

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

***AN INVESTIGATION IN TO THE ENGLISH  
LANGUAGE COURSE NEEDS OF ELECTRICITY  
STUDENTS OF DILLA TVET COLLEGE***

**TAGEL ELIAS**

**July 2007**

***AN INVESTIGATION IN TO THE ENGLISH  
LANGUAGE COURSE NEEDS OF ELECTRICITY  
STUDENTS OF DILLA TVET COLLEGE***

**BY  
TAGEL ELIAS**

**A Thesis Presented to the Department of Foreign  
Languages and Literature  
(Graduate Program)**

**In Partial Fulfillment of the Requirements for the Degree of  
Master of Arts in Teaching English as a Foreign Language  
(TEFL)**

**July 2007**

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

***AN INVESTIGATION IN TO THE ENGLISH LANGUAGE  
COURSE NEEDS OF ELECTRICITY STUDENTS OF  
DILLA TVET COLLEGE***

**BY  
TAGEL ELIAS**

***Approved by Examining Board:***

**Advisor**

---

**Signature**

---

**Examiner**

---

**Signature**

---

**Examiner**

---

**Signature**

---

# ***Table of Contents***

	<b>Page</b>
Acknowledgements .....	i
Abstract .....	ii
<b>Chapter One</b>	
Statement of the Problem .....	1
Objective of the Study .....	3
Importance of the Study .....	3
Limitation .....	4
Scope of the Study .....	4
<b>Chapter Two</b>	
2. Review of Related Literature .....	5
What is ESP? .....	5
The Development of ESP .....	8
ESP and GPE .....	11
Classification of ESP .....	13
Approaches to ESP Course Design .....	16
Goal-Oriented Approach to ESP Course Design.....	18
Process-Oriented Approach to ESP Course Design .....	19
Needs Analysis .....	22
Product Oriented Needs Analysis .....	24
Process-Oriented Needs Analysis .....	27
Previous Needs Analysis Studies .....	28
<b>Chapter Three</b>	
3. Methodology and Procedures .....	30
Sampling Procedures .....	30
Data Collection Instruments .....	31

Questionnaire .....	31
Interview .....	32
Analysis of the English Textbooks .....	32

#### **Chapter Four**

4. Data Analysis .....	33
Students' choice of field .....	52
A General Analysis of the English textbook .....	52
The English teachers' interview .....	53
Students' interview .....	54

#### **Chapter Five**

5. Conclusion and Recommendation .....	56
Conclusion .....	56
Recommendations .....	57
Bibliography	
Appendix-A	
Appendix-B	
Appendix-C	
Appendix-D	
Appendix-E	

## ***List of Tables***

Table 3.1. Student subject populations by academic level and sex .....	30
Table 3.2. Teacher subject population by qualification .....	30
Table 4.1. Analysis of the relative importance of the macro skills .....	33
Table 4.2. Students' and English teachers' ranking of English language skills and areas of knowledge in order of emphasis in the classroom .....	34
Table 4.3. Students and teachers' assessment of frequency of students' use of different listening activities .....	35
Table 4.4. Students' and teachers' assessment of frequency of students' use of different speaking skills .....	36
Table 4.5. Students' and teachers' assessment regarding the students' need of different writing activities .....	37
Table 4.6. Students' and teachers' assessment of the students' need of different reading activities .....	38
Table 4.7. Students' and English teachers' assessment of the frequency in which the teachers use different modes of classroom organization .....	39
Table 4.8. Students' and English teachers' evaluation of the frequency in which various teaching aids are used in the English classroom	40
Table 4.9. Students' assessment of their satisfaction with learning activities and facilities .....	42
Table 4.10. Students' assessment of the English language skills and areas of knowledge they particularly want to improve .....	43
Table 4.11. Students' ranking of working situation in which they think they will use their English most .....	43

Table 4.12. English teachers' assessment of their satisfaction with the current emphasis on language skills and areas of knowledge in course materials .....	44
Table 4.13. Teachers' evaluation of their students' English language proficiency .....	44
Table 4.14. Students and English Teachers' opinions about the improvement of the current syllabus and material .....	45
Table 4.15. English teachers' ranking of topic areas for the improved English course.....	46
Table 4.16. Students' and Teachers assessment of students' difficulty in using English to carry out various activities.....	47
Table 4.17. Students' preference of methodology.....	51

## ***Acknowledgements***

First of all, I would like to thank God for all his love that has always been there.

Second, my deepest gratitude goes to my parents who have brought me up in such away that I could be come everything I am now.

Third, I would like to say thank you to my advisor, Mendida Barkessa (Ph.D), for his invaluable advise, patience and warm fatherly approach all the way during the progress of this study.

At last, but not least, I am indebted to say thank you to all my teachers from my kindergarten days to my A.A.U. days. This is indeed as much your fruit as it is mine.

## ***ABSTRACT***

The purpose of this study was to assess the target as well as learning needs of the electricity students at Dilla TVET college with a view of setting a criteria for designing an appropriate English course for these students.

For this study a questionnaire was designed and distributed to English language teachers, academic subject teachers, technical subject teachers and the electricity students.

Interviews were conducted with the English teachers and electricity students to backup the questionnaires. The textbooks have also been analyzed.

The findings showed that the most frequently needed language activities within each macro skill are:

- a) Writing laboratory reports and essays, taking notes, making notes from books, and summarizing texts
- b) Reading handouts and reference materials, reading magazines and examination papers
- c) Listening to lectures and instructions
- d) Asking and answering question, giving oral reports, and participating in discussions.

Based on these plausible recommendations have been given.

# **CHAPTER ONE**

## **1. Statement of the Problem**

People learn foreign languages for different reasons. According to Little Wood (1981) the role of language learning is to extend the range of communication where the focus is on meaning. On the other hand according to Jeremy Harmer (1991) the greatest number of students through out the world learns foreign language because it is in their respective schools' curriculum. This point holds with our countries case. The curriculum of our country includes English as a foreign language all along from grade one to the university. So it seems to be the case that Ethiopian students will have to study English whether they like it or not.

Teaching language in general and a foreign language in particular is a very difficult job. This is due to the very fact that people achieve various activities through language. These activities require different aspects of language. Teaching the language needed for this almost infinite activities, given the very short time allotted for the course is, therefore, impossible. The teacher, thus, will have to focus on some parts of the language which the students need most for their specific purposes. (Yalden, 1987)

To select the parts the students need most, it would be necessary to conduct needs analysis. Only after the needs analysis has been conducted, one can be able to design an ESP syllabus. ESP is focused on the real need of the learners for their educational and

economical needs, unlike general purpose English. On this Hutchinson and waters (1987:54) write:

*If we had to state in practical terms the irreducible minimum of an ESP approach to course design, it would be needs analysis. Since it is the awareness of ...definable need to communicate in English that distinguishes the ESP learner from the learner of general English.*

Many other scholars like Munby (1978), Richards (2001), Dudley-Evans and St. John (1998), Jordan (1997), Robinson (1991) etc believe that needs analysis is worth conducting as a preliminary activity in material preparation.

According to Chan (2001) ESP has been emphasized due to the academic, professional and social, private requirements of the trainees. Adding to this Strevens (1988) as cited in Fisseha Abate (2004) discusses that ESP has some four advantages. First, it does not waste time as it focuses on the learners need. Second, it is relevant to the learners. Third, it is successful in imparting learning; and fourth it is more cost effective than general purpose English. Recently, TVET schools have been available almost in every zone of the country. In these schools millions of Ethiopians are getting training in industrial, electrical, business, and construction faculties. Though many experts have written a lot on the importance of ESP for cases like these, text books designed for general purpose English are being used. These text books are not designed on the basis of the needs of the students. This is the very factor that initiated the researcher to analyze the English language course needs of Electricity students at Dilla TVET College.

The researcher believes that the English language course needs of the above mentioned students should be analyzed so that the design of an appropriate syllabus for their specific case will be possible.

### **1.2. Objective of the Study**

The general objective of this research is to analyze the English language course needs of Electricity students at Dilla TVET College with a view of developing criteria for designing an appropriate English course for them.

To achieve this objective the study mainly aims at answering the question: what kind of preliminary criteria can be developed for design an appropriate English course for the target students?

In addition to the above broad question the study also aims at answering the following specific questions:

- a. How do the students view the relevance of the English course they are taking to their academic needs?
- b. Are the students and the teachers happy with the text books they are using now?
- c. What kind of English course do the students need to satisfy the language needs their profession requires?

### **1.3. Importance of the Study**

This study is believed to find out the kinds of English language skills the students need both for their academic and job purposes. The study is important to the following bodies: syllabus designers, teachers, students and researchers in related areas.

#### **1.4. Scope of the Study**

The researcher is well aware that it would have been better to include other technical schools in the study. It would also have been better if information has been collected from graduated students. However, this has not been done due to the above limitation. This study is based on the data collected from 82 students, 2 English teachers, 6 technical subject area teachers, and 7 academic subject area teachers.

#### **1.5. Limitation**

This research is an attempt to establish preliminary criteria that can be used for developing an appropriate English program for Electricity students at Dilla TVET College. That the researcher is only a beginner could be the main limitation of the study. The other problem was financial shortage. In addition, some of the teachers were reluctant to cooperate.

# CHAPTER TWO

## 2. Review of Related Literature

### 2.1. What is ESP?

Language is such a complex phenomenon that it is hardly possible to teach each and every aspect of it. As people need language for the almost infinite activities they carry out, and as these activities are getting more and more complex with the ever-growing knowledge both in social and natural sciences, it seems unlikely that it will ever be possible to address every aspect of language in language teaching. On this Wright 1992:1 Writes:

*Language is multifaceted to the extent that human activity is various. There is an enormous variety of walks of life, each of which has its own language and cultural setting. We may divide these works of life in to two categories: those that are common to every body and those that are concerned with specialized topics familiar only to a few.*

However, giving a readymade definition for ESP is not an easy task. Different scholars, therefore, have defined ESP in different ways. Munby (1978:2) Writes:

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

Wright (1992) defines ESP as a language learning approach which focuses on language aspects pertaining to particular fields of human activity. Robinson (1980:3) on his part writes:

*“An ESP course is purposeful and is aimed at the successful performance of occupational or educational roles. It is based on a rigorous analysis of students’ needs and should be tailor made.”*

In Abebe Mamo (1997) Hutchison and Waters (1987:16-19) write on ESP as in the following:

*ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning. ESP must be seen as an approach not as a product as long as ESP is not a particular kind of language or methodology and does not consist of a particular type of teaching materials. The foundation of all ESP is the simple question: why does the learner need to learn a foreign language?*

Hence, from the above explanation he draws the following conclusions. First, this rules out the claim on ESP as special language. Second, differences arising from the fact that language is used for specific purpose based on the learner’s need should not be allowed to obscure the far larger areas of common ground that underlines all English use. Third, there is no reason to suppose that the process of learning should be any more different for the ESP learner than for the general English learner. Fourth, there is no such a thing as ESP methodology. Methodologies that have been applied in ESP classrooms might just as well have been used in learning of any form of English. The last point could be backed up by what Kennedy and Bolitho (1984:7) write:

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

However, this does not mean that ESP and GPE are all the same. Munby (1978) shows the difference between ESP and GPE by stating that GPE requires teachers or institutions to prepare materials based on predetermined goals set by themselves, whereas ESP requires prior analysis of the communicative need of the learners. In this regard Widdowson too (1983:6) writes:

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

The most widely accepted definition of ESP is given by Dudley-Evans and John (1998:4-5) The definition shows the absolute and variable characteristics:

- ESP is designed to meet specific needs of the learner
- ESP makes use of the underlying methodology and activities of the disciplines it serves.
- ESP is centered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

Variable characteristics

- ESP may be related to or designed for specific disciplines

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

Generally, an analysis of students' needs is a determining factor in ESP course design.

### **2.1.1. The Development of ESP**

ESP course design is not a new phenomenon in ELT. According to Richards and Rodgers (2001) it is rather part of the communicative movement in English Language Teaching (ELT). Its origin goes back to the late 1960's with the beginning of the communicative movement. Both the communicative movement and ESP focus on the functional view of language.

The most important factors for the development of ESP, according to Richards (2001) and Hutchinson and Waters (1987) are that it lays the focus on the language learner, the developments in world science, technology and commerce, new movements in linguistic, psychology and applied-linguistics and the need for English as an international language. In relation to this Hutchinson and Waters (1987:7) Write:

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

So in the 1960's some English language teaching materials were prepared to address these needs. However, to design appropriate language courses, we need to know the needs of different professionals. In this regard Widdowson (1983:14) writes:

*“The clerk of merchant will specialize in the commercial language and learn how to draw up bills of lading or to conduct business correspondence on hotel colloquial as also will the tourist or tripper.”*

According to Hutchinson and Waters (1987), the development of ESP course design has almost passed through five stages: register analysis, discourse analysis, target situation analysis, skills and strategies analysis and learning-centered approach analysis. They discuss that, ESP has already gone through the first three phases and is now in the fourth phase with the fifth one starting to come.

Register analysis took place in 1960's and 1970's. It assumed that there is special language for different disciplines. It comes from the works of Peter Strevens (1964), Ewer and Latorre (1969) and John Swales (1971). It deals with analysis of the nature of particular varieties of English. In designing the course, the analysis will help in identifying the grammatical and lexical items. Thus registers

analysis helps in making the ESP more relevant to the specific group. (Ibid:7)

However, as Abebe Mamo (1997) puts, register analysis ultimately proved to be an insubstantial basis for the selection of syllabus items. The assumption that language variation implies the existence of identifiable varieties of language-even if particular registers favor certain forms does not prove that they are distinctive forms in general as they are simply drawn from the common stock of the grammar of the language.”

