruments	31
3.2.1. Questionnaires	31
3.2.1.1. The Questionnaire for Surveying Technology Students	31
3.2.1.2. The Questionnaire for Surveying Instructors	32
3.2.1.3. The Questionnaire for English Language Instructors	32
3.2.1.4. The Questionnaire for on-the -job surveying graduates	33
3.2.2. Interview	33
3.2.2.1. Interview for English Language Instructors	33
3.2.2.2. Interview for Employers	34
3.2.3. Focus group discussion	34
3.3. Data Organization	35

CHAPTER FOUR

4. DATA ANALYSIS AND PRESENTATION	36
4.1. Language Learning Needs of Surveying Technology Students	36
4.1.1. Students' Attitude towards Learning English Language and the Existing English Course	36
4.1.2. Evaluation of the Existing English Language Course as Rated by English Language Instructors	39
4.1.3. Assessment of Preferred Type of English (ESP)	41

4.1.4. Assessment of Students' Preferences of Topics / Themes and Vocabularies	42
4.2. Target Situation Analysis of Surveying Technology Students (TSA)	
4.2.1. Assessment of Students' Learning Needs	44
4.2.1.1. Evaluation of Importance of English Language Skills in the Training Setting.....	45
4.2.1.2. Assessment of Frequency of Activities to be Accomplished Using English Language in the Training Setting	46
4.2.1.3 Assessment of Activities to Be Accomplished Using the English Language in the Training Setting	51
4.2.2. Assessment of students' Target situation Needs.....	55
4.2.2.1 Evaluation of Importance of English Language Skills for Students' Future Occupation	55
4.2.2.2 Assessment of the Importance of Activities in Surveying Technology Students' Future Job	57
4.3. Present situation Analysis of Surveying Technology Students (PSA)	61
4.3.1. Evaluation of Surveying Students' Abilities in Using Language Skills in the Training Setting.	62
4.3.2. Assessment of Surveying Students' English Abilities to Accomplish Activities in the Training Setting.....	63
4.3.3. Evaluation of Surveying Technology Students' Ability of English Language Skills in their Future Occupation	68
4.3.4. Assessment of Surveying Students Ability in Performing Activities in English in their Future Occupation.....	70
CHAPTER FIVE	
CONCLUSION AND RECOMMENDATION	74
5.1.1. Language Learning Information	74
5.1.2. Students' Academic Needs.....	74
5.1.3. Students' Target Needs	75
5.2. Surveying Students Current Needs (Lacks)	76
5.3 RECOMMENDATION	76
Bibliography	77

Table 1. Mean Scores and Summation of Mean Scores of Students' Attitude towards English Language and the Existing English Courses as rated by themselves.	37
Table 2: Mean scores and ranks of English language Instructors Evaluation of the existing English courses.	39
Table 3: Mean scores and ranks of preferred type of English in students' training setting as rated by students and instructors of surveying technology.	42
Table 4: Mean scores and ranks of importance of topics/ themes and vocabulary in students training setting.....	43
Table 5: Mean scores and ranks of importance of English language skills in the training setting as given by the students and instructors.....	45
Table 6: Mean scores and Ranks of the frequency of activities to be accomplished using English language in the training setting as rated by the students and Surveying instructors.	47
Table 7. Mean scores and ranks of the importance of activities to be accomplished using English language in the training setting as given by the students and surveying instructors.....	51
Table 8. Mean scores and ranks of importance of English language skills in occupational setting as given by on -the job surveying graduates.....	56
Table 9. Means scores and ranks of evaluation of importance of activities in occupational setting as rated by on the job surveying graduates.	58
Table 10: Mean scores and ranks of surveying students' ability in using language skills in training setting.....	63
Table11. Mean Scores and ranks of surveying students' perceived ability in performing activities in the training setting.....	64
Table12: Mean scores and ranks of Surveying Technology Students' ability in using language skills in their future occupation.	69
Table13: mean scores and ranks of evaluation of students' ability in performing activities in English in their future occupation as rated by on-the-job surveying graduates.	71

List of Figures

Page

Figure 1 = ESP- Classification by experience	18
Figure 2= ESP- Classification by professional area	19

LIST OF ABBREVIATIONS

EAP =	English for Academic Purpose
EBE =	English for Business and Economics
EEP =	English for Education Purpose
EFL =	English as a Foreign Language
EGP =	English for General Purpose
ELT =	English Language Teaching
EOP =	English for Occupational Purpose
EPP =	English for Professional Purpose
ESL =	English as a Second Language
ESP =	English for Specific Purpose
ESS =	English for Social Science
EVP =	English for Vocational Purpose
GE =	General English
PSA =	Present Situation Analysis
TLSP =	Teaching Language for Specific Purpose
TSA =	Target Situation Analysis
TVET =	Technical and Vocational Education Training

List of Appendices	Page
Appendix 1 Symbols used in the statistical summary of Responses ..	81
Appendix 2 Statistical Analysis of Surveying Technology students'	
Responses in Training Setting	82
Appendix 3 Statistical Analysis of Surveying Technology Instructors'	
Responses in Training Setting	92
Appendix 4 Statistical Analysis of English language Instructors'	
Responses	101
Appendix 5 Statistical Analysis of On-the-Job Surveying Technology	
Graduates Responses	104
Appendix 6A Questionnaire for surveying Technology students	110
Appendix 7 Questionnaire for surveying Technology instructors	129
Appendix 8 Questionnaire for English language instructors	135
Appendix 9 Questionnaire for on-the- Job surveying graduates	138
Appendix 10 English language instructors interview	146
Appendix 11 Structured-interview for Employers	147
Appendix 12 Students focus Group Discussion on Language needs .	148

ABSTRACT

The main objective of this study was to determine the English language needs of Surveying Technology students' academic and occupational setting.

So as to effectuate this, five groups of respondents were identified. Surveying Technology students, surveying technology instructors, English language instructors taken from the teaching staff and on-the-job surveying graduates and their employers were taken from other non-teaching staff. From each group, respondents were selected using purposive, available and random sampling techniques. As a result, 80 students, 9 surveying instructors, 8 English language instructors, 12 on-the-job surveying graduates and 2 employers were taken as a source of information.

Qualitative and quantitative data were obtained from these subjects mainly through questionnaire, interview and focus-group discussion. Questionnaires were distributed to the 4 groups of subjects. Interview and focus-group discussion were conducted with the English language instructors and survey students. The questionnaires were designed for surveying students, surveying instructors and English language instructors to elicit information about the academic situation. The interview for English language instructors and focus-group discussion were designed to get more information about the academic situation which couldn't be obtained through the questionnaires. The questionnaire for the On-Job and surveying graduates and interview for the employers were to obtain information about the language needs of the learners in the occupational setting.

English language macro skills and a number of activities which were thought to be widely used in the academic and occupational situations were selected and presented to the respondents to rate their frequency, and importance level as well as students' respective abilities in performing them. The findings indicated the existence of a considerable gap between the type and the extent of English language students are expected to use in both academic and occupational careers and the English language course being offered. Therefore, taking this gap into consideration recommendations have been made.

CHAPTER ONE

1.1 Background of the Study

Learners attend language courses for a number of different reasons which necessitate an analysis of their needs and justify the emergence and importance of English for specific purpose (ESP). According to Munby (1978) and Howat (1984), English for specific purpose (ESP) is one of the approaches in the language teaching and syllabus design which emerged during the 1960s and 1970s. It has become an essential and innovative activity in the area of English Language Teaching (ELT) since then and it takes a particular group of Learners' needs into consideration. For Robinson (1991), ESP is normally 'goal directed' and its courses are developed from needs analysis which is based on what students certainly need to do through the medium of English.

According to Brindley in Johnson (1989:67) the rationale for advocating English for specific purpose (ESP) is the assumption that “--- language users learn more effectively if program content is relevant to their specific area of need or interest. General language proficiency (in this case) is not as important as the ability to operate effectively in specific areas relevant to the learners' needs and interest.” To this effect, learners are often more motivated and interested to learn English when they make sure that it will help them in their future career and aspired destination. Therefore, the assessment of learners' language needs in the preparation of language teaching material is imperative. This is because the kinds of English that language learner are taught should be restricted to their needs. Richards (2001:32).

Analyzing the specific needs of students is considered to be quite an important pre-requisite in syllabus design and course material preparation (Hutchinson and waters, 1987 and Nunan, 1988). Hutchinson and waters (1987:8) state that learners need should

thoroughly be investigated for the fact that “the clear relevance of the English course to their needs would improve the learners’ motivation and thereby make learning better and faster.” In a word, thus, it is of crucial importance to find out the needs of particular groups of students for the utmost outcome of the language they will be provided with. Hutchinson and waters (1987), further explain that as opposed to General English (GE) in which courses are basically determined by either tradition, choice of textbook or ministerial decision, ESP courses give quite a central place to students’ needs. Thus, for them, determining the real needs of students is, therefore, top priority that should come first in the designing of ESP curriculum and syllabus and development of course materials.

When it comes to syllabus and course material preparation for students who are being trained in Technical and vocational Education Training colleges (TVETC), needs analysis becomes more important to make program content relevant to their specific area of need or interest. In carrying out needs analysis at this level and others, different parties must have a say in determining the needs of a particular students. Even though no one knows students’ needs better than the students themselves (Chan, 2001) they should not be considered as the only ones who know what they really need (Hutchinson and waters, 1987, Nunan, 1987 and Brindley in Johnson, 1989). As Hutchinson and Waters (1987), say, however, the students may not even know their own needs but just opinions about them. For this reason, it is imperative to consider, the views of other stakeholders in the teaching learning process. Language teachers, subject teachers, institutions (sponsors) and customers (employers) in addition to that of the students (Hutchinson and Waters, 1987 and Brindley in Johnson, 1989).

1.2 Statement of the Problem

It is clear that people in different professions and those learning English to join different professions need to be offered course with varied degree of emphasis on the language skills and content areas. Acknowledging this fact, in the Ethiopian context, we have for instance, 'English for Lawyers' and 'Business English' and hence it is a timely issue to have a kind of English language courses targeted towards meeting the academic and professional needs of various technical, vocational and educational training colleges (TVETC) students.

As English is the medium of instruction in the Ethiopian TVET colleges, teaching English in any TVET college is meant to help trainees to satisfy the needs of the language in their field of study and the English language courses should be designed to address trainees' professional requirements and assist them to develop their English language skills which in turn enable them to accomplish tasks and activities effectively in their field of study. As Cunnigsworth (1995:134) states, ESP materials, however, need to "focus on aspects of English specific to the subject area being covered."

In addition to the points mentioned above, scholars in the field of ESP (Robinson, 1991, Dudley-Evans and Johns, 1998 and Wright, 2001) stress the importance of giving adequate prominence to language features that trainees repeatedly encounter in their discipline and less to those language features which are less repeated in their discipline in designing an appropriate course syllabus. Accordingly, for trainees who are studying the same discipline, Jordan (1997) says that the English course book need to be designed taking the special language features, vocabulary, structures and etc into account in their field of study.

To the researcher's knowledge; however, the English language syllabus and course materials in the existing vocational and technical colleges in

the country were not designed to meet the trainees' needs, purpose and application. The students are provided with the General English course whose efficiency in addressing their academic and professional needs is under question. For example, the English language textbooks which are currently used for teaching surveying technology students in Tegbareed TVET College are prepared for preparatory students who are believed to join different disciplines after the completion of their pre-college study. From this, it is possible to infer that learners' need is not considered by syllabus designers and materials writers in general. Moreover, local research works carried out in order to investigate learners' need and materials used to teach English for specific purpose (ESP), English for General Purpose (EGP) or English for Academic purpose (EAP), show that there is a mismatch between the learners' need and the materials.

For example, Abiy (1989) also tried to investigate the communicative needs of Ethiopian high schools students. Abraham (1993) on his part attempted to develop criteria in writing materials for English language courses for Debrezeit Air Force Base. Halilemichael (1993) conducted a need analysis in order to develop a service English Syllabus in the Ethiopian Universities context. Mekasha (1994) assessed the English language syllabus of one of the private language schools- Unity's private language school in relation to the learners' target and learning needs. Tilahun (2003) attempted to analyze the language needs of students of theology with reference to Meserete kirstos Evangelical College. Ephrem (2004) conducted a need assessment on Menelik II and Assella Government Nursing schools and Hospital. Feseha (2004) assessed the language needs of the students of Agriculture at Mekele University. Anteneh (2005) attempted to analyze Adama Technical and vocational college students' English language needs. Very recently Abebe (2008) assessed the English language needs of computer science students at Gondar University. However, the present researcher has

not come across any research conducted on the need analysis of surveying technology students at any level.

Thus, this study is intended to assess the language needs of surveying technology students at Tegbareed TVET colleges which has not been attempted yet.

1.3 Objectives of the Study.

The main objective of the study is primarily to determine the English language needs of surveying technology students at Tegbareed TVET colleges. More specifically, this research attempts to:

- Identify the main language skill (s), language elements, and activities relating to the learners academic and career life.
- Explore the students' perception of their own language needs
- Survey the different groups of respondents' (the English language instructors' and surveying technology instructors', on-the-job surveying graduates' and employers') opinions on the learners' language needs.
- Identify the surveying technology students' main difficulties (problems in learning English)

1.4 Significance of the Study

It is the researcher's hope that the findings of this study will be useful to students, English and technical course instructors, the institutions, syllabus designers and course material writers.

In the first place, learners will be the primary beneficiaries of the study in that their needs will be clearly identified and reflected in the English language courses syllabus and other supporting materials i.e, they will have a course which considers their own needs. Secondly, the English language instructors might be provided with information about the real needs of their students and hence work towards addressing them by adjusting their methodologies and material selections accordingly. More over, it will let the English language instructors to identify the language elements, activities to be used and skill areas to be focused on and then

guide them to work collaboratively with the subject instructors so as to meet their teaching objectives relatively more effective than ever before.

Lastly, this study is also believed to provide syllabus designers and course material writers with update and relevant information of the needs of the students for whom the syllabus and materials are meant. It will also improve the awareness of the need for ESP courses so that different need analysis would be carried out as trainees of different areas of study have different language needs which require emphasis in the language course.

1.5 Scope of the Study

This study is restricted to the English language needs analysis of surveying technology majoring students of Tegbareed TVET College.

In other words it is within the scope of this study to assess the present target situation and learning needs of students at Tegbareed TVET College.

1.6. Limitations of the Study

This study would have been more comprehensive if:

- Other colleges had been taken as a sample population.
- Various approaches to needs analysis had been employed in addition to TSA and PSA.
- Various instruments like observation had been used.

However, this has been one step forward for the researcher and course designers who work in the area.

CHAPTER TWO

Review of Related Literature

In this chapter, an intention is made to review related literature which has relevance to the topic under study.

2.1 English for Specific Purpose (ESP)

2.1.1 Definition and Conceptual Discussion on ESP

Many scholars define the concept of English for Specific purpose (ESP) in different ways. Hutchinson and waters (1987:21) define ESP as “an approach to language teaching which aims to meet the needs of particular learners.” They also define the concept broadly saying’ “ESP is an approach to language teaching in which all decisions as to content and method are based on the learners’ reason for learning.” (1987:19). ESP, according to Dudley- Evans and Johns (1998:10) is “an approach which is centered on the language appropriate to the activities of the discipline it serves in terms of discourse, register, grammar, lexis, genre and study skills.” As to Robinson (1991:3) ESP is viewed as “a course normally goal directed [and that] develops from a needs analysis which aims to specify as closely as possible what exactly it is that students have to do through the medium of English”.

From the definitions given above one can understand that ESP has been designed to meet the specific needs of the learners focusing on the learners’ communicative needs which are pre-requisite to the appropriate specification of what is to be taught. It is also possible to understand that there is an absolute need to identify the unique needs of a particular group of students and a special characteristics of the specific situation in which the teaching learning process takes place.

Some scholars define it on the basis of its characteristics or features. Dudley- Evans and St. Johns (1998:4-5) define ESP in terms of its characteristics as follows.

1. Absolute characteristics:

- ESP is designed to meet specific needs of the learner
- ESP makes use of the underlying methodology and activities of the disciplines it serves.

2. Variable characteristics

- ESP may be related to or designed from specific discipline
- ESP may use, in specific teaching situations, a different methodology from that of General English.
- ESP is likely to be designed for adult learner either at tertiary level, institution or in a professional work situation. It could, however, be used for learner at secondary school level.
- ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

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

Munby's (1978:7) definition is given from the specific needs view point of the learner as follows:

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 non learner-centered criteria such as the teachers' or the institutions predetermined preferences for general English or for treating English as a part of a general Education.

Streven (1978) and Robinson (1980) also define ESP on the basis of the specific needs of the learner. Robinson says that an ESP course is purposeful and is aimed at the successful performance of occupational or educational roles. It is also done on thorough analysis of students' needs and geared to the needs of the learners.

In general, from the discussion given so far, it is possible to understand that even though scholars define the concept ESP in different ways, they agree that it (ESP) has been designed to meet the specific needs of the learners focusing on needs analysis and the use of appropriate language for the purpose it serves (Robinson, 1991, and Munby, 1978). For the purpose of this study definitions given by Hutchinson and Waters (1987) and Robinson (1991) were taken into consideration.

2.1.2 Origin and Development of ESP

Williams, et. al. (1984), state that ESP originated as a result of a movement made in recognition of the very fact that different learners have different needs that could hardly be addressed fully by General English. Widdowson (1983) also says that it (ESP) also appeared in the scene of language teaching learning with the view that learners will be more motivated to learn materials which have relevance to their area of special need or interest. The early idea 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 (Hutchinson and Waters, 1987 and Kennedy and Bolitho, 1984). According to Hutchinson and Waters (1987), there are three major factors that contributed to the emergence of ESP. Firstly, the rapid expansion of science and technology at the end of world-war II (1945). This resulted in great economic advancement of many countries in the world and led

people to demand one common language to expand technological innovations and trade among the countries. English, the native language of the United States of America, which is the dominant country in the economic activities become the language of science, technology and the language of business. As a result, many attempts were made to design English for science and technology. The second factor which contributed to the emergence of ESP was the linguistic revolution, the shift of focus of language pedagogy from analysis of grammatical forms (structural features) to the way in which language is used or to the communicative aspect of language. The great demand of the English language which influenced linguists' view of the language to shift to determining the features of specific situations and makes these features the basis of the learners' course. In short, as applied linguistics shifts its emphasis from language usage to language in use, the "tell me what you need English for and I will tell you the English that you need became the guiding principle." (Hutchinson and Waters (1987:8). Finally, the new development of educational psychology that considers learners as a prime focus contributed to the emergence of ESP. The traditional concept of learning that views learners as empty vessels, where knowledge can be poured into by the knower has been replaced by the assumption that learners are not mere empty vessels, but are active productive participants who employ various learning strategies, skills and techniques, come to school with different expectations, purposes, learning experiences, interest and motivation. Hence, the design of syllabus, methods and the preparation of materials that could meet learners' need appear to get great attention.

2.1.3 Stages in the Development of ESP

ESP has passed through different developmental stages after its emergence. The first phase according to Hutchison and Waters (1987)

is register analysis. This stage took place in the years between 1960s and 1970s. Register analysis is based on the belief that English as one field of study constitutes a special register which is designed based on language registers identified as peculiar to certain field of study. It was assumed that the English of, say surveying technology constituted a specific register different from that of law or general English.

The second phase of ESP is rhetorical or discourse analysis which has shifted the idea of register analysis that focuses on language at the sentence level to rhetorical /discourse analysis that emphasizes beyond the sentence level. According to Allen and Widdowson (1974), as cited in Hutchinson and Waters (1987: 10-11), the basic assumption underlying in this phase was that

“... the difficulties which students encounter arise from unfamiliarity with English use, and that consequently their needs cannot be met by a course which simply provides further practice in the composition of sentences, but only by one which develops a knowledge of how sentences are used in the performance of different communicative acts.”

Hence, in this phase, the attention shifted to understanding how sentences were combined in discourse to produce meaning. As a result, syllabuses and materials of this phase showed concern in the need to teach the learners as to how meaning would be produced through the combination of sentences in discourse.

The third phase of ESP is target situation analysis which aims at analyzing the linguistic features that the learners could use to communicate in various purposes and situations. This phase is different from the earlier ones in that the analysis is closely related to learners' reasons for learning. Thus, ESP, syllabus design was based on the prior identification of the target situation (the purpose for which students learn language) followed by detailed analysis of the linguistic features of that situation.

The fourth phase, namely skills-centered approach unlike the earlier three phases of ESP, which emphasize on the analysis of the surface forms of language, focuses on ‘the underlying interpretative strategies which enable the learner to cope with the surface forms’ (Hutchinson and waters, 1987:13). As to these scholars, the assumption behind this phase is that underlying all language use, there appears a common reasoning and interpreting process, which regardless of the surface forms enable us to extract meaning from discourse. Thus, syllabus design and material preparation of this phase emphasizes on language use rather than usage (forms).

The fifth phase of ESP, called learner- centered approach, focuses on language learning, as opposed to the description of the language itself which is the concern of the first four phases. This phase emphasizes the process of learning and learners’ motivation to equip with the necessary strategies used by learners in their studies or job successfully. Hence, ESP syllabus design and material preparation focuses on as how people learn the language as opposed to what people do with the language.

It is clear from the discussion given above that all the stages are believed to contribute to the development of the current ESP courses design. Scholars in the ESP world advise ESP course developers to take relevant ideas from these various stages of development in ESP. Currently, there is no dominant movement in ESP. ESP like other branches of ELT, has now accepted the implementation of Various approaches, material types and methodologies.

2.1.4. Distinction between ESP and EGP

Scholars state the distinction between ESP and EGP in the following manner. According to Strevens (1980) and Hutchinson and Waters (1987) ESP came to being as part of the overall movement for teaching

language for specific purpose (TLSP) in response to the needs of particular learners. They suggest that thorough and systematic needs analysis should be carried out with special emphasis on the learners, the types of language required and the context in which the teaching /learning takes place. Concerning EGP, according to Dudley-Evans and John (1988), we mean a course which is meant for those beginning learners or for those students who aspire to be certified for general competency. Thus Hutchinson and waters (1987) and Strevens (1988), argue that a General English course book cannot take the place of a syllabus which is designed to meet the specific needs of specific learners in a specific situation.

ESP is different from EGP language courses in a number of respects. To begin with, as opposed to EGP, ESP is designed and offered in such a way that it addresses the unique needs of particular students. ESP teachers move in to the area of ESP are mainly teaching for a purpose that focuses on a definite group of language topics, skills and genres rather than another.

Secondly, Dudley-Evans and John (1998) regarding learners of ESP state that in the case of ESP, learners are usually adults who learn English in order to communicate variety of professional skills which help to perform a particular job related tasks. Where as, in EGP, learners are beginners who aspire to be certified for general competency.

In addition, as identified by Blour (1984) and Hutchinson and waters (1987) ESP differs from EGP in that in the case of the former, students needs are highly considered in every step of curriculum development and particularly in the selection of topics (contents) and skills to be taught. Where as, in the latter, more of traditional and common sense seems to dictate the choice of what is to be taught and how it is to be

taught. Here, in the context of ESP, the concern of the syllabus designer is to see in to the possible link between the language and the ultimate purpose it serves in different contexts (Hutchinson and waters, 1987).

