

A STUDY OF THE SYLLABUS OF UNITY PRIVATE
LANGUAGE SCHOOL IN RELATION TO
THE NEED OF THE LEARNERS

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A Study of the Syllabus of Unity
Private Language School in Relation to
the Needs of the Learners

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ABSTRACT

The aim of this research was to study the English syllabus of Unity Privet Language School in relation to the needs of the learners. Prior to the actual study on the syllabus of this school however a general survey study was conducted on all private language schools in Addis Ababa.

The learners' target and learning needs were analysed first in order to describe and assess the syllabus. The target needs were specified in terms of the four macro-skills and the most common language activities under each macro-skill. The learning needs were also specified in terms of the modes of classroom organization, the physical learning environment, the teaching techniques and methods, teaching aids and teaching materials, attitude, motivation, and interest.

Data were then gathered on these variables using questionnaires (for the teachers and the students), interviews (for the teachers and the students), and classroom observation. The classroom observation was particularly important in order to describe the learning situation of the school.

The findings from the analysed data reveal that the students' purpose of studying English in Unity Private

Language School is academic or educational. The findings placed the importance of the four macro-skills in the order of priority: speaking, listening, writing, and reading. The students' high interest in pair and group work has also been found out from the study. But the findings indicate that the most emphasized item in the classroom lesson is grammar. And the most frequently used mode of classroom organization is the whole class.

Viewed vis-a-vis these and other several findings on the target needs and the learning situations, the syllabus of the school (the textbook and the supplementary handouts) fails largely to meet the students' needs. The findings indicate the students' need to learn the four macro-skills with varied emphasis. But the syllabus is essentially grammatical. The students showed interest and motivation in communicative activities. But the syllabus is basically structural in approach.

An academic English syllabus, integrating all skills with variable emphasis, is therefore recommended. This kind of skills-based syllabus is believed to best suit the target and the learning situation of the target group. It is also noted that this syllabus should address the question of methodology. It should create conducive conditions to use pair and group work, role plays and dramas in the classrooms.

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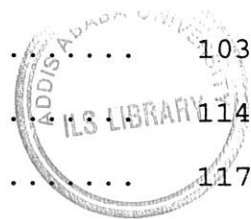
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CHAPTER ONE

INTRODUCTION

1.1 Introduction

English has been taught in many government and public schools in Ethiopia. Private language schools have also taken up the task of teaching English. They are playing a role in the country's English instructional system.

Related research, both at the under graduate and post graduate levels, is available on the teaching of English in the government and public schools. No study, however, has been done on private language schools. Consequently, little is known about the syllabus of these schools.

This research is on the syllabus of one of these private language schools - The Unity Private Language School.

1.2 Objectives of the Study

Hutchinson and Waters (1987) pointed out that courses in traditional societies were determined either by tradition, ministerial decree or by any thing else instead of the learners' needs. Unlike in the traditional societies, needs analysis seems to be essential in contemporary language course designs (McDonough 1984, Hutchinson and Waters 1987, Hailemichael 1993).

The assumption behind needs analysis is that a syllabus could be effective if both the target and the learning situations of a certain target group are considered.

The purpose of this study is to assess the English language syllabus of Unity Private Language School in relation to the learners' target and learning needs. Needs analysis is the major part of the entire study.

In the needs analysis, the target needs are specified into two: the four macro-skills-speaking, writing, reading, and listening, and twenty-three language activities under the macro-skills. The works of Richter and Chancerel (1980), Morris (1982), Yalden (1987), Hutchinson and Waters (1987), Tarone and Yule (1989), and Abraham (1993) are used in specifying the target needs.

The learning needs are specified in terms of the learners' learning style, their motivation and interest, the physical conditions of their learning environment, their attitudes towards English, the teaching aids and the teaching materials used by their teachers, classroom teaching techniques, and the adequacy of the time of the English language programme in the school.

Many of the works referred to in specifying the target needs were also referred to in specifying the learning needs.

The study has the following specific questions to answer as a result of its findings.

1. What kind of English (academic or job-related) do the learners need to learn in Unity Private Language School?
2. Does the syllabus of the school currently in use meet the learners' target and learning needs?
3. Which macro-skills and language activities are the most important in helping the learners achieve their purposes of learning English?
4. If the syllabus in use has to either be improved or changed what major directions should it follow?
5. Will the findings of this research call for other studies in the future?

The importance of the study lies in giving answers to the above questions. The answers may serve various purposes. They may be important either for Unity Private Language School or for other private language schools in assessing their English language teaching.

Another significance of this study is for policy makers in the Ministry of Education. The findings could be useful either in making a high-level educational policy or a language policy in particular.

1.3 The Scope of the Study

Needs analysis is central in three MA and one PhD theses in Addis Ababa University.

Morris (1982) made an analysis of the communicative needs of freshmen in Addis Ababa University. Abiy (1990) analysed the communicative needs of the high school students. In his attempt to set up some criteria in developing an English language course for aircraft technicians at the DebreZeit Air Force Base, Abraham (1993) carried out a needs analysis. hailemichael (1993), too, conducted a needs analysis in order to develop a service English syllabus in the Ethiopian University context.

The first two MA theses cited above investigated only the learners' language needs in terms of language skills and the most frequent language activities. But this study has equally considered the two complementary parts of a needs analysis. They are the target needs and the learning needs. The above these were all on government schools. But this study is on a private language school.

A preliminary survey research (as part of the main study) on all private language schools in Addis Ababa is used to limit the scope of the present study. The survey disclosed a considerable variation among these schools. The variation is in the schools' programme, the language courses they offer, the number of the student and the teacher populations they have, and the tuition fees.

Consequently, sampling was inconvenient. A study on all private language schools became difficult. Time and economic factors were also additional problems.

Unity Private Language School was finally selected for the following reasons: the highest number of students, the least school fee from all language schools under the survey, and co-operation for the research work.

1.4 Definitions of Terms and Abbreviations

The following terms and abbreviations are used in this study:

1. Syllabus: is used to mean what Unity Private Language School teaches its English language students: the school's English textbook and other supplementary teaching materials, eg. handouts.
2. Learners' needs: as indicated in Hutchinson and Waters (1987), learners' needs are taken to mean both the learners' target needs i.e. what learners need to do in the target situation, and their learning needs i.e. what the learners need to do in order to learn.
3. CNP: Communicative Needs Processor.
4. CLT: Communicative Language Teaching.
5. E.S.L.C.E: Ethiopian Schools' Leaving Certificate Examination.
6. ESP: English for Specific Purposes.
7. TEFL: Test of English as a Foreign Language.
8. UPLS: Unity Private Language School.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The aim of this research is the study of the syllabus of Unity Private Language School. In order to make an assessment of the syllabus however a needs analysis is essential. Besides, the nature of the syllabus has to be described.

This chapter presents the concepts of needs analysis and syllabus from the most important works of research preceding the present study.

2.2 A Survey of Needs Analysis

2.2.1 The Concept of Needs and Needs Analysis

Before World War II, reasons for learning foreign languages were not clearly specified (Hutchinson and Waters 1987). Learning a foreign language was mainly considered as a part of well-rounded education.

After the emergence of ESP in the late 1960's however learners' needs were given regard in course designs. This was because of two things: the development of research in linguistics, and the advancement of educational psychology (McDonough 1984, Hutchinson and Waters 1987).

The consideration of learners' needs was believed to have dual importance. The first is learners can learn better if syllabus contents and methodology are geared to their needs and interest. Secondly, some sort of content specification should be made: Otherwise, it is impossible to teach or learn all of a language (Tarone and Yule 1989). This necessitates the proper selection of materials in designing courses as a result of needs analysis. The following lines sensitize us the danger of the lack of proper selection.

The well-known French writer, Andre Gide, for example, who had such a wide knowledge of the English literary vocabulary, as shown by his excellent translations of Shakespeare and Conrad, was quite unable, according to his friend, Julian Green, to ask a London bus driver where to get off.

(Mackay quoted by Tarone and Yule 1989:31)

Brindley (1986:65) defined needs, in much more general terms, as the gap between what is and what should be. Tarone and Yule on their part defined the phrase 'needs analysis' as 'the collection and evaluation of information to answer the question - what aspects of the language does some particular group of learners need to know?' (1989:31).

Munby's (1978) view of needs is not different from Tarone and Yule's. He stated that the most crucial problem facing foreign language syllabus designers and materials producers in ESP is how to specify validly the target communicative competence.

Relatively latest works however took into consideration the learning situation of certain target group besides the target needs (Hutchinson and Waters 1987), Brindley 1989). The learning needs (Yalden 1987) address the learners' personal needs, motivations, and learning styles. They are related to the learners' preference of different teaching techniques.

Stressing the complexity of the meaning of needs, Richterich said, "The very concept of language needs has never been clearly defined and remains at best ambiguous." (1983:2) In order to develop our understanding of the matter however, we need to consider the meanings of needs in terms of some dichotomies.

2.2.2 The Dichotomies of Needs

There is a disagreement over the definition of needs (Brindley 1989) because of the emergence of two orientations to needs analysis. These are product-oriented or "goal oriented or end product" (Widdowson 1981, McDonough 1984) and the process - oriented or learning needs (Hutchinson and Waters 1987).

Hutchinson and Waters (1987) defined target needs as what the learners need to do or communicate in the target situation. This is what they called the language centred approach. They said this approach viewed needs generally as "the ability to comprehend and/or produce the linguistic

features of the target situation." (1987:54). The definition they gave to the learning needs is "what the learners need to do in order to learn" (1987:54).

Now there seems to be a general consensus regarding the meaning of needs as both the target and the learning needs despite differences in terminology (Richterich 1980, Widdowson 1981, Nunan 1988, Brindley 1989). These target and learning needs may be discussed at some length from various angles.

Students' study or job - requirement is, for example, an aspect of the target needs. This is the aim for which students need the language at the end of their language course. Widdowson (1981) called it a goal-oriented one.

Mountford (in Robinson 1991) viewed needs as expectations that certain user institutions or society at large expect learners to learn from a certain programme of language instruction. Needs are also related to the transitional behaviour or what the learners need to actually learn the language. Compared to the target needs, this meaning of needs (needs related to the means or process of learning) was considered recently in course designs. This is a learning - centred approach to needs analysis.

Different from what they are required to learn by their studies or jobs (Berwick in Johnson 1989), students may have personal aims or wants.

Needs could also be seen as lacks, the gap between students' present level of proficiency of the language and the proficiency that they are required to (want to) achieve (Hutchinson and Waters 1987). This calls our attention to the possibility of some discrepancy between learners' view on one side, and that of the teachers' view on one side, and that of the teachers' or authorities' on the other regarding the goals or contents of a language course.

The above views and definitions of needs could be summarized for simplicity in terms of some dichotomies. these are needs from the point of views of learners and from the point of views of teachers or authorities, objective needs (derived from different kinds of factual information) and subjective needs, perceived and felt needs, target and learning needs.

An attempt is made in this study to include all the relevant aspects of the meaning of needs.

2.2.3 The Importance of Needs Analysis

Needs analysis may be important in order to set up goal, determine the general direction of courses, and specify

syllabus contents, language skills and language forms (Abiy 1990, Hailemichael 1993).

Moreover, it can be used in the assessment of language instructions or programmes in general and in the assessment of a syllabus in particular. The purpose of the needs analysis used in this study is this one.

2.2.4 Needs Analysis Models

According to Widdowson (1983) the concept of needs analysis emerged in the early 1920's. Works in the area of needs and needs analysis by experts convened under the auspices of the Council of Europe in 1971 (Morrow and Johnson 1981, Richards and Rodegers 1986) developed further the idea of needs analysis.

The experts in the Council of Europe had two major concerns (Trim 1973). These were increasing the motivation of adult language learners, and breaking down the global concept of language into units and sub-units based on the analysis of needs of a particular group of adult learners.

Richterich (1973) developed a model for the analysis of the needs of adult language learners in Europe. Some of the most important models, following Richterich's model are discussed below.

Richterich's (1973) model was meant for the analysis of language needs of adults. It related language needs to the situations one involves himself in and to the language requirements in the target situation as well.