Discourse analysis refers to the study of patterns of linguistic organization in discourse. It emphasizes the understanding of how sentences are combined to produce meaning. So unlike register analysis which focuses on language at the sentence level, discourse analysis focused on levels above the sentence. Henry Widdowson, Larry Selinker, Louis Trimble, John Lackstorm and Mary Todd Trimble were the leading proponents. The proponents wanted to alleviate the students' problems with communicative acts and, therefore, introduced discourse analysis. (Crystal1987, Hutchinson and Waters 1987).

However, this approach was found to have misinterpreted discourse. It was criticized for it merely showed how patterns were established without dealing with showing how the patterns created meaning (Ibid).

Target situation analysis is the third phase. It was originally coined by Chambers (1980). It is most commonly known as needs analysis. It bases itself on the assumption that teaching the language functions the learners will need in their respective target settings would help learners to perform their task easily. This phase has hardly brought about any new knowledge about ESP, but systematized the existing knowledge. Though they differ in their views, Chanceral (1977), Munby (1978), Richterich (1980), Chambers (1980), Holec (1980), Widdowson (1983), Williams *et al.* (1984) are the major proponents (Hutchinson and Wates 1987).

Skills and strategies was the fourth phase. It dealt with arming the learners with the skills and strategies they would need in their target situation. It emphasized the need for interpretive skills and strategies that focus on use. Francoise Grellet (1981), Christine Nuttal (1982) and Charles Alderson and Sandy Urganhart (1982) had contributed to this movement. (Ibid)

The fifth phase was the learning-centered approach. This focused on the language learning i.e. on how people learn a language.

### **2.1.2. ESP and GPE**

ESP has some properties which distinguish it from GPE. According to Widdowson (1983) needs analysis is the major factor. In ESP needs analysis is conducted to discover the communicative needs of the learner, the teacher, and institutions. Based on these needs the learning goals will be set. However, in GPE no needs analysis is

conducted, and learning goals are predetermined by the institutions to develop general purpose proficiency.

Dudley-Evans and John (1984) discuss that there may be some difference of methodology between ESP and GPE. They argue that English teaching methodology is dependent upon the subject area and the profession it serves. So there may be some methodological difference between the more specific ESP teaching and GPE teaching as the student-teacher interaction may also vary.

According to Hutchinson and Waters (1987) topics and themes are other distinguishing factors between ESP and GPE. They say that the sources for topics and themes in ESP are specific occupational and study areas where as there is no any well defined source for the case of GPE.

Wright (1992) on his part discusses that GPE teaching serves best for students with no specific needs; where as for those with specific needs it could end up with minimum acquisition and wastage of time and energy up on irrelevant topics. Adding to this Dudley-Evans and John (1998:15) discuss that ESP teaching is more motivating than GPE. They write:

“High motivation on the part of the learners generally enables more subject specific work to be undertaken; low motivation, however, is likely to lead to a concentration on less specific work”.

Ephrem (2004) in his M.A. thesis summarizes what Wright (1992) and Strevens (1988) write on the benefit of ESP in Dudley-Evans and John (1998) as follows:

- Faster acquisition of required linguistic items
- Maximum use of learning resources as a result of needs analysis (learning efficiency).
- Appropriate and correct use of language on job in employment context (learning effectiveness)
- Greater academic performance.

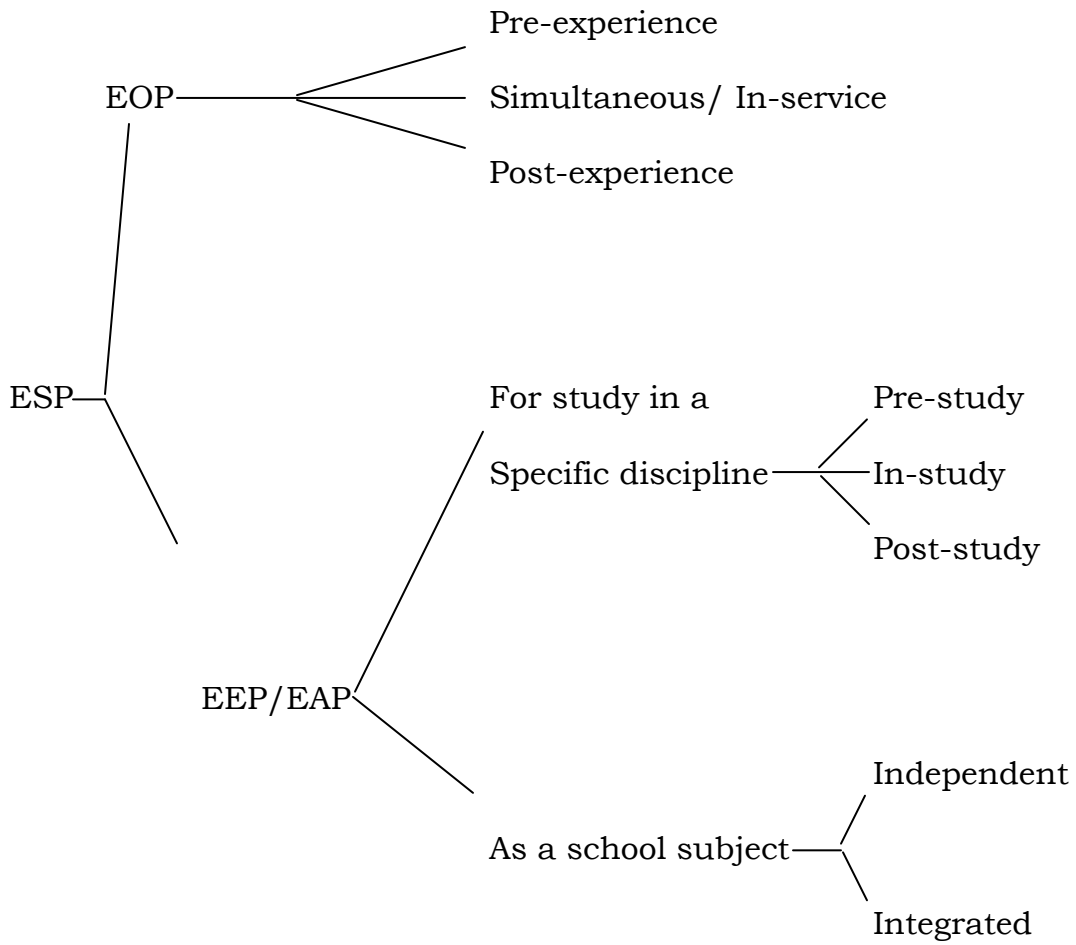
### **2.1.3. Classification of ESP**

Many writes including Strevens (1977), Widdowson (1983), Kennedy and Bolitho (1984), Munby (1987) and Robinson (1990) divided ESP in to two main categories based on the learners' purpose: English for academic purpose (EAP) and English for occupational purpose (EOP/EVP/VESL: English for occupational purposes (English for vocational purpose /vocational English as a second language). This classification, however, is not distinct enough. On this Hutchinson and Waters (1987:16 Write)

*... People can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to a job.*

Robinson (1991) shows the classification of ESP based on experience using a tree diagram.

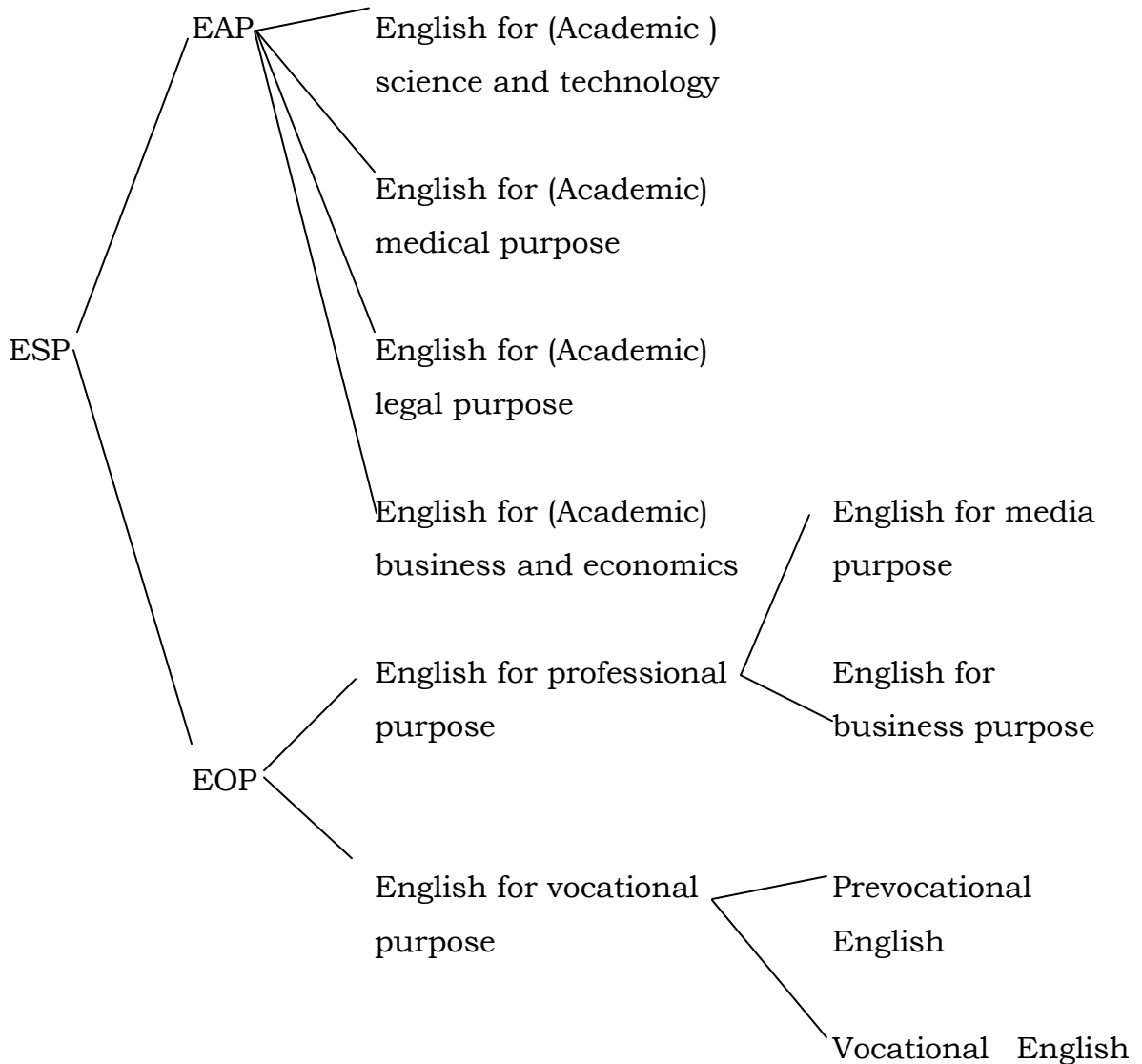
**Figure 2.1**



Source: Robinson (1991:3-4)

John (1991), Dudley-Evans and St. John (1998) give another tree diagram based on profession area:

**Figure 2.2**



Source: Johns (1991:71); and Dudley-Even and St. John (1998:6)

EAP is taught to students who need English for a successful accomplishment of their studies. For example, English for studying chemistry engineering, architecture, medicine, economics, psychology and so on. (Kennedy and Bolitho 1984). In EAP

students may learn English before specializing or while studying. Munby (1978:57) makes it clear:

*“A Turkish student in the preparatory department of the middle East Technological university who is studying English before going on to study Engineering in English is an example of pre-study discipline-based ESP. A Mexican student in the faculty of veterinary science ... who is studying English in order to read books and articles on his subject that are written in English is an example of in-study discipline-based ESP.”*

Generally EAP helps learners both in their social and specialist contexts.

EOP, on the other hand, is the English the learners need to carryout their further career.

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

It is very clear that ESP course design is very important to make an appropriate English course that goes in line with the needs of the learner and the teaching context. According to Brumfit (1983) and Littlewood (1992) a course design mainly aims at making objectives, syllabus, materials, and classroom activities consistent with the view of language and learning, the goal of language and learning, and what is known about the learner. Hutchinson and Waters (1987:65) also write that:

*“Course design is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experience, whose ultimate aims is to lead the learners to a particular state of knowledge.”*

ESP courses are often designed either for academic purposes (EAP) or for occupational purposes (EOP). According to Kennedy and Bolitho (1984:4) “EOP is taught in a situation in which learners need to use English as part of their work or profession and ... EAP is taught generally with in educational institutions to students needing English in their studies.” However, this cannot be considers a clear distinction as it is possible to work and study at the same time.

According to Kennedy and Bolitho (1984) an ESP course can also be designed according to learners subject area (the subject-specific approaches or on the basis of common language items and topics drawn from outside the learners subject or field of study (the common core approach).