Furthermore, Widdowson (1983) also claim that ESP and EGP have clear distinctions in terms of the purpose they have to do with. He states that ESP is for training or teaching of pre-determined skills while the focus of EGP has clear distinctions in terms of the purpose they have to do with. He states that ESP is for training or teaching of pre-determined skills whiles the focus of EGP Widdowson (1983), states that the former gives emphasis to language skills based on needs analysis while the latter to all language skills.

Hence, from the discussion given above, we can understand that ESP is an approach that gives 'special attention to the kind of skill to be emphasized, the type of content of ESP, course needs to include, and learners' purpose for language learning based on needs analysis which EGP fails to consider them.

In general, since General English is part of ELT, language needs analysts in the preparation of ESP courses should take all these differences into account in order to successfully meet learners learning and target situation needs.

2.1.5. Classification of ESP

It is now clear that ESP learners learn a language for academic or work-related rationales. And, there seems an agreement among ESP scholars that there are two major categories of ESP: English for Academic purpose (EAP) and English for occupational purpose (EOP) (Robinson, 1991, Hutchinson and waters, 1987, Dudley-Evans and John, 1998, and Munby, 1978).

EAP, which was the dominant version of ESP, is used where learners learn English for their academic studies (Kennedy and Bolitho, 1984). That is, in EAP courses, students are to acquire those learning strategies and study skills necessary to accomplish their academic careers (Jordan, 1997).

EOP refers to English that is not for academic purpose, it includes English for professional purpose (EPP) which is the kind of English for medicine, law, pilots, business personnel, telephone operators etc and English for vocational purpose (EVP) for non-professionals in work or pre-work situations (Dudley-Evans and Johns, 1998). EOP came in the sphere of ESP with the underlying assumption that adults need to acquire knowledge and skills they can apply out-side the academic world (Ibid).

Hutchinson and Waters (1987), on the other hand, divide ESP into three major types, EST (English for science and Technology), EBE (English for Business and economics) and ESS (English for social science). In addition, these Categories are also sub-divided into two EAP and EOP.

2.1.5.1. English for Academic Purpose (EAP)

According to Dudley-Evans and Johns (1998), EAP refers to any English teaching that relates to study purpose. It is generally taught within education instructions to students who need English for their studies or where they need English for educational purpose to pursue part or all of their studies. For example, English for studying chemistry, Economics, surveying technology and etc.

The key aspect for designing EAP course is to consider the emphasis on different language skills according to the change in situations and the difference in disciplines (Dudley-Evans and St. John, 1998). The

language taught in EAP may be based on particular discipline or discipline-based at higher levels of education either before specializing in their studies or as apart of their studies.

As pointed out by Hutchinson and waters, (1987) the belief behind EAP is that academic service English course will enable learners to cope better both socially and with their specialist areas. Therefore, one of the criteria for English course design in this context is derivation of context or topic areas from those students' academic courses and related specialist texts in general provided that they are worth using for language learning purposes in classrooms.

Hence, the current concern of this research is studying and determining the English language need in the context of the learners' field of study; that is, with identifying the social as well as academic requirements of a particular situation and equipping students to cope with language difficulties they faced in their academic study.

2.1.5.2. English for Occupational purposes (EOP)

EOP is the second branch of ESP. 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 more than one skill in English to carry out their duties, depending on the nature of their jobs. Kennedy and Bolitho (1984:4) put the concept as follows:

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.

EOP learners 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 simultaneously ESP learners, or 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. Hence, there will be difference in such courses depending on whether the learners are learning English before (pre-experience) during or after the time they are being trained in their job or profession (Kennedy and Bolitho, 1984).

So far we discuss that ESP is broadly categorized as EAP and EOP. However, scholars like Hutchinson and Waters (1987), 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 science). These categories, in turn are subdivided into two branches each: EAP (English for academic purpose) and EOP (English for occupational purpose). For example, EST has been subdivided into EAP which can be represented by English for medical studies, and EOP which can be labeled as English for Technicians.

Tremble (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. Kennedy and Bolitho (1984), with this regard state that ESP possesses 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 specialism. Further more, scholars agreed on that EST aims at teaching scientific English to scientists and technologists and for the writers in these fields. This implies that designing English courses with in 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 priority. However, these three classification or distinctions are still very broad and the learning /teaching situation needs to be defined more precisely, their common denominations EAP and EOP are in the final count the most likely feasible categories. The following diagrams present the division of ESP.

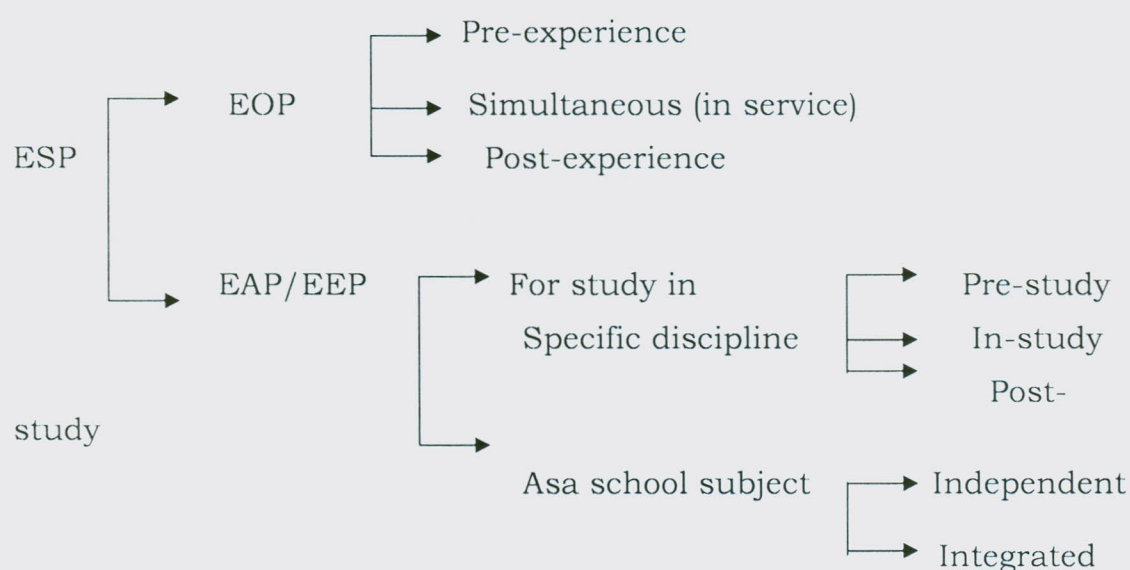


Fig 1. ESP- Classification by experience (source: Robinson, 1991:3)

The following diagram is based on discipline or professional area.

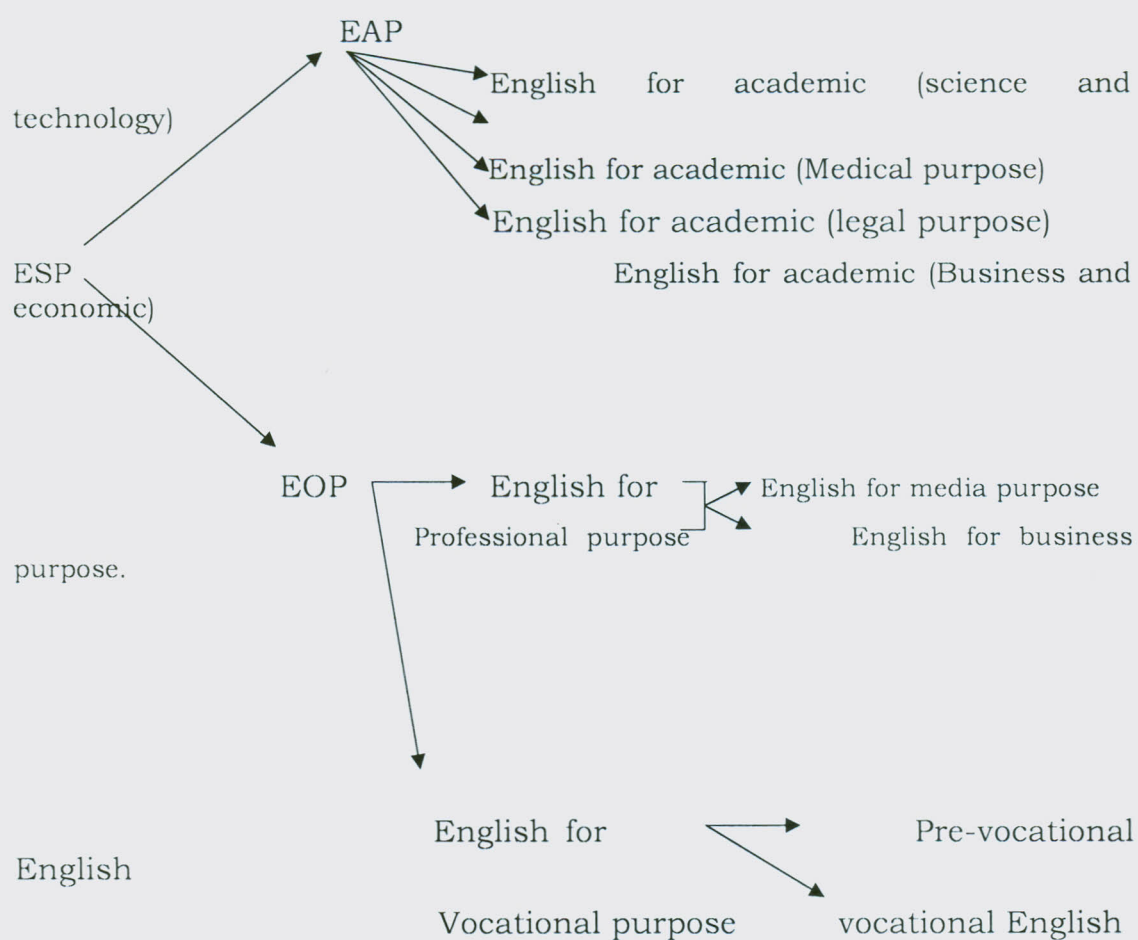


Fig. II. ESP classification by Profession area (Source: John, 1991:7 and Dudley Evans and John, 1988:6).

All the divisions of ESP in to EAP and EOP or EBE, ESS etc is useful but not complete and there are always confusions. For the sake of this study, the surveying technology students treated in this study are primarily put as EAP learners in their training time.

2.1.6. Benefits of ESP

Concerning the advantages of ESP courses compared with other approaches Strevens (1988) in Dudley-Evans and John (1998), points out the following.

- ESP doesn't waste much time since it is not dealing with many different topics and skills usually attempting to give equal treatment to each.
- ESP is more relevant to the learner compared with GE.
- ESP is cost effective unlike GE which demands many resources which may or may not be relevant to the learner.

In a similar way, Wright (1992) Mentions the following as benefits of ESP

- ESP results in faster acquisition of required linguistic items. This is because students learn what they need and when they need it in authentic content based on contexts in an accelerated and intensive ways.
- ESP is efficient in making trainees to use maximal use of their language resources all of which are brought to bear on acquiring specific pre-determined linguistic items and skills.

Thus, preparing ESP courses for a particular group of students has a number of advantages to meet the learners' learning and target needs in the teaching of language courses in general and foreign (second) language courses in particular.

2.2. Language Needs

2.2.1. Definition

Many scholars tried to define the concept language needs in different ways though it is not easy to give a comprehensive definition. Brindley (1989) define language needs in much more general terms as the gap between what is and what should be. Berwick in Johnson (1989:52) says need in general is "a discrepancy between a current state of affairs and a desired future state." Robinson (1991) also defines needs as what

learners have to do to acquire the language, what a certain institutions considers essentials for students to learn and what the learners need to perform with the language after learning it. Similarly, Brindley (1984) as cited in Richards (2001:54) also defines needs as “the term used to refer to wants, desires, demands, expectations, activations, lacks, constraints and requirements.”

From the above definitions it would be possible to understand that language needs are the rationale behind the desire of students to learn language. If the learners’ needs are identified, they are usually stated in terms of goals and objectives which in turn can serve as the basis for developing materials, teaching activities, tests, evaluation strategies as well as for evaluating the efficiency of overall language program (Hutchinson and Waters, 1987).

2.2.2. Types of Language Needs

As Richterich (1983) quoted by Brindley in Johnson (1989) the very concept of language needs has never been clearly defined and remains at best ambiguous. Therefore, in order to have a clear understanding of the concept, we need to consider the meanings of needs in terms of some classifications.

Different scholars classify language needs in different ways. They classify learners’ educational needs as: learning needs and target situation needs. Hutchinson and Waters (1987) and Brindley (1989) in Robinson (1991) classify the same concept in to objective and subjective needs. In addition, Berwick in Johnson (1989) categorizes needs as perceived and felt needs. Furthermore, Hutchinson and waters (1987) classify needs as necessities, wants and lacks from target situation needs point of view.

To begin with, Hutchinson and waters (1987:54) define learning needs as “what the learners need to do in order to learn.” These needs refer to

the route or vehicle the learners choose to get from the starting point to the destination or answer the question 'how to learn a language in a specific situation?' In other words, these needs refer to how learners learn to do what they do with language. These types of needs are those subject knowledge, skills, strategies, and language items that the students need to employ so as to complete their academic tasks effectively. On the other hand, target situation needs are defined as the ones that the learners need to do or communicate in the target situation (Hutchinson and waters, 1987). It is concerned with language use. In other words, it refers to the knowledge and abilities the learners require in order to be able to perform to the required degree of competence in the target situation (Ibid, 1987:60). These include the language items, skills, subject knowledge and strategies that the learners need to effectively and efficiently execute his/her job in the target situation. Students' study or job requirement is, for example, an aspect of the target needs.

Secondly, subjective needs refer to students' cognitive and affective needs in the learning situation. These needs cover a wide range of factors such as personality, confidence, attitudes, learners' wants and expectations with regard to the learning of English, learning preferences (methodology) personal cognitive styles, and so on (Robinson, 1991, Dudley-Evans and Johns, 1998 and Tudor, 1996). Subjective needs are learners' belief regarding factors that can affect the way in which learners perceive and approach their language study. Most of the time students perceive their subjective needs. However, there are some instances where teachers are able to perceive subjective needs of their students. As Brindley (1984) in Robinson (1991:8) states "many learners may not themselves perceive a particular subjective need (e.g. the need to develop confidence) which a teacher is capable of seeing."

Objective needs as Brindley in Robinosn (1991:8) states “--- refers to needs which are derivable from different kinds of factual information about learners, their use of language in real-life communication situations as well as their current language proficiency and language difficulties.” They can be diagnosed by teachers on the basis of the analysis of personal data about learners. Of course, many ESP students have a clear view of some if not all of their objective needs (Robinson, 1991). The information about these types of needs is usually gathered by analyzing the specific language features required for a specific work or learning situation in a target situation.

Thirdly, perceived needs according to Hutchinson and waters, (1987) and Berwick in Johnson (1989) are viewed as judgments of certified experts about the educational gaps in other peoples’ experience. These are those knowledge and skills that institutes suppose their students need to acquire upon the completion of a certain course or training. On the other hand, felt needs as to Brookfield (1988:221) are “wants, desires and wishes of the learner.

Moreover, Hutchinson and waters (1987) view needs from target situation needs point of view and classify it as necessities, lacks and wants. Necessities is the type of needs determined by the demands of target situation, that is, what the learner has to know in order to function effectively in the target situation. The learner need to know the linguistic features: discourse, functional, structural, lexical which are commonly used in a given situations. Lacks refers to the gap between the knowledge that the learner will need and the knowledge that the learner presently has. Wants refers to the learners desire to learn which may or may not conflict with the way in which the course has been designed.

From the discussion above, it is clear that ESP syllabus designers and material writers need to have adequate knowledge about the difference of each type of needs and take account of them in material preparation and methodology. In addition, in order to conduct a comprehensive needs analysis, analysts should make a thorough examination of the different types of needs mentioned above.

2.3. Needs Analysis

2.3.1. Definition and conceptual discussion of Needs Analysis.

Even though it is difficult to provide clear and precise definition for the phrase needs analysis (Richerich, 1983) different scholars forward the following definitions.

According Hutchinson and waters (1987) and Robinson (1991), needs analysis is viewed as the process of determining the things that are vitally important for the effective accomplishment of a certain purpose. For Tarone and Yule (1989:32) needs analysis is “a process of collecting and evaluating information concerning learners’ language needs to answer the question what aspects of the language a particular group of learner needs?” Dudley-Evans and Johns (1988:121), on their part define needs analysis as the “process of establishing what and how of a course.” Similarly, Richards et.al. (1992) state that need analysis is the process of determining the needs for which a learner or group of learners require a language and arranging the needs according to priorities. In doing this, they mention that needs analysts gather information about the learner in order to know the objectives, for which the language is needed, the situation in which the language will be used, with whom the language will be used and the level of proficiency required. Another scholar, Bloor (1984:16-17) describes needs analysis from the learners and target situation point of view in the following way.

A needs analysis maybe a learner-centered which is to say that it examines what the learner can do at the commencement of the course, what problems he/she may have or what skills she/he may possess that will enable him to learn well in certain conditions.. [It can also] be target-centered which is to say that it looks at the learners' future role(s) and attempts to specify what language skills or linguistic knowledge the learner needs in order to perform the roles adequately.

ESP syllabus needs to address both of these needs in the most effective way possible for optimum out come of language learning.

2.3.2. Approaches to Needs Analysis

Various approaches have been used to carry out needs analysis before syllabus design and material preparation for ESP courses. According to Dudley-Evans and Johns (2001), Jordan (1997) and Robinson (1991), target-situation analysis, present-situation analysis, learning-centered approaches, strategy analysis, means analysis and language audits are the common ones. In carrying out needs analysis as Jordan (1997) suggests, needs analyst should first decide which approaches they follow before embarking on the actual task. For this reason, this study primarily focuses on the first two approaches: target situation analysis (TSA) and present situation analysis (PSA) which are believed to be the basis for the other approaches. In support of this idea Robinson (1991:9) states that "in practice, one is likely to seek and find information relating to both TSA and PSA.

2.3.2.1. Target-Situation Analysis (TSA)

According to Hutchinson and waters (1987) target situation analysis (TSA) refers to what the learner needs to do well in a given situation. Similarly, Robinson (1991:8) states that 'needs analysis which focuses on students' needs at the end of the language course can be called a target-situation analysis (TSA). It proceeds by first identifying the target

situation and then carrying out detailed analysis of the target tasks, linguistic features and knowledge requirements of that situation. The best known requirement of that situation analysis is devised by Munby (1978). The core of this framework is the “communication needs processor” in which account is taken of the variables that affect communication needs and the dynamic interplay between them (Jordan, 1997 and Hutchinson and Waters, 1987). As to these same scholars, after operating this framework, we can obtain a profile of students language needs and convert them into a ‘communicative competence specification’ for which a syllabus is drawn.

Jordan (1997) makes clear that target situation analysis would involve obtaining information about the situations in which the language will be used, and discourse components and linguistic features commonly used in them. As a result, register, discourse, genre, skills and strategies can fall under TSA. Hutchinson and Waters (1987) on their part offer a target situation analysis framework that consists primarily of the following questions: why is the language needed? How will the language be used? What will the content area be? Who will learner use the language with? Where will the language be used? And when will the language be used?

2.3.2.2. Present-situation Analysis (PSA)

Present situation analysis (PSA) refers to what the learners already know and what they lack, what strengths and weaknesses they have in language skills and experiences (Hutchinson and Waters, 1987). As to Robinson (1991) PSA helps to gather data about the learners’ language learning background, their motivation, interest, reasons for taking the course, learning styles and the relations between the language course and learners’ academic study and future occupation.

According to Jordan (1997), PSA ascertains students' language proficiency at the beginning of the course. Information is sought on levels of ability, resource and views on language teaching/ learning. PSA according to Tador (1996:67) is "a logical counterpart to target situation analysis in that it involves the analysis of learners' current abilities with respect to their intended uses of language." It can involve prioritizing of activities identified in the TSA and detailed evaluation of learners' abilities in the relevant skill domain. This helps in the identification of language skills and functions that are very important to the trainees as well as to find out the difficulties that trainees face in using the skills and functions in the target situation.

Robinson (1991) suggests that since TSA and PSA are complementary and make need analysis comprehensive, any one engaging in needs analysis is advised to carefully implement them to arrive at' sound conclusion.

2.3.3. Benefits of Needs Analysis

In general, the aim of needs analysis is to determine the learners' language needs. More specifically, scholars in the field of ESP state the benefits of needs analysis as follows.

- Needs analysis helps to decide on the type of situations in which the learners are supposed to use the target language and the tasks consisting of language skills and activities (Munby, 1978).
- Needs analysis is an indispensable element of curriculum development which deals with general or specific communicative language needs based on which the goals, objective and contents of a language course are designed. (Hutchinson and waters 1987, Richards and Rodgers 1986, and Munby 1987.) Needs analysis provide language instructors, designers of a course and

concerned bodies with an insight into students' present level of proficiency and the language skills and activities for target situations which the students are expected to use (Hutchinson and waters, 1987 and Munby 1978.)

- Needs analysis is of paramount importance in setting criteria for designing meaningful material and teaching techniques. (Dubin and Olshtain, 1986.)
- Needs analysis is a crucial process in language teaching/learning as it focuses on identifying and setting program objective, developing appropriate syllabus, material and techniques as well as useful skills and activates (Hutchinson and waters, 1987 and Munby, 1978.)
- In summary needs analysis can be used in the assessment of language program or instruction in general and in the assessment of a syllabus in particular. Thus, the purpose of needs analysis used in this study is to assess the course material being in use and in light of the learners' needs.

CHAPTER THREE

3. METHODOLOGY AND PROCEDURE

This chapter discusses the methodology and procedures employed in the study. It also deals with human and institutional samples selected for the study. Besides it discusses the sites of the research and the reasons I have for selecting them.

In order to gather the necessary information and then, to determine the English language needs of Diploma students of surveying Technology at Tegbareed Technical and Vocational Education Training College, which is the main target of this study, both quantitative (questionnaires) and qualitative (interview and focus-group discussion) methods were employed. For this purpose, surveying students, major area subject and English language instructors, on –the –job surveying graduates and their employers were used as data sources.

3.1. Sampling

3.1.1. Institutional Subjects

Tegbareed TVET College was the institutional subject of this study. It was taken as a sample among TVET Colleges in the country for the reason that it is the nearest place compared to other and this was thought to minimize time and financial constraints.

Moreover, Ethiopian Roads Authority and Addis Ababa City Government Roads Authority were selected as sites of research to see students' target needs out of their academic environment. These were organizations in the research area that many of surveying graduates of the college were employed.

3.1.2. Human Subjects

In order to obtain more reliable information, I have identified five groups of human subjects as sources of information. In this college there were three batches of surveying technology students and in each batch there were 35 students. To get relatively reliable data from students who have taken most of the English courses offered in the college, 35 of third year regular students (100%) were selected as the main source of information using available sampling technique. In addition, 25 of third year extension students (71.43%) were also selected as the main source of data using random sampling technique. AS Gay and Airasian (2000) state it is clear that the large the number of sample population, the more reliable the data would be. As a result, on top of third year regular and extension program 20 students from second year regular program (57.14%) were also selected randomly to make the total number of 80, students which accounts for 76.19% of the entire sample population. First year students were not included for they are taking the English courses and may not be in a good position to evaluate the materials and express English language needs of surveying students.

Moreover, Surveying and English language instructors were other groups of human subjects taken as sources of information. There were nine surveying instructors and eight English language instructors currently teaching major area subject courses and English language courses respectively at the college. All (100%) of them were taken as a source of information using available sampling technique. This is because as Gay and Airasian (2000) say, the smaller the number of population the greater the sample population should proportionally be. And I also found collecting information from this groups manageable.