According to this model, language needs were to be defined in terms of the language situation and the language operations. The former comprised the persons involved in the communication process (the agents), when the act of communication takes place, where the act of communication takes place. And the latter comprised functions, the objects to which that act will relate to, and the means used to produce that act. Agents, time and place were further specified under the language situation. The analysis of 'language situation' and 'language operations' was thought to enable one to define both target and leaning needs of adult language learners in Europe. This was so because the model attempted to seek information about the components, categories, and sub-categories it comprised to specify learning needs.

Another needs analysis model was that of van EK's model (1975/1976). This model had what van EK labelled as 'determining factors'. Through the analysis of these determining factors for a certain target group, the model attempted to define the language learning objectives in operational terms.



The determining factors were the selection of a target group, a general characterization of the type of language contacts in which the target group will be engaged in, language activities, the setting in which the target group will use the foreign language, social and psychological roles, topics and what the target group will be expected to do with regard to each topic. This model was set out first in 1975 as the lowest language learning objective in the Unit - Credit System. It was however criticized for not being real threshold level.

Following van EK's model, we find Richterich and Chancerel's model (1977/80). Their joint model provided different tools for the analysis of needs. It had also some interesting views about needs analysis.

One of the views it had was that needs analysis should be both a pre-course and a post-course task. It suggested to identify needs at any time, at different levels, and with variable degree of precision and clearness. In this model, the learner takes the central position in the system. The learner himself, the teaching establishment, and the user institution are the very important sources of information about the learner.

The last model in our discussion is Munby's (1978) model. This model appeared in Communicative Syllabus Design. It was the most profound and comprehensive attempt of target

needs analysis ever written (Hutchinson and Waters 1987). It was constructed on a language-centred approach. Its attempt was to produce a list of the linguistic features of the target situation.

Munby saw the specification of the target communicative needs Processor and by trying to show how to change the data collected through it into syllabus content.

Communicative Needs Processor (CNP) has a number of variables. The variables affect communication. They were organized in the form of parameters.

The parameters were of two kinds: "those that process non-linguistic data and those that provide the data in the first place" (1978:32). Parameters under the first one were purposive domain, setting, interaction, and instrumentality. In the second one, we find dialect, target level, communicative event or communicative key. All the variables in the model were further explained. A taxonomy of 260 micro-skills was also given grouped into 54.

In spite of its attempt to construct a highly detailed needs analysis procedures, Munby's model was criticized.

To Hutchinson and Waters (1987), the model showed "in effect, not how much could be learnt from a 'scientific' needs analysis, but rather how little." Tarone and Yule saw

it as an extremely detailed model. Even though they appreciated the treatments of needs analysis in a great many books at a programme level, they called Munby's model "perhaps the most ambitious of these treatments." (1989:33). They classified it under the 'system-level' needs analysis. By 'system-level' analysis they meant that the analysis does not fully describe the three components of native speaker communicative ability: grammatical competence, socio-linguistic competence, and strategic competence. System level needs analyses are also written from the point of view of someone outside the classroom. Munby's model is an example. Tarone and Yule (1989:35) quoted the following remark from Hutchinson and Waters.

The application of elaborate analysis models (eg. Munby 1978) demands a curriculum 'expert', a creature apart from the teachers and learners ... the inevitable 'paper reality' takes its place-static, stereotyped, compartmentalized.

Criticisms on Munby's model may be summarized as follows: First, it seems to view needs analysis as a once-for-all affair. Second, it focuses on target needs only. Third, it seems to be used for the 'individual participant' whereas teaching is considered (Hailemichael 1993) to take place normally to groups. Fourth, it is a purist and idealized one (Morris 1982, Abiy 1990, Abraham 1993). Fifth, it does not specify any instrument or tool for gathering data.

In this study, a prior analysis of the learners' needs was essential because it was not possible to describe and assess the syllabus of the school without having enough information about the learning situation.

No needs analysis model is taken directly and used in the analysis. But a number of ideas have gone into the entire research from many models and assessment checklists.

2.3 The Concept of Syllabus

2.3.1 Definition of Syllabus

To discuss about a syllabus or describe it, whatever it is, some understanding of the concept and kind of syllabus may be important.

Robertson (1971) defined curriculum and syllabus respectively as follows.

"The curriculum includes the goals, objectives, contents, processes, resources, and means of evaluation of all the learning experiences planned for pupils both in and out of the school and community through classroom instruction and related programmes.

A statement of the plan for any part of the curriculum, excluding the element of curriculum evaluation itself."

(1971:566)

Similarly, Hutchinson and Waters defined syllabus as "a document which says what will (or at least what should) be learnt." (1987:80). From these definitions, we understand syllabus as an operational phase of a curriculum.

Dubin and Olshtain (1986) gave a detailed definition of syllabus. In it the following points were include.

1. A syllabus is a document which describes what the learners are expected to know at the end of the course.
2. It is a document that describes what is to be taught or learned during the course in the form of inventory items.
3. It is a document that describes when the items are to be taught and the rate of progress of the teaching relating the inventory of items to the different levels and stages.
4. It is a document that describes how the inventory of items are to be taught - suggesting procedures.

(1986:28)

A syllabus is a link (Dubin and Olshtain 1986), by way of conveying information, between the policy makers and teachers, textbook writers, examination committees and learners. It serves several purposes. It is used as an instrument for administration, as a daily guide to the teacher, and as a document of items to be taught in a certain course for certain group of learners (Strevens 1977).

Brumfit (1984), Breen (1984), Candlin (1984), Strevens (1977), Dubin and Olshtain (1986), and Yalden (1987) all considered methodology in their definitions of syllabus. Therefore, the general consensus is that there should not be as much as a distinction between syllabus and methodology

(Abraham 1983), Hailemichael 1993). A syllabus has to serve both as a statement of what to teach and how to teach.

There are however people who favour methodology at the expense of syllabus contents. Breen and Candlin were criticized for this (Hailemichael 1993). They argued for a syllabus constructed in the classroom by teachers and students through discussion and negotiation about their work.

According to Yalden (1987), Hutchinson and Waters (1987) and others, syllabus is said to have the following advantages besides those mentioned above.

It is a public document and can be used as a starting point in discussions. It also shows the level of language pedagogy reached by a particular educational system. Since language is a complex entity that cannot be learnt in one go, a syllabus helps in dividing it into manageable units. Besides, a syllabus is an implicit statement of views of language, language learning, and psychology of learning. Its cosmetic role is the last advantage.

2.3.2 Kinds of Syllabus

Earlier, there were three types of syllabuses. The first was grammatical syllabus. This was the most familiar type of language syllabus in language teaching. Its focus was on discrete items of structure or grammar. It was criticized for its failure to make students acquire the

skills and strategies of language (Allen and Widdowson in Brumfit and Johnson 1979).

Another type of syllabus was suggested later. It was the situational syllabus. It attempted to see language in context or situations. The analysis of the situations in which students will use the language was essential in it.

This syllabus type was also criticized. There were mainly two points of criticism. First, it was impossible to predict all the language fixed to a particular setting. Second, the syllabus viewed language as a set of grammatical structures (Abraham 1993).

Situational syllabus was followed by the notional functional syllabus. The development of the notional functional syllabus was related to the experts under the Council of Europe. Trim, Wilkins and others made significant contribution for it.

It prioritizes what people need to communicate through language like meanings or notion, or the use of function of the language. This does not mean that form or structure of language is non-existent in notional functional syllabus. Form and function are not mutually exclusive. They are available in both grammatical and notional functional syllabuses. The difference may be in the change of emphasis. These two types of syllabus do not have any difference in



ends. Their difference is in the means they employ to attain their goal (Widdowson 1990).

Recent approaches to syllabus are usually based on a broader identification and analysis of the learner's needs. The analysis comprises both target needs and learning situations. Latest syllabus types are described on a continuum ranging from product or goal-oriented syllabuses to that of process or means-oriented ones. Grammatical syllabus, situational syllabus, and notional functional syllabuses may be product-oriented ones. They expect their learners to learn the collection of formal or functional units they stored in them (Widdowson 1981).

On the other hand, skills based syllabus is half product and half process syllabus (Abraham 1993). It attempts to train learners in particular skills with specific aims.

Procedural or task syllabus is another process-oriented syllabus. It consists of a set of tasks or activities which are not mechanistic but cognitive in nature (Robinson 1991). The work of Prabhu (1987) is an example of procedural syllabus.

Based on the organizations and contents, Hutchinson and Waters (1987) divided syllabuses into five. The first is the evaluation syllabus. It is familiar as a document handed down by ministries or any regulating bodies. Another one is

the organizational syllabus. It presents items to be learnt in some sort of order.

The rest are the materials syllabus, the classroom syllabus and the learners syllabus. The materials syllabus deal with the interpretation of syllabus by the material writers. The classroom syllabus is concerned with the visible and invisible classroom factors as a result of the interaction between teachers, materials, and students. The learners syllabus is an internal syllabus in the learner that enables the learner to comprehend (Breen 1984).

CHAPTER THREE

A SURVEY OF PRIVATE LANGUAGE SCHOOLS IN ADDIS ABABA

3.1 The Methodology Used in the Survey

Surveying some facts and figures about all private language schools in Addis Ababa was important. This is for two reasons: in order to justify the very idea of conducting a research on private language schools, and in order to decide the subject school or schools. This preliminary survey was thought to enlighten readers on the matter since previous researches on private language schools are not available.

Record reviews, informal interviews or dialogues, and semi-structured questionnaires are used in the preliminary survey. Any kind of written materials like ads, pamphlets, certificates, etc. are referred to.

The semi-structured survey questionnaire has a number of items categorized into sections. The basic criterion for the selection of items was the extent to which the items can describe the school or the schools. That is, items that were thought to give a fairly good description as preliminary information were selected.

The selection was imperative because presenting an exhaustive description of all the schools was impossible in a short time.

The questionnaires were distributed to fifteen schools. A week was given to the respondents to fill in the questionnaires and return them. The respondents were either the school's principals or their representatives. Some schools formally declined to fill in the questionnaires. Many of the private language schools however completed the questionnaires and returned them to the researcher.

The findings from the questionnaires, record reviews, informal interviews or dialogues are all used to write the following survey about the private language schools.

3.2 History and Expansion of Private Language

Schools in Addis Ababa

The first private language school in Addis Ababa was established in 1951. This was The English Language School. Linguaphone, now called The Linguaphone International Language and Computer Training School, started teaching languages in 1952. These two schools alone have been offering language courses for several years.

The next private language school was the Universal Language School, now called Universal Language and Computer Training School, which was established in 1973. Table 1

below shows the years of establishment or opening of different private language schools in Addis Ababa.

TABLE 1
**The Years of Establishment (Opening) of the Private
Language Schools in Addis Ababa**

No.	School	Year
1	The English Language School	1951
2	Linguaphone	1953
3	Universal Language School	1973
4	International Language School	1988
5	Modern Consultancy Service (MCS)	1991
6	Wisdom Paradise School	1991
7	Unity Language School	1992
8	Saint Mary Language School	1992
9	New Global Language School	1993
10	Pacific Language School	1993
11	Adult Training and Language Acquisition School (ATLAS)	1993
12	The New Language School	1993
13	Union Language School	1993
14	Bonanza Acmi Language School	1993
15	Modern Foreign Languages School (MFLS)	1993

Some schools were opened in the hope of teaching English better than the official educational system does. They

explained that the graduates of the government schools are quite below the proficiency level expected of them. This may be similar to what Dubin and Olshtain (1986) said regarding the expansion of schools in Canada and America outside the official school system. They pointed out that the failure of language programme in the official school system is the reason for the birth of a number of schools outside it.

The free market economic policy could be another reason. Many private language schools were opened in 1992 and 1993 immediately after the introduction of this policy by the Ethiopian Transitional Government.

3.3 The Programme - Language Courses of Private Language Schools

The programme of language instruction of private language schools may be divided into three: the regular or 'bega' programme, the special or 'kiremt' programme, and E.S.L.C.E. or TOEFL or any preparatory programme.

The courses in the regular programme are usually given for six months or twelve months. In some schools like Unity Private Language School and International Language School we find nine months Programme. There seems to be no difference in the contents of the English language courses in all the regular programmes.

The special programmes are given only when schools are closed for long vacation in the rainy season called 'kiremt: but the time of the preparatory programme is not definite.

English is the major course given in all private language schools. Schools like Saint Mary language School, Modern Foreign Languages School, and Linguaphone divide it into sub-courses as listening, grammar, writing, junior English, senior English, and communicative English. But many schools teach their students English simply as 'English language course' without making any sub-divisions.