Here it seems that in ESP course design the most important point is to see the extent to which the content and methodology are integrated with in the program. In line with this Widdowson (1983:90) writes:

*“What must be insisted upon ... is the importance of recognizing that the effectiveness of an approach, whether it may be located on the specificity spectrum depending on establishing a principled relationship between course design and methodology.”*

Hutchinson and Waters (1987) identify three approaches to ESP course design: language centered, skill-centered and learning centered approaches. However, according to Hailemariam Kekeba (1993:25), the first two approaches can be categorized under Widdowson’s (1984) goal oriented approaches and the later as

process oriented ones. In the same way ‘contexts’, ‘skills’ and ‘language centered’ are likely to be grouped under goal oriented approaches to ESP course design, while method and learning centered approaches roughly refer to the process oriented approach. (Ibid:25)

#### **2.1.4.1. Goal-Oriented Approach to ESP Course Design**

As indicated above in goal oriented approaches to ESP course design, course content is determined by linguistic elements and topics. As it is based on product oriented needs, it emphasizes end rather than means. Widdowson (1984:180-81) writes “if we assume that our language description must directly determine course content, then in both cases we adopt a goal oriented approach to course design and focus attention on ends rather than means. This approach bases itself a mistaken assumption of equating teaching and learning.

It appears that this approach hardly considers situational and methodological factors. McDonough (1984:37) also writes “... clarity about goal is not the same as clarity about the means of getting there. We can not simply regard the product as a specification of the process of learning and place it whole sale in to a classroom context.”

Including the ones formulated by VanEk (1975) and Munby (1978) various course designing models have been developed for designing ESP program in terms of goals. However, the models hardly give enough room for the question of ‘how’ language is learnt in the course planning program.

#### **2.4.1.2. Process-Oriented Approach to ESP Course Design**

This approach considers the dynamic nature of teaching and learning process in every step of course design. Hutchinson and Waters (1987:78) write:

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

According to them, learner’s need and the teaching situation should be taken in to account in syllabus specification, material development, application of methodology and evaluation procedure.

However, some scholars in this approach primarily emphasize the process of learning rather than the goals. On this Breen (1984:57) writes “an alternative orientation (process-oriented) should prioritize the route itself, a focusing upon the means towards the learning of a new language.” In line with this the following model has been developed. In the model the means are given more emphasis than the ends.

**Figure 2.3**  
**Means Analysis Approach**

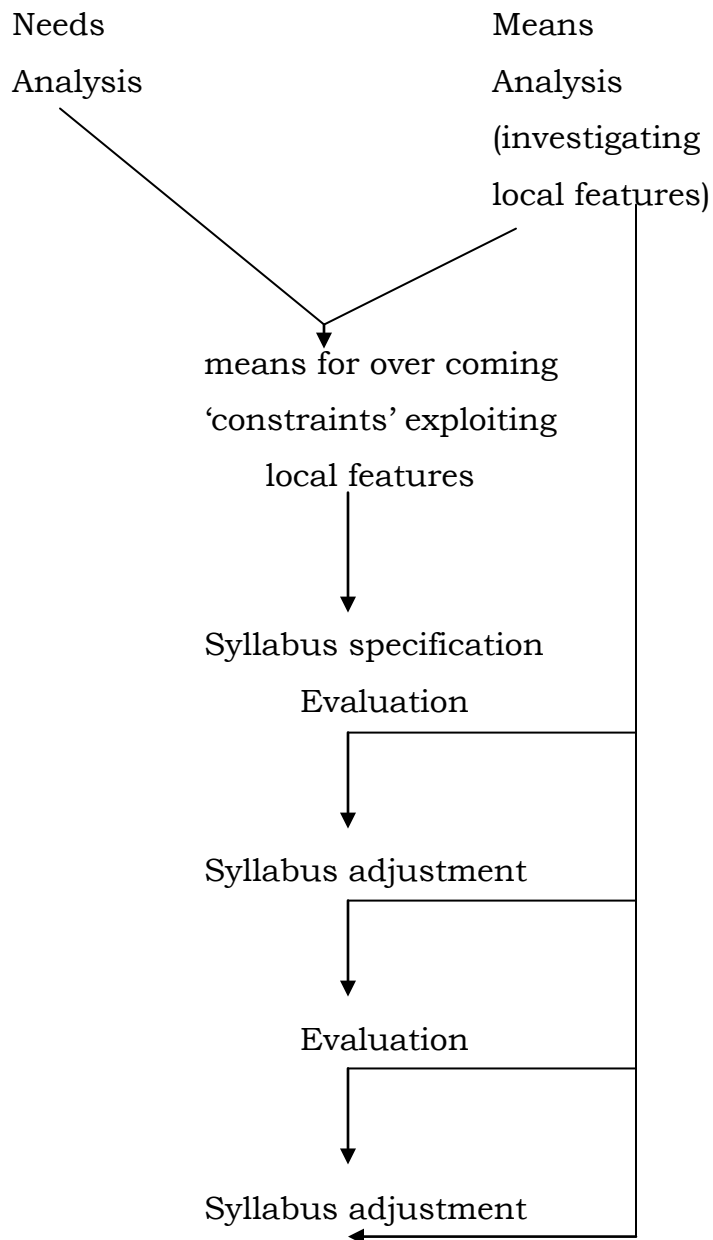
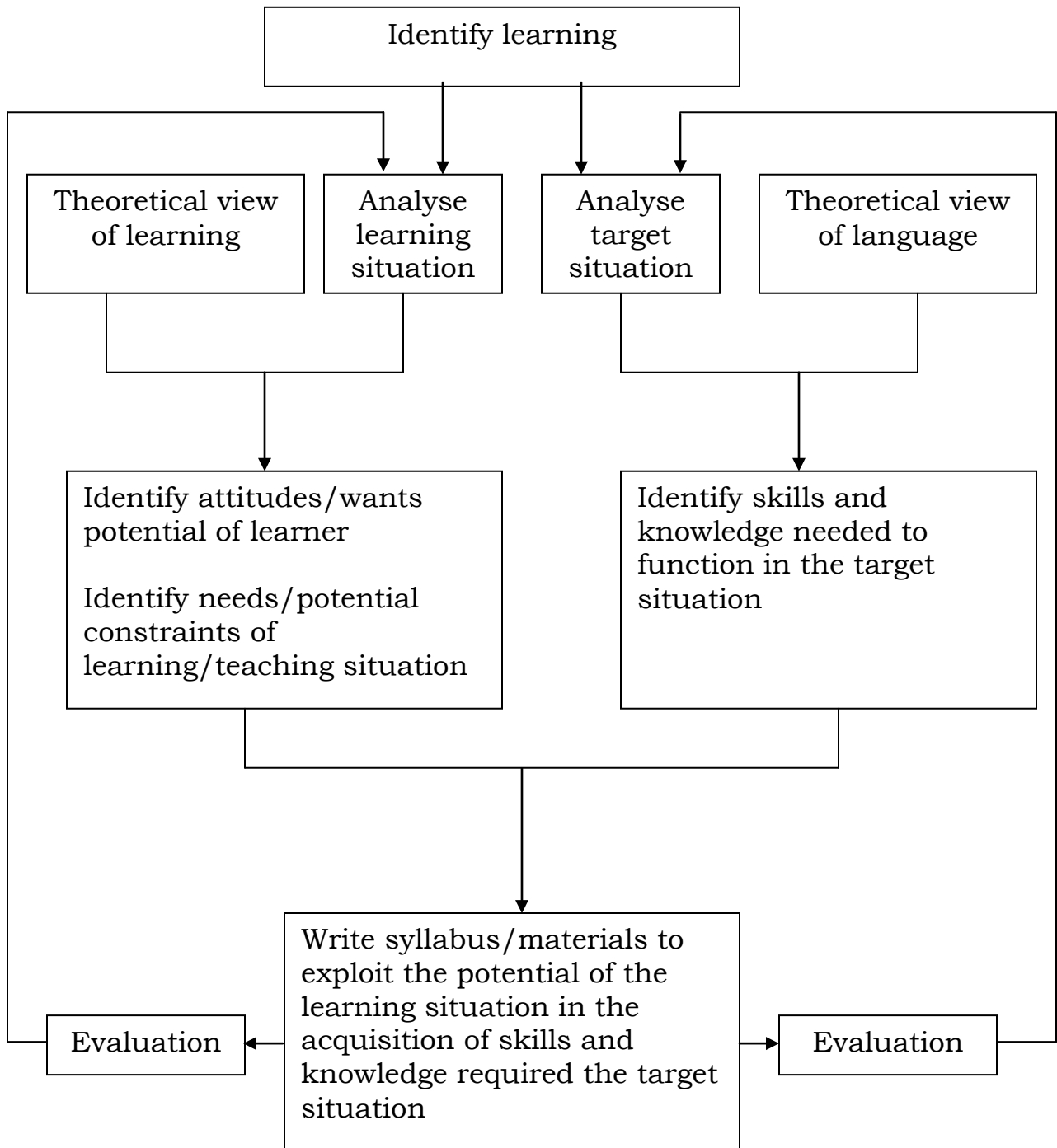


Figure 1. A means analysis Approach to ESP course design (Source Holliday and Cooke 1982:35)

This model considers factors that are in relation to 'learning needs' both during course design and implementation. It lives a second

emphasis to language needs. Hutchinson and Waters (1987:74) therefore, put that “both target situation needs and learning needs must be taken in to account.” On the basis of this they develop the following learning centered model which equally emphasizes the target situation and learning needs.

**Figure 2.4**



The first stage of the course design process (see the above diagram) contains both the theoretical views of language and learning and the analysis of the target and learning situations. The second stage shows the identification of the skills and knowledge required in the target situation by using analysis of target situation and theoretical view. In the third phase the information collected through learning situation and target situation analysis are used in writing the syllabus. Finally, the process could be recycled for the adjustment and readjustment through evaluation so that the course would go in accordance with the view of learners and available resource.

## **2.2. Needs Analysis**

NA is what distinguishes ESP from GPE, on this Holmes (1981:10) Writes “NA is the departure point where ESP leaves the methods of the standard general English course and adapts a student centered approach.” Basturkmen (1998:2) on his part defines NA as “The identification of difficulties by observation of participants functioning in a target situation in conjunction with interviews and questionnaires.”

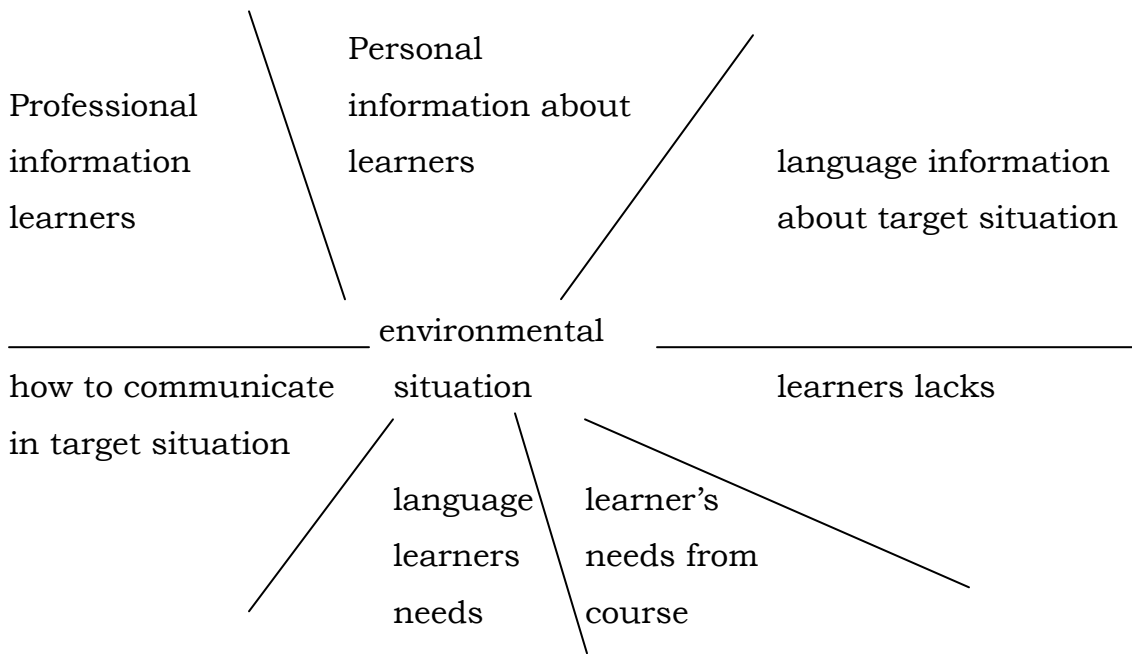
NA aims at finding out the real world communicative requirements of the learners. Dudley-Evans and St John (1998:125) write that currently the concept of NA in ESP determines:

- a. Professional information about the learners: the tasks and activities learners are /will be using English for target-situation analysis and objective needs.

- b. Personal information about learners: factors which may affect the way they learn such as previous learning experience, cultural information, reasons for attending the course and expectations of it, attitude to English ... wants, means, subjective needs.
- c. English language information about the learners: what their current skills and language use are ... present situation analysis ... which allows us to assessed).
- d. The students' lacks: the gap between (c) and (a) ... lacks
- e. Language learning information: effective ways of learning the skills and language in (d) ... learning needs.
- f. Professional communication information about (a) knowledge how language and skills are used in the target situation ... linguistic analysis, distance analysis, genre analysis.
- g. What is wanted from the course
- h. Information about the environment in which the course will be run ... means analysis.