Furthermore, on -the- job surveying graduates and their employers were other human subjects in the study. Twelve on-the-job surveying graduates who were serving in two institutions namely Ethiopian Roads Authority and Addis Ababa City Government Roads Authority all (100%) of them were used as sources of information. They were selected using available sampling technique. Two employers, one from each organization was taken as a sample population of the study. This was the possible number of forth- coming respondents I could find for the interview.

3.2. Research Instruments

3.2.1. Questionnaires

Questionnaires were designed and used as data collection instruments. For designing the questionnaires, slight adaptation was made from ideas forwarded by Chan (2001:22-27), Hailemichael (1993) and Jordan (1997). All the questionnaires except the one for on-the-job surveying graduates were piloted on twelve students, TwoEnglish language instructors and two surveying technology instructors from General Wingate TVET College. The piloting was done to get comments on the questionnaires design, contents, wording and layouts before the full-scale survey. As a result, an item which reads writing curriculum vitae was canceled from the students' and instructors' questionnaire.

3.2.1.1. The Questionnaire for Surveying Technology Students

The questionnaire for surveying students composed of questions aimed at eliciting information on the students' attitude towards English language and the existing course, their preferred type of English, topics/themes and vocabularies, the frequency and importance of English language macro skills and sub-skills i.e., activities that are accomplished in English in their training situation

(their wants) and their perceived abilities of English for those particular language skills and specific tasks and activities as rated by the students themselves. Hence, the questionnaire (See Appendix 6A) was translated into Amharic and 80 copies of the questionnaire were distributed to 80 students while they were in their respective classrooms. I together with a surveying instructor currently teaching at the college arranged and used class test days, the days on which there would be no or rare absenteeism to increase return rate. I asked them to fill the questionnaire just there in the classroom. As a result 78 of the questionnaires (97.5%) were filled properly and returned. Two respondents didn't fill in the questionnaires properly; as a result, their responses were rejected.

3.2.1.2. The Questionnaire for Surveying Instructors

This questionnaire (Appendix 7) was designed parallel to that of the students. Most of the questions in this questionnaire were similar to those of the students' but the stems were different in that for instance, instead of 'How do you rate your perceived ability in using English language skills?' the stem reads 'how do you rate your students' ability in using the English language skills?' However, additional questions were included in the instructors' questionnaire. The purpose of this questionnaire was to substantiate students' responses to the same questions in their own questionnaire and vice versa. It also helps when the students fail to express their needs and wants because of lack of experience. Here, 9 copies of questionnaire were distributed to 9 instructors and all (100%) were filled properly and returned.

3.2.1.3. The Questionnaire for English Language Instructors

This was another set of questionnaire (See Appendix 8) which aimed at eliciting information on the assessment of English language instructors' evaluation of the existing English Course and surveying students' abilities in English language skills. It was also intended to assess the

instructors' preference of language type, topics/ themes and vocabularies for surveying students. The purpose was to see the students' English language needs from another corner and to compare English instructors' responses across the students and surveying instructor's responses. This again helps to triangulate the data.

Here 8, copies of the questionnaire were distributed to 8 English language instructors in the college and all (100%) were filled properly and returned.

3.2.1.4. The Questionnaire for on-the -job surveying graduates

A separate questionnaire (Appendix 9A) was designed and distributed to on-the -job surveying graduates. This questionnaire composed of questions focused on gathering information about the importance of English language macro skills and the on-job graduates perceived abilities in using them in their occupation, the importance of English language sub-skills i.e. specific tasks or activities which are likely accomplished in English in their occupation and their ability in using English to accomplish the tasks or activities as rated by themselves. The purpose of the questionnaire was to assess surveying students target needs (language needs for occupational purpose). The questionnaire was translated into Amharic and 12 copies of the questionnaire were distributed to 12 on-the -job surveying graduates who were serving at Ethiopian Roads Authority and Addis Ababa City Government Roads Authority. 10(83.33%) were filled properly and returned.

3.2.2. Interview

3.2.2.1. Interview for English Language Instructors

The interview (Appendix 10) was designed based on the idea forwarded by Dudley-Evans and St. Johns (1998:133-4) and Hyland (2003:254-6).

These interview questions were prepared for English language instructors in order to validate and supplement information gathered through questionnaires. So, the questions in this instrument were similar with those distributed to English instructors. Here, 2 of the English language instructors who filled in the questionnaire before were interviewed. The aim of this interview was to assess whether the content of the English courses provided to the surveying students satisfy their need. They lasted between twenty and twenty five minutes each with the researcher eliciting information and noting it down.

3.2.2.2. Interview for Employers

In order to extract Usable information, separate interview questions were prepared for employers who were in touch with the employee's actual needs because of their experience in the area. This was done to verify on-the-job surveying graduates (employees) responses. Therefore, the questions in this instrument were similar with those questions in the questionnaires distributed to on-the job graduates. The interview was semi-structured. The advantage of this suggests Robinson (1991:13), is that 'the interviewer is able to guide and helps the interviewee through the questions with linguistic clarifications and to record their answer and explanations.'

Here 2 employers, 1 from the Ethiopian Roads Authority and the other from the Addis Ababa City Government Roads Authority were interviewed.

3.2.3. Focus group discussion

Students' focus group discussion (Appendix 12) was the other instrument used to collect information. It was designed based on ideas forwarded by Hyland (2003:255-6), Basturkmen (1998:9), Dudley-Evans and St. Johns (1998:134) and Abraham (1993:127). The focus-group discussion was intended to elicit information on students' language needs which were not possible through questionnaire and

interview. The responses obtained were used to validate data gathered through the questionnaire and interviews. A focus group discussion is advantageous in that it helps the students learn to reconcile their individual needs with those of a class as a whole. Hence, 15 students who filled the questionnaire before were participated in the focus-group discussion. The focus- group discussion lasted 30 minutes with the researcher eliciting the information and an assistant noting their responses down.

3.3. Data Organization

In this study, the data were collected through questionnaire (qualitative data), interview and focus-group discussion (qualitative data). With regard to the questionnaires, the frequencies of responses were counted for each item and multiplied by the numerical values given to each scale. The numbers found under each scale for individual items were added to calculate the summation of mean. Based on the mean value obtained, items were ranked accordingly. The mean gives us the average value of all responses given to an item.

In a 5 point Likert scale type of questionnaire, the ideal average score value is 3. If an item is given a mean score of 3, then the average value (score) is believed to be median. This could imply that a group agrees with an item moderately while a mean score below 3 implies that the group as a whole does not favor an item and vice versa.

Qualitative analysis was employed so as to analyze data collected through the open –ended items of the questionnaire, semi-structured interviews, and focus-group discussion.

CHAPTER FOUR

4. DATA ANALYSIS AND PRESENTATION

In this chapter the data gathered through questionnaire, interview and determining the English language needs of surveying technology students at Tegbareed TVET College. As stated in chapter three, I focus-group discussion is presented and analyzed with the view of attempt to present the findings of the study using quantitative and qualitative data analysis technique. The data collected from the target population through questionnaire will be presented and analyzed using tables, mean scores, and ranks. Besides, the information obtained thorough interview and focus- group discussion will be discussed.

4.1. Language Learning Needs of Surveying Technology Students

4.1.1. Students' Attitude towards Learning English Language and the Existing English Course.

Attempt was made to see Surveying students' attitude towards learning English in general and the existing English course in particular .To elicit the students' attitude, two sets of statements were prepared .Each set has six statements which were half positive and half negative about the two objects (i.e., learning English and the existing English course) . The students were asked to show their attitudes on the Likert scale which has five points ranging from strongly agree to strongly disagree for rating each statement (See Appendix 6A.) Different numerical values were given to the scale. For the positive statements, strongly agree is given 5 points, Agree=4, undecided=3, Disagree=2 and strongly disagree=1. For negative statements, on the other hand, the reverse value was given. This can help to compute all responses under the same category and finally to add up the mean scores of all the six

statements. For each set, the maximum value (favorable attitude) of the six statements is 30 (i.e., 6x5) and the minimum value (unfavorable) is 6 (i.e., 6x1) where 6 represents number of statements and 5 and 1 represent the maximum and the minimum value in the given scale. For further information see Appendix 2, Table 8. A summary of mean scores is presented in the table here under.

Table 1. Mean Scores and Summation of Mean Scores of Students' Attitude towards English Language and the Existing English Courses as rated by themselves.

Statement	Mean Scores	$\Sigma\mu$
The English Language:		
a. I really like to learn English.	4.44	25.40
b. Learning English is an important part in our College program.	3.96	
c. learning English will help me in my future.	4.24	
d. Learning English is waste of time	4.35	
e. Learning English has nothing to do with learning other courses.	4.33	
f. Learning English is very difficult	4.08	
The current English courses		
a. The course is irrelevant to my interest	3.95	19.31
b. I hate the course because it doesn't help me	3.85	
c. I take the course because I am forced	3.65	
d. The course is helpful to surveying students	2.45	
e. I like the content of the course	2.79	
f. The course is an appropriate one	2.62	

As depicted in Table 1 the result of the students' responses about their attitude towards learning English is 25.40 which is nearer to 30 the (maximum result) compared to the position it has to the median (18). This implies that the students have strongly positive attitude towards learning English. This fact was confirmed by the students during the focus group discussion. They agreed that the English language is important for their present training and further academic studies.

With regard to their attitude towards the existing English course, the result shows 19.31. This result is nearer to the median (neutral attitude measure) than to the maximum result. From this, it is fair to say that their attitude towards the course is not negative. This may be attributed to the effort made by instructors to make the course suit the surveying students. Thus, it is possible to guess from the two attitude results that the students are not satisfied with the English course they have taken though they have strongly positive attitude towards learning the English language. This is to say that the attitude they have for the current course (19.31) is not as strong as the attitude they have for learning English (25.40). This may attribute to the general nature of the course (English for preparatory grades) in this case which is not specifically designed to meet their specific language needs. As presented in section 4.1.3. the students and instructors rated this English type as one of least priority compared to English for surveying technology students and the course designed consisting of the two.

Similarly, the English instructors were asked to rate their students' interest in the course and they did it as average. This correlates with the responses obtained from the students focus group discussion and the implication of the result in the questionnaire .Besides, both groups of respondents commented that their interest would have been higher had the contents of English course covered vocabularies, topics/themes

and activities related to surveying technology which would help them cope with their training in the college and in their future occupation

4.1.2. Evaluation of the Existing English Language Course as Rated by English Language Instructors

I have attempted to see the English language instructors' evaluation of the existing English course. They were asked to identify and rate the extent to which they are satisfied with the various aspects of the existing English language course (English for level 2 and 3) in this case. They were given a five point scale to rate their degree of satisfaction represented by numbers 5-1 Likert scale. 5 is given to very satisfied, 4= satisfied, 3= undecided, 2= dissatisfied, and 1= very dissatisfied. The mean scores of the responses for each statement are presented in the table below.

Table 2: Mean scores and ranks of English language Instructors Evaluation of the existing English courses.

Statements	Mean Scores	Rank
I am satisfied with:		
a. The focus of the objectives of the existing English course.	3.50	1
b. The focus of the objectives of the existing English course for the development of the language skills.	3.38	2
c. The number of English courses offered to Surveying students.	3.38	2
d. The attitudes of the students towards the course.	2.75	4
e. The relevance of the contents of the current English course to surveying students' training.	1.88	5
f. The appropriateness of topics themes of the current English course to surveying students' training.	1.88	5
g. The relevance of the vocabulary items of the current English course to surveying students'.	1.88	5

The result shows that the mean scores ranges between 1.88 and 3.55. This depicts that there exists a considerable gap between the existing English course and what it would have been. With regard to the relevance of content, appropriateness of topics / themes and

vocabularies, the respondent's evaluation shows that they are dissatisfied. They evaluate these statements between very dissatisfied and 'dissatisfied' (1.88) each. This implies that the English language instructors are not happy with the content of the existing English course. On the other hand, the clarity of aims, the focus of objectives of the English course and the number of English courses offered to students were rated between 'undecided' and satisfied with mean scores 3.55 each . This shows that the instructors are some how satisfied with the items though the contents of the course could not help to achieve the stated aims and objectives.

On top of that, two English instructors were asked what content they teach in the course and they agreed that they are teaching general English(Grade 11 and 12 preparatory English).This doesn't appear to meet majority of the academic and professional needs identified from the questionnaire results .They commented that it should have been designed in a way that it would meet the specific needs of surveying students' which is all about speaking , listening, writing and reading of activities related to their field of specialization. This idea agrees with what the students said in the focus-group discussion and the result obtained from the questionnaire.Moreover, English instructors were given a question that asks whether the existing English course be changed or not. All of them responded that they want the material be changed. They were again requested to specify any other comments which they think are relevant to the development of the English course for surveying technology students. (See Appendix, 4.) The English instructors agreed that they are not happy with the existing English course.In response to whether or not the vocabularies, tasks and examples in the course materials were related to the students' field of study, the entire English instructors said that they are neither related to the students' field of study nor help them deal with contents /topics

and vocabularies related to surveying students' field of study. The students answered in a similar way in their group discussion. Both groups of respondents had similar view in that they demanded the course ought to have been a focused one (English for surveying students) rather than general English (preparatory grades English) offered across all the departments of the college. They believed that the former type of course would be a good replacement of the latter one. Therefore, it is possible to suggest that the English course provided with surveying students is not as it was intended in preparing students to deal with activities they are expected to perform in the training setting as well as in their future occupation.

4.1.3. Assessment of Preferred Type of English (ESP)

Both students and instructors of Surveying technology were provided with three statements which indicate the type of ESP courses i.e., English for surveying technology students, General English and a balance between the two, Then, they were asked to show their preferences by using Likert scale ranging between 5-1 where 5= very high, 4= high, 3= moderate, 2= Low and 1= very low. (See Appendices 6A and 7). The mean scores and ranks of the responses given by both groups of respondents is illustrated in the table below.

Table 3: Mean scores and ranks of preferred type of English in students' training setting as rated by students and surveying instructors .

Type of English	Mean Scores		Rank	
	STS	STI	STS	STI
a. General English (GE)	3.29	3.22	3	3
b. English for surveying technology	4.35	5.00	1	1
c. A balance between the two	4.06	3.89	2	2

Key: STS= Surveying Technology Students, STI=Surveying Technology Instructors.

The result was similar for both the students and the instructors. English for surveying technology was highly preferred and ranked first with the mean scores of 4.35 and 5.00 by both groups of subjects respectively. A balance between the two was identified important for the students' training and ranked second with the mean score of 4.06 and 3.89 by both groups of subjects. Even though General English is relatively least preferred, it was also considered necessary for the students' training.

Therefore, the content of the English course for surveying students would be appropriate when it incorporates variety of tasks/ activities, topics/ themes, and vocabularies that can promote the use of three types of English that are presented.

4.1.4. Assessment of Students' Preferences of Topics / Themes and Vocabularies

The students, Surveying instructors and the English language instructors were given four statements that reflect their preferences of topics/ themes and vocabularies in English course. Two of the statements were related to topics/ themes and the other two were related to vocabulary preferences. A five point Likert scale with numbers 5-1 where (5=very much important , 4= much important' 3= important', 2= less important and 1= not important) was given to them to reflect their beliefs (See Appendices 6A, 7 and 8.) The preference value for the topics/ themes and vocabularies were computed. The learners' responses were verified against each subject area and English language instructors responses to the same questions. The mean scores and ranks are presented in the table below.

Table 4: Mean scores and ranks of importance of topics/ themes and vocabulary in students training setting.

Statements	Mean Scores		
	STS	STI	ELI
a. Topics/themes related to surveying technology	4.56	5.00	4.50
b. Any topic/theme	3.22	2.56	2.50
c. Vocabulary specific to surveying Technology	4.54	5.00	4.50
d. General vocabulary	3.59	3.44	3.50

KEY: STS= Surveying technology students, STI= surveying Technology instructors, and ELI= English Language instructors.

From Table 4 above, it is possible to see that the result appears similar for Surveying students, Surveying instructors and English language instructors. Topics/ themes related to surveying technology were highly preferred type of content with the mean scores of 4.56, 5.00 and 4.50 by the three subjects respectively. Any topic/theme was considered less important for the learners' training by all of the subjects.

As to vocabulary, vocabulary specific to surveying technology was highly preferred with the mean scores of 4.54, 5.00 and 4.50 by the students, surveying instructors, and English language instructors respectively. General vocabulary was also indentified less important by all of the respondents. This implies that emphasis is given to the importance of specialist vocabulary though the importance of general vocabulary was not denied.

Therefore, it is possible to suggest that the English language course material for surveying students would be appropriate if the contents, topics /themes and vocabularies are derived from the students' courses and related specialist texts.

4.2. Target Situation Analysis of Surveying Technology Students (TSA)

4.2.1. Assessment of Students' Learning Needs

Surveying students English language needs i.e., English language needs for training and future occupation is presented in this section of the study. The English language macro skills and specific activities which require English in the students' training setting and future occupation were presented to be evaluated by the students. An attempt was made to verify their responses against subject-area instructors' and against on- the job graduates' responses on the same questions which ask about the importance of the skills and specific activities both in the training setting and future occupation respectively.

4.2.1.1. Evaluation of Importance of English Language Skills in the Training Setting.

The English language macro skills (listening, reading, speaking, writing, grammar, vocabulary and pronunciation) were identified and provided to the students. They were asked to rate the degree of importance of these skills in the training setting. For this purpose, number 1-5 Likert scale where 5='very much important', 4= 'much important', 3='important', 2='less important' and 1= 'not important ' were provided so as to help them decide the importance level of each skill. (See Appendices 6A and 7). The responses given by both groups of respondents were computed by multiplying the number by the frequency of responses to get the mean score which help to rank the skills according to their level of importance. (See Appendix 2, Table 1 and Appendix 3, Table 1). The mean scores and ranks are presented here under.

Table 5: Mean scores and ranks of importance of English language skills in the training setting as given by the students and instructors.

English Language Skills	Mean Score		Rank	
	STS	STI	STS	STI
a. Listening	4.13	4.78	3	3
b. Reading	4.23	4.89	1	1
c. Speaking	4.00	4.56	6	5
d. writing	4.14	4.89	2	1
e. Grammar	4.12	4.44	5	6
f. Vocabulary	4.13	4.78	3	3
g. pronunciation	2.03	2.22	7	7

Key: STS= Surveying Technology Students, STI=Surveying Technology Instructors.

The result as depicted in Table 5 , ranges between an importance value of 'very much important' and 'much important' except both groups' judgment of pronunciation below important'. The students reported that reading and writing are the most important skills in their training setting, ranking them 1st and 2nd. In addition, the instructors identified reading and writing as equally the top important skills in students' training setting with mean score of 4.89 an importance value lying above 'much important'. Vocabulary and listening were reported the second equally important skills following reading and writing in the training as rated by the students and instructors of Surveying technology. Pronunciation was identified the least important skill in the training setting. Consequently, from top to bottom, it is possible to put the skills in their order of importance as reading and writing, vocabulary and listening, speaking, grammar and pronunciation respectively.

Moreover, this was clearly justified by the students in their focus-group discussion session. They were asked what expectation they had of a

present English course. Majority of the students agreed that they expected it would help them gain proficiency in reading, writing, speaking and listening applicable in their training setting. For example they wanted their English course to offer them knowledge of writing assignments and exams, listening to course lectures and students' presentation, presenting field reports and reading surveying manuals and textbooks. Apart from the knowledge basic skills the students expected the course to provide them with lessons of grammar and vocabulary (vocabulary specific to surveying technology which are helpful to develop their speaking, reading, writing and listening skills).

4.2.1.2. Assessment of Frequency of Activities to Be Accomplished Using English Language in the Training Setting

Twenty two activities relevant to surveying technology were identified and categorized under the four major macro skills (listening, reading, speaking and writing). Both the students and surveying instructors were asked to rate the frequency of these activities in the training setting using Likert scale which ranges from 5 to 1 where 5= always, 4= usually, 3= sometimes, 2= rarely, and 1= never respectively. The Respondents were also provided with blank spaces under each category so as to invite them to add any activity they feel left out. (See Appendices 6A and 7).

The numbers were multiplied by the frequency of the responses given by both groups of respondents to compute the mean score that helps to rank the activities. (See Appendix 2, Table 3 and Appendix 3, Table 3). Surveying instructors responses' were used as a verification tool for the students' responses on the same questions. A summary of mean scores and ranks is presented in the table below.

Table 6: Mean scores and Ranks of the frequency of activities to be accomplished using English language in the training setting as rated by the students and Surveying instructors.

Types of Activities	Mean score		Rank	
	STS	STI	STS	STI
1. Listening				
a. to course lectures, seminars and students' presentation.	4.46	4.44	1	1
b. to pair or group discussions.	4.01	4.22	2	2
2. Reading				
a. reference books, surveying manuals and textbooks.	4.27	4.78	1	1
b. surveying vocabularies/technical terms.	4.18	4.67	2	2
c. construction drawings, floor plans, elevations, tables, charts, site plans etc.	3.29	4.44	4	4
d. Surveying software instructions.	2.65	2.44	6	7
e. on the internet.	1.91	2.56	7	6
f. preparation for exams.	4.15	4.55	3	3
g. Exam questions.	3.15	4.22	5	5
3. Speaking				
a. Identifying and explaining equipments, and tools used for different activities	4.58	4.56	1	2
b. Describing procedures in performing surveying activities	3.56	4.22	3	3
c. presenting reports on field/ project works	3.50	4.11	4	4
d. participating in discussions asking and answering questions after lectures and presentation	4.36	4.67	2	1
e. Deliver information in pairs or group discussions	2.63	4.00	5	5
4. Writing				
a. Preparing work plans or projects	4.46	4.67	1	1

b. producing reports on project works (terminal or final)	4.15	4.22	4	4
c. preparing supervision reports	3.29	4.00	7	6
d. Description of the type and status of surveying tools	4.18	4.44	3	3
e. Filling in report formats	3.50	4.00	6	6
f. Making notes from reference books, surveying manuals, modules lectures and presentations	3.56	4.11	5	5
g. Assignments and exams	4.32	4.56	2	2

Key: STS=Surveying Technology Student and STI=Surveying Technology Instructors

The result in Table 6 above depicts that twenty of the activities in the four language skills were assigned the frequency value ranging between 'usually' and 'sometimes'. But, two specific activities that are reading surveying software instructions and reading on the internet were judged to occur rarely in the students' training setting. This clearly shows that the students encounter these activities in their training setting more often than others.

As a result, it can be assumed that they need the English language which helps them to accomplish these specific activities during their training.

Two listening activities (listening to course lecture and students' presentation and listening to pair or group discussions) were identified and categorized under the listening skill. Both the students and instructors were asked to rate the frequency of these activities in the training setting. The result for both groups of subjects was similar that listening to course lectures and students' presentation was ranked 1st followed by listening to pair or group discussions. Therefore, the activities will be put from the more frequent listening activity to the less

frequent one as: listening to course lectures and students' presentation and listening to pair or group discussions.

Seven activities were categorized under the reading section. The students and surveying instructors were asked to rate how often the activities require the students to use the English language in the training setting. They reported that reading reference books, surveying manuals and text books and reading surveying vocabularies /technical terms/ were the most frequent activities which require the students to use the English language reading skill in the students' training setting. Preparation for examinations, reading construction drawings, floor plans, elevations, table, charts, site plans etc and exam questions were ranked 3rd, 4th and 5th by both groups of respondents. However, their rating reveals a minor difference with regard to ranking the two activities. However, the variance is a small one.