3.4 The Student Population in Private Language Schools

There were over 5,000 students learning English in Private language schools in the end of August 1993. This figure does not include the students of some schools which were unwilling to fill in the questionnaires. Unity Private Language School had the highest number of students. The majority however had between 150 and 300 students. Table 2 presents the programmes, the student, and teacher populations of private language schools.

3.5 The Teacher Population

Private language schools employ teachers on either contractual or regular basis. The total number of English

teachers in the schools surveyed was 67. Teachers employed on contractual basis were more in number than the regular teachers. Their qualification ranges from diploma to MA degrees.

Table 3 and Table 4 present students school fees, teachers' qualification, their condition of employment and salary.

As indicated in Table 3, private language schools pay the same amount of salary to teachers of different qualifications. The tuition fees and the registration fees also vary from school to school for the same credit hours per months. The schools might have their own reasons for doing so. This variation however has to be further investigated. And some sort of uniformity must be made if there are no tangible reasons for it.

TABLE 2

The Programmes, the Student, and Teacher Populations
of Private Language Schools

No.	School	programme	certification	number of students	no. of teachers	no. class rooms	no. of shifts	average class size
1	The Language School	RSP	C	1000	2	2	5	30
2	Linguaphone	RSP	CD	500	10	2	10	25
3	Universal Language School	RSP	CD	*	*	*	*	*
4	International Language School	RS	C	250	6	1	6	28
5	Wisdom Paradise	RSP	D	500	10	5	*	*
6	Modern Consultancy Service	RS	CD	100	2	2	5	25
7	Unity Private Language school	RS	C	1053	15	3	16	25
8	St. Mary Language School	RSP	C	200	3	*	*	*
9	New Global Language School	RSP	*	162	3	2	*	12
10	Pacific Language School	S	CD	170	2	1	2	25
11	ATLAS	RS	*	300	3	1	2	15
12	The New Language School	RS	C	200	2	2	6	22
13	Union Language School	RS	C	280	5	5	5	20
14	Bonanza Acmi Language School	RS	C	250	2	1	4	25
15	Modern Foreign Language School	R	C	150	2	1	6	20
	Total			5115	67			

Ref: R - regular programme

D - diploma

P - preparatory programme C - Certificate

S - Special programme

* - No information is available

TABLE 3
Students' School Fees and Teachers' Salary (payment)
in Private Language Schools

No.	SCHOOL	School Fee				Teacher' Salary (payment)	
		fee per student	hours paid for	registration fee	course paid for	amount paid per T. per hour	qualification
1	The English Language School	30	20	10	English	10	BA
2	International Language School	35	12	10	English	10	BA, MA, Diploma
3	Wisdom Paradise	25	12	10	English	*	*
4	Modern Consultancy Service	40	12	10	English	12	BA
5	Unity Private Language School	20	12	5	English	9	BA, MA
6	St. Mary Language School	20	4	10	Listening	9	BA, MA
7	New Global Language School	30	20	10	English	7	BA
8	Pacific Language School	30	12	10	English	*	*
9	ATLAS	30	12	10	English	10	BA, Diploma
10	The New Language School	30	12	10	English	8	BA
11	Union Language School	20	12	5	English	10	BA, MA
12	Bonanza Acmi Language School	30	12	10	English	10	BA
13	Modern Foreign Language School	30	12	5	English	10	BA, MA

Ref: * No information is available.



TABLE 4
Teachers' Qualification and the
Condition of Employment

No.	School	Teachers' Qualification					Condition of Employment	
		Diploma	BA	MA	Above MA	Total	Contractual basis	Regular basis
1	The English Language School	-	2	-	-	2	1	1
2	Linguaphone	-	4	6	-	10	4	6
3	International Language School	1	4	1	-	6	6	-
4	Wisdom Paradise	-	6	4	-	10	10	-
5	Modern Consultancy Service	-	2	-	-	2	2	-
6	Unity Private Language School	-	9	6	-	15	14	1
7	St. Mary Language School	-	1	2	-	3	3	-
8	New Global Language School	-	3	-	-	3	2	1
9	Pacific Language School	-	2	-	-	2	-	2
10	ATLAS	1	2	-	-	3	3	-
11	The New Language School	-	2	-	-	2	2	-
12	Union Language School	-	3	2	-	3	3	2
13	Bonanza Acmi Language School	-	2	-	-	2	1	1
14	Modern Foreign Language School	-	1	1	-	2	2	--
	Total	2	43	22		67	53	14

3.6 Teaching Materials and Teaching Aids

Six private language schools have their own textbooks. Others use compiled notes (handouts) from different sources such as Kuraz Book of Modern English Grammar, and English Grammar (Schaum's outline series). Eleven schools use videos. All schools use tape-recorders. Three schools have libraries and two schools have language laboratories. All schools do not have OHP's and white-boards. Table 5 presents the profile of the teaching materials and the teaching aids in private language schools. According to this Table, we can understand that private language schools are reasonably facilitated with essential teaching aids like tape-recorders and videos.

3.7 Unity Private Language School: an Overview of the School

This school was opened in 1992. It is located in the centre of Addis Ababa. Since its opening, it has been teaching English, French, Arabic, Italian and law courses. It had well over 1,000 English language students when the preliminary survey was made in the end of August, 1993.

At present, the school has a total number of 1032 students 683 which are learning English. Its staff are twenty-five. Ten of them are English teachers.

The school has three classrooms and 16 shifts. It has 48 sections. The number of classes each section has varies according to the type and length of the course given.

Table 6 presents the current student and teacher populations (1994, March) in Unity Private Language School.

TABLE 6
The Student and Teacher Populations in UPLS

No.	Courses	Number of Students			Number of Teachers		
		Male	Female	Total	Male	Female	Total
1	English	306	377	683	8	2	10
2	French	18	21	39	2	-	2
3	Arabic	24	24	48	2	1	3
4	Italian	11	22	33	-	1	1
5	Law	229	20	249	9	-	9

3.8 Conclusion

In this chapter, an attempt was made to present a general description of the private language schools in Addis Ababa.

The emergence of private language schools in Addis Abba dates back to 1951. Many private language schools however (see Table 1) were established in the recent years. Two of

the most important reasons for the emergence of relatively many private language schools may be the failure of the official school system to enable learners acquire the required language proficiency, and the introduction of the free market economic policy in the country.

Over five thousand students are attending to these schools taught by Sixty - Seven English language teachers. The number of students in these schools is so significant that calls for further intensive researches. These schools are well-facilitated with essential teaching aids.

Unity Private Language School has the least tuition fee and the highest number of students. It has the highest number of teachers as well (see Table 4). It therefore had to be closely examined. The presentation of some facts and figures about all private language schools in this chapter had three aims: to show the roles of the schools in the country's English instructional system, to particularly indicate the relevance of doing a research in the area, and to finally direct the subject of this investigation to only one school - Unity Private Language School.

CHAPTER FOUR

METHODOLOGY AND PROCEDURES OF THE NEEDS ANALYSIS

4.1 Sampling

Three data gathering tools were used in the needs analysis of this study. These were questionnaires, interviews, and classroom observation. The questionnaires and the interviews were prepared for both students and teachers. The sampling procedures used in these three tools are described below.

From the total of 683 students who were learning in 30 sections, a total of 90 students were drawn for the sample group. This was for the questionnaire. The 90 students were picked randomly by taking only the first three students from the list of each of the 30 sections. Ten students were interviewed from the already selected sample - size for the questionnaires. This was done by first taking the first name from the list of each of the 30 sections and then by rewriting the names taken alphabetically. The first five and the last five students were finally interviewed from the alphabetically prepared list.

When the questionnaires were distributed and interviews conducted, students were already in their 4th or 5th month of study. Thus, it was assumed that the students were

familiar with school's teaching system and classroom conditions.

Table 7 and Table 8 show the number of shifts and distribution of sections per courses respectively in UPLS.

TABLE 7
The Number of Shifts in UPLS

No.	Shift (time)	Schedule
1	8-9a.m.	Monday-Friday
2	9-10a.m.	Monday-Friday
3	10-11a.m.	Monday-Friday
4	11:30-12:30a.m.	Monday-Friday
5	12:45-1:45p.m.	Monday-Friday
6	2-3p.m.	Monday, Wednesday, Friday/Tuesday, Thursday, Saturday
7	3:15-4:15p.m.	M W F/T Th S
8	4:30-5:30p.m.	M W F/T Th S
9	4:45-6:45p.m.	M W F/T Th S
10	6:45-7:45p.m.	M W F/T Th S
11	8-11:20a.m.	Saturday

TABLE 8

The Distribution of Sections Per Courses in UPLS

No.	Courses	Number of Sections
1	English	30
2	French	3
3	Arabic	6
4	Italian	2
5	Law	7

All English teachers were given questionnaires. Half of them were interviewed. The first three and the last two teachers were interviewed from an alphabetically prepared list.

To make eighteen classroom observations, some sample sections were selected first from the total number of sections from the three classrooms. A Total of 18 sample sections were taken randomly in proportion to the total number of sections each classroom had. Classroom A had 12 sections and 7 sample sections were taken from it, for example. Eighteen sample classes were finally selected for observation. These classes were taken randomly by picking the first class of the week of each sample section. The observation procedures are summarized in Table 9.

TABLE 9

Classroom Observation Samples Selection

Classroom A			Classroom B			Classroom C		
Total number of sections	Sample sections	Sample classes	Total number of sections	Sample sections	Sample classes	Total number of sections	Sample sections	Sample classes
12	7	7	8	5	5	10	6	6

All the data gathering tools were tested in a pilot study: they were then used, with some changes and corrections, in the main needs analysis.

4.2 Construction and Administration of Questionnaires

In the specification of the contents of the questionnaires the works of van EK and Alexander (1975), Munby (1978)., Morris (1982), Hutchinson and Waters (1987) and Abraham (1993) were used. As to the formats of the questionnaires, a reference was made to Seliger et. al. (1989) and Drever et. al. (1991).

The students' questionnaire had three sections. These were information about the respondents, learning situation assessment, and target situation assessment.

Section one consisted of the respondents' age in some categories, their sex, nationality, occupation, educational

level, their purposes of learning English in UPLS, and whether the respondents had already joined other private language schools or not. these points were included in this apart to draw up the students' profile in the school.

Section two comprised items regarding the learners' learning needs. Classroom teaching techniques, the use of teaching aids and teaching materials were included. Moreover, the physical learning environment, learning styles, and the time of the English language programme were taken in to consideration.

Section three was about the target needs. It included the degree of importance of the macro-skills and some selected language activities under them in the life of the students.

In most of the ranking questions the Likert scale was used. But there were also some open-ended questions.

The teachers' questionnaire had also three sections. These were personal information about teacher respondents, learning situation assessment, and target situation assessment.

Section one comprised the respondents' nationality, sex, level of education, areas of specialization, condition of

employment, and experience in teaching English either in UPLS or some other schools.

In the remaining two sections target needs and learning needs were included. In the assessment of the students' learning needs, motivation, attitude, and interest were considered besides other things. The findings from the students' and the teachers' questionnaires are given in chapter five.

4.3 Interviews

In order to focus only on the key elements of target and learning needs, structured interviews were used.

The students' interview was designed to verify what students filled out in their questionnaires regarding target and learning needs. There was similarity between the contents of the interviews and the contents of the questionnaires.

Interviews were conducted with students and teachers for whom questionnaires were also administered. Interviewees answered questions satisfactorily because they were given enough time and confirmed in advance that the research was supported by the school to bring about important changes in the syllabus. The findings are summarized in chapter five.

4.4 Classroom Observations

The observations were global: only very general features or aspects of the learning situation in the classrooms were taken into account.

The observation checklist used focused only on the modes of classroom organization, teaching aids and teaching materials, physical learning environment, skill and areas of knowledge, and teaching methods and approaches.

This checklist was completed at the end of each observation session. A total of 18 classes were observed for 18 hours. The completed checklists were finally summarized and interpreted in chapter five.

CHAPTER FIVE

FINDING AND DISCUSSION

5.1 Findings

5.1.1 Findings from students' and Teachers' Questionnaires

5.1.1.1 Issues to be Addressed about the Student and Teacher Respondents

Out of the total of 682 students, questionnaires were distributed to 90 students. 75 questionnaires were properly filled.