This can be represented diagrammatically as:

**Figure 2.5**



(Ibid: 125)

### **2.2.1. Product Oriented Needs Analysis**

This is an earlier development in ESP course design. It is also known as target needs. It aims at identifying the functions the learners are required to do with language they learn and using this information as the basis of the language program. Hutchinson and Waters (1987) view product oriented needs analysis in terms of necessities, lacks and wants. Necessities are what the learner has to know in order to function effectively in the target situation. It may include language forms, communicative skills, discoursal functions etc. Lacks refer to the difference between what the learners already know and the identified necessities or the gap between the existing proficiency and target proficiency of the learner; where as wants are the learner's view as to what his or her needs are.

In necessities and lacks the learners hardly play active roles but in wants they have some roles to play. After all for a need to exist there has to be a person in need. On this Richterich (1984:29) writes:

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

Mc Donough (1984:36) also writes: “What the learner brings as an individual to the situation can be seen as being of two kinds. Firstly, she/he may bring further goals and add to what is being taught and learnt, secondly, she/he will bring an experience of, and an attitude to the learning process itself which will of course affect how material is learned.” Hutchinson and waters (1987):59) developed the following framework to show what product oriented (TSA) should consider.

- a. Why is the language needed?
  - For study?
  - For work?
  - For training?
  - For a combination of these?
- b. How will the language be used?
  - Medium: speaking, writing, reading, etc
  - Type of discourse: e.g. academic text, conversation
- c. Who will the learner use the language with?
  - Native speakers or non-native

- Relationship: e.g. colleague, customer, supplier
- d. Where will the language be used?
- Physical setting: e.g. office, library
  - Human context: e.g. meeting, demonstrations
  - Linguistic context: e.g. in own country, abroad
- e. When will the language be used?
- Concurrently with ESP course or subsequently

Identifying the goal for which the learners need the language is an important step in the derivation of the syllabus. Munby (1972:218) writes “... where the purpose for which the target language is required can be identified, the syllabus specification is directly derivable from the prior identification of communication needs of that particular participant or particular stereo type.” On the basis of this assumption various attempts were made to develop a systematic approach for collecting and analyzing needs in terms of goals. For example VanEk’s “Threshold level” (1975) Munby’s “communicative needs process” can be cited.

Product oriented need analysis has some drawbacks. Firstly, it implies that it is possible to develop a course by analyzing information about target needs from other sources such as subject teachers and sponsors even without consulting the learners. Secondly, it hardly indicates what the learners and their teachers have to do to arrive at the predetermined ends. On this Hutchins on and Waters (1987:63) writes: “Analysis of the target situation can tell us what people ‘do’ with language. What we also need to know is how people ‘learn’ to do what they do with the language.”

Finally, according to Widdowson (1984:194) it is based on a mistaken assumption that "...target needs equals teacher in put equals learners in take equals target needs."

### **2.2.2. Process Oriented Needs Analysis**

It is a recent development in ESP course design (1980's) Hutchinson and Waters (1987) call it learning needs: where as Widdowson (1984) calls it process oriented needs analysis. Here it is believed that ESP learners need to know both what to do with the language and to arrive at the level of what to do with the language.

Needs, however, should be analyzed by both of the approaches. On this Boor (1984:17) writes:

*"In order to specify an adequate teaching syllabus, it is certainly desirable to operate both target centered and learning centered needs analysis."*

Backing this up Yalden (1987:80) writes:

"The concept of needs analysis has been extended to include the identification of communicative requirements, personal needs, motivation, relevant characteristic and resources of the learners."

Adding to this Hutchinson and Waters (1987:63) write:

*"Analysis of target situation needs is concerned with language 'use'. But language 'use' is only part of the story. We also need to know about language learning."*

Waters (1983:35) also writes:

*“The term ‘needs’ must be interpreted as embracing both ...  
language learning as well as target language needs.”*

### **2.2.3. Previous Needs Analysis Studies**

To begin with needs analysis studies conducted outside our country Chan (2001) conducted needs analysis of Hong Kong polytechnic university students and identified their needs. Fisseha Abadi (2004:25) in his M.A. thesis summarizes the results of this study as follows:

1. The findings obtained from the questionnaire revealed that one of the major areas of concern for both students and English teachers was to improve the ability to communicate orally at conferences and seminars for academic and professional purposes.
2. Based on the post questionnaire interview, students identified several problems that affected their learning of English, such as, thinking in their mother tongue, lack of confidence when speaking English, weak vocabulary development, and difficulty in getting their meaning across.

In our country some researches have been conducted on needs analysis. These are; “An Analysis of the English language needs of students of Theology: with reference to some selected evangelical colleges.” By Tilahun (2003); “Assessment of relevance of business English course at commercial college of Addis Ababa to the needs of employing organizations.” By Solomon (2001); “Determining the English needs of agriculture students at Mekele” by Fisseha Abadi (2004); “Developing a servile English syllabus to meet the academic demands and constraints in the Ethiopian university context.” By Haile Michale (1993); “Developing criteria for a course in English for Air craft Technicians of Ethiopian Air Force.” By Abraham (1993); “Identification of the communicative needs of Addis Ababa University students” by Morris (1983), and “The communicative needs of students in Ethiopian high schools” by Abiy (1989). “The present researcher, however, analyzes the English language course needs of electricity students in Dilla TVET College.

# CHAPTER THREE

## Methodology and Procedures

This section deals with the sampling procedures and description of the research instruments employed in the study.

In this study quantitative method of data analysis has been used. This is because quantitative method serves best for descriptive studies like this one.

### 3.1. Sampling Procedures

In this research information has been collected from students, English teachers, academic subject teachers and technical subject teachers. For the student sample population all the students (82) studying electricity were selected. That is all the 44 students from 10+2 and all the 38 students from 10+1.

With regard to the teachers available sampling was one again used as the size of the population was the same as the population selected. This way, 2 English teachers, 7 academic subject area teachers and 6 subject area teachers were used in the study.

Table 3.1. Student subject population by academic level and sex

Level		10+1	10+2	Total
Sex				
Female	N	2	4	6
	%	5.3%	9.1%	7.3%
Male	N	36	40	76
	%	94.7%	90.9%	92.7%
Total	N	38	44	82
	%	100	100	100

Table 3.2. Teacher subject population by qualification

Subject	Qualification			Total
	10+3	12+2	B.A/B.SC	
English	-	-	2	2
Academic	-	6	1	7
Technical	2	4	-	6
Total	2	10	3	15

## **3.2. Data Collection Instruments**

### **3.2.1. Questionnaire**

The researcher borrowed the questionnaire and interview questions of Munby (1978), Haile Mekonnen(1993),Abebe Mamo (2004) and Abrham Menna (1993). These questions are borrowed because they were believed to help achieve the intended goal. However, some slight changes were made where necessary.

The questionnaire was administered by the researcher himself in classrooms to secure that the instructions are clearly understood by the respondents and to give further clarification if need arose.

The students' questionnaire was administered by the researcher in a classroom with explanations and clarifications on the aims and instructions that caused difficulties.

The English teachers' questionnaires were aimed at finding out facts regarding the relevance of the English and teaching materials for the learning and target needs of learners, the emphasis given to the teaching materials, the kind and use of teaching aids, ways of improving the current English course etc.

The same questionnaire was distributed to the academic and technical subject area teachers as they also use English to teach their respective subjects.

### **3.2.2. Interview**

A structured interview questions were used as supplementary materials to cross check answers given to the questionnaires by the students and English teachers. The two English teachers as well as 20 students (25%) i.e. 10 students who were randomly selected from 10+1 and 10 students from 10+2 were interviewed. The English teachers were interviewed in English. For the students an Amharic version of the English interview questions was used to get clear responses from the respondents.

### **3.2.3. Analysis of the English textbooks**

The English text books which are currently in use in the target colleague were analyzed.

## **3.3. Data Analysis**

The data collected was analyzed and interpreted through tables, actual figures and percentages (where necessary) leading to relevant findings, conclusions and recommendations.

## CHAPTER FOUR

### 4. Data Analysis

In this chapter the data collected through questionnaires, and interviews will be presented and analyzed. The purpose of the data collection, as mentioned in chapter one, is to establish the base for setting a criteria for designing a new English course for electricity students at Dilla TVET college.

**Table 4.1. Analysis of the relative importance of the macro skills**

		Degree of importance											
		5		4		3		2		1		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Listening	S	52	63.4%	20	24.4%	6	7.3%	4	4.9%	0	0	82	100
	T	9	60%	3	20%	3	20%	0	0	0	0	15	100
Speaking	S	32	39%	24	29.3%	12	14.6%	10	12.2%	4	4.9%	82	100
	T	5	33.3%	6	40%	2	13.3%	1	6.7%	1	6.7%	15	100
Reading	S	48	58.5%	24	29.3%	4	4.9%	6	7.3%	0	0	82	100
	T	7	46.7%	5	33.3%	1	6.7%	1	6.7%	1	6.7%	15	100
Writing	S	8	9.7%	14	17.1%	40	48.2%	20	24.4%	0	0	82	100
	T	3	20%	4	26.7%	3	20%	3	20%	2	13.3%	15	100

Key N= Number of respondents

S= Students

ET=English Teachers

1= Never used      3= Sometimes      5= Very frequently used

2= Rarely used      4= Frequently used

As shown in table 4.1, the majority of the students and teachers (63.4% and 60% respectively) gave primary importance to listening. A significant number of the students and teachers, 58.5% and 46.7% respectively, reported reading to be a very important skill in learning other courses. 39% and 33% of the students and teachers respectively reported speaking to be the most important skill.

Table 4.1 also depicts that the majority of the respondents (63.4% and 60% of the students and teachers respectively) felt that listening was highly needed to learn other courses followed by reading (58.5%), speaking (39%) and writing (9.7%) respectively.

**Table 4.2. Students' and English teachers' ranking of English language skills and areas of knowledge in order of emphasis in the classroom**

		1		2		3		4		5		6		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Listening	S	22	26.8%	8	9.8%	4	4.8%	40	49%	4	4.8%	4	4.8%	82	100
	ET	0		0		1		1		0		0		2	100
Speaking	S	0		28	34.2%	10	12.2%	8	9.8%	32	39%	4	4.8%	82	100
	ET	0		0		1		1		0		0		2	100
Reading	S	4	4.8%	6	7.3%	12	14.6%	44	53.6%	12	14.6%	4	4.8%	82	100
	ET	0		0		0		0		1		1		2	100
Writing	S	0		4	4.8%	4	4.8%	10	12.2%	28	34.2%	36	44%	82	100
	ET	0		2		0		0		0		0		2	100
Vocabulary	S	40	48.8%	40	48.8%	28	34.2%	6	7.3%	4	4.8%	0		82	100
	ET	0		2		0		0		0		0		2	100
Grammar	S	60	73.2%	16	19.5%	6	7.3%	0		0		0		82	100
	ET	2		0		0		0				0		2	100

Key N= number of respondents

S= Students

ET=English Teachers

1= 1<sup>st</sup> most emphasized

4= 4<sup>th</sup> most emphasized

2= 2<sup>nd</sup> most emphasized

5= 5<sup>th</sup> most emphasized

3= 3<sup>rd</sup> most emphasized

6= 6<sup>th</sup> most emphasized

As shown in table 4.2, 73.2% of the students and all the English teachers said that grammar is the most emphasized skill. 48.8% of the students and all the English language teachers reported that vocabulary is the second most emphasized skill. According to the

responses 26.8% of the students believed that listening is most emphasized while reading and writing occupy second and third ranks respectively.

**Table 4.3. Students and teachers' assessment of frequency of students' use of different listening activities**

		5		4		3		2		1		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Listening to lectures	S	44	53.6%	32	39%	6	7.4%	0		0		82	100
	T	7	46.8%	4	26.6%	4	26.6%	0		0		15	100
Listening to class discussions	S	40	48.8%	36	43.9%	6	7.3%	0		0		82	100
	T	8	53.3%	3	20%	3	20%	1	6.7%	0		15	100
Listening to teacher instruction	S	40	48.8%	28	34.1%	8	9.7%	6	7.3%	0		82	100
	T	6	40%	8	53.3%	1	6.7%	0		0		15	100
Listening to recordings	S	0		0		18	22%	24	29.2%	40	48.8%	82	100
	T	0		0		7	26.6%	4	26.6%	7	46.8%	15	100

Key N= number of respondents

S=students

T=teachers

1= Never

2= Rarely

3=Sometimes

4=Frequently

5= V. frequently

Table 4.3 depicts that the majority of the respondents, 53.6% of the students and 46.8% of the teachers believed that listening to lecture is the most frequently practiced listening activity. As 48.8% of the students and 53.3% of the teachers reported that listening to class discussion is the most frequently used listening activity while reported that listening to teacher instruction is the most frequently practiced listening activities. The table also shows that only insignificant number of the students said they listen to records, which is also similar with what the teachers believe.

According to the responses given in table 4.4, 43.9% of the students said that they frequently answer questions while 29.2% of them said that they engage in asking questions. The table also shows that the students less frequently engage in giving oral reports and pair /group discussions.

On the part of the teachers 40% of them said the students frequently engage in asking questions while 26.6% of them said the students frequently participated in answering questions. When it comes to giving reports and participating in pair/group discussions, the majority of the respondents said the students never participate.