Therefore, in prioritizing the activities, to follow the instructors' judgment considering their experience in the field would be logical. Hence, the activities will be put from the most frequent to the least frequent one as presented in the table above respectively.

Five activities were identified and grouped under the speaking category. Both the students and the instructors were asked to rate the frequency of these activities in the learners' training setting. The result in Table 6 shows that the subjects' responses matched with regard to ranking three items though they slightly differed in two cases. But, the variance is not that big. For example, identifying and explaining equipments, tools used for different activities and participating in discussions i.e., asking and answering questions after lecture and presentation were ranked 1st and 2nd by students consecutively whereas the instructors ranked them the reverse way. However, the two activities remain the most frequent ones in the training setting for both subjects.

As a result, it would be convincing to follow the instructors' ranking, taking into consideration their experience in the field and put the activities in order from the most frequent to the least frequent one as presented in Table 6 above.

With regard to writing tasks, eight activities which require the students to use the English language writing skill in their training setting were identified and presented to the students and instructors. They were asked to rate these activities for how often the students encounter them in their actual training setting. The result was similar for both subjects in all ranking instances except preparing supervision reports which was ranked 7th by the students but 6th by the instructors. In addition the instructors couldn't discriminate between the frequency of preparing supervision reports and filling in report formats but the students did. At the end, similar to what have been done in ranking the activities under speaking and reading section the instructors' suggestion would be favored, taking into consideration their experience in the field.

Consequently, the writing activities are ranked from the most frequent to least one as: preparing work plans or projects, assignments and exams, description of the type and status of surveying tools, producing reports on project works(final or terminal), making notes from reference books, surveying manuals , modules, lectures, and preparing supervision reports consecutively.

4.2.1.3 Assessment of Activities to Be Accomplished Using the English Language in the Training Setting

Twenty two activities relevant to surveying technology that had been identified in section 4.2.1.2 were categorized under the four macro skills (listening, reading. Speaking and writing) Then, both the students and surveying instructors were asked to rate the degree of importance of these activities using the Likert scale that ranges between 5-1 and worded very much important, much important, important, less

important, and not important respectively. (See Appendices 6A and 7). Respondents were also provided with blank spaces under each category so as to invite them to add any activity they feel left out. The numbers were multiplied by the frequency of responses to compute the mean scores which help to rank the activities according to their importance in the training setting. (See Appendix ,2 Table 4 and Appendix 3, Table 4). Surveying instructors' responses were used as a verification tool for the students' responses on the same question. A summary of mean scores and ranks is presented in the table below.

Table 7. Mean scores and ranks of the importance of activities to be accomplished using English language in the training setting as given by the students and surveying instructors.

Types of Activities	Mean Scores		Rank	
	STS	STI	STS	STI
1. Listening				
a. to course lectures, seminars and students' presentation.	4.71	4.78	1	1
b. to pair or group discussions.	4.17	4.67	2	2
2. Reading				
a. reference books, surveying manuals and textbooks.	4.77	4.89	1	1
b. surveying vocabularies/technical terms.	4.74	4.78	2	2
c. construction drawings, floor plans, elevations, tables, charts, site plans etc.	3.76	4.67	5	3
d. Surveying software instructions.	4.63	4.44	3	5
e. on the internet.	3.68	3.67	6	7

f. preparation for exams.	4.06	4.56	4	4
g. Exam questions.	3.55	4.22	7	6
3. Speaking				
a. Identifying and explaining equipments, and tools used for different activities	4.53	4.67	1	1
b. Describing procedures in performing surveying activities	4.49	4.22	2	4
c. presenting reports on field/ project works	4.35	4.44	3	3
d. participating in discussions asking and answering questions after lectures and presentation	3.60	4.56	4	2
e. Deliver information in pairs or group discussions	3.21	4.22	5	4
4. Writing				
a. Preparing work plans or projects	4.59	4.78	1	2
b. producing reports on project works (terminal or final)	4.32	4.56	5	4
c. preparing supervision reports	4.10	4.11	7	7
d. Description of the type and status of surveying tools	4.58	4.67	2	3
e. Filling in report formats	4.14	4.22	6	6
f. Making notes from reference books, surveying manuals, lectures and presentations	4.37	4.44	4	5
g. Assignments and exams	4.47	4.89	3	1

Key:STS=surveying technology students,STI=surveying technology instructors

The mean scores show that all the activities were assigned an importance value ranging between 'very much important' and 'important' though the mean scores vary. This clearly implies that both groups of respondents emphasized the importance of the English language to accomplish these activities through the four macro skills in their training setting.

Under the category of listening, two activities (listening to course lectures, seminars and students presentation and listening to pair or group discussion) were identified and presented to the students and the instructors. The result for both group of respondents was similar that listening to course lectures, seminars and students' presentation is their top priority and ranked 1st followed by listening to pair or group discussion. So, the activities will be put in the importance order of listening to course lectures, seminars and students' presentation and listening to pair or group discussions one after the other.

Seven reading activities were identified. Both the students and the instructors rated the degree of importance of these activities in the context of students' training situation. The mean scores in Table 7 above show that reading reference books, surveying manuals, modules and text books followed by surveying Vocabularies/technical terms/or vocabulary specific to surveying technology were valued very much important and ranked 1st and 2nd by both groups of respondents respectively. Preparation for exams was an activity ranked alike with a variation of mean scores whereas the remaining reading activities were rated and ranked differently. But, the variance is not that big that it is possible to reconcile the case by giving precedence to the instructors' suggestion for they have better experience in the field. Therefore, the activities will be put in order as indicated in Table 7 above from the most important activity to the least one respectively.

Five activities were identified and categorized under the speaking section. Both the students and the instructors were asked to rate the degree of importance of these activities in training setting. Both subjects ranked identifying and explaining equipment and tools used for different surveying activities 1st. In addition they matched with their ranking of 'presenting reports on field/projects works' Both of them considered the activity the third most important speaking activity in the training setting The respondents ranking differed with regard to the remaining three activities. For example, the students ranked 'describing procedures in performing surveying activities and participating in discussions' 2nd and 4th where as the instructors did the reverse way. To reconcile the case, it is logical to favor the instructors' suggestion talking into consideration their experience in the field and order the activities accordingly from the most important to the least important as indicated in the Table 7 above.

Under the writing activities were eight activities presented to the students and the instructors. Both groups of respondents rated the importance level of the activities in the training setting. The mean scores reveal an importance value ranging between very much important and much important. This implies that the activities are writing sub skills which the learners need to develop in their training setting.

In prioritizing the activities, the subjects ranked to activities alike and five activities differently. But, the variance is not that big and reconciliation could be made for example, the students' ranked the writing sub skill: preparing work plan or projects, description of the type and status of surveying tools, and writing assignments and exams 1st, 2nd and 3rd respectively. The instructors ranked these same activities 2nd, 3rd and 1st. From this, it is clear that the activities are

found to be three top priorities by both groups of respondents. Therefore, in order to put the writing sub skills from the most important activity to the least one it would be safe to follow the instructors' suggestion taking into account their experience in the field.

4.2.2. Assessment of students' Target situation Needs

In order to assess Surveying students' English language needs i.e., English language needs for future occupation, macro skills and specific activities which require English in the target situation were identified and presented to on- the – job surveying graduates(employees). These subjects were selected as a sample population to give their responses for the reason that they have better knowledge or experience to evaluate and rate the importance of the macro skills and specific activities which require the English language at work place than the trainees. In addition, an attempt was made to make use of employers' responses as a verification tool against the employees.

4.2.2.1 Evaluation of Importance of English Language Skills for Students' Future Occupation

Listening, reading, speaking, writing, grammar, vocabulary and pronunciation were the English language skills identified and presented to the subjects. The employees (on the –job surveying graduates) were asked to rate the degree of importance of these skills in their occupation. They were given the Likert scale which has five points where 5= very much important, 4= much important, 3= important, 2= less important and 1=, not important respectively so that they could decide the importance level of the skills. (See Appendix, 9A). The responses given by the respondents were computed to get the mean scores that help to rank the activities (See Appendix 5 Table 1).

A summary of mean scores and ranks is presented in the table here under.

Table 8. Mean scores and ranks of importance of English language skills in occupational setting as given by on –the job surveying graduates.

English language skills	Mean Score	Rank
	OTSG	
a. Listening	4.40	4
b. Reading	4.70	1
c. Speaking	4.00	6
d. writing	4.60	2
e. Grammar	4.10	5
f. Vocabulary	4.50	3
g. Pronunciation	2.90	7

Key: OJSG- on- the job surveying graduates

The result as can be seen in table 8 ranges between very much important (4.70) and ‘much important (4.00) with the exception of on the – job graduates judgment of pronunciation below important (2.90).

The employees rated reading and writing the most important skills in the students’ future occupation with mean scores of 4.70 and 4.60 respectively. For employers writing and vocabulary were the top priority in the actual work situation. Listening and grammar were ranked 4th and 5th respectively. This is in a complete agreement with the employers’ response. With regard to speaking on- the –job graduates agreed that this skill is much important in the occupational setting. However, the employers’ response is contradictory. They agreed that the speaking skill is used rarely and its importance is lesser as compare to other skills in the occupational setting. The employers’ response seems acceptable from the point of view of the

English language use in most occupational setting in Ethiopia. In addition, pronunciation was identified the least important skill in the professional area.

Concerning ranking the other skills the result in Table 8 shows the existence of a difference. So the case could be reconciled if on- the job graduates' judgment is favoured considering their familiarity to the actual work situation than the employers. Hence, from top to bottom, it is possible to put the skills in their order of importance in the occupational setting as: reading, writing, vocabulary, listening, grammar, speaking and pronunciation consecutively.

4.2.2.2 Assessment of the Importance of Activities in Surveying Technology Students' Future Job

Fifteen specific activities relevant to surveying and performed in the medium of English in the occupational setting were identified and categorized under the four major macro skills (listening, reading, speaking and writing). Then, on- the – job surveying graduates (former students of the college)were asked to rate the degree of importance of these activities in their profession using the 5- point Likert scale that ranges from 5-1 where 5= very much important , 4= much important , 3= important ,2= less important and 1= not important respectively (See (Appendix 5). Respondents were also provided with blank spaces under each category so as to invite them to add any activity they feel left out. The numbers were multiplied by the frequency of responses given to each sub-skill to get the mean scores which help to rank the activities. (See Appendix 5, Table 3). In addition, data obtained from the employers through the interview conducted was used as a verification conducted was used as a verification tool against the responses of the employees. A summary of mean scores and ranks is presented in the table below.

Table 9. Means scores and ranks of evaluation of importance of activities in occupational setting as rated by on the job surveying graduates.

Activities in English	Mean Score	Rank
	OJSG	
1. Listening		
a. to speeches at meetings, seminars and conferences	3.3	2
b. to technical reports on surveying performances	3.5	1
c. to foreigner staff members	3.2	3
2. Reading		
a. manuals consisting of instructions the procedures process to be followed	4.20	1
b. periodic reports on assessment and accomplishments of surveying activities	3.90	3
c. letters, memos and notices with regard to resources (personnel, material, finance) utilization.	4.00	2
d. e-mail messages regarding surveying activities	3.50	6
e. technical brochures, magazines and periodicals	3.80	4
f. news papers /surveying news, vacancy announcement/	3.60	5
3. Speaking		
a. at meetings, seminars, conferences e.g. explaining asking and answering questions	3.30	1
b. With foreigner staff members	3.20	2
4. Writing		
a. supervision report	4.10	2
b. memos e.g. on allocation of materials	4.10	2
c. filling in report formats	4.20	1
d. formal letters, e.g. application letters, and CV for job application.	4.10	2

Key: OJSG= on-the-job surveying graduates.

It is apparent from the Table 9 that all the activities presented to on-the-job surveying graduates were assigned the importance value ranging between much important and important this implies that the English language is required to accomplish several activities. In surveying graduates occupational setting though the degree of importance varies.

Under listening skill three activities as listening to speeches at meetings seminars or conferences, listening to technical reports on surveying performances and listening to foreigner staff members were identified and presented to the subjects were 3.3,3.5 and 3.2 respectively. Hence, it is possible to put the activities in the importance rank order of listening to technical reports on surveying performances listening to speeches at meetings, seminars, conferences and listening to foreigner staff members from the more important activities to the important one respectively.

Six reading activities were identified and presented to on-the-job graduates. The subjects were asked to rate the degree of importance of these activities in their occupation. Table 9 depicts that reading manuals consisting of instructions, procedures to be followed, materials, equipments, tools needed to accomplish specific surveying activities (2a) was highly favored and ranked 1st by the subjects with a mean score of 4.20. Reading e-mail messages (2d) was ranked last by the subjects with a mean score of 3.50. The importance values of the remaining reading activities lie between the two extremes mentioned above. As a result, the importance rank order of the reading activities would be: reading manuals consisting of instructions, process, materials, equipments and tools needed to accomplish specific works, reading letters, memos and notices, reading periodic reports on assessment and accomplishment of surveying activities, reading periodic reports, on assessment and accomplishments of surveying

activities, reading technical brochures/magazines/ periodicals and others, reading news papers, vacancy announcements and reading e-mail messages regarding surveying activities from the most important sub skill to the least one respectively.

Two speaking activities were identified and presented to On-the-Job graduates. The subjects were asked to rate the degree of importance of the activities in their professional setting. The importance level of the activities was decided based on the mean scores. As a result, speaking at meetings, seminars and conferences (e.g. explaining project plans performance reporting accomplished activities orally, asking for further explanations and answering questions was ranked 1st followed by speaking with foreigner staff members. However, employers disagree with the employees' suggestion. These subjects responded that the role of speaking skill is limited in the work area for the employees use local languages mixed with English language to accomplish their duties. The employers' view seems acceptable from the point of view of the use of the English language in Ethiopian context out side the classroom. Therefore, it is possible to conclude that speaking in the job situation is relatively lesser in importance as compared to other skills.

Concerning writing tasks, four activities pertinent to surveying in occupational setting were presented to the employees (former surveying students of the college) to rate their degree of importance. Table 9 shows that filling in report formats on activities accomplished in surveying work was ranked 1st with a mean score of 4.20, writing supervision reports regarding activities done in surveying work, writing memos e.g., on allocation of materials, equipments, tools and personnel needed for surveying works and writing formal letters e.g. application letters and curriculum vitae for the job were all equally ranked 2nd with the mean scores of 4.10 each. The respondents could not discriminate the importance level among these activities. But the responses obtained

from the employers through the interview justified that writing supervision reports regarding activities done in surveying work was relatively the most important of the three. Therefore it is possible to put the activities from top to bottom as indicated in table 9 above.

4.3. Present situation Analysis of Surveying Technology Students (PSA)

In this section of the study, Surveying students' deficiency of English will be assessed. The assessment involves the analysis of surveying students' current abilities in using English language both in academic and future occupational setting. For its purpose, English macro skills and activities which are performed in English in the learners' training setting and future occupation that have been identified in 4.2.1.1. And 4.2.1.2 was presented to the learners, Surveying instructors, English language instructors. The students were asked to rate their perceived abilities themselves. This was again compared with subject-area and English language instructors' evaluation of the students' abilities. The instructors' responses help to judge learners' responses when they under rate or over rate themselves. In addition, data gathered through interview and focus-group discussion was taken to substantiate the students' responses. Moreover, the students' abilities of English language skills (listening, reading, speaking, writing, grammar, vocabulary and pronunciation) and their abilities in accomplishing tasks in the four language skills that they are likely to encounter in their future occupation will be assessed. To this effect, on-the-job Surveying graduates and their employers were taken as a source of information. These groups of respondents were assumed to have better knowledge and experience of the target situation than the students themselves. Therefore, the information collected from these subjects was interpreted in terms of the students' target situation English language needs. As a result, on-the-job surveying graduates were asked to rate their perceived abilities of English language macro skill

and sub skills i.e. abilities of using English language in accomplishing tasks that they are likely to encounter in their profession. Employers, on the other hand, were also given semi-structured interview questions to substantiate the responses of on-the-job graduates.

4.3.1. Evaluation of Surveying Students' Abilities in Using Language Skills in the Training Setting.

The students, Surveying and English language instructors were provided with language skills that were treated under table 8 above. They were asked to rate the students' ability of these skills in the training setting using Likert scale which ranges between 5 and 1 where (5) = very good, 4 good, 3= average, 2= poor and 1= very poor respectively. (See Appendices 6A, 7 and 8). The numbers are multiplied by the frequency of responses to calculate mean scores which help to rank the learners level of competence (See Appendix 2, Table 2). A summary of mean scores and ranks are presented in the table below.

Table 10: Mean scores and ranks of surveying students' ability in using language skills in training setting.

English Language Skills	Mean score			Rank		
	STS	STI	ELI	STS	STI	ELI
a. Listening	3.54	3.11	3.00	2	1	1
b. Reading	3.55	2.67	2.63	1	3	3
c. speaking	3.08	2.33	1.88	6	5	7
d. writing	3.06	2.56	2.00	7	4	6
e. grammar	3.23	2.22	2.63	4	6	3
f. vocabulary	3.10	2.11	2.38	5	7	5
g. pronunciation	3.38	3.00	2.38	3	2	2

Key: STS = Surveying technology student, STI = surveying technology instructors and ELI = English language instructors.

According to table 10, students believe that they could do well in all the skills. This is evidenced by the fact that they rated themselves between good and average. On the contrary both instructors rated the students' competence between poor and average with the exception of the listening skill for which they rated the students' competence level 'good' with the mean scores of 3.11 and 3.00 respectively. The instructors are not happy about the learners' competence of reading, speaking, writing, grammar, vocabulary and pronunciation. This fact implies that the learners are facing difficulties in using English skills in their training setting. In addition it seems that the learners over rated themselves in all rating instances. This can be observed from the difference between the mean scores given by the students and both instructors. Therefore, following the instructors' judgment, taking into consideration their experience in the field, the skills are arranged as speaking, writing, vocabulary, grammar, reading, pronunciation and listening from the most difficult skill to the least one respectively.

4.3.2. Assessment of Surveying Students' English Abilities to Accomplish Activities in the Training Setting.

Activities which were discussed under 4.2.1.2 were presented to surveying students to rate their own abilities of English in performing them. Surveying instructors were also asked to evaluate their learners' competence level on the same activities. Likert scale was used to help learners and instructors rate their abilities. The scale was worded as very good, good, average, poor and very poor from the highest to the lowest ability which was represented by 5, 4, 3, 2, and 1 respectively (See Appendix 6A and Appendix 7). To compute the mean scores of each activity the numbers were multiplied by their corresponding frequency of responses. The mean scores were gain used to rank the learners' difficulty of English skills. (See Appendix 2, Table 5 and Appendix 3, Table 5). A summary of mean scores and ranks is presented in the table below.

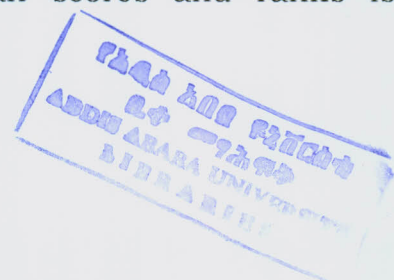


Table 11. Mean Scores and ranks of surveying students' perceived ability in performing activities in the training setting

Types of Activities	Mean scores		Ranks	
	STS	STI	STS	STI
1. Listening				
a. to course lectures, seminars and students' presentation.	3.40	3.11	1	1
b. to pair or group discussions.	3.37	2.88	2	2
2. Reading	//	///		
a. reference books, surveying manuals and textbooks.	2.95	2.89	2	4
b. surveying vocabularies/technical terms.	2.82	2.78	5	5
c. construction drawings, floor plans, evaluations, tables, charts, site plans etc.	3.13	2.22	1	1
d. Surveying software instructions.	1.97	2.22	6	6
e. on the internet.	1.90	2.22	7	6
f. preparation for exams.	2.87	3.00	3	2
g. exam questions .	2.86	3.00	4	3
3. Speaking	////	////	///	
a. Identifying and explaining equipments, and tools used for different activities.	2.82	2.65	2	1
b. Describing procedures in performing surveying activities.	2.62	2.56	3	1
c. Presenting reports on field/ project works.	2.86	2.67	5	4
d. Participating in discussions asking and answering questions after lecturers and presentation .	2.95	2.78	4	5
e. Deliver information in pairs or group discussions.	3.05	2.89	1	3
4. Writing	///	////	////	
a. preparing work plans or projects.	2.94	2.67	4	4
b. producing reports on project works (terminal or final).	2.90	2.56	5	5
c. preparing supervision reports .	2.78	2.44	6	6
d. description of the type and status of surveying tools.	2.95	2.78	3	3
e. filling in report formats.	2.65	2.33	7	7
f. making notes from reference books, surveying manuals, modules lecturers and presentations.	2.99	2.89	2	2
g. Assignments and Exams.	3.24	3.22	1	1

Key: STS=Surveying Technology Students, STI=Surveying Technology Instructors

It is apparent from table 10 above that surveying instructors rated the students' English language abilities almost below average assigning a mean score value ranging between 2.22 and 2.89. Of course they rated some listening and reading activities like listening to course lecturers and students' presentation, reading construction drawings, floor plans, elevations, tables, charts, site plans, preparation for exams, and exam question between average and good. However, the instructors' evaluation in most cases shows that the learners have low level of competence in English language that they are facing difficulty in attending classes in English in their training setting.

Similarly, in most rating instances, the student admit the fact that they are facing the challenge because of their low level of English language competence and this is clearly shown by themselves in their rating result. Both the students and the instructors worried about the students' deficiency of English with regard to performing activities like reading surveying software and on the internet. This may arise from their eagerness to explore electronic instructional Medias that could assist them in their training. Concerning ranking the activities under listening, both the instructors and the students ranked listening to course lectures and students' presentation 1st and listening to pain or group discussion 2nd. In addition Table 11 above depicts that both groups of respondents rated the students' ability below good. This implies that these sub-skills are problematic areas for the students to attend their classes in English language. Therefore, it is possible to put the activities from the less difficult to the more difficult one as: listening to course lectures and students' presentation, listening to pain or group work discussions respectively.

Regarding reading activities, the students rated their perceived abilities in accomplishing the tasks below 'average' except their judgment of reading construction drawings, floor plans, elevation tables, charts, site plans and etc above average. Similarly, the instructors evaluated the students' ability below average except their evaluation of the same activity, preparation for exams and reading exam questions on average. This implies that the students are not at the required competence level to attend courses in English. With regard to ranking both the instructors and the students ranked the activities differently in four cases while they ranked the same in three instances. However, the variance was not that that we can favor the instructors' suggestion considering their experience in the field to put the activities in order. Hence, the activities will be put from the least difficult to the most difficult one as reading: Construction drawings, floor plans, elevations, tables, charts, site plans, preparation for exams, exam questions, reference books, surveying manuals, modules and textbooks, surveying vocabularies /technical terms/, surveying software instructions, and on the internet respectively.

With regard to speaking activities, the students rated their perceived English language speaking abilities below average with exception of their self rating with regard to deliver information in pairs or group discussions (3.01). The instructors' response confirmed the students' difficulty in speaking sub skills area. This is to say that the instructors rated the students' speaking ability below average in all rating instances. So, the activities will be put as deliver information in pairs, or group discussions, participating in discussions, asking and answering questions after lectures and presentations, presenting reports on field or/and project works, identifying and explaining equipments and tools used for different activities and describing

procedures in performing surveying works from the least difficult to the most difficult one respectively.