The 75 respondents were 38 males and 37 females. 49 of them were between 10-20 years of age. 21 students however were between 21 and 25.

All student respondents are Ethiopians. But they were from different educational levels. More than half were grade 12 graduates. 12 students were regular students in grade 12. However, there were students in grade 9,10, and 11. There were also some students below grade 9, and from Addis Ababa University. Their number however was insignificant.

The total number of regular students, students attending in elementary schools, high schools, and university, was 29, 42 respondents were neither employees nor regular students. 4 were employed.



Before they joined UPLS, 14 students reported that they had attended other private language schools.

For many of the respondents, the purpose of learning English in UPLS is educational. This may be true because half of the respondents were grade 12 graduates and they may study English to improve their grades in the E.S.L.C.E. It must be noted however that there were 21 students whose purpose of study is occupational. Some students have reported that they learn English with the hope of getting some jobs. Table 10 presents students' purpose of learning in UPLS.

TABLE 10

The Students' Purpose of Learning English in UPLS

Purpose of Learning	M	F	Total
Educational (academic) purpose	27	27	54
Occupational (job-related) purpose	11	10	21

The teachers' questionnaires were distributed to 10 English language teachers in the school. The qualification of these teachers ranges from BA to MA degrees. Except one in psychology and another in English literature, all specialized in English. Eight teachers are Ethiopians where as two are Indians. Their condition of employment is on either contractual or regular basis. Nine of them were

employed on contractual basis. These part-timers are regular employees of the Ministry of Education and teach in high schools.

The experience the English language teachers have ranges from 21/2 years to 25 years of teaching in general.

Findings on target and learning needs from the two sets of questionnaires are summarized and discussed below.

5.1.1.2 Findings on Target Needs

5.1.1.2.1 The Importance of the Four Macro-skills for the Students' Purpose of Studying English in UPLS

Students were asked to rank the four macro-skills. The ranking was according to the degree of importance each skill has for the students' purpose of learning, in their day to day activities, academic, social r occupational aspects. Teachers were also asked to rank these skills. Table 11 presents the findings.

TABLE 11

**Assessment of the Degree of Importance of the Four
Macro-skills for the Students' Purpose**

Skills	Assessment by Students (SS) and English Teachers (ET)							
	4		3		2		1	
	SS	ET	SS	ET	SS	ET	SS	ET
listening	23	4	15	2	22	2	15	2
speaking	24	4	25	2	13	2	13	2
reading	17	1	18	3	25	3	15	3
writing	11	1	17	3	15	3	32	3

The ranking was made using 1-4 scales where '1' means the least important and '4' means the most important skill.

24 students ranked speaking 4th and 25 students ranked it 3rd. 4 and 2 teachers ranked speaking 4th and 3rd respectively.

In order to get the mean score for each choice, rank values were multiplied by the number of respondents of the respective variables. Results were then added up and divided by 75 and 10 for the student and teacher respondents respectively. Because '4' is the most important in the ranking, the higher the mean (closer to four) the more important the choice is.

Accordingly, the mean score for speaking was the highest (2.80) from the student respondents while the mean score for the same was 2.80 from the teacher respondents. In the teachers' questionnaires however listening and speaking have the same mean scores (2.80). The same holds true for reading and writing (2.20).

The order of the importance of the skills could be speaking, listening, writing and reading from the most important to the least important one. This order was made as a result of the mean scores from the teachers' and students' questionnaires. Table 12 presents the mean scores of each skills.

TABLE 12
The Mean Scores for Each Choice in
Ranking Macro-skills

Macro-skills	Mean Scores	
	SS	ET
listening	2.61	2.80
speaking	2.80	2.80
reading	2.49	2.20
writing	2.09	2.20

Ref: SS - students

ET - English language teachers

The conclusion we draw from Table 12 is students should learn the 4 macro-skills according to the importance each skill has for them. And this should be reflected in the syllabus of the school.

5.1.1.2.2 The Importance of Some Language Activities in the Life of the Students

Out of the total of 23 language activities, listening to every day conversation (from listening activities) was extremely important for 35 students. From the speaking language activities, giving formal presentations (talks in school classes, public addresses speaking before guests, etc.) was extremely important for 34 students.

33 students said writing personal letters was extremely important. Reading school textbooks was extremely important for 31 students.

The following activities however were not very important for many of the respondents: listening to English songs, singing English songs, giving instructions or commands, reading extracts from technical manuals, and writing telegram messages. These activities are not as common as other language activities in our life. This may be the reason why many students found them least important. Teachers also rarely focused on these language activities. The assessment of the degree of importance of different language activities

in the life of the students and the frequency of teaching these activities in class is presented in Table 13.

TABLE 13

The Assessment of the Degree of Importance of Different Language Activities in the Students' Life (SS) and the Frequency of Teaching Them in Class (ET)

Language Activities under the 4 major skills		Assessment by Students (SS) and English Teachers (ET)									
		extremely important		very important		fairly important		not very important		not importa at all	
		very frequently		frequently		sometimes		rarely		never	
		SS	ET	SS	ET	SS	ET	SS	ET	SS	ET
1	Listening to English on radio and TV	22	-	42	2	9	4	2	1	-	1
2	Listening to lectures in the classroom	26	1	35	6	11	1	3	2	-	-
3	Listening to and participating in every day converstaion	35	1	29	5	10	4	1	-	-	-
4	Listening to oral instructions	14	1	32	4	26	5	3	-	-	-
5	Listening to music in English (English songs)	11	-	17	-	44	-	10	4	3	6
6	Interacting with people on the phone	18	-	21	1	29	5	7	-	-	4
7	Listening to foral speeches, research presentations, etc.	16	-	24	1	27	3	5	4	3	
8	Giving formal presentations (eg. talks in school classes, etc.)	34	-	27	4	10	3	2	2	2	1

	Language activities under the 4 major skills	Assessment by Students (SS and English Teachers (ET))									
		extremely important		very important		fairly important		not very important		not important at all	
		very frequently		frequently		sometimes		rarely		never	
		SS	ET	SS	ET	SS	ET	SS	ET	SS	ET
9	Asking for information (help, permission, apology, etc.) and giving information	29	5	25	13	-	7	-	-	1	-
10	Giving instructions and commands	8	3	29	3	29	3	7	1	2	-
11	Singing in English (English songs)	10	-	14	-	31	1	13	3	7	6
12	Using English for social purposes (eg. for complimenting people)	28	-	30	5	6	3	8	2	3	-
13	Reading school textbooks, etc. for study purpose	31	2	27	2	13	5	4	1	-	-
14	Reading fiction	26	-	29	2	17	1	1	3	2	4
15	Reading newspapers	23	-	35	-	9	4	5	5	3	1
16	Reading extracts from technical manual	16	-	21	2	25	1	10	4	3	3
17	Reading short notes, letters, receipts etc	20	2	18	3	27	4	10	1	-	-
18	Writing lecture notes	28	4	19	3	22	2	3	1	3	-
19	Writing telegram message	10	-	27	1	22	2	9	4	7	3
20	Writing personal letters	33	4	30	3	10	3	1	-	1	-
21	Writing examination answer	30	3	10	3	5	3	29	1	1	-
22	Writing business letters	22	4	23	3	19	2	6	1	5	-
23	Writing advertisements	13	1	19	1	29	3	12	2	2	3

5.1.1.3 Findings on Learning Situation

5.1.1.3.1 Modes of Classroom Organization

An assessment of the students' degree of preference to learn through different modes of classroom organization was made by both the students and the teachers.

Accordingly, 14 students preferred to learn in pairs very frequently while 17 preferred to learn in small groups. However, the highest number of students preferred to learn very frequently in a whole class. Though the highest number of students is for the whole class, these findings indicate the importance of using varied modes of organization.

39 students preferred to work with both sexes in pairs and small group where as eleven students preferred opposite sexes. No teacher however confirmed students' preference to learn very frequently with both sexes. This may indicate the teachers' unawareness of their students' preference of sex in pairs and small groups. We find the students' preference of modes of classroom organization and sex in Table 14 and 15 respectively.

TABLE 14

**Assessment of the Students' Preference to Learn
Through Some Modes of Classroom Organization
and the Emphasis Given to these Modes
by the Teachers**

Modes of classroom organization	very frequently		frequently		sometimes		rarely		never	
	SS	ET	SS	ET	SS	ET	SS	ET	SS	ET
alone	6	1	20	1	23	3	12	4	14	1
pairs	14	1	26	6	24	2	8	1	3	-
small groups	17	1	19	6	29	2	7	1	3	-
whole class	28	2	20	6	12	1	7	1	8	-

Ref: SS - Students

ET - English language teachers.

TABLE 15

**Assessment of the Students' Preference of
Sex in Pair and Group Works in the Classroom**

Sex	very frequently		frequently		sometimes		rarely		never	
	SS	ET	SS	ET	SS	ET	SS	ET	SS	ET
same sex	16	5	18	2	30	-	1	1	10	2
opposite sex	11	2	32	2	23	3	4	2	5	-
both sexes	39	-	19	6	10	2	4	-	3	2

Ref: SS - students

ET - English language teachers



5.1.1.3.2 Classroom Teaching and Learning Techniques

32 students preferred to learn very frequently through free practices. Grammar rules were preferred by 30 students. No teacher however taught very frequently using free practices. This shows the teachers' unawareness of their students' preference. 27 students never preferred the use of Amharic in their classes. But teachers reported that they were using Amharic sometimes. There was a considerable number of students who preferred dramas and role plays very frequently. But the emphasis given by the teachers for these techniques seem to be unsatisfactory. Table 16 presents the summary of the findings concerning classroom teaching or learning techniques.

TABLE 16

**The Assessment of the Degree of Importance of
Different Language Activities in the Students'
Life (SS) and the Frequency of Teaching
them in Class (ET)**

'Approaches' or techniques	very frequently		frequently		sometimes		rarely		never	
	SS	ET	SS	ET	SS	ET	SS	ET	SS	ET
grammar rules and exercises	30	1	28	4	16	4	2	1	-	-
free practices	32	-	21	6	18	3	2	1	2	-
role plays	12	1	19	7	32	2	7	-	5	-
use of games	6	-	14	3	30	2	11	3	14	2
use of dramas	20	1	20	3	21	2	12	4	2	-
study of vocabulary	16	-	31	2	20	5	8	3	-	-
use of Amharic	5	-	3	1	24	1	16	4	27	4

5.1.1.3.3 Emphasis Given in the Classroom to the Major Skills and Areas of Knowledge

The degree of importance of the four macro-skills in the students' life was already assessed. The assessment showed that speaking is the most important skill whereas reading is the least important one. The next question is to see to what extent these skills and areas of knowledge are taught in the classrooms. In response to this, an assessment of the frequency of teaching the skills and areas of knowledge was made. The assessment was in the form of ranking the scale of which was from 1-6 where '6' means the most frequently taught item and '1' means the least frequently taught one.

Table 17 indicates that 23 students (the highest number) said grammar rules were most frequently taught. But only one teacher confirmed this. Two points may be deduced from there: first, the disparity between the students' and the teachers' view itself may be a mark of the lack of understanding of the learning situations in the school, and second, the classroom lesson focuses essentially on grammar unlike what the learners need to learn.

The speaking skills were ranked number '6' by 22 students (with no considerable difference from 23) and by 4 teachers (with considerable difference from 1). In order to put these skills and areas of knowledge in the average order of frequency they were taught in class, mean scores were computed for each variable.

The assessment, in terms of the raw data and the mean scores, is presented below in Table 17 and Table 18 respectively.

As Table 18 shows students and teachers ranked the skills and the areas of knowledge differently. The order of the mean scores from the students' questionnaires is vocabulary, grammar, speaking, writing, listening and reading from the most frequently taught to the least frequently taught one. The order of the mean scores of the teachers' questionnaires is writing, grammar and reading, vocabulary, speaking, and listening.