**Table 4.4. Students’ and teachers’ assessment of frequency of students’ use of different speaking skills**

		5		4		3		2		1		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Asking questions	S	14	17.1%	24	29.2%	36	43.9%	8	9.8%	0		82	100
	T	6	40%	5	33.3%	3	20%	1	6.7%	0		15	100
Answering questions	S	4	4.8%	36	43.9%	24	29.3%	18	22%	0		82	100
	T	4	26.6%	8	53.2%	2	13.3%	1	6.7%	0		15	100
Giving oral reports	S	0		6	7.3%	16	19.5%	44	53.7%	16	19.5%	82	100
	T	0		0		5	33.3%	9	60%	1	6.7%	15	100
Participating in pair/group discussions	S	0		14	17.1%	16	19.5%	36	43.9%	16	19.5%	82	100
	T	2	13.3%	3	20%	4	26.6%	4	26.6%	2	13.3%	15	100

Key N= Number of respondents

S= Students

T= Teachers

1= Never used

4= Frequently used

2= Rarely used

5= Very frequently used

3= Sometimes used

According to the responses given in table 4.4, 43.9% of the students said that they frequently answer questions while 29.2% of them said that they engage in asking questions. The table also shows that the students less frequently engage in giving oral reports and pair /group discussions.

The teachers also gave a similar response to the students'. on the part of the teachers 40% of them said the students frequently engage in asking questions while 26.6% of them said the students frequently participated in answering questions. When it comes to giving reports and participating in pair /group discussions, the majority of the respondents said that the students never participate in class discussions.

**Table 4.5. Students' and teachers' assessment regarding the students' need of different writing activities.**

		5		4		3		2		1		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Writing lecture notes	S	28	34.1%	26	31.7%	16	19.5%	12	14.7%	0		82	100
	T	8	53.3%	3	20%	4	26.7%	0		0		15	100
Making notes from book	S	12	14.6%	36	44%	24	29.3%	6	7.3%	4	4.8%	82	100
	T	3	20%	3	20%	8	53.3%	1	6.7%	0		15	100
Writing essay, reports	S	34	41.5%	16	19.5%	20	24.4%	12	14.6%	0	0	82	100
	T	3	20%	8	53.3%	3	20.0%	1	6.7%	0	0	15	100
Writing other assignments	S	0	0	0	0	20	24.4%	58	70.8%	4	4.8%	82	100
	T	1	6.7%	1	6.7%	8	53.3%	3	20%	2	13.3%	15	100

Key N= Number of respondents

S= Students

T= Teachers

1= Never used

4= Frequently used

2= Rarely used

5= Very frequently used

3= Sometimes used

As table 4.5 shows 41.5% of the students said that writing essays and reports is very frequently needed while 34.1% of them reported that writing lecture notes is the most frequently needed writing activity. 44% of the students said that writing notes from books is frequently needed. The majority of the teachers, 53.3%, reported that writing lecture notes is the most frequently needed writing activity while 20% of the instructors said that writing notes from books and writing essays and reports are equally most frequently needed, while still other 20% of them said that writing other things is never needed.

**Table 4.6. Students' and teachers' assessment of the students' need of different reading activities**

		5		4		3		2		1		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Reading lecture notes	S	16	19.5%	12	14.6%	30	36.6%	8	9.8%	16	19.5%	82	100
	T	2	13.3%	5	33.3%	6	40%	2	13.3%	0		15	100
Reading text books	S	28	34.1%	12	14.6%	34	41.5%	8	9.8%	0		82	100
	T	9	60%	4	26.7%	2	13.3%	0		0		15	100
Reading hand outs	S	32	39.1%	16	19.5%	8	19.7%	24	29.3%	2	2.4%	82	100
	T	2	13.3%	4	26.6%	4	26.6%	5	33.3%	0		15	100
Reading technical manuals	S	14	17%	24	29.3%	20	24.4%	24	29.3%	0		82	100
	T	4	26.6%	4	26.6%	3	20%	4	26.6%	0		15	100
Reading news paper and magazines	S	14	17%	20	24.4%	24	29.3%	24	29.3%	0		82	100
	T	4	26.6%	4	26.6%	4	26.6%	3	20%	0		15	100

Key N= Number of respondents

S= Students

T= Teachers

1= Never used

4= Frequently used

2= Rarely used

5= Very frequently used

3= Sometimes used

As revealed in table 4.6, 34.1% and 14.6% of the students felt that they ‘very frequently’ and ‘frequently’ needed reading text books respectively. 17% and 29.3% of the students said that reading technical manuals is ‘very frequently’ and ‘frequently’ needed. When it comes to reading handouts 39.1%, and 19.5% of the respondents said that it is ‘very frequently’ and ‘frequently’ needed, respectively.

The majority of the teachers, 60% and 26.7% of the teachers reported that reading text books is ‘Very frequently’ and ‘frequently’ needed, respectively while 39.1%, and 19.5% of them reported that reading hand outs is ‘very frequently’ and ‘frequently’ needed respectively. An insignificant number 13.3% of the respondents said, that reading test and examination paper is very frequently needed reading activity. When it comes to reading news papers and Magazines, and reading technical manuals 26.6% of the respondents reported that these activities are “very frequently” and ‘frequently’ needed reading activities respectively.

**Table 4.7. Students’ and English teachers’ assessment of the frequency in which the teachers use different modes of classroom organization**

		5		4		3		2		1		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Individual work	S	36	44%	28	34.2%	10	12.2%	4	4.8%	4	4.8%	82	100
	ET	2		0		0		0		0		2	100
Pair work	S	0		2	2.4%	8	9.7%	40	48.8%	32	39.1%	82	100
	ET	0		0		0		2		0		2	100
Small group work	S	0		2	2.4%	8	9.7%	32	39.1%	40	48.8%	82	100
	ET	0		0		0		2		0		2	100

As shown in table 4.7, the majority of the students, 44%, and 34.2% felt that individual work is 'very frequently' and 'frequently' used mode of classroom organization while both of the English language teachers have the believe that individual work is the most frequently used class room organization.

**Table 4.8. Students' and English teachers' evaluation of the frequency in which various teaching aids are used in the English classroom**

		5		4		3		2		1		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Teacher's guide & pupil's book	S	36	44%	24	29.3%	0	14.6%	8	9.7%	2	2.4%	82	100
	T	0		2		2		0		0		2	100
Tape recorders	S	0		0		2	2.4%	4	4.8%	76	92.8%	82	100
	T	0		0		0		0		2		2	100
Videos	S	0		0		0		2	2.4%	80	97.6%	82	100
	T	0		0		0		0		2		2	100
Models	S	1	1.2%	1	1.2%	4	4.8%	12	14.6%	64	78.2%	82	100
	T	0		0		0		0		2		2	100
Realia	S	0		10	12.2%	12	14.6%	8	9.7%	52	63.5%	82	100
	T	0		0		0		0		2		2	100
Language laboratory	S	0		0		0		0		82	100%	82	100
	T	0		0		0		0		2		2	100
An over head projector	S	0		0		0		0		82	100%	82	100
	T	0		0		0		0		2		2	100
Charts and diagrams	S	0		2	2.4%	8	9.7%	12	14.6%	60	73.3%	82	100
	T	0		0		2		0		0		2	100
Film strips & others	S	0		2	2.4%	8	9.7%	12	14.6%	60	73.3%	82	100
	T	0		0		0		0		0		2	100

Key N= Number of respondents

S= Students

T= Teachers

1= Never used

2= Rarely used

3= Sometimes used

4= Frequently used

5= Very frequently used

As depicted in table 4.8, 44% and 29.3% of the students said that teacher's guide and pupil's book are 'very frequently' and 'frequently' used. Only insignificant number of the students, 2.4%, reported that charts and diagrams, and film strips are frequently used. All the respondents also reported that language laboratory and over head projector are never used. Both of the English language teachers also reported that charts and diagrams are frequently used, while language laboratory and over head projector are never used.

**Table 4.10. Students' assessment of their satisfaction with learning activities and facilities**

	Degree of satisfaction											
	5		4		3		2		1		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Teacher's encouragement	0		24	29.3%	40	48.8%	14	17.1%	4	4.9%	82	100
Teachers' classroom management.	6	7.3%	42	51.2%	18	22%	12	14.65	4	4.9%	82	100
Teachers' relationship with class	20	24.4%	20	24.4%	20	24.4%	14	17.1%	8	9.7%	82	100
Varieties of learning activities	4	4.9%	12	14.6%	26	31.7%	30	36.6%	10	12.2%	82	100
Library facilities	10	12.2%	8	9.7%	8	9.7%	28	34.2%	28	34.2%	82	100
Relation of topics to the future job	0		4	4.9%	10	12.2%	62	75.6%	6	7.3%	82	100
Relation of language skills to the job	0		4	4.9%	2	2.4%	10	12.2%	66	80.5%	82	100

Key N= Number of students

5= Very satisfied

4= Satisfied

3= Neutral

2= Dissatisfied

1= Very dissatisfied

Table 4.10 reveals that the majority of the students 51.2% and 29.3% said that they are satisfied with teachers' classroom management and encouragement respectively. It also shows that the students are dissatisfied with the relation of topics and language skills and with library facilities as well.

**Table 4.11. Students' assessment of the English language skills and areas of knowledge they particularly want to improve**

	1		2		3		4		5		6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Listening	24	29.3%	24	29.3%	16	19.5%	6	7.3%	18	19.7%	4	4.9%	82	100
Speaking	40	48.8%	8	9.7%	10	12.2%	6	7.3%	12	14.6%	6	7.3%	82	100
Reading	14	17.9%	22	26.8%	26	31.7%	12	14.6%	4	4.9%	4	4.9%	82	100
Writing	2	2.4%	4	4.9%	14	17.1%	24	29.3%	14	17.1%	24	29.3%	82	100
Vocabulary	6	7.3%	6	7.3%	8	9.7%	46	56.1%	14	17.1%	2	2.4%	82	100
Grammar	10	12.2%	32	39%	8	9.7%	10	12.2%	16	19.5%	6	7.3%	82	100

Key = N= number of respondents

1= 1<sup>st</sup> most emphasized      3= 3<sup>rd</sup> most      6= 6<sup>th</sup> most

2= 2<sup>nd</sup> most      4=4<sup>th</sup> most

5=5<sup>th</sup> most

Table 4.11 shows that 48.8% of the respondents said that speaking is the most desired skill. 29.3% and 17.7% of the respondents said that listening and reading respectively are the most desired skills.

**Table 4.12. Students' ranking of working situation in which they think they will use their English most**

	1		2		3		Total	
	N	%	N	%	N	%	N	%
In the technical workshop	60	73.2%	14	17.1%	8	9.7%	82	100
In the office work	16	19.5%	28	34.1%	38	46.4%	82	100
In places of related activities	40	48.8%	24	29.3%	18	21.9%	82	100

N = Number of Respondents

As shown in table 4.12, 73.2% of the respondents believe that they will use their English language most in the technical workshop. Still a significant number 48.8% of the respondents reported that they will need their English most in places of related activities and least in office work.

**Table 4.13. English teachers' assessment of their satisfaction with the current emphasis on language skills and areas of knowledge in course materials**

	5	4	3	2	1	Total	
						N	%
Listening skill			1	1		2	100
Speaking skills				2		2	100
Reading skills		1	1			2	100
Writing skills			1	1		2	100
Grammar	1	1				2	100
Vocabulary		2				2	100

Key = N= number of respondents

1= 1<sup>st</sup> most emphasized      3= 3<sup>rd</sup> most      5=5<sup>th</sup> most  
 2= 2<sup>nd</sup> most                      4=4<sup>th</sup> most

As table 4.13 shows grammar, vocabulary and reading enjoy emphasis in their respective order while listening and speaking are some how ignored.

**Table 4.14. Teachers' evaluation of their students' English language proficiency**

		5		4		3		2		1		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Reading	T	0		6	40%	5	33.3%	3	20%	1	6.7%	15	100
Writing	T	1	6.7%	1	6.7%	6	40%	7	46.6%	0		15	100
Speaking	T	0		0		2	13.4%	7	46.6%	6	40%	15	100
Listening	T	1	6.7%	6	40%	6	40%	2	13.3%	0		15	100
Vocabulary	T	4	26.6%	7	46.6%	4	26.6%	0		0		15	100
Grammar	T	3	20%	4	26.6%	8	53.2%	0		0		15	100

N= Number of respondents

T=Teachers

5= Very good

4= Good

3= Average

2= Weak

1= Very weak

As table 4.14 reveals, 40% and 33.3% of the teachers reported the reading ability of their students between 'Good' and 'average'. 46.6% of the teachers said that their students are 'weak' at writing, and speaking. However, 40% and 46.6% of the respondents said that the students are 'good' at listening and vocabulary respectively.

**Table 4.15. Students' and English teachers' opinions about the improvement of the current syllabus and material**

		1		2		3		4		5		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
The current syllabus and materials need to be improved	S	76	92.7%	6	7.3%	0		0		0		82	100
	ET	2		0		0		0		0		2	100
The improvement should focus on developing skill of Grammar	S	2	2.4%	2	2.4%	16	19.5%	52	63.4%	10	12.2%	82	100
	ET	0		0		1		1		0		2	100
The improvement should focus on skill of vocabulary	S	12	14.6%	18	22%	22	26.8%	26	31.7%	4	4.9%	82	100
	ET	1		1		0		0		0		2	100
The improvement should focus on skill of reading	S	24	29.3%	26	31.7%	22	26.8%	10	12.2%	0		82	100
	ET	0		2		0		0		0		2	100
The improvement should focus on skill of writing	S	28	34.1%	32	39%	14	17.1%	8	9.8%	0		82	100
	ET	1		1		0		0		0		2	100
The improvement should focus on skill of listening	S	34	41.5%	34	41.5%	10	12.2%	4	4.8%	0		82	100
	ET	0		0		2		0		0		2	100
The improvement should focus on skill of speaking	S	74	90.2%	8	9.8%	0		0		0		82	100
	ET	2		0		0		0		0		2	100

Key = N= Number of respondents

S= Students

ET= English Teachers

1= strongly agree

3= indifferent

2= agree

4= disagree

5= strongly disagree

Table 4.15 shows that all the students and the teachers felt the need for a change of the English text in use. It also shows that the students and teachers require improvement in speaking, listening and writing as compared to the test.