Coming to ranking the students' abilities in writing activities, the result is similar for both the students and the instructors. They ranked 'writing assignments and exams 1st with mean scores of 3.24 and 3.22 by the students and the instructors respectively.

It seems that the learners have less difficulty in writing their assignments and exams though their performance level is below good.

Table 11 also depicts that both groups of respondents ranked the other activities alike. Making notes from reference books, surveying manuals, modules, lectures and presentation, description of the type and status of surveying tools, preparing work plans or projects, producing reports on project works /terminal or final/, preparing supervision reports on specific activities completed or on progress, filling in report formats in each stage of activities and were ranked 2nd, 3rd, 4th, 5th, 6th, 7th and 8th by both the students and the instructors respectively. The last ranked activities were found more difficult for the students to be performed in English language. This again implies that they are facing challenges to attend their major course area course in English language.

Moreover, this fact was evidenced by the information elicited through interview with English instructors and students' focus-group discussion. Both subjects identified problems the students are facing in their training setting because of their deficiency in the English language skills. The English language instructors and the students reported that the students are poor in reading for example, reference books, surveying manuals and text books, surveying vocabularies or technical terms specific to surveying technology, poor in speaking competence i.e., difficulty to make themselves understood in English during

presenting field report, condition of being twisted to use local language, poor in writing skill, e.g. in preparing work plan and producing reports on project works.

From the discussion above, it is possible to say that the current English course given to surveying technology students in the college couldn't prepare students to target situations well. In addition, the result show that there is a gap between what the students are able to perform and what they should be able to perform using English language in their training setting.

4.3.3. Evaluation of Surveying Technology Students' Ability of English Language Skills in their Future Occupation

On-the-job graduates were provided with question to rate perceived abilities of their own in using English language macro skills (listening, reading, speaking, writing, grammar, vocabulary and pronunciation) in their job situation. This was done to see which skill areas were still problematic in carrying out their duties after graduation or in job situation. This may help to identify surveying students' challenges in their future job in using the English language skills. For rating purpose, the Likert scale ranging between 5 and 1 where (5= very good, 4= good, 3= average, 2= poor and 1= very poor) respectively was provided to them. (See Appendix 9A). The numbers were multiplied by the frequency of responses to calculate mean scores of each skill. The mean score was used to rank the learners' level of competence. (See Appendix 5, Table 2). A summary of mean scores and ranks are presented in the table below.

Table12: Mean scores and ranks of Surveying Technology Students' ability in using language skills in their future occupation.

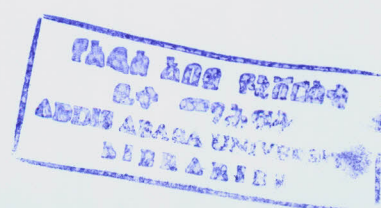
English Language Skills	Mean Score	Rank
	OJSG	
a. Listening	3.10	2
b. Reading	3.30	1
c. Speaking	2.90	6
d. Writing	3.10	2
e. Grammar	2.90	6
f. Vocabulary	3.10	2
g. Pronunciation	3.10	2

Key: OJSG = on-the-job surveying graduates

It is apparent in table12 above that the on-job surveying graduates rated their perceived abilities average and above but still below good with the exception of their judgment of speaking and grammar, below average (2.90) each. This implies that the employees are not at the required competence level to carryout their duties at work place effectively. And, the result again shows that this competence value is below the required competence level in the students' future occupation.

It seems that the employees' experience in the actual job situation have helped them to suffer less challenges in using these English skills. Nevertheless, one can assume that the students will no doubt face more difficulties in their future occupation than the present on-the-job surveying graduates (employees).

In addition the table shows that the respondents' worries go more to their deficiency in speaking and grammar. This may arise from the strong desire that they have to express themselves orally and in written fluently and accurately. Concerning ranking, they ranked reading,



listening, vocabulary, writing, pronunciation, speaking and grammar, 1st, 2nd, 3rd, 4th, 5th, 6th and 7th respectively. Therefore, considering their double ranking, it is possible to put the skills in order from least difficult to the most difficult one in a way ranked above. The employers' response was incomplete agreement with the on-the-job graduates' suggestion.

4.3.4. Assessment of Surveying Students Ability in Performing Activities in English in their Future Occupation.

In this section, surveying students' ability in accomplishing tasks they are likely to encounter in their future occupation was assessed and presented on the basis of information collected from on-the-job graduates through questionnaire. This was done in view of determining surveying students English language needs in their job situation. For this purpose, fifteen specific activities (sub skills) that were identified and categorized under the four macro skills and presented to on-the-job surveying graduates. Respondents were also provided with blank spaces under each category so as to invite them to add any activity they feel left out. The respondents were asked to rate their perceived abilities of the sub skills in the four language macro skills in the domain of their profession which would be taken as the students' future occupation. They rated on Likert scale awarded as 'very good', 'good', 'average', 'poor' and 'very poor' represented by 5, 4, 3, 2 and 1 respectively. (See appendix 9A). The numbers were multiplied by the frequency of responses to calculate mean scores of each sub skills. The mean scores helped to rank the sub skills. (See Appendix 5, Table 4). A summary of mean scores and ranks are presented in the table here under.

Table 13: mean scores and ranks of evaluation of students' ability in performing activities in English in their future occupation as rated by on-the-job surveying graduates.

Types of Activities in English	Mean Score	Rank
	OJSG	
1. Listening		
a. to speeches at meetings, seminars and conferences	3.10	2
b. to technical reports on surveying performances	3.20	1
c. to foreigner staff members	3.00	3
2. Reading		
a. manuals consisting of instructions the procedures process to be followed	3.40	1
b. Periodic reports on assessment and accomplishments of surveying activities	3.20	3
c. Letters, memos and notices with regard to resources (personnel, material, finance) utilization	3.30	2
d. E-mail messages regarding surveying activities	2.80	6
e. technical brochures, magazines and periodicals	3.20	3
f. News papers /surveying news, vacancy announcement/	3.20	3
3. Speaking		
a. at meetings, seminars, conferences i.e, explaining, asking and answering questions.	2.80	2
b. With foreigner staff members	3.20	1
4. Writing		
a. Supervision report	3.30	1
b. Memos e.g. on allocation of materials	3.30	1
c. Feeling in reports formats	3.10	3
d. Formal letters, e.g. application letters, and CV for job application.	3.10	3

Key: OJSG = on-the-job surveying graduates

On-the-job surveying graduates self-rating of their own abilities in a number of sub skills was below good as it was clearly depicted in the table 13 above. This shows that the employees lack the required competence level in English language to accomplish their duties successfully in their occupation. Regarding ranking the sub skills in the category of listening it was reported that listening: to technical reports on surveying performance, to speeches at meetings, seminars and conferences, and listening to foreigner staff members were ranked 1st, 2nd and 3rd with mean scores 3.20, 3.10 and 3.00 by the subjects respectively. This shows that the listening sub skills were found problematic after years of experience and would be more problematic for the surveying students in their future occupation. Therefore, sub skills are arranged from the most problematic to the least problematic areas as they were ranked in the table above.

As depicted in Table 13 above reading sub skills, the subjects' ratings of their own abilities is below good. Reading manuals consisting of instructions, the procedures and process to be followed, materials equipments and tools need to accomplish specific surveying works was ranked 1st. This reading sub skill was found to be the least problematic area for on the job graduates. Reading letters, memos and notices was found the 2nd least problematic area. Reading periodic reports on assessment and accomplishments of surveying activities, reading technical brochures, magazines, periodicals and reading newspapers (surveying news and vacancy announcements) were equally ranked 3rd. This implies that these three activates were equally more problematic areas. Reading E-mail messages was ranked 6th and hence it was found to be the most difficult sub skill for on-the-job graduates in their occupation.

Table 13 above shows that's peaking at meetings, seminars, conferences, i.e. explaining project plan and performances, reporting accomplished activities, asking for further explanation and answers questions was ranked 2nd with a mean score of 2.80 (below average). This implies that these activities are more problematic areas in the employees' occupation. However, the employers view was different from this. We will discuss it latter.

With regard to writing sub skills table 13 depicts that filling in report formats regarding activities done in surveying and writing memos were ranked 1st. This implies that the employees face more difficulty in accomplishing these activities in their profession though the employees rate themselves 3.30 against each activity. Writing supervision reports and writing formal letters e.g., application letters were found to be the most challenging activities for the employees.

Similarly, the result in Table above shows that the employers were asked what their employee's abilities like in performing specific activities identified in 4. 3.4. Both employers agreed that the employees' ability with regard to accomplishing the specific activities categorized under each macro skill in the occupational setting is average. In addition, they reported that the employees' speaking ability could not be evaluated for they (employees) use local language mixed with English in accomplishing their duties in their occupational setting. They furthermore suggest that the English language speaking activities are rarely used and its role is limited that it is not necessary to evaluate the employee's competence with this regard. Therefore, on the bases of on-the-job graduates and employers' evaluation, it is possible to conclude that there is a considerable gap between what the surveying graduates can perform in the occupational setting and what they should be able to accomplish using the English language.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

The study set out with the general objective of determining the English language needs of surveying students' and-related specific objectives about the use of the English language in TVET colleges. In line with these objectives the following conclusion is made on the basis of the data analysis and interpretation.

5.1.1. Language Learning Information

In surveying students' training setting, it was found out that students preferred field specific type of English (English for surveying students) in this case. Topics /themes and vocabularies mostly related to surveying technology were found to be the students' top priority than any other topic or vocabularies. The students' attitude specifically towards learning English was positive whereas their attitude towards the existing English Course was not as negative. Besides, the existing English course was also found to be inadequate to satisfy surveying students' needs in their training setting and future occupation. This may attributed to the general nature of the course (preparatory English) in this case.

5.1.2. Students' Academic Needs

Surveying students' language was assessed in terms of the importance of macro skills and related micro skills. Reading, writing, and vocabulary i.e., vocabulary related to surveying technology were found to be the most important skills to surveying technology students in their training setting. In addition, the students' needs were assessed in

terms of the frequency and importance of a number of tasks they accomplish in English in their academic studies. Among these, listening to course lectures, seminars and students' presentation, reading reference books, surveying manuals, modules and text books, reading surveying vocabularies or technical terms, identifying and explaining equipments and tools used for different surveying activities, participating in discussions (asking and answering questions), writing work plans and writing assignments and exams were most frequent and important activities which are needed by the students in their academic setting. Moreover, in majority of the cases the activities believed to be frequently performed in the academic setting are also found to be important. These activities include listening to pair or group discussion, reading construction drawings, floor plans, elevations, tables, charts, site plans, preparation for exams, presenting reports on field/ project works, description of the type and status of surveying tools and writing reports on project works.

5.1.3. Students' Target Needs

Similarly, surveying students' target language needs were surveyed in terms of the importance of activities accomplished by surveying graduates in the actual job situation. On-the-job graduates were the main sources of information. Reading manuals consisting of instructions, the procedures and process to be followed, listening to speeches at meetings, seminars and conferences, speaking at meetings, seminars and conferences i.e. explaining asking and answering questions and filling in report formats were found to be equally the most essential activities.

With regard to the importance level of the macro skills, reading, writing and vocabulary were found to be of the top priority in the students' future occupation. On the other hand, on-the-job graduates and their employers' evaluation of speaking skill widely differ. The employers rated speaking as much important skill in the occupational setting where as the employers agreed that the skill is rarely used and its importance is lesser as compared to other skills in the occupational setting.

5.2. Surveying Students Current Needs (Lacks)

In general, from the analysis a significant gap was found to exist between what the students are expected to perform using the English language at the training and professional situation and the language competence students actually have. Because of these difficulties, subject area instructors were forced to translate every thing into local language though the medium of instruction is English and the students are forced to use the local language often. They also have a serious problem in discharging their responsibilities of learning and accomplishing tasks in their future occupation. This was the fact confirmed by on-the-job surveying graduates.

In general, the students need reading, writing, listening and vocabulary skills .Besides, reading surveying manuals, text books, writing work plans and assignments, listening to course lectures and students presentation ,presenting on field/project works and participating in discussions are micro skills needed by the students.

5.3 RECOMMENDATION

Based on the above conclusions, the following major recommendations have been made.

- Any English course meant for Surveying Students should address students' English language needs that help them to be effective both in academic and future occupation.
- Syllabus designers and materials developers should consider the frequency and importance of language skills and activities which are related to surveying technology and should also be directed towards students language needs.
- English instructors of the college should always asses the difficulties of their students and provide assistant required at their level.

BIBLIOGRAPHY

- Abebe Asres (2008) "An Assessment of the English Language Needs of Computer Science Students: Gondar University in Focus. (Unpublished MA Thesis). Addis Ababa: AAU.
- Abiy Yigzaw (1989) "The Communicative Needs of Students in Ethiopia High Schools." (unpublished MA Thesis). Addis Ababa: AAU.
- Abraham Menna (1993). "Developing Criteria for a Course in English Aircraft Technicians of the Ethiopian Air Force." (Unpublished MA Thesis). Addis Ababa: AAU.
- Anteneh Getachew (2005) "Determining the English Language Needs of Trainees at Technical and Vocational College". (Unpublished MA Thesis). Addis Ababa: AAU.
- Berwick. R. (1989). Needs Assessment in Language Program. From Theory to Practice In: R.K. Johnson (ed.) The Second Language Curriculum. Cambridge: CUP.
- Brindley, G. (1989) The Role of Needs Analysis in Adult ESL Program Design. In: R.K. Johnson (ed.) (1989). The Second Language Curriculum. Cambridge: CUP.
- Chan, S. (2001) "Determining Students Language Needs in a Tertiary Setting." ELT Forum. Vol. 39:3 July 2001.
- Dubin and Olshtain (1986) Course Design. Developing Programs and Materials for Language Learning. Cambridge: CUP.
- Dudley-Evans, T. and Johns, St. (1988) Development in English for Specific Purposes: A multi disciplinary Approach. New York: CUP.
- _____ (2001) "English for Specific purpose" in Teaching to speakers of other languages by Carter R. and Nunan D. Cambridge: Cup.

- Ephrem Tesema (2004) "Government Nursing Schools Course Needs Analysis: Minelik II and Assela Nursing Schools and the Respective Hospitals in Focus." (Unpublished MA Thesis). Addis Ababa: AAU.
- Fischa Abadi (2004) "Determining the English Language Needs of The Students of Agriculture: Mekelle University Degree Students in Focus." (Unpublished MA Thesis. Addis Ababa: AAU.
- Gay, L.R. and Airasian, P. (2000). Educational Research Competencies for Analysis and Applications 6th Edition, New Jersey: Prentice-Hall.
- Hailemariam Kebede (1993) "Establishing Criteria for Designing Appropriate English Course for the Yared Music School." (Unpublished M.A. Thesis): AAU.
- Howat, A.P.R. (1984) A History of English Language. Oxford: OUP.
- Hutchinson, T. and Waters, A. (1987) English for Specific Purpose: A Learning-centered Approach. Cambridge: CUP.
- Johns, A.M. (1991) 'English for Specific Purpose (ESP): It's History and Contributions and future' in Celce-Murcia, M. (ed). Teaching English as a Second Language /Foreign Language (2nd ed.), New York: Newbury house. Heinle Publishers.
- Jordan, R.R. (1997) English for Academic purpose. Cambridge: cup.
- Kennedy, C. and Bolitho, R. (1984). English for Specific purposes. Basingstoke: McMillian Publisher Ltd.
- Mekasha Kassaye. (1994) "An Assesement of the English Language Syllabus of Unity Private School in Relation to Rlearners' Target and Learning Needs." (un published MA Thesis) Addis Ababa: AAU.
- Nunan, D. 1988. Learner-centered Curriculum. Cambridge: CUP.

- Richards, J. and T. Rodgers. (1986) *Approaches and Methods in Language Teaching*. Cambridge: CUP.
- Richards, J.C. (2001) *Curriculum Development in Language Teaching* Cambridge. Cup.
- Richteric, R. (1983) *Case Studies in Identifying Language Needs*. Oxford: Pergaman Press.
- Robbins, P. (1980) *ESP (English for specific purpose: The present position*. Oxford: Pergmanon Press.
- _____. (1991) *ESP Today: A Practitioner's Guide*. Newyork: Prentice Hall International.
- Seedhouse, P. (1995) 'Needs Analysis and the General English Classroom.' *ELT Journal*, 49/1: 59-65.
- Stevens, P. (1980) *Teaching English as an International Language: from practice to principle*, oxford: Pergamon press.
- _____. (1988) *ESP after Twenty Years a Re-appraisal* in M. Tickoo (ed.) *ESP: State of the Art*. Singapore: SEAMED Regional Language Center.
- Tarone, E. and Yule, G. (1989) *Focus on the Language Lerner*. Newyork: OUP.
- Tilahun Bekele. (2003) "An Analysis of the English Language Needs of Evangelical Theological Colleges Meseret Kirstos College in Focus." (Unpublished MA Thesis). Addis Ababa: AAU.

- Tilahun Bekele. (2003) "An Analysis of the English Language Needs of Evangelical Theological Colleges Meseret Kirstos College in Focus." (unpublished MA Thesis). Addis Ababa: AAU.
- Tudor, I. (1996) *Learner- Cenerdness and Language Education*. Cambridge: Cup
- White, R. 1988. *The ELT Curriculum*. Oxford: Blackwell.
- Widdowson, H.G. (1983) *Learning purpose and Language use*. Oxford: CUP.
- Williams, R. Swales, J. and Kirkman, J. (eds) (1984) *Common ground: shared interests in ESP and Communication Studies*, ELT Document 117. Oxford: Pergamon press.

APPENDIX 1

Summary of Statistical Computation

In the appendix section there are summaries of statistical computation and questionnaire. Some standard and non-standard symbols were used in the data collection and presentation. Therefore, before moving to appendices, please refer here.

f = frequency of responses

x = Numeric value which is given to, agreement, importance, ability and satisfaction, represented by numbers '5 to 1' from left to right in each column respectively. Note that the numbers are reversed for items presented under students' attitudes.

fx = frequency multiplied by a given value

$\sum f$ = Summation of frequency (f)

$\sum fx$ = Summation of (fx)

$$\mu = \text{Mean} = \frac{\sum fx}{\sum f}$$

SA = Strongly Agree

A = Agree

UD = Undecided

DA = Disagree

SDA = Strongly Disagree

VMIMP = Very much important

MIMP = Much important

IMP = Important

LIMP = Least important

NIMP = Not important

VH = Very high

H = High

A = Average

L = Low

VL = Very Low

VGD = Very good

GD = Good

AV = Average

PR = Poor

VPR = Very poor

VSD = Very Satisfied

SD = Satisfied

VD = Undecided

DSD = Dissatisfied

VDSD = Dissatisfied

APPENDIX 2

Statistical Analysis of Surveying Technology Students' Responses in Training Setting

Table 1. Importance of English Language Skills in the Training Setting as Rated by Surveying Technology Students.

Language Skills		Degree of Importance										f	fx	μ	Rank
		VMIMP		MIMP		IMP		LIMP		NIMP					
		f	fx	f	fx	f	fx	f	fx	f	fx				
a. Listening		28	140	32	128	18	54	-	-	-	-	78	322	4.13	3
b. Reading		34	170	28	112	16	48	-	-	-	-	78	330	4.23	1
c. Speaking		30	150	25	100	16	48	7	14	-	-	78	312	4.00	6
d. Writing		30	150	29	116	19	57	-	-	-	-	78	323	4.14	2
e. Grammar		28	140	31	124	19	57	-	-	-	-	78	321	4.12	5
f. Vocabulary		28	140	32	128	18	54	-	-	-	-	78	322	4.13	3
g. Pronunciation		3	15	7	28	7	21	33	66	28	28	78	158	2.03	7

Table 2. Surveying Technology Students Ability in Using the English Language Skills in the Training Setting as Rated by Themselves.

English Language Skills	Perceived Ability										ƒ	ƒx	μ	Rank
	VG		G		AV		PR		VPR					
	f	fx	f	fx	f	fx	F	fx	f	fx				
a. Listening	6	30	34	136	34	102	4	8	-	-	78	276	3.54	2
b. Reading	5	25	38	152	30	90	5	10	-	-	78	277	3.55	1
c. Speaking	5	25	23	92	28	84	17	34	5	5	78	240	3.08	6
d. Writing	10	50	15	60	26	78	24	48	3	3	78	239	3.06	7
e. Grammar	10	50	20	80	29	87	16	32	3	3	78	252	3.23	4
f. Vocabulary	12	60	13	52	30	90	17	34	6	6	78	242	3.10	5
g. Pronunciation	15	75	18	72	27	81	18	36	-	-	78	264	3.38	3

Table 3. Frequency of Surveying Technology Students' use of English Language Skills to Accomplish Different Activities in their Training Setting as Indicted by Themselves.