TABLE 17

**The Assessment of the Degree of Frequency
(ranking) of Teaching the Major Skills
and Areas of Knowledge in the classrooms**

Major skills and areas of knowledge	Ranking both by Students (SS) and English Teachers											
	6		5		4		3		2		1	
	SS	ET	SS	ET	SS	ET	SS	ET	SS	ET	SS	ET
listening skills	14	2	13	1	12	1	8	2	15	2	13	2
speaking skills	22	4	10	2	8	2	14	1	12	-	9	1
reading skills	4	1	12	1	8	1	23	-	12	4	16	3
writing skills	12	1	14	2	21	-	10	5	11	1	7	1
vocabulary	-	1	14	2	12	3	20	-	15	3	14	1
grammar rules	23	1	12	2	14	3	-	2	10	-	16	2

TABLE 18

**The Mean Scores for Each Choice in Ranking
Skills and Areas of Knowledge**

Skills and Areas of Knowledge	Mean Scores	
	SS	ET
Listening Skills	3.52	3.30
Speaking Skills	2.85	3.40
Reading Skills	3.00	2.60
Writing Skills	3.80	3.80
Vocabulary	2.96	3.50
Grammar rules	3.87	3.60

Ref: SS - students

ET - English language teachers

These findings reveal that what the students learn in the school doesn't meet their interest and needs. If what they learn were to meet their needs, it would at least give emphasis to the skills and areas of knowledge according to the degree of importance the skills and areas of knowledge have in the learners' life.

5.1.1.3.4 The Physical Learning Environment

Learning situation assessment of a certain target group includes the description of the place where the learners learn.

Students were provided opposite situations in pairs and asked to select only the one that describes best their classrooms from each pair.

From the total of 75 students, 63 described their classrooms as quiet classrooms whereas the rest described it as noisy classrooms. Classrooms were also characterized with comfortable furniture by 61 students, and with uncomfortable furniture by 14 students. Since learners' description of their classrooms can not be fully objective, these differing responses may not be surprising. We may therefore characterize the school's classrooms as conducive for learning for the majority described them as quiet full of light, and with reasonable number of students and comfortable furniture. Table 19 presents the learners' description of their classrooms.

TABLE 19

**Assessment of the Physical Learning Environment
by the Students**

Description	Number of Students
Quiet classroom	63
Noisy classroom	12
Too many students in class	12
Appropriate number of students in class	63
Light classroom	71
Dark classroom	4
Comfortable furniture	61
uncomfortable furniture	14

5.1.1.3.5 The Use of Teaching Aids and Teaching Materials

An assessment was made to find out to what extent teaching materials (students' textbook, reference books, and authentic reading materials) and teaching aids (the blackboard, listening cassettes, and videos) were in use in the teaching process.

52 students said the blackboard was used very frequently. Eight students indicated the use of videos very frequently in the classrooms. Next to the videos, some students pointed out that listening cassettes were in use very frequently. All these findings from the student

respondents are supported by significant number of teacher respondents.

Table 20 summarizes the results of the assessment on the use of teaching aids and teaching materials.

TABLE 20
Assessment of the Frequency of the Use of Teaching
Materials and Teaching Aids in UPLS

Teaching Aids and Teaching Materials	very frequently		frequently		sometimes		rarely		never	
	SS	ET	SS	ET	SS	ET	SS	ET	SS	ET
listening cassettes	6	1	8	5	31	4	14	-	16	-
videos	8	2	11	5	39	3	14	-	3	-
the blackboard	52	5	13	4	8	1	-	-	-	-
students' textbook	10	-	22	9	14	-	8	-	21	-
reference books	15	-	11	1	18	6	10	3	21	-
real life reading materials	3	-	9	2	19	2	20	4	24	2
realia (real objects samples)	12	-	7	2	5	-	13	4	38	4

As seen in the above table, 9 teachers indicated the use of the students' textbook frequently. This seems to be the reason why 24 and 38 students said authentic reading materials and realia were never used in the class respectively. This in turn indicates the lack of different communicative tasks which largely depend on authentic materials.

5.1.1.3.6 Other Variables in the Learning Situation Assessment

To have a relatively comprehensive learning situation assessment, the time of the school's English language programme in general, whether the learners meet their expectation or not when they graduate from UPLS, their present level of proficiency in the four macro-skills, and their attitude towards English should be analysed.

Twenty-nine students said the time of the English language programme is sufficient whereas 28 said insufficient. This may have a far reaching impact on the entire teaching-learning process in the school. It may even be a major constraint in an attempt towards meeting the learners' various needs.

Asked whether the students graduating from UPLS use the English they learn effectively or not, half of the teachers showed reservation. This could mean implied disagreement with the students' ability. Moreover, one teacher disagreed with the students ability of using English effectively. This may have strong negative implications on the schools' attempt to consider the learners' target and learning needs.

Almost more than half of the teachers reported the average level of the students' proficiency in all the macro-skills. Some teachers however said that their students are very good and good at listening and speaking skills



respectively. This may show that students come to UPLS with some good background knowledge in the skill or skills that are important for them. Because, speaking and listening were ranked first and second respectively in our discussion of the importance of skills under the target needs. Table 21 presents the teachers' assessment of the students' present level of proficiency.

TABLE 21
Assessment of the Level of Students'
Proficiency in the Macro-skills by Teachers

Skills	very good	good	average	weak	very weak
Listening skills	3	3	4	-	-
Speaking skills	2	-	6	2	-
Reading skills	1	2	6	1	-
Writing skills	-	4	5	1	-

The kind of attitude students have towards English may facilitate or hinder effective learning. Teachers were therefore asked to rate the attitude of their students using some scales.

Three of the ten teachers found the attitude of their students towards English very positive and six teachers found

it positive. This, perhaps, tells us that there is at least motivation towards learning from the learners' side provide other variables of target needs and learning needs are fulfilled.

5.1.1.3.7 Some Further Remarks from the Students'

the Teachers' Responses

The most common remarks from the students' and the teachers' questionnaires are summarized as follows.

1. Entrants must be given entrance, proficiency examination.
2. The use of Amharic in English classes should be minimized.
3. Students should regularly attend classes.

5.1.2 Findings from the Students' and the Teachers'

Interviews

Besides their uses for cross-validation, interviews were used in order to find out more about the target and learning situations of students in UPLS. The most important findings from the interviews are summarized.

Many of the student interviewees explained that they learn in the school for academic purposes. This supports the same finding from the students' questionnaires. Many teachers however said the students learn for job-related or occupational reasons. There are in fact students who study English for job-related purposes. But if the teachers

conclude their students' purposes as generally job-related, this negatively influences the teaching-learning process. This may be one of the reasons why many students did not find the English they study very important for their purposes.

The students' and the teachers' ranking of the skills according to the degree of importance each skill has for the students was the same: listening, speaking, writing, and reading. This order is different from the order of the mean scores in the questionnaires in that it makes listening first and speaking second.

Almost all student interviewees reported that their classrooms are quiet, light, with comfortable furniture and reasonable number of students. They also remarked the teacher-student relation in the school as good and very good.

Almost all student and teacher interviewees explained the inadequacy of the time of the English programme in the school.

Many teacher interviewees explained students prefer video first and listening cassettes second from the teaching aids. All teacher interviewees said the students have positive attitude towards English.

The most preferred mode of classroom organization by the student interviewees is pair work. But they reported that

the use of some modes of organization was in the order of whole class, pair work, small groups, and individual works. This reveals some discrepancy between learners' wants and the modes of classroom organization used in the school.

Teacher interviewees explained the students' poor proficiency of listening and good proficiency of grammar. It was speaking and listening that were ranked first and second respectively in the mean scores of the questionnaires.

General comments were also given by some students and teacher interviewees. They said the school should assign students to different classes according to their level. They stressed the importance of some communicative activities like pair work, and group work. They indicated the improper use of listening cassettes in the class. They suggested to the school to emphasize the speaking skills most, and to improve the students' textbook.

Table 22 presents (Appendix h)a summary of the interviews with the student interviewees while Table 23 presents a summary of the interviews with the teacher interviewees (Appendix I).

5.1.3 Findings from the Classroom Observations

In the classes observed, the most frequent mode of classroom organization was the 'whole class' all the students in a class listening to what the teacher teaches. Almost

equally important to the whole class was the individual work. Teachers gave classwork exercises and the students did these exercises individually. Then, the teachers corrected the works of the students who finished first answering the classwork. In more than half of the classes, pair work and small group work were also observed. Pair work however was much more frequent than the small group work. In the pair work, students were either role playing already prepared scripts (role plays), or performing free practices for genuine purposes. A student, for example, was acting as a shopkeeper and his classmate was told to visit the "shopkeeper". In the pair and small group work, the organization was irrespective of sex. The students usually formed pairs and small groups with the neighbouring classmates.

5.1.3.2 The Teaching Aids and Materials Used in Class

Out of the total of 18 classes observed, video and listening cassettes were used in the 13. Sometimes however, the topics of the video tapes were not directly related to the day's lesson of the class. The topics of the listening cassettes were generally fairly closer to the lessons in class. But students seemed to enjoy more the video lessons than the listening cassettes.

The blackboard was extensively used. The students' textbook was also used in 12 classes. The students in these classes were given either classwork grammar exercise, or

dialogues (model dialogues in the textbook) to be imitated and acted out before the students. In very few classes, supplementary handouts were given to students.

But authentic reading materials (eg. extracts from newspapers) and realia were never used in all the classes observed.

5.1.3.3 The Physical Classroom Conditions

All the three classrooms of the school were light, reasonably wide, and well furnished But they were not quiet. A loud music from the nearby music shop was heard time and again. The three classrooms were walled with educational charts, tables, and posters. The chairs were moveable. The classrooms were in general neat and inviting.

5.1.3.4 Skills and Areas of Knowledge

In many classes, the teachers taught rules of grammar explicitly. Either alone or together with the rules of grammar, listening to cassettes and speaking in the form of conversation were the next focused points. Explanations of rules of grammar were followed by discrete exercises on the blackboard. There were few or no lessons on writing and reading skills. Neither was there a lesson of vocabulary proper.

5.1.3.5 The Teaching Methods and Other Important
Points Observed

Teachers taught rules of grammar by first explaining the rules item per line and then by giving examples and exercises. Contexts were not given in many classes, and those which were given in a few classes were not the right contexts for the particular item of grammar to be taught.

Role play and drama were used in some classes. Compared with the overt teaching of grammar rules, the use of role play and drama was insignificant. This indicates that the teaching of English in the school is essentially traditional where there are no activities that inspire the learners' active participation.

Other points observed were considerable differences in the number of students from one class to another, the students' poor participation in class, and the teachers' strict control of their students' attendance.

CHAPTER SIX**SUMMARY, CONCLUSION AND RECOMMENDATION****6.1 Relating and Summarizing Findings****6.1.1 Target Needs**

The students' purpose of studying English in Unity Private Language School is mainly educational. Information from the students' questionnaire and from the students' interview supported this (Table 10 page 42 and Table 22 Appendix -h page 128).

But the teachers' interview showed that the students' purpose is job-related. This disparity indicates that the teachers may not know the purpose of their students. This may be an aspect of the failure of the school to fulfil the target needs of the learners.

The teachers' and the students' questionnaires indicated the degree of importance of the four macro-skills for the students' purpose of study in the order of speaking, listening, writing, and reading. This ordering is from the most important to the least important skill.

Students from the questionnaires (Table 13, chapter five, page 47 first column) ranked listening language activities, speaking language activities, writing, and reading activities first, second, third, and fourth.

respectively. Both the teacher and the student interviewees (as is indicated in Table 22 page 128 and Table 23 page 130) ranked the skills as listening, speaking, writing, and reading from the most important to the least important one.

But student interviewees explained that they prefer speaking first of all to learn. The average order of importance of the skills could be speaking, listening, writing, and reading from the most to the least important.

Information from the teachers' interview and questionnaire, and from the students' questionnaire (Table 17 page 53, Table 18 page 54, and Table 23 page 130) however indicate that students do not learn these skills in the order of their importance. They learn in the order of vocabulary, grammar, speaking, writing, listening, and reading (from the students' questionnaire); or in the order of writing, grammar, reading, vocabulary, speaking, and listening (from the teachers' questionnaire). * In the interviews, students have explained that the English they learn in the school is not very important for their purposes in their life.

In spite of the good student-teacher relationship in the school and the learners' positive attitude towards English (sections 5.1.1.3.6 page 58 and 5.1.2 page 60), the students

* This reveals another aspect of the failure of the school to meet the learners' target needs.

proficiency of English in general seems to be unsatisfactory for their teachers.

The evidence from the observation shows clearly the discrepancy between what the students actually learn in the classrooms and the skills that are important for their purposes, academic or job-related. In the classes observed, what was mostly taught was grammar. Writing and reading were in fact the least emphasized skills in the lessons.