**Table 4.16. English teachers' ranking of topic areas for the improved English course**

	Most important	important	have no idea
Texts or topics from technical English	0	2	0
Texts or topics from general English	0	0	2
A balance between texts and topics from general English and technical English	2	0	0

Table 4.16 shows that the English teachers believe the need for a balance between topics from general English and technical English.

**Table 4.17. Students' and Teachers assessment of students' difficulty in using English to carry out various activities**

		5		4		3		2		1		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Understanding lectures	S	10	12.2%	12	14.6%	26	31.7%	22	26.8%	14	17%	82	100
	T	3	20%	8	53.3%	4	26.4%	0	0	0	0	15	100
Taking lecture notes	S	10	12.2%	11	13.4%	15	18.3%	23	28.5%	23	28.5%	82	100
	T	2	13.3%	7	46.7%	4	26.7%	1	6.7%	1	6.7%	15	100
Asking questions in the class	S	25	30.5%	20	24.4%	22	26.8%	6	7.3%	9	10.9%	82	100
	T	1	6.7%	8	53.3%	6	40%	0	0	0	0	15	100
Answering questions	S	4	4.8%	8	9.7%	42	51.2%	20	24.4%	8	9.7%	82	100
	T	0	0	4	26.7%	8	53.3%	3	20%	0	0	15	100
Participating in class discussions	S	8	9.7%	14	17.1%	26	31.7%	18	22%	16	19.5%	82	100
	T	0	0	7	46.7%	8	53.3%	0	0	0	0	15	100
Understanding book and references	S	9	10.9%	9	10.9%	28	34.15%	36	43.9%	0	0	82	100
	T	2	13.3%	3	20%	20	53.3%	2	13.3%	0	0	15	100
Making notes from books	S	0	0	0	0	22	26.8%	34	41.5%	26	31.7%	82	100
	T	0	0	1	6.7%	8	53.3%	5	33.3%	1	6.7%	15	100
Summarizing	S	7	8.5%	9	10.9%	30	36.6%	20	24.4%	16	19.5%	82	100
	T	1	6.7%	7	46.7%	6	40%	1	6.7%	0	0	15	100
Understanding exam questions	S	16	19.5%	10	12.2%	26	31.7%	20	24.4%	10	12.2%	82	100
	T	3	20%	7	46.7%	3	20%	2	13.3%	0	0	15	100
Writing essays, term papers, lab & field reports	S	15	18.3%	20	24.4%	25	30.5%	6	7.3%	16	19.5%	82	100
	T	3	20%	7	46.7%	3	20%	2	13.3%	0	0	15	100

N= Number of respondents

S= Students

T= Teachers

5= strongly agree

4= agree

3= indifferent

2= disagree

1= strongly disagree

Table 4.17 reveals that the majority of the students had difficulties in understanding lectures. 31.7% of the students agreed that they had difficulties while 26.8% of the students reported that they had no difficulty in understanding lecture. 12.2% of the students strongly

agree that they have difficulty in understanding lecture while 14.6% of them agree that they have difficulty. On the other hand 17.0% of the students strongly disagree that they have any difficulty in understanding lectures notes. However, reports of the instructors contradict the reports of the majority of the students. 53.3% and 20% of the teachers 'agree' and 'strongly agree' that their student had difficulty while 20% in understanding lectures. The remaining 26.7% of the instructors remained indifferent on the matter.

Table 4.17 also reveals that 28.05% of the students 'disagree', and yet a similar percent of them 'strongly disagree' that they had any difficulty in taking lecture notes. However, the reports of the teachers' once again contradict the reports of the students. 53.3% of the teachers reported that they 'agree' that their students have difficulty in taking lecture notes while 26.7% of them remained indifferent on the matter. 13.3% of the teachers reported that they 'strongly agree' that their students have difficulty in understanding lecture notes.

As shown in table 4.17, 30.5% and 24.4% of the students said that they 'strongly agree', 'agree' that they have difficulty in asking questions in the class while 26.8% of them remained indifferent. Only 10.9% of the students 'strongly disagree' that they had any difficulty in asking questions in the class. Here, reports of the teachers' are similar with that of the students'. 53.3% of the teachers agree that their students have difficulty in asking questions in class while 40% of them remained indifferent.

On the other hand 24.4% of the students 'disagree' that they have difficulty in answering questions while 24.4% of them remained indifferent. 53.3% of the teachers remained indifferent while 20% of them disagree that their students have difficulty in answering questions. The

remaining 26.7% of the teachers 'agree' that their students have difficulty in answering questions.

As it is evident from table 4.17, 31.7% remain indifferent and 22% of them 'disagree' that they have difficulty in participating in class discussion. 17.1% of the students 'strongly disagree' that they have difficulty in participating in classroom discussion. 46.7% of the teachers 'agree' that their students have difficulty in classroom discussions while 53.3% of them remained indifferent.

With regard to understanding books and references, 34.15% of the students remain indifferent while 43.9% of them 'disagree' that they have difficulty in understanding books and references respectively. 10.9% of the students 'strongly agree' that they have this difficulty. 53.3% of the teachers remained indifferent while 20% of them 'agree' that their students have difficulty in understanding books and references.

Table 4.17 also shows that 26.8% of the students remain indifferent, 41.5% of them 'disagree', and 31.7% of them 'strongly disagree' that they have difficulties in making notes from books respectively. 53.3% of the teachers remain indifferent while 33.3% of them 'disagree' that their students have difficulty in making notes from books.

Table 4.17 also reveals that 36.6% of the students remain indifferent while 24.4% of the students 'disagree' that they have difficulty in summarizing. 19.5% of the students 'strongly disagree' that they have difficulty. 46.7% of the teachers 'agree' that their students have difficulty in summarizing while 40% of them remain indifferent. 6.7% of the teachers 'strongly agree' that their students have this difficulty.

When it comes to understanding exam questions, 31.7% of the students remained indifferent while 24.4% of them 'disagree' that they have difficulty. 19.5% of the students 'strongly agree' that they have difficulty. On the other hand, 46.7% of the teachers 'agree' and 20% of them 'strongly agree' that their students have difficulty in understanding exam papers. Other 20% of the teachers remained indifferent.

With regard to writing essays, 30.5% of the students remained indifferent while 24.4% of them 'agree' that they have difficulties. 19.5% of them 'disagree' that they have difficulty while 18.3% of them 'strongly agree' that they have difficulty. Like wise 46.7% of the teachers 'agree' that their students have difficulty, while 20% of them 'strongly agree' that their students have difficulty.

**Table 4.18. Students' preference of methodology**

Methodology	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
I like my teacher to let me find my mistakes by my self	5	6.1%	10	12.2%	30	36.6%	32	39%	5	6.1%
I like the English language teacher to read & explain everything to us	20	24.4%	32	39%	10	12.2%	10	12.2%	10	12.2%
I like the English language teacher to help me talk about my interests	0	0	2	2.4%	18	22%	62	75.6%	0	0%
I like the English teacher to give the meaning of words in our mother tongue	20	24.4%	16	19.5%	18	22%	28	34.1%	0	0%
I like the English language teacher to give us problems to work on	2	2.4%	10	12.2%	25	30.5%	40	48.8%	5	6.1%
I like the English language teacher to tell me all my mistakes	57	69.5%	12	14.6%	8	9.7%	5	6.1%	0	0%
I like the English language teacher to use only the English textbook	71	86.6%	8	9.7%	3	3.7%	0	0	0	0%
I like the English language teacher to give us all the correct answers	51	62.2%	20	24.4%	9	11%	2	2.4%	0	0%

Key N= Number of respondents

1=strongly disagree      4=agree

5=strongly agree

2=disagree

3=indifferent

Table 4.18 shows that 39% of the students 'agree' and 5% of them 'strongly agree' that they want their teachers to let them find their mistakes by themselves. 10% of them 'disagree', and again an equal percent of them 'strongly disagree' that they want their teachers to let

them find their mistakes by themselves. The table also shows that 63.4% of the students do not want their teachers to explain every thing for them. The majority of the students want their teachers to help them talk about their interests. The table also shows that 56.1% of the students want their teachers to tell them the meanings of words in their first language. 43.9% of them did not want their teachers to do so. As the table indicates the majority of the students like to work on problems. It also shows that the majority of the students want to correct their mistakes by themselves, and that they do not want their English language teachers to give them all the correct answers.

#### **4.2. Students' choice of field**

The students' questionnaire contained a part that asked the students' background information. They indicated that 80% of them joined the electricity department as per their first choice while the remaining 20% joined the department, because they could not join the departments of their first choices.

#### **4.3. The English Textbooks**

In the technical college under study, English is taught as a subject and as a medium of instruction for teaching other courses. The technical school uses the English textbooks prepared for preparatory One and Two students. The focus of this study, the department of electricity, uses the two volumes of (Book 1 and Book 2) the English texts for preparatory One students. The pupil's book has 14 units totally (7 units in book 1 and 7 units in book 2). The 7 units of book I and the first 3 units of book II are taught in the first year, where as the remaining 4 units of book 2 are taught in the second year.

According to the syllabus prepared by the ministry of education for preparatory I and II students (2001: ii) at the end of the English course the students will be able to:

- Use the English language spontaneously and flexibly for oral communication in an academic environment and in other situations where the use of English is appropriate.
- Understand the different types of written materials in English that they will study of school.
- Read efficiently, critically and make discriminating judgments.
- Produce the kinds of writing which will be expected of them in their chosen subject areas, e.g. essays, reports, notes and summaries.
- Employ the study skills which they will need in order to operate effectively as tertiary level students.

The textbooks contain units focusing on reading comprehension, speaking, listening, writing, vocabulary and grammar. The topics in the textbooks are not related to electricity.

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

The teachers reported that they most frequently teach grammar. They said that the students are more comfortable when they learn grammar than when they learn the four macro skills. One of the teachers said “when I want to teach some thing other than grammar they act as if I was doing some thing wrong”. They also said that speaking is the most desired skill the students want to improve. They added, however, that the students are not ready to do what it takes to be a fluent speaker.

The teachers also explained the purpose of language being primarily for communication that language learning should be a process of

communication. They said that they could not apply this in their classroom as the students are more interested in studying grammar.

When asked what the new English course to be designed should focus on they said that it should focus on language use more than form. To quote one of them he said “It is like studying the principles of driving without actually getting in a car.” They also reported that the aim of the new syllabus to be designed should be training students to developing the required communicative skills and strategies to use the language.

When asked what should constitute the syllabus content in the new English course they reported that topics derived from both technical and general English should be used.

When asked what mode of classroom organization they use they reported that they often use individual work and sometimes pair and small group work. They added that they are not encouraged to use pair and group works as the students tend to use their first languages in such situations.

The teachers added that that because the majority of the students are concerned only about passing the course they do not put enough effort to improve their ability in the skills. They also reported that they could hardly see the relevance of the topics raised in the textbooks to the academic and further needs of the students.

#### **4.5. Students’ interview**

When asked which language skill/s they most frequently use in learning other courses, the majority of them reported that they most frequently use listening and reading. They added that they would like to develop all the skills of English if there were favorable conditions.

When asked to what extent they think the English course they are currently taking is relevant to their academic and future job, the majority of them reported that they could hardly see the relevance. One of them said “I don’t think it is right for me to study from this book.”

When asked how they would prefer to learn grammar and vocabulary they reported that they would prefer to learn through various contexts (like dialogues). They also reported that they would want their English language teachers to use teaching aids like videos and a language laboratory in addition to the textbooks. One of the girls said “I study in a college where there are no teaching aids.”

They also reported that they would want topics both from general and technical English included in their new English textbooks as the topics in the textbooks they are currently using are not related to electricity. They also reported that they would want their teachers to be as friendly as possible rather than being authoritative.

# CHAPTER FIVE

## ***Conclusion and Recommendation***

### ***5.1 Conclusion***

As already mentioned the purpose of this research is to analyze the target and learning needs of the electricity students of Dilla TVET College in order to develop criteria for designing a new English language course. To this end, data has been collected and discussed. From the data presented and discussed in chapter 4, the following conclusion has been drawn:

- The English language course presently provided at this college is organized without a sound ground about the needs of students. The students and the teachers are not happy with the English text books as they do not see the relevance for their needs. The correspondence between the content of the text book and the needs of the students is less. Firstly, the topics are not related to electricity. Secondly, the activities regarded as important by teachers and often performed by the students are just common communication needs.
- The electricity students at Dilla TVET College are generally weak at the macro skills, especially at the productive ones. The most important macro skills for studying other courses are listening and reading. However, these students also need some activities to pursue their academic study in the college.
- The most frequently needed writing activities are: taking notes, writing laboratory reports and essays, making notes from books and summarizing texts.
- The most frequently needed reading activities are: reading handout and reference materials, reading magazines and examination papers.
- The most frequently listening activities are: listening to lectures, and listening to instructor's instructions.