Types of Activities	Frequency										Σf	Σfx	μ	Rank
	Always		Usually		Sometimes		Rarely		Never					
	f	fx	f	fx	f	fx	f	fx	f	fx				
1. Listening														
a. to course lectures, seminars and students' presentation.	41	205	32	128	5	15	-	-	-	-	78	348	4.46	1
b. to pair or group discussions.	21	105	37	148	20	60	-	-	-	-	78	313	4.01	2
2. Reading							-	-	-	-				
a. reference books, surveying manuals and textbooks.	33	165	33	132	12	36					78	333	4.27	1
b. surveying vocabularies/technical terms.	31	155	30	120	17	51	-	-	-	-	78	326	4.18	2
c. construction drawings, floor plans, elevations, tables, charts, site plans etc.	-	-	30	120	41	123	7	14	-	-	78	257	3.29	4
d. Surveying software instructions.	-	-	18	72	30	90	15	30	15	15	78	207	2.65	6
e. on the internet.	-	-	-	-	10	30	51	102	17	17	78	149	1.91	7
f. preparation for exams.	30	150	30	120	18	54	-		-	-	78	324	4.15	3
g. Exam questions.	-	-	20	80	50	150	8	16	-	-	78	246	3.15	5
3. Speaking														

a. Identifying and explaining equipments, and tools used for different activities	47	235	29	116	2	6	-	-	-	-	78	357	4.58	1
b. Describing procedures in performing surveying activities	13	65	30	120	25	75	8	16	2	2	78	278	3.56	3
c. presenting reports on field/ project works	2	10	39	156	34	102	2	4	1	1	78	273	3.50	4
d. participating in discussions asking and answering questions after lectures and presentation	31	155	44	176	3	9	-	-	-	-	78	340	4.36	2
e. Deliver information in pairs or group discussions	1	5	4	16	47	141	17	34	9	9	78	205	2.63	5
4. Writing														
a. Preparing work plans or projects	41	205	33	132	3	9	1	2	-	-	78	348	4.46	1
b. producing reports on project works (terminal or final)	30	150	34	36	10	30	4	8	-	-	78	324	4.15	4
c. preparing supervision reports	-	-	30	120	41	123	7	14	-	-	78	257	3.29	7
d. Description of the type and status of surveying tools	34	170	27	108	14	42	3	6	-	-	78	326	4.18	3
e. Filling in report formats	2	10	39	156	34	102	2	4	1	1	78	273	3.50	6
f. Making notes from reference books, surveying manuals, modules lectures and presentations	13	65	30	120	25	75	8	16	2	2	78	278	3.56	5
g. Assignments and exams	31	155	41	164	6	18	-	-	-	-	78	337	4.32	2

Table4. Relative Importance of Different Activities in the Training Setting as Rated by Surveying Technology Students

Type of activities	Degree of Importance										ef	efx	M	Rank
	VMIMP		MIMP		IMP		LIMP		NIMP					
		fx	f	fx	f	fx	f	fx	f	fx				
1. Listening														
a. to course lectures and students' presentation.	59	295	15	60	4	12	-	-	-	-	78	367	4.71	1
b. to pair or group discussions.	34	170	30	120	8	24	5	10	1	1	78	325	4.17	2
2. Reading														
a. reference books, surveying manuals and textbooks.	61	305	16	64	1	3	-	-	-		78	372	4.77	1
b. surveying vocabularies/technical terms.	63	315	10	10	5	15	-	-	-		78	370	4.74	3
c. construction drawings, floor plans, elevations, tables, charts, site plans etc.	14	70	33	33	29	87	2	4	-	-	78	293	3.76	2
d. Surveying software instructions.	59	295	13	13	4	12	1	1	1	1	78	361	4.63	4
e. on the internet.	23	115	29	29	11	33	8	16	7	7	78	287	3.68	6
f. preparation for exams.	25	125	37	37	13	39	2	4	1	1	78	317	4.06	5
g. Exam questions.	18	90	17	17	35	105	6	12	2	2	78	277	3.55	7
3. Speaking														
a. Identifying and explaining equipments, and tools used for different	49	245	21	84	8	24	-	-	-	-	78	353	4.53	1



activities															
b. Describing procedures in performing surveying activities	44	220	29	116	4	12	1	2	-	-	78	350	4.49	2	
c. presenting reports on field/ project works	39	195	31	124	5	15	2	4	1	51	78	339	4.35	3	
d. participating in discussions asking and answering questions after lectures and presentation	13	65	37	148	17	51	6	12	5	5	78	281	3.60	4	
e. Deliver information in pairs or group discussions	18	90	19	76	13	39	17	34	11	11	78	250	3.21	5	
4. Writing															
a. Preparing work plans or projects	47	235	30	120	1	3	-		-	-	78	358	4.59	1	
b. producing reports on project works (terminal or final)	39	195	31	124	4	12	2	4	2	2	78	337	4.32	5	
c. preparing supervision reports	34	170	27	108	11	33	3	6	3	3	78	320	4.10	7	
d. Description of the type and status of surveying tools	47	235	29	116	2	6	-	-	-	-	78	357	4.58	2	
e. Filling in report formats	33	165	31	124	9	27	2	4	2	3	78	323	4.14	6	
f. Making notes from reference books, surveying manuals, modules lectures and presentations	41	205	28	112	7	21	1	2	1	1	78	341	4.37	4	
g. Assignment and exams	31	155	29	156	7	21	6	12	6	5	78	349	4.47	3	

Table 5. Surveying Technology Students' perceived ability in using English Language Skills to Accomplish Activities in their Training Setting as Indicated by Themselves.

Types of Activities	Perceived ability										Σf	Σfx	μ	Rank
	VG		G		Ave		PR		VPR					
	f	fx	f	fx	f	Fx	f	fx	f	fx				
1. Listening														
a. to course lectures, seminars and students' presentation.	5	25	25	100	44	132	4	8	-	-	78	265	3.40	1
b. to pair or group discussions.	4	20	29	116	39	117	4	8	2	2	78	263	3.37	2
2. Reading														
a. reference books, surveying manuals and textbooks.	4	20	7	28	53	159	9	18	5	5	78	230	2.95	2
b. surveying vocabularies/technical terms.	4	20	13	52	30	90	27	54	4	4	78	220	2.82	5
c. construction drawings, floor plans, elevations, tables, charts, site plans etc.	3	15	21	84	39	117	13	26	2	2	78	244	3.13	1
d. Surveying software instructions.	1	5	1	4	5	15	59	118	12	12	78	154	1.97	6
e. on the internet.	-	-	-	-	2	6	63	126	13	13	78	145	1.86	7
f. preparation for exams.	6	30	10	40	36	108	20	40	6	6	78	224	2.87	3
g. Exam questions.	6	30	9	36	37	111	20	40	6	6	78	223	2.86	4
3. Speaking														
a. Identifying and explaining equipments, and tools used for different activities	1	5	12	48	29	87	29	58	7	7	78	205	2.63	2
b. Describing procedures in performing surveying activities	3	15	2	8	37	111	34	68	2	2	78	204	2.62	3
c. presenting reports on field/ project works	-	-	7	28	32	96	28	56	11	11	78	191	2.45	5
d. participating in discussions asking and answering questions after lectures and presentation	3	15	15	60	18	54	30	60	12	12	78	201	2.58	4
e. Deliver information in pairs or group discussions	11	55	14	56	27	81	20	40	6	6	78	238	3.05	1

4. Writing														
a. Preparing work plans or projects	7	35	9	36	37	111	22	44	3	3	78	229	2.94	4
b. producing reports on project works (terminal or final)	6	30	10	40	34	102	26	52	2	2	78	226	2.90	5
c. preparing supervision reports	4	20	15	60	24	72	30	60	5	5	78	217	2.78	6
d. Description of the type and status of surveying tools	5	25	7	28	53	159	10	20	3	3	78	235	3.01	2
e. Filling in report formats	4	20	10	40	24	72	35	70	5	5	78	207	2.65	7
f. Making notes from reference books, surveying manuals, lectures and presentations	5	25	7	28	54	162	6	12	6	6	78	233	2.99	3
g. Assignments and exams	10	50	15	60	41	123	8	16	4	4	78	253	3.24	1

Table 6. Surveying Technology Students' Preferred Type of English in their Training Setting as Rated by Themselves.

Type of English		Degree of preference										εf	εfx	μ	Rank
		VH		H		MD		LD		VL					
		f	fx	f	fx	f	fx	f	fx	f	fx				
a. General English (GE)		17	85	18	72	20	60	17	34	6	6	78	257	3.29	3
b. English for surveying Technology (ESP)		33	165	39	156	6	18	-	-	-	-	78	339	4.35	1
c. A balance between the two		27	135	38	152	7	21	3	6	3	3	78	317	4.06	2

Table 7. Importance of Topics/Themes/ and Vocabularies in the Training Setting as Rated by Surveying Technology Students.

Type of topics and vocabularies	Degree of preference										$\sum f$	$\sum fx$	μ
	VMIMP		MIMP		IMP		LIMP		NIMP				
	f	fx	f	fx	f	fx	f	fx	f	fx			
a. Topics/themes/ related to surveying technology	46	230	30	120	2	6	-	-	-	-	78	356	4.56
b. Any topic /theme/	18	90	20	80	18	48	11	22	11	11	78	251	3.22
c. Vocabulary specific to surveying technology	45	225	30	120	3	9	-	-	-	-	78	354	4.54
d. General vocabulary	22	110	21	84	22	66	7	14	6	6	78	280	3.59

Table 8. Attitude of Surveying Technology Students Towards the English Language and the Existing English Course as Rated by Themselves.

	Statements	Degree of satisfaction										εf	εfx	μ	$\varepsilon \mu$
		SAg		Ag		UD		Dis		SDis					
		f	fx	f	fx	f	fx	f	fx	f	fx				
The English Language															
a. I really like to learn English.		41	205	32	128	3	9	2	4	-	-	78	346	4.44	25.40
b. Learning English is an important part in our college program.		21	105	37	148	16	48	4	8	-	-	78	309	3.96	
c. Learning English will help me in my future.		32	160	39	156	3	9	2	4	2	2	78	331	4.24	
d. Learning English is waste of time.		-	-	-	-	3	9	45	180	30	150	78	339	4.35	
e. learning English has nothing to do with learning other courses.		-	-	-	-	6	18	40	160	32	160	78	338	4.33	
f. Learning English is very difficult.		-	-	7	14	11	33	29	116	31	155	78	318	4.08	
The current English courses															
a. the course is irrelevant to my interest.		-	-	6	12	22	66	20	80	30	150	78	308	3.95	19.31
b. I hate the course because it doesn't help me.		-	-	6	12	21	63	30	120	21	105	78	300	3.85	
c. I take the course because I am forced.		-	-	15	30	20	60	20	80	23	115	78	285	3.65	
d. The course is helpful to surveying students.		10	50	10	40	4	12	35	70	19	19	78	191	2.45	
e. I like the content of the course.		12	60	15	60	12	36	23	46	16	16	78	218	2.79	
f. The course is an appropriate one.		10	50	15	60	5	15	31	62	17	17	78	204	2.62	

APPENDIX 3

Statistical Analysis of Surveying Technology Instructors' Responses in Training Setting

Table 1. Importance of English Language Skills in the Training Setting as Rated by Surveying Technology Instructors.

Language Skills		Degree of Importance										$\sum f$	$\sum fx$	μ	Rank
		VMIMP		MIMP		IMP		LIMP		NIMP					
		f	fx	f	fx	f	fx	f	fx	f	fx				
a. Listening		7	35	2	8	-	-	-	-	-	-	9	43	4.78	3
b. Reading		8	40	1	4	-	-	-	-	-	-	9	44	4.89	1
c. Speaking		6	30	2	8	1	3	-	-	-	-	9	41	4.56	5
d. Writing		8	40	1	4	-	-	-	-	-	-	9	44	4.89	1
e. Grammar		4	20	5	20	-	-	-	-	-	-	9	40	4.44	6
f. Vocabulary		7	35	2	8			-	-	-	-	9	43	4.56	3
g. Pronunciation		-	-	-	-	3	9	5	10	1	1	9	20	2.22	7

Table 2. Surveying Technology Students Ability in Using the English Language Skills in the Training Setting as Rated by Surveying Technology Instructors

English Language Skills	Perceived ability										εf	$\varepsilon f x$	μ	Rank
	VG		G		AV		PR		VPR					
	f	fx	f	fx	f	fx	f	fx	F	fx				
a. Listening			3	12	4	12	2	4	-	-	9	28	3.11	1
b. Reading			1	4	4	12	4	8	-	-	9	24	2.67	3
c. Speaking			-	-	3	9	6	12	-	-	9	21	2.33	5
d. Writing			1	4	4	12	3	6	1	1	9	23	2.56	4
e. Grammar			-	-	3	9	5	10	1	1	9	20	2.22	6
f. Vocabulary			-	-	2	6	6	12	1	1	9	19	2.11	7
g. Pronunciation			3	12	4	12	1	2	1	1	9	27	3.00	2

Table 3. Frequency of Surveying Technology Students' use of English Language Skills to Accomplish Different Activities in their Training Setting as Indicted by Surveying Instructors.

Types of Activities	Frequency										εf	εfx	μ	Rank
	Always		Usually		Sometimes		Rarely		Never					
	f	fx	f	fx	f	fx	f	fx	F	fx				
1. Listening														
a. to course lectures, seminars and students' presentation.	6	30	1	4	2	6	-	-	-	-	9	40	4.44	1
b. to pair or group discussions.	5	25	1	4	3	9	-	-	-	-	9	38	4.22	2
2. Reading														
a. reference books, surveying manuals and textbooks.	7	35	2	8	-	-	-	-	-	-	9	43	4.78	1
b. surveying vocabularies/technical terms.	7	35	1	4	1	3	-	-	-	-	9	42	4.67	2
c. construction drawings, floor plans, elevations, tables, charts, site plans etc.	6	30	1	4	2	6	-	-	-	-	9	40	4.44	4
d. Surveying software instructions.	-	-	1	4	4	12	2	4	2	2	9	22	2.44	7
e. on the internet.	-	-	1	4	5	15	1	2	2	2	9	23	2.56	6
f. preparation for exams.	6	30	2	8	1	3	-	-	-	-	9	41	4.55	3
g. Exam questions.	5	25	1	4	3	9	-	-	-	-	9	38	4.22	5
3. Speaking														
a. Identifying and explaining equipments, and tools used for different activities.	6	30	2	8	1	3	-	-	-	-	9	41	4.56	2
b. Describing procedures in performing surveying activities	4	20	3	12	2	6	-	-	-	-	9	38	4.22	3

c. presenting reports on field/ project works.	4	20	2	8	3	9	-	-	-	-	9	37	4.11	4
d. participating in discussions asking and answering questions after lectures and presentation.	7	35	1	4	1	3	-	-	-	-	9	42	4.67	1
e. Deliver information in pairs or group discussions.	3	15	3	12	3	9	-	-	-	-	9	36	4.00	5
4. Writing														
a. Preparing work plans or projects.	7	35	1	4	1	3	-	-	-	-	9	42	4.67	1
b. producing reports on project works (terminal or final).	5	25	1	4	3	9	-	-	-	-	9	38	4.22	4
c. preparing supervision reports	3	15	3	12	3	9	-	-	-	-	9	36	4.00	6
d. Description of the type and status of surveying tools.	6	30	1	4	2	6	-	-	-	-	9	40	4.44	3
e. Filling in report formats.	3	15	3	12	3	9	-	-	-	-	9	36	4.00	6
f. Making notes from reference books, surveying manuals, modules lectures and presentations	4	20	2	8	3	9	-	-	-	-	9	37	4.11	5
g. Assignments and exams	6	30	2	8	1	3	-	-	-	-	9	41	4.56	2

Table 4 Importance of different activities in the training setting as rated by surveying instructors

Type of activities	Degree of Importance										εf	εfx	μ	Rank	
	VMIMP		MIMP		IMP		LIMP		NIMP						
	F	FX	f	fx	f	fx	f	fx	f	fx					
1. Listening															
a. to course lectures and students' presentation.	7	35	2	8	-	-	-	-	-	-	9	43	4.78	1	
b. to pair or group discussions.	6	30	3	12	-	-	-	-	-	-	9	42	4.67	2	
2. Reading															
a. reference books, surveying manuals and textbooks.	8	40	1	4	-	-	-	-	-	-	9	44	4.89	1	
b. surveying vocabularies/technical terms.	7	35	2	8	-	-	-	-	-	-	9	43	4.78	2	
c. construction drawings, floor plans, elevations, tables, charts, site plans etc.	7	35	1	4	1	3	-	-	-	-	9	42	4.67	3	
d. Surveying software instructions.	6	30	1	4	2	6	-	-	-	-	9	40	4.44	5	
e. on the internet.	2	10	2	8	5	15	-	-	-	-	9	33	3.67	7	
f. preparation for exams.	6	30	2	8	1	3	-	-	-	-	9	41	4.55	4	
g. Exam questions.	5	25	1	4	3	9	-	-	-	-	9	38	4.22	6	
3. Speaking															
a. Identifying and explaining equipments, and tools used for different activities	6	30	3	12	-	-	-	-	-	-	9	42	4.67	1	
b. Describing procedures in															

performing surveying activities	5	25	1	4	3	9	-	-	-	-	9	38	4.22	4
c. presenting reports on field/ project works	6	30	1	8	1	6	-	-	-	-	9	40	4.44	3
d. participating in discussions asking and answering questions after lectures and presentation	6	30	2	8	1	3	-	-	-	-	9	41	4.56	2
e. Deliver information in pairs or group discussions	4	20	3	12	2	6	-	-	-	-	9	38	4.22	4
4. Writing														
a. Preparing work plans or projects	7	35	2	8	-	-	-	-			9	43	4.78	2
b. producing reports on project works (terminal or final)	6	30	2	8	1	3	-	-	-	-	9	41	4.56	4
c. preparing supervision reports	4	20	2	8	2	6	1	3	-	-	9	37	4.11	7
d. Description of the type and status of surveying tools	7	35	1	4	1	3	-	-	-	-	9	42	4.67	3
e. Filling in report formats	4	20	3	12	2	6	1	3	-	-	9	38	4.22	6
f. Making notes from reference books, surveying manuals, modules lectures and presentations	6	30	1	4	2	6	-	-	-	-	9	40	4.56	5
g. Assignments and exams	8	40	1	4	-	-	-	-	-	-	9	44	4.89	1

Table 5. Surveying Students' Ability in Using English Language Skills to Accomplish Activities in Their Training Setting as Rated by Surveying Instructors.

Types of Activities	Perceived ability										εf	εfx	μ	Rank
	VG		G		AV		PR		VPR					
	f	fx	f	fx	f	fx	f	fx	F	fx				
1. Listening														
a. to course lectures and students' presentation.	-	-	2	8	6	18	1	2	-	-	9	28	3.11	1
b. to pair or group discussions.	-	-	1	4	6	18	2	4	-	-	9	26	2.89	2
2. Reading														
a. reference books, surveying manuals and textbooks.	-	-	2	8	4	12	3	6	-	-	9	26	2.89	4
b. surveying vocabularies/technical terms.	-	-	1	4	5	15	3	6	-	-	9	25	2.78	5
c. construction drawings, floor plans, elevations, tables, charts, site plans etc.	-	-	2	8	5	15	2	6	-	-	9	29	3.22	1
d. Surveying software instructions.	-	-	-	-	3	9	5	10	1	1	9	20	2.22	6
e. on the internet.	-	-	-	-	3	9	5	10	1	1	9	20	2.22	6
f. preparation for exams.	-	-	2	8	5	15	2	4	-	-	9	27	3.00	2
g. Exam questions.	-	-	2	8	5	15	2	4	-	-	9	27	3.00	2
3. Speaking														
a. Identifying and explaining equipments, and tools used for different activities	-	-	1	4	4	12	4	8	-	-	9	24	2.67	1
b. Describing procedures in performing surveying activities	-	-	1	4	4	12	4	8	-	-	9	24	2.67	1

c. presenting reports on field/ project works	-	-	-	-	4	12	4	8	1	1	9	21	2.33	4
d. participating in discussions asking and answering questions after lectures and presentation	-	-	-	-	4	12	3	6	2	2	9	20	2.22	5
e. Deliver information in pairs or group discussions	-	-	1	4	4	12	2	4	2	2	9	22	2.44	3
4. Writing														
a. Preparing work plans or projects	-	-	1	4	4	12	3	6	1	1	9	23	2.56	5
b. producing reports on project works (terminal or final)	-	-	2	8	3	9	3	6	1	1	9	24	2.67	3
c. preparing supervision reports	-	-	2	8	3	9	2	4	2	2	9	23	2.56	5
d. Description of the type and status of surveying tools	-	-	2	8	4	12	2	4	1	1	9	25	2.78	1
e. Filling in report formats	-	-	2	8	3	9	2	4	2	2	9	23	2.56	5
f. Making notes from reference books, surveying manuals, modules lectures and presentations	-	-	2	8	4	12	2	4	1	1	9	25	2.78	1
g. Assignments and exams	-	-	1	4	5	15	2	4	1	1	9	24	2.67	3

Table 6. Type of English preferred in the training setting as rated by Surveying instructors

Type of English	Degree of preference										$\mathcal{E}f$	$\mathcal{E}fx$	μ	Rank
	VH		H		MD		LD		VL					
	f	fx	f	fx	f	fx	f	fx	f	fx				
a. General English (GE)	-	-	4	16	3	9	2	4	-	-	9	29	3.22	3
b. English for surveying Technology (ESP)	9	45	-	-	-	-	-	-	-	-	9	45	5.00	1
c. A balance between the two	-	-	8	32	1	3	-	-	-	-	9	35	3.89	2

Table 7: Importance of Topics/Themes/ and Vocabularies in the Training Setting as Rated by Surveying Technology Instructors,

Type of Topics/themes/ and Vocabularies	Degree of Importance										Σf	Σfx
	VMIMP		MIMP		IMP		LIMP		NIMP			
	f	fx	f	fx	f	fx	f	fx	f	fx		
a. Topics /themes/ related to surveying technology	9	45	-	-	-	-	-	-	-	-	9	45
b. Any topic /theme/	-	-	1	4	4	12	3	6	1	1	9	23
c. Vocabulary specific to surveying technology	9	45	-	-	-	-	-	-	-	-	9	45
d General vocabulary	-	-	4	16	5	15	-	-	-	-	9	31

APPENDIX 4

Statistical Analysis of English language Instructors' Responses.

Table 1. Evaluation of Students' Ability in Using English Language Skills as Rated by English Language Instructors.

English Language Skills	Perceived ability										$\sum f$	$\sum fx$	μ	Rank
	VG		G		AV		PR		VPR					
	f	fx	f	fx	f	fx	f	fx	F	fx				
a. Listening	-	-	1	4	6	18	1	2	-	-	8	24	3.00	1
b. Reading	-	-	-	-	5	15	3	6	-	-	8	21	2.63	3
c. Speaking	-	-	-	-	2	6	3	6	3	3	8	15	1.88	7
d. Writing	-	-	1	4	1	3	3	6	3	3	8	16	2.00	6
e. Grammar	-	-	1	4	4	12	2	4	1	1	8	21	2.63	3
f. Vocabulary	-	-	-	-	3	9	5	10	-	-	8	19	2.38	5
g. Pronunciation	-	-	2	8	3	9	3	6	-	-	8	23	2.88	2

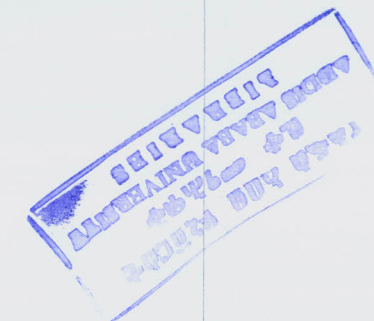


Table 2. Importance of themes /topics/ and Vocabulary Items in the Training Setting as Rated by English Language Instructors.

Type of topics and vocabularies	Degree of Importance										$\sum f$	$\sum fx$	μ
	VMIMP		MIMP		IMP		LIMP		NIMP				
	f	fx	f	fx	f	fx	f	fx	f	fx			
a. Topics/themes/ related to surveying technology	5	25	2	8	1	3	-	-	-	-	8	36	4.50
b. Any topic /theme/	-	-	1	4	2	6	5	10	-	-	8	20	2.50
c. Vocabulary specific to surveying technology	5	25	2	8	1	3	-	-	-	-	8	36	4.50
d. General vocabulary	2	10	1	4	4	12	1	2	-	-	8	28	3.50

Table 3. Evaluation of the existing English language course as rated by English language instructors.

To what extent are you satisfied with:	Degree of satisfaction										εf	$\varepsilon f x$	μ	Rank
	VS		SD		UD		DIs		VDS					
	f	fx	f	fx	f	fx	f	fx	f	fx				
1. the clarity of the aims of the existing English course?	1	5	4	16	1	3	2	4	-	-	8	28	3.5	1
2. the focus of the objectives of the existing English course for the development of the language skills?	1	5	4	16	1	3	1	2	1	1	8	27	3.38	2
3. the number of English courses offered to surveying students?	-	-	5	20	1	3	2	4	-	-	8	27	3.38	2
4. the attitude of students towards the course?	-	-	1	4	2	8	5	10	-	-	8	22	2.75	4
5. the relevance of the contents of the current English course to surveying students' training?	-	-	-	-	1	3	5	10	2	2	8	15	1.88	5
6. the appropriateness of topics/themes/ of the current English course to surveying students' training?	-	-	-	-	1	3	5	10	2	2	8	15	1.88	5
7. the relevance of the vocabulary items of the current English course to surveying students' training?	-	-	-	-	1	3	5	10	2	2	8	15	1.88	5

APPENDIX 5

Statistical Analysis of On-the-Job Surveying Technology Graduates Responses

Table 1. Importance of English language skills in occupational setting as evaluated by On-the-Job Surveying Technology Graduates.