However, language activities like writing personal letters, and reading school textbooks were found to be extremely important for a considerable number of students. Listening to and participating in every day conversation, and giving formal presentations or talks in school classes were extremely important for students from listening and speaking. But, except writing personal letters, none of these language activities was taught in class (Table 13 page 47). The assumption here is that because these language activities are extremely important for relatively many students, they may be taught very frequently.

6.1.2 Learning Needs

The Common mode of classroom organization in the school is the whole class. In the whole class, the teacher does every activity while all his students listen to him. The students' and the teachers' questionnaires show the students' preference to learn very frequently in the whole class mode.

This could have arisen from the students' unfamiliarity with the other modes.

But there were also students who preferred pair and group work to whole class (Table 14 page 50). These students want to involve very frequently into pair and group work irrespective of sex.

Another aspect of the learning needs is the use of teaching aids and teaching materials in the school.

Interviewees confirmed that the order of the students' preference of teaching aids is video first and listening cassettes second. Video and listening cassettes were also the most frequently used teaching aids next to the blackboard in the classrooms.

Therefore, it could be said that the use of teaching aids in the school meets the learners' interest. And this, in turn, may have a positive effect on the learning process.

The observation shows the teachers use very frequently the school's textbook. The teachers' questionnaires indicate (Table 20 page 57) the frequent use of the textbook by almost all teachers. This implies that the teachers in the school teach what was written in the textbook regardless of the kinds of skill that the students need to learn.

The students' irregular attendance, their diverse needs and wants, the inadequacy of the time devoted to the courses, and the students' assignment for learning by the school without the consideration of their level further characterize the learning situation of the school.

The classrooms are light, walled, and inviting. But they are not fairly quiet (Table 19 page 56).

6.2 Assessing the Syllabus in Light of the Findings

Two types of material are used for teaching English in UPLS: the school's English textbook, and supplementary handouts.

The school's textbook has three parts called 'stages'. Stage I has two chapters. Stage II and Stage III have two and three chapters respectively.

In each chapter, we find grammatical, and functional topics except in chapter six and chapter seven of Stage III.

In the grammar part of chapter one, for example, we find topics like 'Parts of a Sentence,' 'Kinds of a Sentence,' 'The Verb,' 'The Adverb,' etc. The functional part of this chapter includes functions like 'Greetings,' 'Asking for Information,' 'Telephone Calls,' etc.

In chapter five of Stage II, the textbook deals with how to use a dictionary, one of the study skills, along with grammatical and functional topics.

Grammatical topics are presented first by definitions and explanations of rules. This is followed by some examples and discrete exercises. This pattern is uniform for all grammatical topics in the textbook.

Functional topics are presented first either by some explanations or by some examples. These are followed by model dialogues to be imitated, practiced, and memorized by the students.

The textbook is essentially language-based. It may be called a type of grammatical syllabus (section 2.3.2 page 18). Many of the exercises are in discrete forms. Students are required to study rules, imitate model dialogues and improve their accuracy.

The supplementary handouts the school uses are handouts of grammar rules and exercises (The contents outline of the textbook is given in Appendix g)

The findings in this research from the various tools (Table 11 page 44, Table 12 page 45, Table 22 page 128, and Table 23 page 130) indicate the four skills are important for the students' purposes of studying English. But the

materials (the syllabus) are not skills-based. They do not help students develop the skills (in their order of importance to students) and the language activities they need.

The model dialogues presented in the textbook do not generate free discussions or practices. They are mechanical and structural. But the findings indicate the students preferred free practices which could be initiated by real life settings or contexts.

The syllabus is not also suitable for applying communicative modes of classroom organization. Only discrete rules, examples, and exercises are given in the textbook and the supplementary handouts (as is seen in Appendix j page 133). These may not be easier for pair and group work. But it was found out in the study that a significant number of students preferred pair and small group work.

The whole class was the most frequently used and preferred mode in the classroom (section 5.1.1.3.1 page 49). It must be noted however that this mode may be used conventionally as a model that is acknowledged as acceptable and appropriate.

Based on the above findings, therefore, it may be concluded that the syllabus of the school does not satisfy almost all the students' target and learning needs. This

makes its academic value less significant for the target group.

6.3 Recommendations

1. An academic English syllabus integrating all skills with variable emphasis may be designed for the student of the school.

In the new syllabus, the four skills may be emphasized in the order of speaking, listening, writing and reading (Table 10 page 42, Table 12 page 45).

2. The syllabus to be prepared should address the question of methodology, too. It should enable the learners and the teachers to use pair and group work, role plays and dramas.
3. The detailed specification of the language and subject-matter contents of such a syllabus may be determined by further studies based on the target and learning needs findings in this study.
4. New entrants should be assigned into different classes according to their level of proficiency (their level of knowledge of English); to do so, an entrance proficiency examination may be used (sections 5.1.1.3.7 page 60, and 5.1.2 page 60).
5. Findings indicate (section 5.1.2 page 60, and 6.1.2 page 68) the use of teaching aids in the school meets students' preference of teaching aids. But

the contents of the video tapes and the listening cassettes should be related to the contents of the actual classroom lessons.

6. The time of the English language programme (the duration of the courses) should be lengthened. (see findings under 5.1.1.3.6 page 58 and 5.1.2 page 60 chapter five).
7. The school has to change its location in order to avoid noise and make the physical learning environment more conducive for learning than its present location.

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Appendix - A

Addis Ababa University
School of Graduate Studies

Survey Questionnaire for Private Language Schools in
Addis Ababa

Introduction

Dear respondent: This questionnaire is prepared to gather preliminary data from private language schools in Addis Ababa. It surveys the programme, English language courses, the student and teacher populations, teaching materials and teaching aids, admission and examination procedures, and miscellaneous pieces of information about the schools.

The questionnaire is part of a research project. You are therefore requested to be utterly genuine in giving responses to every item in it. And be sure that all your responses will be kept confidential in any circumstances as part of research ethics. Before you start responding, it is helpful for you to read once the entire questionnaire and the following instructions.

Instructions:

You may give response to all sections in this questionnaire by:-

1. Filling in the columns or tables the required information in brief or
2. Putting an asterisk(*) or a tick mark () where special instruction is given or.
3. Writing in the blank spaces for some open-ended questions.

Thank you in advance.

Section 1: Introduction

1. Name of the school _____

2. Location *Kefteгна _____ *Kebele _____
3. Date of establishment _____
_____ E.C. OR _____ G.c.

Section 2: The Programme English Language Courses

1. Regular (*Bega) Programme

Courses on offer	Duration				
	No. of periods per a week	Length of a period	No. of months	No. of Years	Certificate awarded
1.					
2.					
3.					
4.					
5.					
6.					

* Amharic Word

2. Special (*Kiremt) Programme

Courses on offer	Duration				
	No. of periods per a week	Length of a period	No. of months	No. of Years	Certificate awarded
1.					
2.					
3.					
4.					
5.					
6.					

3. E.s.L.C.E. or TOEFL or any preparatory Programme

Courses on offer	Duration				
	No. of periods per a week	Length of a period	No. of months	No. of Years	Certificate awarded
1.					
2.					
3.					

4. Remarks on the above points (if any)

* Amharic Word

Section 3: The student Population

1. Regular (*Bega) Programme

Courses on offer	Number of students for the courses		
	Male	Female	Total
1.			
2.			
3.			
4.			
5.			
6.			

2. Special (*Kiremt) Programme

Courses on offer	Number of students for the courses		
	Male	Female	Total
1.			
2.			
3.			
4.			
5.			
6.			

3. E.S.L.C.E. or TOEFL or any preparatory Programme

Courses on offer	Number of students for the courses		
	Male	Female	Total
1.			
2.			
3.			

*Amharic Word

4. Regular (*Bega) Programme - School fee

Courses paid for	fee per student (birr)	Duration paid for	
		No. of periods per a week	length of a period
1.			
2.			
3.			
4.			
5.			
6.			

5. Special (*Kiremt) Programme - School Fee

Courses paid for	fee per student (birr)	Duration paid for	
		No. of periods per a week	length of a period
1.			
2.			
3.			
4.			
5.			
6.			

6. E.S.L.C.E. or TOEFL or any preparatory Programme
School fee

Courses paid for	fee per student (birr)	Duration paid for	
		No. of periods per a week	length of a period
1.			
2.			
3.			

* Amharic Word

7. Remarks on the above or related points (if any)

(Write in here)

Section 4: The Teacher Population

1. conditions of employment of teachers

a.

Teachers employed on contractual basis		
Male	Female	Total

b.

Teachers employed on contractual basis		
Male	Female	Total

2. Teachers Qualification

Educational level	Field of qualification	N U M B E R		
		Male	Female	Total
1.				
2.				
3.				
4.				
5.				
6.				

(Start from the lower educational level)

3. Teachers salary (payment)

No.	qualification	amount of payment per hour teacher (birr)	remark (if any)
1.			
2.			
3.			
4.			
5.			
6.			

4. Remarks on the above points (if any)

(Write in here)

Section 5: Teaching Materials and Teaching Aids

1. Teaching Materials (tick)

C O U R S E S	Teaching Materials	
	Textbook	any other materials (eg. handouts. books)
1.		
2.		
3.		
4.		
5.		
6.		

2. Teaching Aids (Audiovisuals)

C O U R S E S	Audiovisuals		
	Tape	TV	Video
1.			
2.			
3.			
4.			
5.			
6.			

3.

Availability of other teaching aids an facilities (tick)			
white boards	OHP'S	Library	lang. lab.

4. Remarks on the above points (if any)

(Write in here)

Section 6: Admission and Examination

1. Specify below the school's criteria of admission for students

1. _____
2. _____
3. _____

2. If there is an entrance examination, is it

oral Written both

3. How much does a student pay for registration (birr)?

Section 7: Miscellaneous

Pieces of Information

1. Number of classrooms in the school
2. Average class-size
3. No. of shifts in the school (sessions)
4. Why did you open this language school? (Aim)

5. If there is any point worth mentioning about this school and its English language instruction not included in this questionnair (section 1 - 7), please write it below.

Thank You!

Appendix - B

Addis Ababa University
School of Graduate Studies

Questionnaire for the Analysis of Target and Learning Situations at Unity Private Language School

Student questionnaire

Dear Student,

This questionnaire is part of a research project. The research project attempts to analyse target and learning needs of students at this school. the result of the analysis will be used to study the school's syllabus. the may help very much your effective learning.

The questionnaire has got three sections: Information about yourself, learning situation assessment, and target situation assessment, You are requested to fill the required information in all sections as earnestly as possible. You are also kindly advised to follow the instructions given where necessary.

Thank You!

Section 1: Information about yourself

1. Please, give the following information about yourself

1.1. age (tick)

1.1.1. below 15 years

1.1.2. 16 - 20 yrs.

1.1.3. 21 - 25 yrs.

1.1.4. 26 - 30 yrs.

1.1.5. 31 - 35 yrs.

1.1.6. 36 - 40 yrs.

1.1.7. 41 - 45 yrs.

1.1.8. 46 - 50 yrs.

1.1.9. 51 - and above

1.2. Sex (tick)

1.2.1. Male

1.2.2. Female

1.3. Nationality (tick)

1.3.1. Ethiopian

1.3.2. Expatriate

1.3.3. If expatriate, please specify your
nationality here:

1.4. Occupation (tick)

1.4.1. employed

1.4.2. unemployed

1.4.3. now learning

1.4.4. employed and learning

1.4.5. employed, please specify place of work

(name of the office you work for) here:

1.5. Educational level (tick)

1.5.1. below grade 9

1.5.2. grade 10

1.5.3. grade 11

1.5.4. grade 12

1.5.5. grade 12 completed (not learning in high
schools at present

1.5.6. Diploma holder

1.5.7. First degree holder

1.5.8. Second degree holder

1.6. Your purpose of learning English at this school
(tick)

1.6.1. Educational purpose (for ESLCE, TOEFL, ETC.

1.6.2. Occupational or job-related purpose.

1.6.3. If educational, please specify your most specific aim here (eg. to pass ESLCE, To pas grade 10, etc.) _____

1.7. Have you ever joined any other private language school (tick)

1.7.1. Yes

1.7.2 No

1.8. If your answer is 'yes' for 1.7. (above), how many private language schools have you joined other than this school? (tick).