- The most frequently speaking activities are: asking and answering questions, giving oral reports, and participating in discussions.

According to the information gathered the majority of the students felt the need for a change in the English course being provided. The students need topics taken from both general and technical English for the preparation of the new syllabus.

## **5.2 Recommendations**

- a. A new topic based syllabus should be designed based on the view that language is primarily for communication and that language learning is a process of communication.
- b. Reading, listening and speaking should be most emphasized in the new syllabus.
- c. The teachers should work together with the school administration to provide the college with the necessary teaching aids.
- d. The syllabus should employ various activities that are similar to activities the students may perform in their subject courses or feature job.
- e. Grammar should be taught in context.
- f. The technical collage should do its best for the realization of the new English course material
- g. Syllabus develops should consider this and other related studies when they design a syllabus.

## ***Bibliography***

- Abiy (1989) The Communicative Needs of Students in Ethiopian High Schools. M.A. Thesis.
- Abrham Menna (1993) Developing Criteria for a Course in English for Air Craft Technicians of Ethiopian Air Force. M.A. Thesis.
- Bloor, M. (1984) "Course Design: "Identifying the Components of Language Syllabus" in ELT Documents: 117 Common Grounds: Shared Interests in ESP and Communication Studies, Oxford: Pergamun.
- Breen, N.P. (1984) "Process Syllabuses for the Language Classroom" in ELT Documents: 118, General English Syllabus Design, Oxford: Pergamon.
- Chan, V. 2001 "Determining Students" Language Need in a Tertiary Setting". ELT Forum Volume 39 July 2001.
- Dudley-Evans and St. John (1998) Developments in English for Specific Purposes. Cambridge. Cambridge University Press.
- Fisseha Abadi 2004. "Determining the English Needs of the Students of Agriculture: Makele University Degree Students in Focus". M.A. Thesis.
- Haile Michael (1993) Developing a Servile English Syllabus to Meet the Academic Demands and Constraints in Ethiopian University Context. M.A. Thesis.
- Hailemariam Kekeba (1993) Establishing Criteria For Designing an Appropriate English Course for the Yared Music School. M.A Thesis.
- Harmer. J (1991) The Practice of English Language Teaching Longman Condun and New York.

- Homes, J. (1982) "Some Approaches to Course Design." Working Paper No. Y. Brazilian ESP Project.
- Hutchinsen, T. and a Waters (1987) English for Specific Purposes: A Learner Centered Approach. Cambridge: Cambridge University Press.
- Johnson, K, and Marrow, K (ed.) (1981) communicator in the Classroom: Application and Methods for A communicative Approach. London: Longman.
- Jordan, R.R. (1997). English for Academic Purposes: A guide and Resource Book for Teachers. United Kingdom: Cambridge University Press.
- Kennedy, C. and Bolithoo, R. (1984) English for Specific Purposes. London: Macmillan.
- Little Wood, W.T. (1981) Communicative Language Teaching Cambridge: Cambridge University Press.
- McDonough, J. (1984) ESP in Perspective: A Practical Guide. London: Collins.
- Morris (1983) Identification of the Communicative Needs of Addis Ababa University Students. M.A. Thesis.
- Munby, J. (1987). Communicative Syllabus Design Cambridge: Cambridge University Press.
- Richards, C.J. (2001) Curriculum Development in Language Teaching Cambridge: Cambridge University Press.
- Richards, J.C. and Rodgers, T. (2001) Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press.
- Richterich, R. (1983) Case Studies in Identifying Language Need. Oxford: Pergamon.
- Robinson, P. (1991). ESP today: A Practioner's Guide. United Kingdom Prentice hall International.

- Solomon (2001) Assessment of Relevance of Business English Course at Commercial College of Addis Ababa to the Needs of Employing Organizations. M.A. Thesis.
- Strevens, P. (1988). ESP after Twenty Years a Reappraisal. In M. Tickou (Ed.) ESP: State of the Art. Singapore: SEAMED Regional Language Center.
- Tilahun (2003) An Analysis of the English Language Needs of Students of Theology: With Reference to Some Selected Evangelical Colleges. M.A. Thesis.
- VanEk, J. (1988) Systems Development in Adult Language Learning. Strasbourg: The Council of Europe.
- Widdowson, H.G. (1983) Learning Purpose and Language Use. Oxford: OUP.
- Yalden, J. (1987). The Communicative syllabus: Evaluation Design and Implementation. Great Britain: Prentice hall International (Uk) Ltd.

## ***Appendix-A***

### **A Questionnaire for Technical Students**

#### **Part I Background information**

1. Please give the following information about yourself  
Sex \_\_\_\_\_ Age \_\_\_\_\_  
Grade or year of study \_\_\_\_\_
2. Was this field of study your first choice? (please tick one)  
Yes \_\_\_\_\_ No \_\_\_\_\_

#### **Part II About the current teaching learning situation**

3. How often do you make use of the following language skills for learning other courses at your school?

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

5= Very frequently            3= Sometimes used            1= Never

4= Frequently used            2= Rarely

3.1. Listening            5 4 3 2 1                            3.3. Reading            5 4 3 2 1

3.2. Speaking            5 4 3 2 1                            3.4. Writing            5 4 3 2 1

4. Which of the following English language skills and areas of knowledge are most emphasized in your English class?

1= Most emphasized                            3= 3<sup>rd</sup> most emphasized

2= 2<sup>nd</sup> most emphasized                            4= 4<sup>th</sup> most emphasized

5= 5<sup>th</sup> most emphasized

6= least emphasized

4.1. Listening \_\_\_\_\_

4.4. Writing \_\_\_\_\_

4.2. Speaking \_\_\_\_\_

4.5. Vocabulary \_\_\_\_\_

4.3. Reading \_\_\_\_\_

4.6. Grammar \_\_\_\_\_

5. How do you feel about your English class? Please circle one

a. I like it very much

c. It is boring

b. It is not very interesting

d. I hate my English

6. How often do you need to do each of the following activities during other courses at your school? Please use the following scale and circle the corresponding number (1,2,3, or 5)

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

**Listening activities in English**

Listen to lecture	5 4 3 2 1
Listen to class discussions	5 4 3 2 1
Listen to teacher instructions	5 4 3 2 1
Listening to records	5 4 3 2 1

**Speaking activities in English**

Asking questions	5 4 3 2 1
Answering questions	5 4 3 2 1
Giving oral reports	5 4 3 2 1
Participating in pair group discussion	5 4 3 2 1

**Writing activities in English**

Writing lecture notes	5 4 3 2 1
Making notes from books	5 4 3 2 1
Writing reports, essays	5 4 3 2 1
Writing other assignments	5 4 3 2 1

**Reading activities in English**

Reading lecture notes	5 4 3 2 1
Reading textbooks	5 4 3 2 1
Reading handouts	5 4 3 2 1
Reading technical manuals	5 4 3 2 1
Reading newspapers and Magazines	5 4 3 2 1



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

5= Very satisfied                      3= Neutral                      1= Very dissatisfied

4= Satisfied                              2= Dissatisfied

Teacher's encouragement                      5 4 3 2 1

Teacher's classroom management                      5 4 3 2 1

Teacher's relationship with the class                      5 4 3 2 1

Variety of learning activities                      5 4 3 2 1

Library facilities                      5 4 3 2 1

Relation of topics to the job                      5 4 3 2 1

Relation of English language skills to the job                      5 4 3 2 1

13. What is your assessment of the difficulty you face in carrying out the following activities?

5= Strongly agree                      4= Agree                      3= In different                      2= Disagree

1= Strongly disagree

I find understanding lectures difficult                      5 4 3 2 1

I find taking lecture notes difficult                      5 4 3 2 1

I find asking questions in the class difficult                      5 4 3 2 1

I find answering questions in the class difficult                      5 4 3 2 1

I find participating in class discussions difficult                      5 4 3 2 1

I find understanding books and references difficult                      5 4 3 2 1

I find making notes from books difficult                      5 4 3 2 1

I find summarizing difficult                      5 4 3 2 1

I find understanding exam questions difficult                      5 4 3 2 1

I find writing essays, term papers, laboratory and field reports difficult                      5 4 3 2 1

**Part III About the kind of English and language skills you would like to learn at your school.**

14. Do you feel the need for a change in the English course being provided? Please circle one  
 A. Yes                      B. No

15. If your answer to the above question is yes please comment on the following.

The improved syllabus and material should focus on:

Developing knowledge of grammar	5 4 3 2 1
Improving reading skill	5 4 3 2 1
Improving writing skill	5 4 3 2 1
Improving listening skill	5 4 3 2 1
Improving speaking skill	5 4 3 2 1
Improving vocabulary	5 4 3 2 1

16. Which of the following English language skills and areas of knowledge do you particularly want to improve during the English course at your school? Rank from 1 to 6 (1 means 1<sup>st</sup> most and 6 means least)

Listening \_\_\_\_\_      14.3. Reading \_\_\_\_\_      14.5. Vocabulary \_\_\_\_\_  
 Speaking \_\_\_\_\_      14.4. Writing \_\_\_\_\_      14.6. Grammar \_\_\_\_\_

17. Which of the following ways of organizing the class do you think would help you to learn best? Please circle one
- a. Highly teacher- controlled (little freedom)
  - b. Largely teacher-controlled (some freedom)
  - c. Teacher as a guide and facilitator
  - d. Students work completely and independently of the teacher in pairs /groups/ individually.
18. Rank the following according to what you would prefer to learn in your English course. Use the following scale.
1. Most prefer      2. 2<sup>nd</sup> most      3. Least

General English (i.e. the kind of English appropriate for communication in general situation or social activity) \_\_\_\_\_

Technical English (i.e. English specifically related to technical activity) \_\_\_\_\_

A balance between topics from general and technical English \_\_

19. What is your preference of methodology?

1= Strongly disagree      2= Disagree      3= In different

4= Agree      5= Strongly agree

I like my teacher to let me find my mistakes by my self      5 4 3 2 1

I like the English language teacher to read and explain everything class

5 4 3 2 1

I like the English language teacher to help me talk about my interests

5 4 3 2 1

I like English teacher to give the meaning of words on our mother tongue

5 4 3 2 1

I like the English language teacher to give us problems to work on

5 4 3 2 1

I like the English language teacher to tell me all my mistakes 5 4 3 2 1

I like the English language teacher to use only the English textbook

5 4 3 2 1

I like the English language teacher to give us all the correct answers

5 4 3 2 1

**Part IV about the English language needs you expect you will have in the target job.**

20. In what working situations do you think you will use English most when you have completed your training? please rank in order of importance by writing 1-3 (1 being the most important and 3 the least)

In the technical shop \_\_\_\_\_

In office \_\_\_\_\_

In places of related field activities \_\_\_\_\_

21. Which do you think you will need most in your future job? (please rank in order of importance by writing 1-3)

General English \_\_\_\_\_

Technical English \_\_\_\_\_

A balance between general English and technical English \_\_\_\_\_

22. Please add any other comments regarding the English course given in your school \_\_\_\_\_

---

---

---



4.5. Vocabulary 5 4 3 2 1

4.6. Grammar 5 4 3 2 1

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

5.1. Listening skill \_\_\_\_\_ 7.3. Reading skill \_\_\_\_ 7.5. Grammar \_\_\_\_

5.2. Speaking skill \_\_\_\_\_ 7.4. Writing skill \_\_\_\_ 7.6. Vocabulary \_\_\_\_

6. How do you rate the English language proficiencies of your technical students

5= Very good 4= Good 3= Average 2= Weak

1= Very weak

6.1. Reading 5 4 3 2 1 8.3. Speaking 5 4 3 2 1 8.5. Vocabulary 5 4 3 2 1

6.2. Writing 5 4 3 2 1 8.4. Work class 5 4 3 2 1 8.6. Grammar 5 4 3 2 1

7. How frequently do you use the following models of classroom organization? Please circle one.

5= Very frequently 3= Sometimes 1= Never

4= Frequently 2= Rarely

A. Individual 5 4 3 2 1

B. Pair work 5 4 3 2 1

C. Group work 5 4 3 2 1

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

5= Very frequently 3= Sometimes 1= Never

4= Frequently 2= Rarely

### **Listening activities in English**

8.1. Listen to lecture 5 4 3 2 1

8.2. Listen to class discussions 5 4 3 2 1

8.3. Listen to teacher instructions 5 4 3 2 1

8.4. Listening to records 5 4 3 2 1

### **Speaking activities in English**

8.5. Asking questions	5 4 3 2 1
8.6. Answering questions	5 4 3 2 1
8.7. Giving oral reports	5 4 3 2 1
8.8. Participating in pair group discussion	5 4 3 2 1

### **Writing activities in English**

8.9. Writing lecture notes	5 4 3 2 1
8.10. Making notes from books	5 4 3 2 1
8.11. Writing reports, essays	5 4 3 2 1
8.12. Writing other assignments	5 4 3 2 1

### **Reading activities in English**

8.13. Reading lecture notes	5 4 3 2 1
8.14. Reading textbooks	5 4 3 2 1
8.15. Reading handouts	5 4 3 2 1
8.16. Reading technical manuals	5 4 3 2 1
8.17. Reading newspapers and Magazines	5 4 3 2 1