Language Skills		Degree of Importance										$\sum f$	$\sum fx$	μ	Rank
		VMIMP		MIMP		IMP		LIMP		NIMP					
		f	fx	f	fx	f	fx	f	fx	f	fx				
a. Listening		6	30	2	8	2	6	-	-	-	-	10	44	4.40	4
b. Reading		8	40	1	4	1	3	-	-	-	-	10	47	4.70	1
c. Speaking		4	20	3	12	2	6	1	2	-	-	10	40	4.00	6
d. Writing		7	35	2	8	1	3	-	-	-	-	10	46	4.60	2
e. Grammar		5	25	2	8	2	6	1	2	-	-	10	41	4.10	5
f. Vocabulary		7	35	2	8	-	-	1	2	-	-	10	45	4.50	3
g. Pronunciation		-	-	2	8	5	15	3	6	-	-	10	29	2.90	7

Table 2. On-the-Job Surveying Technology Graduates (Employees) Abilities of English Language Skills in their Occupational Setting as Rated by Themselves.

English Language Skills	Perceived ability										εf	εfx	μ	Rank
	VG		G		AV		PR		VPR					
	f	fx	f	fx	f	fx	f	fx	F	fx				
a. Listening	1	5	2	8	4	12	3	6	-	-	10	31	3.10	2
b. Reading	1	5	2	8	6	18	1	2	-	-	10	33	3.30	1
c. Speaking	1	5	1	4	4	12	4	8	-	-	10	29	2.90	6
d. Writing	1	5	1	4	6	18	2	4	-	-	10	31	3.10	2
e. Grammar	1	5	1	4	4	12	4	8	-	-	10	29	2.90	6
f. Vocabulary	1	5	1	4	6	18	2	4	-	-	10	31	3.10	2
g. Pronunciation	1	5	2	8	4	12	3	6	-	-	10	31	3.10	2

Table 3. Evaluation of the Importance of Activities Accomplished Using the English Language as rated by On-the-Job Surveying graduates (employees)

Types of Activities in English	Degree of Importance										Σf	Σfx	μ	Rank
	VMIMP		MIMP		IMP		LIMP		NIMP					
	f	fx	f	fx	f	fx	f	fx	f	fx				
1. Listening	///	///	///	///	///	///	///	///	///	///	///	///	///	///
a. to speeches at meetings, seminars and conferences	1	5	2	8	6	18	1	2	-	-	10	33	3.30	2
b. to technical reports on surveying performances	2	10	2	8	5	15	1	2	-	-	10	35	3.50	1
c. to foreigner staff members	1	5	1	4	7	21	1	2	-	-	10	32	3.20	3
2. Reading														
a. manuals consisting of instructions, the procedures process to be followed	4	20	4	16	2	6	-	-	-	-	10	42	4.20	1
b. Periodic reports on assessment and accomplishments of surveying activities	3	15	3	12	4	12	-	-	-	-	10	39	3.90	3
c. Letters, memos and notices with regard to resources (personel, material, finance) utilization and running surveying projects or activities and others	3	15	4	16	3	9	-	-	-	-	10	40	4.00	2

d. E-mail messages regarding surveying activities	2	10	3	12	3	9	2	4	-	-	10	35	3.50	6
e. technical brochures, magazines and periodicals	3	15	3	12	3	9	1	2	-	-	10	38	3.80	4
f. News papers /surveying news, vacancy announcement/	3	15	2	8	3	9	2	4	-	-	10	36	3.60	5
3. Speaking														
a. at meetings, seminars, conferences i.e. explaining, asking and answering questions.	4	20	4	16	2	6	-	-	-	-	10	33	3.30	1
b. With foreigner staff members	1	5	2	8	5	15	2	4	-	-	10	32	3.20	2
4. Writing														
a. Supervision report	4	20	3	12	3	9	-	-	-	-	10	41	4.10	2
b. Memos e.g. on allocation of materials	4	20	3	12	3	9	-	-	-	-	10	41	4.10	2
c. Filling in reports formats	4	20	4	16	2	6	-	-	-	-	10	42	4.20	1
d. Formal letters, e.g. application letters, and CV for job application.	4	20	3	12	3	9	-	-	-	-	10	41	4.10	2

Table 4. Perceived Ability of Surveying Graduates (Employees) in Using English Language Skills to Accomplish Activities in Their Professional Setting as Rated by Themselves.

Types of activities in English	Perceived ability										Σf	Σfx	μ	Rank
	VG		G		AV		PR		VPR					
	f	fx	f	fx	f	fx	f	fx	F	fx				
1. Listening														
a. to speeches at meetings, seminars and conferences	1	5	1	4	6	18	2	4	-	-	10	31	3.10	2
b. to technical reports on surveying performances	2	10	1	4	4	12	3	6	-	-	10	32	3.20	1
c. to foreigner staff members	1	5	2	8	4	12	2	4	1	1	10	30	3.00	3
2. Reading														
a. manuals consisting of instructions the procedures process in surveying works	2	10	2	8	4	12	2	4	-	-	10	34	3.40	1
b. Periodic reports on assessment and accomplishments of surveying activities	1	5	2	8	5	15	2	4	-	-	10	32	3.20	3
c. Letters, memos and notices with regard to resources (personel, material, finance) utilization	1	5	2	8	6	18	1	2	-	-	10	33	3.30	2
d. E-mail messages regarding surveying activities	1	5	1	4	3	9	5	10	-	-	10	28	2.80	6

e. technical brochures, magazines and periodicals	1	5	2	8	5	15	2	4	-	-	10	32	3.20	3
f. News papers /surveying news, vacancy announcement/	2	10	1	4	4	12	3	6	-	-	10	32	3.20	3
3. Speaking														
a. at meetings, seminars, conferences i.e. explaining, asking and answering questions.	1	5	1	4	3	9	5	10	-	-	10	28	2.80	2
b. With foreigner staff members	2	10	2	8	3	9	2	4	1	1	10	32	3.20	1
4. Writing														
a. Supervision report	1	5	3	12	4	12	2	4	-	-	10	33	3.30	1
b. Memos e.g. on allocation of materials	1	5	3	12	4	12	2	4	-	-	10	33	3.30	1
c. Feeling in reports formats	1	5	2	8	4	12	3	6	-	-	10	31	3.10	3
d. Formal letters, e.g. application letters, and CV for job application.	1	5	2	8	4	12	3	6	-	-	10	31	3.10	3

APPENDIX 6A

ADDIS ABABA UNIVERSITY

INSTITUTE OF LANGUAGE STUDIES

DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

(GRADUATE PROGRAM)

Questionnaire for Surveying Technology Students

Dear Trainees,

The main purpose of this questionnaire is to collect information that would be helpful to determine the surveying students English language needs. To achieve this, your honest response which I would be grateful for would play a major role. Be sure for the confidentiality of your information. You do not need to write your name. Please attempt all the questions.

Thank you in advance!

Part one. Information about your perceived needs and abilities in the English language skills.

1.1. How important are the following English language skills to you in your academic study? How would you rate your perceived abilities in each of the following skills listed below? (Please put a tick mark (✓) against each skills based on the key given below.

Key for degree of importance

- 5= Very much important
- 4= Much important
- 3 = Important
- 2= Less important
- 1= Not important

key for perceived abilities

- 5= Very good
- 4 = Good
- 3= Average
- 2= Poor
- 1= Very poor

	(Degree of importance)	
--	------------------------	--

English language skills						Perceived abilities				
	5	4	3	2	1	5	4	3	2	1
Listening										
Reading										
Speaking										
Writing										
Grammar										
Vocabulary										
Pronunciation										

Part Two. Purpose of Learning English in training setting

2.1 How often do you perform the following activities in English language in your academic study in the classroom /workshop/ in field? Please use the given key and put a tick mark (✓) against each item under each scale.

5= Always
4= usually

3= Sometimes
2= Rarely

1= Never

Types of Activities	Choice				
	5	4	3	2	1
2.2.1 Listening					
To course lectures in class room /workshop/ field lessons like measuring linear distance and angle activities, carrying out leveling activities, produce topographical survey plan, and students presentation.					
To pair, small group or large group discussions					
Others (Please specify) _____					
2.2.2 Reading					
Reference books, surveying manuals, modules and text books on topics like: measuring distance and angle, Route surveying in construction, topographic surveying, surveying planning and supervision, a cadastral surveying, etc.					
Surveying vocabularies /technical terms (e.g. linear, leveling, mapping, elevation, tracing, traversing, map scale, lettering, benchmark, etc) concepts (e.g. Measuring linear distance and angle					

in basic applied surveying, produce topographical survey plan, conduct survey supervision, determine control points, etc.) Principles (e-g. principles of performing surveying using topographic maps, principles of applying route surveying in construction surveying)					
Construction drawings, maps, floor plans, elevations site plans, tables, charts, sectional drawings and building details, etc.					
Surveying software program instruction on topics like establishing control points using GPS.					
On the internet					
Preparation for exams.					
Exam questions					
Others (please specify _____ _____					
2.2.3 Speaking					
Explaining and identifying equipments and tools used for different activities like measuring, leveling, determining control points, locating route, preparing topographic maps, etc.					
Describing procedures of preparing topographic maps establishing property corners and boundary lines determining the elevation of points on the ground, setting up and using theodolite to measure distances, carrying out leveling activities, etc.					
Presenting reports on field /project works like making a cadastral surveying applying route surveying in construction surveying, carrying out a topographic surveying, establish property corners and boundary lines, etc.)					
Participating in discussions (asking and answering questions) in class /workshop/ model rooms on lectures and presentations.					
Deliver information in pairs, a small or a large group discussion.					
Others (please specify _____ _____					
2.1.4 Writing					
Preparing work plan on projects such as carrying out leveling activities, determine control points, making a cadastral surveying, apply route surveying in construction, etc.					

Producing reports on project works like pilot works on reading construction drawings and locate high way, drainage swear line and building site, preparing topographic maps, prepare photomaps and resizing maps.					
Preparing supervision reports on specific activities like assuring the proper location of centerline of the route, checking setting out of building corners, checking the position of known points on the map with the ground, etc.					
Description of the type, usage and status of surveying tools (e.g, theodolite, subtense bar, leveling device, mosaics, etc) and resource allocation (material and finance) in surveying					
Filling in report formats in each stage of activities like in determining control points, making a cadastral surveying, preparing topographic maps, conduct supervision, etc					
Making notes from reference books, surveying manuals, modules, lectures and presentations.					
Assignments and exams					
Curriculum vitae (CV)					
Others (please specify _____)					

2.2 How do you rate the importance and your ability in performing the following activities in your academic study using English? Please put a tick mark (✓) against each activities based on the key given.

5= Very much Important	2= Less Important	5= very good	2. Poor
4= Much important	1= Not important	4= Good	1. Very poor
3= Important		3 Average	

Types of Activities	Importance					Ability				
	5	4	3	2	1	5	4	3	2	1
2.2.1 Listening										
To course lectures in class room /workshop/ field lessons like measuring linear distance and angle activities.										
To pair, small group or large group discussions										
Others (Please specify) _____										

[illegible]

5= Very high 3= Moderate 1= Very low
4= High 2= Low

115

3.2. Which type of themes/topics and vocabulary items are needed in your major course study? Please, rate the degree of importance of the given items using the key provided below.

5= Very much important	2= Less important
4= Much important	1= Not important
3= Important	

	Items	Degree of Importance				
		5	4	3	2	1
	Topics/themes related to surveying technology					
	Any topic/theme					
	Vocabulary specific to surveying					
	General vocabulary					

Part Four. Attitude towards learning English in general and the current English course.

Please put a tick mark (✓) in the column of your choice about your attitudes towards learning the English language and the current English course. Please use the following key for this purpose.

5. Strongly agree	2. Disagree
4. Agree	1. Strongly disagree
3. Undecided	

	4.1 The English language	Choice				
		5	4	3	2	1
A	I really like to learn English.					
B	Learning English is an important part in our college program.					
C	Learning English will help me in my future life.					
D	Learning English is waste of time.					
e	Learning English has nothing to do with learning other courses.					
f	Learning English is very difficult					
	5.2 the English course.					
a	The course is irrelevant to my interest.					
b	I hate the course because it doesn't help me.					
c	I take the course because I'm forced to.					
d	The course is helpful to surveying students.					
e	I like the content of the course.					
f	The course is an appropriate one.					

APPENDIX 6 B

የተማሪዎች መጠይቅ

ወደ ሰልጣኞች

የዚህ መጠይቅ ዋና አላማ በቴክኒክና ሙያ ትምህርትና ስልጠና ኮሌጆች በቅየሳ መስክ ለሚሰለጥኑ ሰልጣኞች የሚሰጡት የእንግሊዘኛ ኮርሶች ከሰልጣኞቹ ፍላጎት ጋር መጣጣማቸውን ለመፈተሽ ብሎም የሚቀረፁ ኮርሶች ይዘታቸው ምን መሆን እንዳለበት ለመወሰን ነው። ስለሆነም የሚሰጡት ሀቀኛ ምላሽ ይህ ጥናት ፍሬያም እንዲሆን ከፍተኛ አስተዋጽኦ ይኖረዋል። የሚሰጡት መረጃ በሚስጥር እንደሚያዝና ለታሰበው አላማ ብቻ እንደሚወልድ ላረጋግጥሎት እወዳለሁ።

ያስታውሱ-

ስምዎን መጻፍ አያስፈልግም።

ሐቀኛ እና ጥልቅ ምላሽዎ ከፍተኛ ቦታ አላቸው።

ለእያንዳንዱ ምላሽዎን ሳይሰጡ እንዳይቀሩ በትህትና ይጠየቃሉ።

ይህን መጠይቅ ለመሙላት ወደ ግዜዎን መስዋዕት ስላደረጉ አስቀድሜ አመሰግናለሁ።

ክፍል አንድ:- ስለ እንግሊዘኛ ቋንቋ ክህሎት አስፈላጊነት እና ስላልዎት ችሎታ መረጃ

1.1 የሚከተሉት የእንግሊዘኛ ቋንቋ ክህሎቶች በስልጠና ላይ ስላላቸው ጠቀሜታ ምን ይላሉ? ለሙያ ስልጠና የእንግሊዘኛ ቋንቋ ክህሎት ችሎታዎን እንዴት ይለካሉ (በደረጃ ያስቀምጣሉ)?

እባክዎ ምላሽዎን የተሰጡትን አስረጂ ቁልፎች በመጠቀም በያንዳንዱ አንጻር በቁጥሮች ስር (✓) ምልክት በማስቀመጥ ምላሽ ይስጡ።

5= እጅግ በጣም ጠቃሚ

4= በጣም ጠቃሚ

3= ጠቃሚ

2= በጣም የማይጠቅም

1= የማይጠቅም

5= በጣም ጥሩ

4= ጥሩ

3= መካከለኛ

2= ዝቅተኛ

1= በጣም ዝቅተኛ

	የእንግሊዝኛ ቋንቋ ክህሎቶች	ያለዉ ጠቀሜታ					ያለዎት ችሎታ				
		5	4	3	2	1	5	4	3	2	1
ሀ	መዳመጥ										
ለ	ማንበብ										
ሐ	መናገር										
መ	መጻፍ										
ሠ	ለዋሰዉ(Grammar)										
ረ	መድበለ ቃላት (Vocabulary)										
ሰ	የቃላት አነባብ(pronunciation)										

ክፍል ሁለት እንግሊዝኛን የመማር አላማዎች በስልጠናላይ

2.1 የሚከተሉትን ተግባራት በክፍል (ወርክሾኝ) ውስጥ ወይም በመስክ ላይ ምን ያክል (ስንቴ) ያከናውናሉ? እባክዎ የተሰጡትን ገላጫ ቁልፎች በመጠቀም በያንዳንዱ አቅጣጫ በተሰጡት ቁጥሮች ስር (✓) ምልክት በማስቀመጥ ያመልክቱ፡፡

5= ሁልጊዜ

3= አንድ አንድ ጊዜ

1= ፈጽሞ

4= ብዙ ጊዜ

2= አልፎ አልፎ /እምብዛም/

በሥልጠና ሂደት የሚከናወኑ ተግባራት	5	4	3	2	1
2.1.1 ማዳመጥ					
የመምህሩን ገለፃ (Lecture) በተለያዩ ርዕሶች ላይ ለምሳሌ Measuring linear distance and angle, በመሣሰሉት እና በተማሪዎች የሚቀርቡ ሥራዎችን (presentations)					
ወይይት (የጥንድ፡ የቡድን ወይም የክፍል)					
ሌላ ካለ እባክዎ ይጥቀሱ ----- -----					
2.1.2 ማንበብ					

የመግሪያ ቁጥቶችን (ለምሳሌ የማጣቀሻ መጻሕፍት፣ የቅየሣ ማንዋል፣ ሞጅዬልና የመግሪያ መጻሕፍትን የተለያዩ ርዕሶችን አስመልክቶ ምሳሌ Surveying planning and supervision, a cadastral surveying)					
የቅየሣ መቶ መደበለ ቃላት (vocabularies) እና ቴክኒካዊ ቃላትን ለምሳሌ Linear, leveling, tapping, elevation, tracing, traversing, map scale, lettering, benchmark ወዘተ ጽንሰ ሀሳቦች (concepts) ለምሳሌ determine control points ወዘተ መርሆዎችን (Principles) ለምሳሌ Principles of applying route surveying in construction surveying.					
ሠንጠረዦችን፣ ቻርቶችን፣ ለግንባታ የተዘጋጁ ካርታዎችን ለምሳሌ Floor plan, elevation, site plan, sectional drawings and building details					
ለቅየሣ መቶ የተዘጋጁ software program instruction ለምሳሌ establishing control points using GPS					
መረጃ መረቦችን (Internet)					
ለፈተና ዝግጅት					
የፈተና ጥያቄዎችን					
ሌላ ካለ (አባክዎን ይጥቀሱ) ----- -----					
2.1.3 መናገር					
ለተለያዩ አገልግሎቶች ለምሳሌ Measuring, leveling, preparing topographic maps ወዘተ የሚወሉ የቅየሣ ሥራ መሣሪያዎችን ዓይነታቸውንና ባህሪያቸውን መለየትና					

መግለጽ					
ስለተለያዩ የሥራ ቅደም ተከተሎች (procedures), ሂደቶች (processes) ለምሳሌ preparing topographic maps, ወዘተ ዓይነታቸውን፣ ባህሪያቸውን መለየትና መግለጽ					
በተለያዩ የኘርጀክት ሥራዎች ላይ ለምሳሌ Making a cadastral surveying, ወዘተ ማብራሪያና ገለጻ ለማድረግ					
በክፍል (ዎርክሾፕ ውስጥ ለመሳተፍ (ጥያቄ ለመጠየቅ ወይም ለመመለስ በተሰጠ ትምህርታዊ ገለጻ (lectures) የተማሪዎች የዝግጅት አቅርቦት (presentations) ላይ					
ሀሳብን ለመስጠት ለምሳሌ በጥንድ በቡድን፣ ወይም ክፍል ውይይት ላይ					
ሌላ ካለ (እባክዎን ይግለጹ) ----- -----					
2.1.4 መጻፍ					
የተለያዩ የኘርጀክት ሥራዎች ለምሳሌ determining control points, ወዘተ ላይ ዕቅድ ማዘጋጀት					
በተለያዩ የኘርጀክት ክንዋኔዎች ለምሳሌ Pilot works on reading construction drawings ላይ ዘገባ ማቅረብ					
በተለያዩ የተከናወኑ ተግባራት ላይ ለምሳሌ Assuring the proper location of centre line of the route, ዘገባ ማዘጋጀት					
ለተለያዩ የቅየሣ ተግባራት የሚያገለግሉ ዕቃዎች ለምሳሌ Theodolite, subtense bar, leveling device, እና ለሥራው ስለምያስፈልገው የገንዘብና የሠው ኃይል መጠን ዓይነትና ይዘት በዝርዝር ማቅረብ/ ማዘጋጀት					

በተለያዩ ደረጃ የተከናወኑ ለምሳሌ በ preparation of topographic maps, ወዘተ ፎርማት (ሪፖርት formats) መመላት					
ማስታወሻ ማዘጋጀት ለምሳሌ ከማጣቀሻ መጻሕፍት፣ ክቅየሳ ማንዋልስ፣ ከሞጅዩልስ፣ በመምህሩ ከቀረቡ ትምህርቶችና ከተማሪዎች ዝግጅት					
የተሰጡ የወረቀት ስራዎችና ፈተና					
ግለሀኔታ(curriculum vitae/cv/)					
ሌላ ካለ እባክዎን ይግለጹ ----- -----					

2.2 በስልጠናዎ ውስጥ አንዳንድ ተግባራትን የእንግሊዝኛ ቋንቋን ተጠቅመዉ በማከናወን ረገድ ያለዉን ጠቀሜታና ችሎታዎን በደረጃ እነዴት ያስቀምጣሉ?

እባክዎ ለእያንዳንዱ በተሰጡት የጠቀሜታና የችሎች አምዶች ሥር በተቀመጡት ቁጥሮች ግርጌ የ(✓) ምልክት በመፃፍ ምላሽዎን ይስጡ። ገላጭ ቁልፎቹን አስቀድመዉ ይመልከቱ።

- 5= እጅግ በጣም ጠቃሚ
4= በጣም ጠቃሚ
3= ጠቃሚ
2= በጣም የማይጠቅም
1= ምንም የማይጠቅም

- 5= በጣም ጥሩ
4= ጥሩ
3= መካከለኛ
2= ዝቅተኛ
1= በጣም ዝቅተኛ

በስልጠና ሂደት የሚከናወኑ ተግባራት	ያለፈ ጠቀሜታ					ያለዎት ችሎታ				
	5	4	3	2	1	5	4	3	2	1
2.1.1 ማዳመጥ										
የመምህሩን ገለባ (Lecture) በተለያዩ ርዕሶች ላይ ለምሳሌ Measuring linear distance and angle, carrying out leveling activities, produce topographic survey plan በመሳሰሉት እና በተማሪዎች የሚቀርቡ ሥራዎችን (presentations)										
ወይይት (የጥንድ፡ የቡድን ወይንም የክፍል)										
ሌላ ካለ እባክዎ ይጥቀሱ ----- -----										
2.1.2 ማንበብ										
የመማሪያ ቁሳቁሶችን ለምሳሌ የማጣቀሻ መጻሕፍት፣ የቅየሣ ማንዋልስ፣ ሞጀዬልና የመማሪያ መጻሕፍት የተለያዩ ርዕሶችን አስመልክቶ ምሳሌ Surveying planning and supervision, a cadastral surveying)										
የቅየሣ መቶ መድበለ ቃላት (vocabularies) እና ቴክኒካዊ ቃላትን ለምሳሌ Linear, leveling, tapping, elevation, tracing, traversing, map scale, lettering, benchmark ወዘተ ጽንሰ ሀሳቦች (concepts) ለምሳሌ produce topographical survey plan determine control points ወዘተ መርሆዎችን (Principles) ለምሳሌ Principles of applying route surveying in construction surveying.										
ሠንጠረዦችን፣ ቻርቶችን፣ ለግንባታ የተዘጋጁ ካርታዎችን ለምሳሌ Floor plan, elevation, site plan, sectional drawings and building details										
ለቅየሣ መቶ የተዘጋጁ software program instruction										

[illegible]

[illegible]

ክፍል ሦስት ለስልጠናዉ የሚያስፈልግ የቋንቋ አይነት

3.1 ስልጠናው ስለሚያስፈልገው የእንግሊዘኛ ቋንቋ አይነት ምን ይላል?