1.8.1. Only one private language school.

1.8.2. Only two private language schools.

1.8.3. More than two private language schools.

Section 2: Learning situation Assessment

2. How often do you want to learn through the following in class? Use this scale to rate them:

5 - very frequently

4 - frequently

3 - sometimes

2 - rarely

1 - never

* Circle the number

2.1. Alone (individual work)	5	4	3	2	1
2.2. In pairs (pair work)	5	4	3	2	1
2.3. In small groups	5	4	3	2	1
2.4. In whole class directed by the teacher (eg. the teacher work- ing on an exercise and the students following him	5	4	3	2	1

3. If you want to learn through pair or group work, which of the following would you prefer to work with? (tick)

* Use the above scale to rate them

3.1. Students of same sex	5	4	3	2	1
3.2. Students of the oposite sex	5	4	3	2	1
3.3. Students of both sexes (male and female students)	5	4	3	2	1

4. How often do you actually learn (the teacher teaches you in class) the following skills and areas of knowledge?

Use from 1 to 6 to rate them, '1' being least frequently gaught, and '6' being most frequently taught.

- Circle the number

4.1. Listening skill	6	5	4	3	2	1
4.2. Speaking skill	6	5	4	3	2	1
4.3. Reading skill	6	5	4	3	2	1
4.4. Writing skill	6	5	4	3	2	1
4.5. Vocabulary (words)	6	5	4	3	2	1
4.6. Grammar (rules and exercises)	6	5	4	3	2	1

5 How often do you learn the teacher teaches you in class through the following teaching materials and teaching aids?

Use this scale to rate them

5 - very frequently

4 - frequently

3 - sometimes

2 - rarely

1 - never

* Circle the number

- | | | | | | |
|--|---|---|---|---|---|
| 5.1. Listening cassettes | 5 | 4 | 3 | 2 | 1 |
| 5.2. Video materials | 5 | 4 | 3 | 2 | 1 |
| 5.3. The blackboard | 5 | 4 | 3 | 2 | 1 |
| 5.4. Your textbook (if you have) | 5 | 4 | 3 | 2 | 1 |
| 5.5. Reference books | 5 | 4 | 3 | 2 | 1 |
| 5.6. Real life reading materials
(eg. extracts from news papers | 5 | 4 | 3 | 2 | 1 |
| 5.7. Realia (real objects) | 5 | 4 | 3 | 2 | 1 |

6. could you, please, describe the present physical conditions of your English language classroom in terms of the following?

(tick) one in each pair

- 6.1. quiet classroom - Noisy classroom
- 6.2. Too many students - Appropriate number of students
- 6.3. Light classroom - Dark classroom
- 6.4. Comfortable furniture - Uncomfortable furniture

7. Do you think that the time given in the school's programme to teach you English is sufficient?

(tick the number that shows your opinion)

- 5. It is very insufficient
- 4. It is insufficient
- 3. I am neutral
- 2. It is sufficient
- 1. It is too much

8. How often would you like to learn through the following

Use this scale:

- 5 - very frequently
- 4 - frequently
- 3 - sometimes
- 2 - rarely
- 1 - never

* Circle the number

8.1. Study of grammar rules and exercises 5 4 3 2 1

8.2. free practices in using language for genuine purposes 5 4 3 2 1

8.3. role plays	5	4	3	2	1
8.4. games	5	4	3	2	1
8.5. dramas	5	4	3	2	1
8.6. study of vocabulary	5	4	3	2	1
8.7. the use of Amharic for explanation	5	4	3	2	1

Section 3: Target Situation Assessment

9. How important do you think are the following languages skills in your real life in general?

Rate them from 1 to 4, '1' being the least important and '4' being the most important.

* Circle the number

9.1. Listening Skill	4	3	2	1
9.2. Speaking skill	4	3	2	1
9.3. Reading skill	4	3	2	1
9.4. Writing skill	4	3	2	1

10. How important do you think are the following language activities for you in your real life in general.

Use this scale to rate them:

- 5 - extremely important
 - 4 - very important
 - 3 - fairly important
 - 2 - not very important
 - 1 - not important at all
- * Circle the number

- 10.1. Listening language activities
- 10.1.1. Listening to English on
radio and TV 5 4 3 2 1
- 10.1.2. Listening to lectures
in the class room. 5 4 3 2 1
- 10.1.3. Listening to and participating
in every day Conversation 5 4 3 2 1
- 10.1.4. Listening to oral
instructions 5 4 3 2 1
- 10.1.5. listening to music in
English (English songs) 5 4 3 2 1
- 10.1.6. Interacting with people
on the phone 5 4 3 2 1
- 10.1.7. Listening to formal
speches, research
presentations, etc. 5 4 3 2 1
- 10.1.8. If there are other listening language
activities that you think are important in
your real life, please specify them below:

10.2. Speaking Language Activities

10.2.1. Giving formal presentations,
talks in school classes,
Public address, speaking
before guests, etc. 5 4 3 2 1

10.2.2. Asking for information
(help, clarification,
permission, apology and giving
information etc. 5 4 3 2 1

10.2.3. Giving instructions or
commands 5 4 3 2 1

10.2.4. Singing in English (English
songs 5 4 3 2 1

10.2.5. Using English for social
Purposes 5 4 3 2 1

10.2.6. If there are other speaking language
activities that you think are important in
your real life, please specify them below:



10.3. Reading language activities.

10.3.1. Reading School textbooks etc.

for study prupose 5 4 3 2 1

10.3.2. Reading fiction 5 4 3 2 1

10.3.3. Reading newspapers 5 4 3 2 1

10.3.4. Reading extracts from
technical manuals 5 4 3 2 1

10.3.5. Reading short notes, letters,
receipts, etc. 5 4 3 2 1

10.3.6. If there are other reading language
activities that you think are important i n
your real life, please specify them below:

10.4. Writing language activities in English

10.4.1. Writing lecture notes 5 4 3 2 1

10.4.2. Writing telegram messages 5 4 3 2 1

10.4.3. Writing personal letters 5 4 3 2 1

10.4.4. Writing business letters 5 4 3 2 1

10.4.5. Writing examination
answers 5 4 3 2 1

10.4.6. Writing advertisements 5 4 3 2 1

10.4.7. If there are other writing language activities that you think are important in your real life, please specify them below:

11. Please, add below any other comment you have regarding the English language course given and the way it is given in this school:

Appendix - C

Addis Ababa University
School of Graduate Studies

Questionnaire for the Analysis of Target and
Learning Situation at Unity Private
Language School

Teacher Questionnaire

Dear Respondent:

This questionnaire is part of a research project. The research project attempts to analyse students' language and learning needs. The result of the analysis will be used in the study of the syllabus of this school.

The questionnaire has got three sections: Information about the respondent (you), learning situation assessment and target situation assessment. You are requested to fill the require information in all sections as earnestly as possible. You are also kindly advised to follow the instructions given where necessary.

Thank You!

Section 1: Information about yourself

1. Please write down the required information about yourself:
 - 1.1. Nationality_____
 - 1.2. Sex_____
 - 1.3. highest degree held _____
 - 1.4. area of specialization _____
 - 1.5. condition of employment you have at this school
(tick):
Parttimer
Regular
 - 1.6. If parttimer, please specify your regular place
of work. _____
 - 1.7. length of experience in teaching in general
(give in numbers)

 - 1.8. length of experience in eaching students in
private language schools only (give in number)

Section 2: learning (teaching) situation assessment

2. How often do you let your students in this school
learn through the following in class?

Use this scale to rate them:

5 - very frequently

4 - frequently

3 - sometimes

2 - rarely

1 - never

* Circle the number:

- | | | | | | |
|--|---|---|---|---|---|
| 2.1. Alone (individual work) | 5 | 4 | 3 | 2 | 1 |
| 2.2. In pairs (pair work) | 5 | 4 | 3 | 2 | 1 |
| 2.3. In small groups | 5 | 4 | 3 | 2 | 1 |
| 2.4. In whole class directed by the
teacher (eg. the teacher working
on an exercise and the students
following him) | 5 | 4 | 3 | 2 | 1 |

3. If you ever let your students learn through pair or group work, which of the following do you think they prefer to work with?

* Use the above scale to rat them:

- | | | | | | |
|----------------------------------|---|---|---|---|---|
| 3.1. Students of same sex | 5 | 4 | 3 | 2 | 1 |
| 3.2. Students of the oposite sex | 5 | 4 | 3 | 2 | 1 |
| 3.3. Students of both sexes | 5 | 4 | 3 | 2 | 1 |

4. How often do you actually teach to your students in class the following skills or areas of knowledge?

Use from 1 to 6 to rate them, '1' being least frequently taught and '6' being most frequently taught:

* Circle the number

4.1. Listening skills	4	3	2	1
4.2. Speaking skills	4	3	2	1
4.3. Reading skills	4	3	2	1
4.4. Writing skills	4	3	2	1
4.5. Vocabulary (words)	4	3	2	1
4.6. grammar (rules & exercises)	4	3	2	1

5. How often do you actually teach in class (or students do) the following specific language activities?

Use this scale to rate them:

5 - very frequently

4 - frequently

3 - sometimes

2 - rarely

1 - never

* Circle the number:

5.1. Listening language activities:

- 5.1.1. Listening to English
on radio and TV 5 4 3 2 1
- 5.1.2. Listening to lectures
in the classroom 5 4 3 2 1
- 5.1.3. Listening to and
participating in every
day conversation 5 4 3 2 1
- 5.1.4. Listening to oral
instruction 5 4 3 2 1
- 5.1.5. Listening to music in
English (English songs) 5 4 3 2 1
- 5.1.6. Interacting with people
on the phone 5 4 3 2 1
- 5.1.7. Listening to formal
speeches, research
presentations, etc. 5 4 3 2 1

5.1.8. If there are other listening language activities you actually teach in class (or students do) please specify them below: _____

5.2. Speaking language activities:

5.2.1. Giving formal presentations

(eg. talks in school classes,
public address, speaking
before guests, etc.

5 4 3 2 1

5.2.2. Asking for information

(help, permission apology,
etc.) and giving
information

5 4 3 2 1

5.2.3. Giving instructions

and commands

5 4 3 2 1

5.2.4. Singing in English

(English songs)

5 4 3 2 1

5.2.5. Using English for

social purposes (eg.

complimenting people)

5 4 3 2 1

5.2.6. If there are other speaking language
activities you actually teach in class
(or students do), please specify them
below:

5.3. Reading language activities:

- | | | | | | |
|---|---|---|---|---|---|
| 5.3.1. Reading School textbooks | 5 | 4 | 3 | 2 | 1 |
| 5.3.2. Reading fiction | 5 | 4 | 3 | 2 | 1 |
| 5.3.3. Reading newspapers | 5 | 4 | 3 | 2 | 1 |
| 5.3.4. Reading extracts from
technical manuals | 5 | 4 | 3 | 2 | 1 |
| 5.3.5. Reading short notes,
letters, receipts, etc. | 5 | 4 | 3 | 2 | 1 |
| 5.3.6. If there are other reading language
activities you actually teach in class
(or students do). Please specify them
below: | | | | | |

5.4. Writing language activities

- | | | | | | |
|---------------------------------------|---|---|---|---|---|
| 5.4.1. Writing lecture notes | 5 | 4 | 3 | 2 | 1 |
| 5.4.2. Writing telegram
messages | 5 | 4 | 3 | 2 | 1 |
| 5.4.3. Writing personal letters | 5 | 4 | 3 | 2 | 1 |
| 5.4.4. Writing examination
answers | 5 | 4 | 3 | 2 | 1 |
| 5.4.5. Writing business letters | 5 | 4 | 3 | 2 | 1 |

5.4.6. Writing advertisements 5 4 3 2 1

5.4.7. If there are other writing language activities you acutally teach in class (or students do).

6. How often do you use the following teaching materials and teaching aids:

Use this scale to rate them:

5 - very frequently

4 - frequently

3 - sometimes

2 - rarely

1 - never

* Circle the number:

6.1. Listening Cassettes 5 4 3 2 1

6.2. Video materials 5 4 3 2 1

6.3. The blacboard 5 4 3 2 1

6.4. Students' textbook 5 4 3 2 1

6.5. Referenc books 5 4 3 2 1

6.6. Real life reading
materials (eg. newspapers)
other than students'
textbook and books 5 4 3 2 1

7. How often do you emphasize the following in your
classroom teaching

* Use the above scale and circle the answer:

7.1. Study of grammar rules and
exercises 5 4 3 2 1

7.2. Free practices in using
language for genuine purpose 5 4 3 2 1

7.3. The use of role plays 5 4 3 2 1

7.4. The use of games 5 4 3 2 1

7.5. The use of dramas 5 4 3 2 1

7.6. Study of vocabulary 5 4 3 2 1

7.7. The use of Amharic for
explanations 5 4 3 2 1

8. Do you think that students meet their expectations
fully (or do you think that they are efficient users
of English) When they graduate from this private
language school?