### 9. Which teaching aids do you use regularly?

9.1. Teacher's book and student's book	5 4 3 2 1
9.2. Videos	5 4 3 2 1
9.3. Tape records	5 4 3 2 1
9.4. Models (e.g. Model machine)	5 4 3 2 1
9.5. Realia	5 4 3 2 1
9.6. A language laboratory	5 4 3 2 1
9.7. OHP (Over Head Projector)	5 4 3 2 1
9.8. Charts and diagrams	5 4 3 2 1
9.9. Films strips and slides	5 4 3 2 1

### 10. What is your assessment of the difficulty your students face in carrying out the following activities?

5= Strongly agree      4= Agree      3= In different      2= Disagree  
1= Strongly disagree

10.1. They find understanding lectures difficult	5 4 3 2 1
--	-----------

10.2. They find taking lecture notes difficult	5 4 3 2 1
10.3. They find asking questions in the class difficult	5 4 3 2 1
10.4. They find answering questions in the class difficult	5 4 3 2 1
10.5. They find participating in class discussions difficult	5 4 3 2 1
10.6. They find understanding books and references difficult	5 4 3 2 1
10.7. They find making notes from books difficult	5 4 3 2 1
10.8. They find summarizing difficult	5 4 3 2 1
10.9. They find understanding exam questions difficult	5 4 3 2 1
10.10. They find writing essays, term papers, laboratory and field reports difficult	5 4 3 2 1

#### **Part IV**

##### **About students' motivation and attitude**

11. How satisfied are you with your technical students' motivation to learn English? (please circle one)

5= Very satisfied                      3= Neutral                      1= Very dissatisfied  
4= Satisfied                              2= Dissatisfied

12. How positive or negative is your technical students' attitude towards English course? (Please circle one)

5= Very positive                      3= Neutral                      1= Very negative  
4= Positive                                2= Negative

##### **Part V About the ways of improving the current English course**

13. Do you feel the need for a change in the English course being provided now?

A. Yes                                      B No

14. If your answer to 0.15 is 'Yes' please comment on the following.

The improved syllabus and material should focus on:

14.1. Developing knowledge of grammar	5 4 3 2 1
14.2. Improving reading skill	5 4 3 2 1

- 14.3. Improving writing skill 5 4 3 2 1
- 14.4. Improving listening skill 5 4 3 2 1
- 14.5. Improving speaking skill 5 4 3 2 1
- 14.6. Improving vocabulary 5 4 3 2 1

15. What do you think the basis of the improving of the course should be? Please rank the following in their order of importance, 1 being the most important and 3 the least

- 15.1. Text or topics from technical English (i.e. from job related areas) \_\_\_\_
- 15.2. Texts or topics from general English \_\_\_\_\_
- 15.3. A balance between texts and topics from general English and technical English \_\_\_\_\_

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

---

---

---

## **Appendix-C**

### **A questionnaire for academic and technical subject teachers of the technical students**

#### **Part I**

1. Please give the following information.

Nationality \_\_\_\_\_

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

Highest degree earned \_\_\_\_\_

Field of specialization \_\_\_\_\_

#### **Part II**

2. How do you rate the overall English ability of your technical students? 5 4 3 2 1

5= Very good      3= Average      1= Very poor

4= Good      2= Poor

3. How do you rate the English language proficiency of your technical students in the following skills and knowledge? Please use the above scale

Reading 5 4 3 2 1      3.3. Speaking 5 4 3 2 1      3.5. Grammar 5 4 3 2 1

Writing 5 4 3 2 1      Listening 5 4 3 2 1      3.6. Vocabulary 5 4 3 2 1

4. Please rank how often your students need to make use of the following English language skills for learning the subject you teach at the school?

5= Very frequently      3= Sometimes      1= Never

4= Frequently      2= Rarely

Listening 5 4 3 2 1      4.3. Reading 5 4 3 2 1      4.5. Vocabulary 5 4 3 2 1

Speaking 5 4 3 2 1      4.4. Writing 5 4 3 2 1      4.6. Grammar 5 4 3 2 1

5. How often do your students need to do the following English language activities during your course at this school? (please use the above scale)

**Listening activities in English**

Listen to lecture	5 4 3 2 1
Listen to class discussions	5 4 3 2 1
Listen to teacher instructions	5 4 3 2 1
Listening to records	5 4 3 2 1

**Speaking activities in English**

Asking questions	5 4 3 2 1
Answering questions	5 4 3 2 1
Giving oral reports	5 4 3 2 1
Participating in pair group discussion	5 4 3 2 1

**Writing activities in English**

Writing lecture notes	5 4 3 2 1
Making notes from books	5 4 3 2 1
Writing reports, essays	5 4 3 2 1
Writing other assignments	5 4 3 2 1

**Reading activities in English**

Reading lecture notes	5 4 3 2 1
Reading textbooks	5 4 3 2 1
Reading handouts	5 4 3 2 1
Reading technical manuals	5 4 3 2 1
Reading newspapers and Magazines	5 4 3 2 1
6. Which teaching aids do you use regularly?	
Teacher's book and student's book	5 4 3 2 1
Videos	5 4 3 2 1
Tape records	5 4 3 2 1
Models (e.g. Model machine)	5 4 3 2 1
Realia	5 4 3 2 1



***Appendix-D***  
**English Teacher's**  
**Structured Interview**

1. Which language skills do you emphasize/teach most frequently?  
A. Listening      B. Speaking      C. Reading      D. Writing
2. Which is the most desired skill your students want to improve?  
A. Listening      B. Speaking      C. Reading      D. Writing
3. Which view of language should be the basis for the new English course?
  - a. Learning language is learning grammar and vocabulary
  - b. In language learning more attention should be paid to accuracy than to fluency
  - c. Language is primarily communication and language learning is a process of communication.
  - d. We shouldn't learn a language in the absence of a speech community.
  - e. If any other please mention?
4. In designing a new English course for technical students, which do you think the course should focus on?
  - a. Language form more than use
  - b. Language use ore than form
5. What do you think the aim of the syllabus in the new English course should be?
  - a. Training students in developing the required communicative skills and strategies to use the language.
  - b. Training students to learn the systems and rules of the language.
  - c. If any other \_\_\_\_\_  
\_\_\_\_\_

6. What should constitute the syllabus content in the new English course.
  - a. Topics from the technical course
  - b. Topics from general English
  - c. Topics derived from both
7. What do you employ in your mode of classroom organization in order to make the learning more cooperative?
  - a. Individual work most of the time
  - b. Pair work and small group work
  - c. Whole class work
8. In which order of priority would you like to put the language skills in the new English course teaching?
  - a. Listening, reading, writing, speaking
  - b. Listening, speaking, reading and writing
  - c. Reading, speaking, writing and listening
  - d. Reading, writing, speaking, listening
  - e. If any other \_\_\_\_\_
9. How should grammar and vocabulary be taught in the new English course to be designed?
  - a. With emphasis as usual
  - b. In context, through dialogues and discoursal texts.
10. How do you find the relevance of the English language course you are teaching to the future needs of the students?
11. Please add any comments you have regarding your English course.

## ***Appendix-E***

### **Technical Students Structured Interview**

1. Which language skills do you use most frequently in learning other courses or subjects?
2. To what extent do you think the English course is relevant to
  - a. Your academic studies (learning other subjects)?
  - b. Your future job such as maintenance?
3. Which skill do you want to improve most? Why?

Speaking	Reading
Listening	Writing
4. How do you prefer to study (most of the time)?
  - a. Individually
  - b. In pairs or groups
5. How would you like grammar to be taught?
  - a. In relation to the rules and systems of the language
  - b. Through dialogues, utterances, and discursal texts
6. How would you like your vocabulary to be taught?
  - a. Studying the definition of words in isolation
  - b. Studying words in context
7. What other kinds of teaching aids should be used in the English classroom along with your English textbook?
8. Could you rank the four language skills in the order of priority you would want them in the new English course to be designed.
  - a. Listening, reading writing, speaking
  - b. Speaking, listening, reading, writing
  - c. Reading, speaking, writing, listening
  - d. Writing, reading, speaking, listening.
  - e. If there is an other order \_\_\_\_\_
9. How would you like the new English course to be compiled?
  - a. Topics from technical English
  - b. Topics from general English
  - c. Topics from both
10. How would you like your English teachers to be or to do?
  - a. To be authoritative in a teacher fronted class.
  - b. To work cooperatively with you for a meaningful communication as a guide and facilitator in the teaching learning process.
11. Please add any comments you have regarding your English course:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Appendix-F

### የቴክኒክ ተማሪዎች ተዛማጅ ቃለ መጠይቅ

1. ሌሎች የትምህርት አይነቶችን ለመማር የትኞቹን የቋንቋ ክህሎቶች አብዛኛውን ጊዜ ትጠቀማሉ/ለሽ?
  - ሀ. ለክፍል ትምህርት ጥናትህን ወይም ሌሎች የትምህርት አይነቶችን ለመማር?
  - ለ. ለወደፊት ስራህ /እንደ ጥገና ላሉት/?
2. በመሰጠት ላይ ያለው የእንግሊዝኛ ትምህርት ለሚከተሉት ምን ያህል ይጠቅማል ብለህ ታስባለህ/ለሽ?
  - ሀ. ለክፍል ትምህርት ጥናትህን ወይም ሌሎች የትምህርት አይነቶችን ለመማር?
  - ለ. ለወደፊት ስራህ /እንደ ጥገና ላሉት/?
3. የትኛው ክህሎት የበለጠ ለማሻሻል ትፈልጋለህ?
  - ሀ. መናገርን መ. መጻፍን
  - ለ. ማዳመጥን ሰ. የሰዋሰዋዊ አገባብ ክህሎቶችን
  - ሐ. ማንበብን ረ. የቃላት ችሎታ
4. አብዛኛውን ጊዜ ማጥናት የምትፈልገው እንዴት ነው?
  - ሀ. ከጠቅላላ የክፍል ተማሪዎች ጋር
  - ለ. ሁለት ሁኖ ወይም በቡድን
  - ሐ. በግል
5. የሰዋሰዋዊ አገባብ ትምህርት እንዴት እንዲሰጥህ ትፈልጋለህ?
  - ሀ. ከቋንቋ ህግጋትና ስርዓት ጋር ተዛምዶ
  - ለ. በሁለት ሰዎች ጭውውት ንግግሮች ወይም በተከታታይ ጽሁፎች አማካኝነት
6. የቃላት ትምህርት እንዴት እንዲሰጥህ/ጥሽ ትፈልጋለህ/ሽ?
  - ሀ. የቃላት ፍቺዎችን በተናጠል በማጥናት
  - ለ. ቃላትን በአገባብ እና በእርስ በርስ ተዛምዶ በማጥናት
7. በእንግሊዝኛ ትምህርት ጊዜ ከመማሪያ መጻሕፍት በተጨማሪ /በተጓዳኝ/ ምን አይነት መርጃዎችን መገልገል ያስፈልጋል ብለህ ታስባለህ/ለሽ?
  - ሀ. ማዳመጥ፣ ማንበብ፣ መጻፍና መናገር
  - ለ. መናገር፣ ማዳመጥ፣ ማንበብና መጻፍ
  - ሐ. ማንበብ፣ ማናገር መጻፍና ማዳመጥ
  - መ. መጻፍ፣ ማንበብ፣ መናገርና ማዳመጥ
8. ወደፊት እንዲዘጋጅ በምትፈልገው የእንግሊዝኛ መጻሕፍት ውስጥ አራቱ የቋንቋ ክህሎቶችን እንደአስፈላጊነታቸው በቅደም ከተከል ብታስቀምጣቸው
  - ሀ. ማዳመጥ፣ ማንበብ፣ መጻፍና መናገር
  - ለ. መናገር፣ ማዳመጥ፣ ማንበብና መጻፍ
  - ሐ. ማንበብ፣ ማናገር መጻፍና ማዳመጥ
  - መ. መጻፍ፣ ማንበብ፣ መናገርና ማዳመጥ
9. አዲሱ የእንግሊዝኛ ትምህርት እንዴት እንዲዘጋጅ ትፈልጋለህ/ለሽ?
  - ሀ. ከቴክኒክ ትምህርቶች ብቻ እርዕሶችን በመውሰድ

- ለ. ከሌሎች የትምህርት አይነቶች ብቻ እርዕሶችን በመውሰድ
- ሐ. ከቴክኒክ ሙያ ትምህርትና ከሌሎች የትምህርት አይነቶች የተውጣጡ ተስማሚ እርዕሶችን በመውሰድ
- 10. የእንግሊዝኛ መምህርህ/ሽ እንዴት እንዲያስተምሩህ/ሽ ትፈልጋለህ/ሽ?
- ሀ. መምህሩ በብቸኝነት በሚመሩት ክፍል ውስጥ ፈላጭ ቆራጭ እንዲሆኑ እና የፈለጉትን እንዲያደርጉ
- ለ. በማስተማር መማር ሂደት ውስጥ እንደ መሪና ችግር አቅላይ በመሆን በቋንቋው ሃሳብ በመለዋወጥና ከተማሪው ጋር ተባብረው እንዲሰሩ
- 11. ስለ እንግሊዝኛ ትምህርት ተጨማሪ አስተያየቶች ካሉ ብትዘረዝርሯቸው።

-----

-----

-----

-----

## ***DECLARATION***

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university.

Name      Tagel Elias Sahle

Signature      \_\_\_\_\_

Place: Institute of Language Studies, Addis Ababa University

Date of Submission: July, 2007