እባክዎን ምላሽዎን የተሰጡትን አስረጂ ቁጥሮች በመጠቀም በያንዳንዱ አንጻር በቁጥሮቹ ግርጌ (✓) ምልክት በማስቀመጥ ምላሽ ይስጡ።

5= በጣም ከፍተኛ	3= መካከለኛ	1= በጣም ዝቅተኛ
4= ከፍተኛ	2= ዝቅተኛ	

	የሚያስፈልገው የእንግሊዘኛ ቋንቋ አይነት	ጠቀሜታ				
		5	4	3	2	1
	ለአጠቃላይ የሚውል (GE)					
	ለቅየሳ ትምህርት ብቻ የሚውል (ESP)					
	ለአጠቃላይና ለቅየሳ ትምህርት የሚውል					

3.2 ስልጠናው ስለሚያስፈልገው የእንግሊዘኛ ቋንቋ ይዘት የንባብ ርእሶች የመድበለ ቃላት (Vocabularies) አይነት እና ጠቀሜታቸው ምን ይላሉ?

እባክዎን ምላሽዎን በየንዳንዱ አንጻር በቁጥሮቹ ግርጌ (✓) ምልክት በማስቀመጥ ምላሽ ይስጡ፡፡

5= እጅግ በጣም ጠቃሚ ነው.	3= ጠቃሚ ነው.	1= ምንም የማይጠቅም ነው.
4= በጣም ጠቃሚ ነው.	2= በጣም የማይጠቅም ነው.	

	ይዘት	ጠቀሜታ				
		5	4	3	2	1
	ይዘታቸው (ርዕሳቸው ከቅየሳ ትምህርት ጋር የተዛመደ /የተገናኘ ቋንቋ ቢሆን					
	ማንኛውም አይነት (ሁለገብ) ይዘት ያለው ቋንቋ ቢሆን					
	ለቅየሳ ትምህርት የሚያገለግል መድበለ ቃላት (vocabularies) የያዘ ቋንቋ ብቻ ቢሆን					
	አጠቃላይ መድበለ ቃላት (vocabularies) የያዘ ቢሆን					

ክፍል አራት፡- በጥቅሉ ስለእንግሊዝኛ ቋንቋና ስለሚሰጡ የእንግሊዝኛ ቋንቋ ኮርሶች ያለዎት አተያይ

እባክዎን በጥቅሉ ስለ እንግሊዝኛ ቋንቋና እየተሰጡ ስላሉ የእንግሊዝኛ ቋንቋ ኮርሶች ያለዎትን አተያይ /ሀሳብ/ በእያንዳንዱ አንጻር ምርጫዎን ከተቀመጡት መለኪያዎች ሥር የ(✓) ምልክት በመስጠት ይመልሱ፡፡

5= በጣም እስማማለሁ	3= አስተያየት የለኝም	1= ፍጹም አልስማማም
4= እስማማለሁ	2= አልስማማም	

	4.1 የእንግሊዝኛ ቋንቋ	አማራጭ				
		5	4	3	2	1
ሀ	እንግሊዝኛን መማር እወዳለሁ፡፡					
ለ	እንግሊዝኛ የሥልጠናዬ ጠቃሚ አካል ነው፡፡					
ሐ	እንግሊዝኛን መማር ለወደፊት ኑሮዬ ይረዳኛል፡፡					
መ	እንግሊዝኛን መማር ጊዜን ማጥፋት ነው፡፡					
ሠ	እንግሊዝኛን መማር ሌሎች ኮርሶችን ከመማር ጋር ግንኙነት የለውም፡፡					
ረ	እንግሊዝኛን መማር ይከብዳል፡፡					
4.2 የሚሰጡ የእንግሊዝኛ ኮርሶች						
ሀ	ኮርሶቹ ከፍላጎቴ ጋር አይጣጣሙም					
ለ	ኮርሶቹ ለስልጠናዬ ምንም ስለማይረዱኝ አልወዳቸውም፡፡					
ሐ	ኮርሶቹን ተገጅጄ እወስድኩ ነኝ፡፡					
መ	ኮርሶቹ ለቅየሳሙያ ተማሪዎች (ለሥልጠናው) ያግዛሉ፡፡					
ሠ	የኮርሶቹን የዘት እወዳለሁ፡፡					
ረ	ኮርሶቹ ለሥልጠናዬ ተገቢ ናቸው፡፡					

APPENDIX 7

ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE
(GRADUATE PROGRAM)

Questionnaire For Surveying Technology Instructors

Dear Instructors:

The main purpose of this questionnaire is to collect information that would be helpful to determine the surveying technology students English language needs. To achieve this, your honest response which I would be grateful for would play a major role. Be sure for the confidentiality of your information. You do not need to write your name, please attempt all the questions.

Thank you in advance!

Part one. Perceived Needs of Language Skills

- 1.1 How important are the following skills for your students in their academic study? And how would you rate your student's perceived abilities in each of the following skills listed below? Please put a tick mark(✓) against each skills based on the key given below.

5=Very much important
4=Much important
3=Important
2=Less important
1=Not important

5=Very Good
4=Good
3=Average
2=Poor 1=Very Poor
Very poor

	English language skills	Degree of Importance					Perceived abilities				
		5	4	3	2	1	5	4	3	2	1
a	Listening										
b	Reading										
c	Speaking										
D	Writing										
e	Grammar										
f	Vocabulary										
g	Pronunciation										

Part Two. Purpose of Learning English in training setting

2.1 How often do your students perform the following activities in English language in their academic study in the classroom /workshop/ in field? Please use the given key and put a tick mark (✓) against each item under each scale.

5= Always
4= Usually

3= Sometimes
2= Rarely

1= Never

Types of Activities	Choice				
	5	4	3	2	1
2.1.1 Listening					
To course lectures in class room /workshop/ field lessons like measuring linear distance and angle activities, students presentation, etc.					
To pair, small group or large group discussions					
Others (Please specify) _____ _____					
2.1.2 Reading					
Reference books, surveying manuals, modules and text books on topics like, Route surveying in construction.					
Surveying vocabularies /technical terms (e.g. linear, leveling, tapping, elevation, tracing, traversing, map scale) concepts (e.g. Measuring linear distance and angle in basic applied surveying, Principles (e-g. principles of performing surveying using topographic maps.					
Construction drawings, maps, floor plans, elevations site plans, tables, charts, sectional drawings and building details, etc.					
Surveying software program instruction on topics like establishing control points using GPS.					
On the internet					
Preparation for exams.					
Exam questions					
Others (please specify) _____ _____					
2.1.3 Speaking					
Explaining and identifying equipments and tools used for different activities like measuring, leveling.					

Describing procedures of preparing topographic maps establishing property corners and boundary lines.					
Presenting field /project works like making a cadastral surveying applying route surveying in construction surveying.					
Participating in discussions (asking and answering questions) in class /workshop/ model rooms on lectures and presentations.					
Deliver information in pairs, a small or a large group discussion.					
Others (please specify) _____					

2.1.4 Writing					
preparing work plan on projects such as carrying out leveling activities.					
Producing reports on project works like pilot works on reading construction drawings and locate high way.					
Preparing supervision reports on specific activities like assuring the proper location of centerline of the route.					
Description of the type, usage and status of surveying tools (e.g, theodolite, subtense bar, leveling device.					
Filling in report formats in each stage of activities like in determining control points.					
Making notes from reference books, surveying manuals, modules, lectures and presentations.					
Assignments and exams					
Others (please specify _____					

2.2 How do you rate the importance and your students ability in performing the following activities in their academic study using English? Please put a tick mark (✓) against each activities based on the key given.

5= Very much Important	2= Less Important	5= very good	2. Poor
4= Much important	1= Not important	4= Good	1. Very poor
3= Important		3. Average	

Types of Activities	Importance					Ability				
	5	4	3	2	1	5	4	3	2	1
2.1.1 Listening										
To course lectures in class room /workshop/ field lessons like measuring linear distance and angle activities, students presentation, etc.										
To pair, small group or large group discussions										
Others (Please specify) _____ _____										
2.1.2 Reading										
Reference books, surveying manuals, modules and text books on topics like, Route surveying in construction.										
Surveying vocabularies /technical terms (e.g. linear, leveling, tapping, elevation, tracing, traversing, map scale) concepts (e.g. Measuring linear distance and angle in basic applied surveying, Principles (e-g. principles of performing surveying using topographic maps.										
Construction drawings, maps, floor plans, elevations site plans, tables, charts, sectional drawings and building details, etc.										
Surveying software program instruction on topics like establishing control points using GPS.										
On the internet										
Preparation for exams.										
Exam questions										
Others (please specify) _____ _____										
Others (please specify) _____ _____										

Part Three Information about the type of English your students need

3.1 Which type of English does your students' academic study need? Please put a tick mark (✓) based on the given scale below against each type.

5=Very high	2=Low
4=High	1=Very low
3=Moderate	

Type of Activity		Degree of Important				
		5	4	3	2	1
A	General English					
B	English for Surveying technology (ESP)					
C	A balance between the two					

3.2 Which type of themes/topics and Vocabulary items are needed in your students major course study? Please rate the degree of importance of the given items using the key provided below.

5. Very much important	2. Less important
4. Much important	1. Not important
3. Important	

Items		Degree of Important				
		5	4	3	2	1
A	Topics/ themes related to surveying technology					
B	Any topic/ theme					
C	Vocabulary specific to surveying					
D	General vocabulary					

3.3 Are you happy with the existing English courses/contents/ provided with surveying technology students? Please use (✓) against your choice.

A. yes ☐ B. No ☐

3.4 Do you feel a need for a change in the English course being provided?

A. yes ☐ B. No ☐

3.5 If your answer to the above question is yes what do you think the basis for the improvement should be? (please, circle your choice).

A. Texts or subjects and vocabularies from major subject areas English.

B. Texts or topics and vocabularies from general English.

C. A balance between the two

4. Please add any other comment you think should be included in the English course (contents) to satisfy the need of the students

APPENDIX 8

ADDIS ABABA UNIVERSITY
UNSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE
(GRADUATE PROGRAM)

Questionnaire for English Language Instructors

Dear Instructors:

The main purpose of this questionnaire is to collect information that would be helpful to determine the surveying technology students' English language needs. To achieve this, your honest response which I would be grateful for would play a major role. Be sure for the confidentiality of your information. You do not need to write your name. Please attempt all the questions.

Thank you in advance!

Part one English language skills required for academic studies

1.1 How do you rate the surveying technology students' ability in using language skills in their academic study? Please, use a tick mark (✓) against each skill based on the given key.

5=Very poor	2=Good
4=Very good	1= Average
3=Poor	

	Type of skills	Perceived ability				
		5	4	3	2	1
A	Listening					
B	Reading					
C	Speaking					
D	Writing					
E	Grammar					
f	Vocabulary					
g	Pronunciation					

Part Two. Information about the current English course

2.1 What are the majority contents of the course? Please circle your choice.

A. topics of general interest

B. Subject specific sources (contents drawn from the students' area of specialization i.e., surveying).

C. both general and subject specific sources.

2.2 Do you think you are able to deal with contents/topics from students' field of study? Please use (✓) against your choice.

A. yes ☐ B. No ☐

2.3 If your answer to the above question is 'No', what do you think should be included to make the material more relevant to surveying technology students?

2.4 Do you agree that the current English course be changed? Please use (✓) against your choice.

Yes ☐ No ☐

2.5 If your answer to the above question is "yes" how do you rate the importance of the following item for course improvement? Please, use a tick mark (✓) against each item using the key provided.

5= Very much important	2= Less important
4= Much important	1= Not important
3= Important	

Items		Degree of Importance				
		5	4	3	2	1
A	Topics/themes related to surveying technology					
B	Any topic/theme					
C	Vocabulary specific to surveying					
D	General Vocabulary					

2.6 For each of the following questions, please circle the number that corresponds to your degree of satisfaction. Please use the key given below.

5. Very satisfied	2. Dissatisfied
4. Satisfied	1. Very dissatisfied
3. Undecided	

2.6.1 The clarity of the aims of the existing English course 5 4 3 2 1

- | | |
|---|-----------|
| 2.6.2 The focus of the objective of the existing English course
for the development of the language skills | 5 4 3 2 1 |
| 2.6.3 The number of English courses offered to
Surveying technology students | 5 4 3 2 1 |
| 2.6.4 The attitude of students towards the course | 5 4 3 2 1 |
| 2.6.5 The relevance of the contents of the current
English course to surveying technology
Students' academic needs? | 5 4 3 2 1 |
| 2.6.6 The appropriateness of topic/themes of the current
English course to surveying technology
Student's academic needs? | 5 4 3 2 1 |
| 2.6.7 The relevance of the vocabulary items of
The current English course to students
academic needs? | 5 4 3 2 1 |
| 2.6.8 The appropriateness of texts or topics, specialist
vocabularies and exercises related to surveying technology. | 5 4 3 2 1 |

3. Please specify any other comments which you think are relevant to the development of the English course for surveying technology students.

Thank you very much

APPENDIX 9A
ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE
(GRADUATE PROGRAM)

Questionnaire for On-the-Job Surveying graduates

Dear Respondents,

The main purpose of this questionnaire is to collect information that would be helpful to determine the surveying students English Language needs. To achieve this, your honest response which I would be grateful for would play a major role. Be sure for the confidentiality of your information. You do not need to write your name please attempt all the questions.

Thank you in advance

Part one: Information about your perceived needs and abilities of English Language skills in occupational setting

1.1. How important are the following English language skills to you in your occupation? How would you rate your perceived abilities in each of the following skills listed below? (Please, put a tick mark (✓) against each skills based on the key given bellow.

Key for degree of importance
5= Very much important
4= Much important

Key for perceived abilities
5= Very good
4= Good
3= Average
2= Poor
1= Very poor

3= Important

2= Less important

1= Not important

English language skills	Degree of Importance					Perceived ability				
	5	4	3	2	1	5	4	3	2	1
A. Listening										
B. Reading										
C. Speaking										
D. Writing										
E. Grammar										
F. Vocabulary										
G. Pronunciation										

1.2. How do you rate the importance and your ability in performing the following activities in your occupation using English? Please put a tick mark (✓) against each activities based on the key given.

Key for Importance

5= Very much important

4= Much important

3= Important

2 = Less important

1- Not important

Key for Ability

5= Very good

4= Good

3= Average

2= Poor

1= Very poor

Types of Activities	Degree of Importance					Perceived ability				
	5	4	3	2	1	5	4	3	2	1
1. Listening										
a. to speeches at meetings, seminars and conferences										
b. to technical reports on surveying performances										
c. to foreigner staff members										
Other (please specify) _____										

2. Reading										
a. manuals consisting of instructions the procedures process to be followed										
b. Periodic reports on assessment and accomplishments of surveying activities										
c. Letters, memos and notices with regard to resources (personel, material, finance) utilization and running surveying projects or activities and others										
d. E-mail messages regarding surveying activities										
e. technical brochures, magazines and periodicals										
f. News papers /surveying news, vacancy announcement/										
Other (please specify) _____										
3. Speaking										
a. at meetings, seminars, conferences e.g. explaining project plans and performances reporting accomplished activities asking for further explanations and answering questions.										
b. With foreigner staff members										
Other (please specify) _____										
4. Writing										
a. Supervision report										
b. Memos e.g. on allocation of materials										
c. Feeling in reports formats										
d. Formal letters, e.g. application letters, and CV for job application.										
Other (please specify) _____										

Part Two: Information about the Existing English Courses

2.1 Please, Comment on the importance of the English language courses you attended in your previous college in accomplishing tasks/ activities in your present occupation _____

2.2 What other items/ contents do you think should be included to make the material more relevant to surveying technology students?

Thank You!

APPENDIX 9B

ስልጠና ጨርሰው በስራ ላይ ላሉ መጠይቅ

ውድ መልስ ሰጪ

የዚህ መጠይቅ ዋና ዓላማ በቴክኒክና ሙያ ትምህርትና ስልጠና ኮሌጆች በቅየማ መስክ ለሚሰለጥኑ ሰልጣኞች የሚሰጡት የእንግሊዝኛ ኮርሶች ከሰልጣኞቹ ፍላጎት ጋር መጣጣማቸውን ለመፈተሽ ብሎም የሚቀረጹ ኮርሶች ይዞታቸው ምን መሆን እንዳለበት ለመወሰን ነው። ስለሆነም የሚሰጡት ሀቀኛ ምላሽ ይህ ጥናት ፍሬያማ እንዲሆን ከፍተኛ አስተዋጽኦ ይኖረዋል። የሚሰጡት መረጃ በሚሰጥር እንደሚያዝና ለታሰበው አላማ ብቻ እንደሚውል ላረጋግጥሎት እወዳለሁ።

ያስታውሱ:-

ስምዎን መጻፍ አያስፈልግም ።

ሐቀኛ እና ጥልቅ ምላሽ ከፍተኛ ቦታ አላቸው።

ለእያንዳንዱ ምላሽዎን ሳይሰጡ እንዳይቀሩ በትህትና ይጠይቃሉ።

ይህን መጠይቅ ለመሙላት ውድ ጊዜዎን መስዋዕት ስላደረጉ አስቀድሜ አመሰግናለሁ።

ክፍል አንድ :- የእንግሊዝኛ ክህሎቶች በስራ ላይ ያላቸው አገልግሎቶች

የሚከተሉት የእንግሊዝኛ ክህሎቶች በስራ ላይ ያላቸውን ጠሜታና የራስዎን ችሎታ በደረጃ እንዴት ያስቀምጣሉ?

እባክዎን የተሰጡትን ገላጭ ቁልፎች በመጠቀም በእያንዳንዱ አቅጣጫ በተሰጡት ቁጥሮች ስር (✓) ምልክት በማስቀመጥ ያመልክቱ።

ጠቀሜታን አስመልክቶ

ችሎታን አስመልክቶ

5= እጅግ በጣም ጠቃሚ

4 = በጣም ጠቃሚ

3 = ጠቃሚ

2 = በጣም የማይጠቅም

1 = ምንም የማይጠቅም

5 = በጣም ጥሩ

4 = ጥሩ

3 = መካከለኛ

2 = ዝቅተኛ

1 = በጣም ዝቅተኛ

የእንግሊዝኛ ቋንቋ ክህሎቶች		ያለው ጠቀሜታ					ያለዎት ችሎታ				
		5	4	3	2	1	5	4	3	2	1
ሀ	ማዳመጥ										
ለ	ማንበብ										
ሐ	መናገር										
መ	መጻፍ										
ሠ	ለዋሰው/Grammar/										
ረ	መድበለ ቃላት/Vocabulary/										
ሰ	የቃላት አነባብ /Pronunciation/										

ክፍል ሁለት :- የእንግሊዝኛ ቋንቋን በመጠቀም በስራ ላይ የሚከናወኑ ተግባራት

በስራ ላይ የሚከተሉትን ተግባራት ለማከናወን የእንግሊዝኛ ቋንቋ ክህሎቶች በመጠቀም ረገድ ያለውን ጠቀሜታና የእርስዎን ችሎታ እንዴት ያስቀምጣሉ?

እባክዎን በእያንዳንዱ የጠቀሜታና የችሎታ አምዶች ስር (✓) ምልክት በማድረግ ምላሽዎን ይስጡ::

ጠቀሜታን አስመልክቶ

ችሎታን አስመልክቶ

5= እጅግ በጣም ጠቃሚ
4 = በጣም ጠቃሚ
3 = ጠቃሚ
2 = በጣም የማይጠቅም
1 = ምንም የማይጠቅም

5 = በጣም ጥሩ
4 = ጥሩ
3 = መካከለኛ
2 = ዝቅተኛ
1 = በጣም ዝቅተኛ

በስራ ላይ የሚከናወኑ ተግባራት	ያለው ጠቀሜታ					ያለዎት ችሎታ				
	5	4	3	2	1	5	4	3	2	1
2.1 ማዳመጥ										
የቅየሣን ስራ በማስመልከት የሚካሄዱ ስብሰባዎች ፣ ሴሚናሮች										

APPENDIX 10

ADDIS ABABA UNIVERSITY

INSTITUTE OF LANGUAGE STUDIES

DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

(GRADUATE PROGRAM)

English Language Instructors Interview

Dear Instructors:

Good Morning/Good Afternoon. My name is Getahun Melaku. I have come from Addis Ababa University, school of Graduate Studies to study the English in language needs of the students of surveying technology.

Your honest responses are very crucial for the success of the research. Thus, you are cordially requested to provide real responses to the questions I ask you. Be sure for the confidentiality of your information. Thank you very much for sparing your valuable time and effort in this interview

I. Information on the current situation.

1. What are the contents you teach in this course?
2. Do the contents have relevance to that of the students' field of study which is surveying?
3. If not why not?
4. Do you think that the contents of the course are relevant to the students' level?
5. Are the tasks, activities and examples in the course related to the students' field of study?
6. If your answer to question number 2 and 5 is 'No', what do you think would be a good replacement to make the contents of the English course more relevant?
7. Do you think that the course helps to enhance the students' communicative abilities in their academic life and future life?
8. How do you find the students' interest in this course?
High ☐ Average ☐ Low ☐
9. What do you think are the factors for the high/average/low interest of students in the class?
10. Please, add any other comment regarding the course vis-à-vis the needs of the learner.

APPENDIX 11
ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE
(GRADUATE PROGRAM)

Structured- Interview for Employers

Dear Respondents,

The main purpose of this interview is to collect information that would be helpful to determine the surveying students English language needs. To achieve this, your honest responses which I would be grateful would play a major role. Thus, you cordially requested to provide real responses to the questions I ask you. Be sure for the confidentiality of your information. Thank you very much for sparing your valuable time and effort in this interview.

Interview questions:

1. What are the specific activities your surveying graduates (employees) carry out in English?
What do they read?
What do they write?
What do they speak?
What do they listen to?
2. What are your employees' abilities like in performing activities like listening to speeches at meetings, seminars and conferences, reading, manuals consisting of instructions the procedures process to be followed, speaking with foreigner staff members and writing supervision report etc.?
3. Which of the following language skills are important for the jobs your employees carry out? Please rank them in order of their importance.

Listening	Grammar
Reading	Vocabulary
Writing	Pronunciation
Speaking	
4. Please add any comment related with your employees language needs?

Thank you very much!

APPENDIX 12
ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE
(GRADUATE PROGRAM)

Students' Focus Group Discussion on Language Needs.

Dear Students:

Good Morning/Good Afternoon. My name is Getahun Melaku. I have come from Addis Ababa University, school of Graduate Studies to study the English in language needs of the students of surveying technology.

Your honest responses are very crucial for the success of the research. Thus, you are cordially requested to provide real responses to the questions I ask you. Be sure for the confidentiality of your information. Thank you very much for sparing your valuable time and effort in this discussion.

Points for Focus Group Discussion

1. What were your expectations of the English courses
2. What do you want from the course?
3. How do you like English?
4. Does the course meet your needs? If not, what needs are not included?
5. What objectives have you achieved in your course?
6. Do you think that the contents of the course are relevant to your level?
7. Are the tasks, activities and examples related to your field of study? If yes, how?
8. Do you think that the course helps you to communicate effectively in your academic future career prospects? If yes, how? If not why not?
9. How is your interest in the course? High, average or low?
10. What are the factors for your high, average or low interest in the class?
11. Please, add any other comment regarding the course vis-à-vis your needs.

DECLARATION

I declare that this is my original work, has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

Name: Getahun Melaku

Signature: _____



Place: Institute of Language Studies. Addis Ababa

Date of Submission: 5 of June, 2009

This thesis has been submitted for examination with my approval as the university advisor.

Name: Taye Regassa (Ph.D)

Signature _____

Date _____