Use the following scale:

* Circle the number

5 - strongly agree

4 - agree

3 - neutral

2 - disagree

1 - strongly disagree

9. How is the attitude of your students towards the English language course at this school.

Use this scale: circle the number:

5 - Very positive

4 - positive

3 - neutral

2 - negative

1 - very negative

10. How is the current proficiency of your students of the following skills in general?

use this scale:

5 - Very good

4 - good

3 - average

2 - weak

1 - very weak

10.1.	listening skill	5	4	3	2	1
10.2.	speaking skill	5	4	3	2	1
10.3.	Reading skills	5	4	3	2	1
10.4.	Writing skills	5	4	3	2	1

Section 3: Target Needs Assessment

11. How important do you think are the following language in the real life of your English language students at this school?

Rate them from 1 to 4, 1 being the least important and, 4 being the most important.

*Circle the number

11.1.	listening skill	5	4	3	2	1
11.2.	speaking skill	5	4	3	2	1
11.3.	Reading skills	5	4	3	2	1
11.4.	Writing skills	5	4	3	2	1

12. Please add below any other comment you have regarding the English language course given and English language students in this school:

Appendix D

Addis Ababa University
School of Graduate Studies

Structured interview for Students

1. Why do you learn English at this School?
 - Academic purpose?
 - Occupational or job-related purpose?
 - Any other purpose?
2. To what extent do you think that the English you are learning at this school is important to your purpose of study?
3. To what extent do you think that the following skills are important to your purpose (in the real life)?
 - listening skill ?
 - speaking skill ?
 - Reading skills ?
 - Writing skills ?
4. How often are the above skills actually taught now in your classroom?
5. How often does your teacher give opportunity to the following teaching and learning techniques?
 - individual work?
 - pair work?
 - small group work?
 - Whole class work?

6. Which of the above teaching or learning techniques would you prefer? and why?
7. which of the following aids and teaching materials would help you better in learning (understanding) in the classroom?
 - listening cassettes?
 - Video materials?
 - The black board?
 - Your textbook (if you have)?
 - Reference books?
 - Real life reading materials?
 - Realia?
 - Models of real things?
8. Do you think that the classroom you are learning in is conducive for learning?
 - is it noisy or quiet classroom?
 - Too many students or resonable number of students in class?
 - Dark or light classroom? etc.
9. How is the relation between your teacher and the students in your classroom?
 - Do you think that this matters in learning?
10. How important do you think are the following activites in learning language?
 - role play?
 - games and puzzles?
 - dramas? etc.

11. How often does your teacher give opportunity to the above activities?
12. Comment on the sufficiency of the time of the course?
 - The period?
 - The whole length of the course
13. Add any comment you have regarding the course and how it is taught in this school?

Appendix E

Addis Ababa University
School of Graduate Studies

Structured interview for Teachers

1. Why do you think students learn English at this school
(perhaps different from high schools)?
 - Academic purpose?
 - Occupational or job-related purpose?
 - Any other purpose?

2. How is the attitude and motivation of your students
towards the English language course at this school?
 - Negative or positive attitude?
 - Strong or weak motivation?

3. How important do you think are the following skills in
the real life of your students?
 - listening skill ?
 - speaking skill ?
 - Reading skills ?
 - Writing skills ?

4. How is the present proficiency (level of knowledge) of your students in the following skills and areas of knowledge?
 - listening skill ?
 - speaking skill ?
 - Reading skills ?
 - Writing skills ?
 - Vocabulary?
 - Rules of grammar?
5. How is the present preference of your students for the above skills - their present interest?
6. What teaching aids and teaching materials do you use (and how often do you use them) in the classroom?
 - listening cassettes?
 - video materials?
 - Students' textbook? etc.
7. What teaching aids and teaching materials do your students prefer? And what do you think are the reasons?
8. Comment on the sufficiency of the time of the course at this school?
 - the period?
 - the whole length of the course?
9. Add any comment you have regarding the course and how it is taught in this school?

Appendix F

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

Learning Situation Observation Checklist
at Unity Private Language School

1. Modes of classroom organization (write in here)

2. Teaching aids and Materials used in class

3. Physical classroom Conditions

4. Skills and areas of knowledge

5. Teaching methods and Approaches

6. Other important points observed (if any)

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C. LISTENING PRACTICE

APPENDIX - H

TABLE A Summary of the Interview Conducted with 5 Teachers at Unity Private Language School

No	Items in the structured interview	Identification of interviewees their responses summarized				
		Age:25 Q:B.A Sex:M	Age:32 Q:B.A Sex:M	Age: 42 Q:B.A Sex:M	Age:38 Q:B.A Sex:M	Age:46 Q:M.A Sex:M
1.	Students purpose of learning English in the school	job-related	job-related	academic	academic	job-related
2.	The attitude and motivation of students towards the English language course in the school	positive attitude weak motivation	positive attitude weak motivation	positive attitude strong motivation	positive attitude strong motivation	positive attitude weak motivation
3.	The importance of the 4 skills in the life of students	S W R L	L S W R	L S W R	S L W R	L S W R
4.	The proficiency level of students in the major skills and areas of knowledge in descending order	G S V R W L	G S W V R L	G S V R W L	G L R W S V	G L V R S
5.	The preference of students the major skills and areas of knowledge	S G R V W L	S V W L R G	S L W R V G	S L W G V R	S G R W L V

6.	The frequency of the use of teaching aids and teaching materials	TB,LC, VD	VD,LC,	TB, LC, VD, RB	LC, VD, LC	VD, LC
7.	The preference of students teaching aids and teaching materials	VD,LC,TB	VD, LC	VD, LC, TB RB	VD,LC,	VD, LC
8.	The sufficiency of the time of the English courses in the school	not enough	not enough	not enough	enough	not enough
9.	Any related comments teachers have regarding the course, etc.	*students must be assigned according to their level *Speaking skills should be emphasized	*The school's textbook must be improved *Supplementary materials must be prepared	*Students must be assigned according to their level.	*Materials in the textbook must be selected according to students' level and needs	-

NB. Abbreviations used in the above table:

- | | |
|---------------------------------|--------------------------|
| S - Spekaing | V - Vocabulary |
| W - Writing | TB - Textbook |
| R - Reading | LC - Listening Cassettes |
| L - Listening | VD - Video |
| G - Grammer rules and Exercises | RB - Reference books |

Appendix - I
 TABLE 2-A Summary of the Interviews Conducted with 11 Students at Unity Private Language School

No	Items in the interview	Identification of the interviewees and their responses summarized										
		Age:19 SEX:1	Age:21 SEX:1	Age:20 SEX:1	Age:19 SEX:1	Age:19 SEX:1	Age:19 SEX:1	Age:19 SEX:1	Age:19 SEX:1	Age:19 SEX:1	Age:19 SEX:1	Age:21 SEX:1
1	Student's purpose of learning English in the school	academic	academic	academic	academic	academic	academic	academic	academic	academic	academic	academic
2	The extent to which the English the student learns help him/her to achieve his/her purpose	not very important	not very important	not very important	not very important	not very important	not very important	not very important	not very important	not very important	not very important	not very important
3	The importance of the 4 skills in the student's life in descending order	L S W R	L S W R	L S W R	L S W R	L S W R	L S W R	L S W R	L S W R	L S W R	L S W R	L S W R
4	The frequency at which the 4 skills are taught in the school in descending order	L W S R	L W S R	L W S R	L W S R	L W S R	L W S R	L W S R	L W S R	L W S R	L W S R	L W S R
5	The frequency of the use of some modes of classroom organization in descending order	W o I S I	W o I S I	W o I S I	W o I S I	W o I S I	W o I S I	W o I S I	W o I S I	W o I S I	W o I S I	W o I S I
6	The student's preferences of the modes of organization	P I W o S g	P I W o S g	P I W o S g	P I W o S g	P I W o S g	P I W o S g	P I W o S g	P I W o S g	P I W o S g	P I W o S g	P I W o S g
7	Measuring what could help better in learning	P I W o S g	P I W o S g	P I W o S g	P I W o S g	P I W o S g	P I W o S g	P I W o S g	P I W o S g	P I W o S g	P I W o S g	P I W o S g

N.B: Abbreviations used in the above table

L - Listening	BB - blackboard
S - Spekaing	VD - Video
W - Writing	LC - Listening Cassettes
R - Reading	TB - Textbook
P - Pair work	RB - Reference books
Sg - small group	Q - quiet
Wo - Whole class	Li - light
C - Comfortable	
RE - average number of students	

Appendix - J

UNITS LANGUAGE SCHOOL
ENGLISH LANGUAGE
WORKSHEET - 2

In the previous Worksheet you have learned to identified the verb. Now do the following.

EXERCISE:-

- (A) Change the following sentences into Simple Past Tense using the Time word(s) given against each sentence.
1. The stranger sees the ring under the box. (Yesterday)
 2. He gives all his money to buy Jewels. (last night)
 3. The wind blows hard. (all yesterday afternoon)
 4. I am a student here. (three years ago)
 5. My sister tells me a story at bed time. (last night)
 6. The ship sinks in the storm. (not long ago)
 7. Our lesson begins at 6 O'clock. (last evening)
 8. The cat sleeps near the hearth. (this morning)
 9. A thief breaks into my house. (day before yesterday)
 10. The boy lies in the shade and falls asleep. (last evening)
 11. His friends are very proud of their dress. (last week)
 12. Abebech is a student in this school. (before)
 - (i) Change into Negative and Questions.
 - (ii) Change into Past Continuous Tense.

B. (i) Give the Past Form of the following:

..... ride, win, spend, play, lay, hide, cut,
lend, take, throw, run, is, say, stand,
understand, ear,.....

(ii) Use the Past Form of the above words in the following sentences correctly:

1. Kebede _____ all his money on clothes last week.
2. My neighbour had a dog. It _____ very fierce.
3. Last Saturday he _____ the horse very well and _____ the race.
4. The money lender _____ me some money.
5. Our school team _____ wonderfully against Youth Club Team yesterday.
6. My friend _____ that she _____ the lesson.
7. The boy _____ a piece of stone at the dog.
8. The rabbit _____ very fast when it _____ the gunfire.
9. Our hen _____ an egg this morning.
10. Our maid _____ her hand with the knife by mistake. We _____ her to doctor.

(iii) Now change the above sentences into Negative.

(iv) Make Question with the following words and answer them:

- 1.who, 2.what, 3.when, 4.whom, 5.nil, 6.nil,
7.where, 8.how, 9.what, 10.where

Appendix - K

TABLE 5: Teaching Materials and Teaching Aids in Private Language Schools

No	School	Teaching materials		Teaching aids					
		TB	RB	Tape recorders	Video	W B	O H P	Library	Laboratory
1	The English Language School	/	/	/	/	X	X	X	X
2	Linguaphone	/	/	/	X	X	X	X	/
3	International Language School	/	/	/	/	X	*	X	X
4	Wisdom Paradise	X	/	/	/	X	X	/	X
5	Modern Consultancy Service		/	/	/	X	X	X	X
6	Unity Private Language School	/	/	/	/	X	X	/	X
7	Saint Mary Language School	*	/	*	/	X	*	X	X
8	New Global Language School	/	/	/	/	X	X	X	X
9	Pacific Language School	X	/	/	X	X	X	X	/
10	ATLAS	X	/	/	/	X	X	X	X
11	The New Language School	X	/	/	/	X	X	X	X
12	Union Language School	X	/	/	/	X	X	X	X
13	Bonanza Acmi Language School	X	/	/	/	X	X	/	X
14	Modern Foreign Languages School	/	/	/	/	X	X	X	X

Ref: TB - textbook

RB - reference books, handouts

WBM - white boards

/ - available

X - not available

* - no information (data) available.