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**ADDIS ABABA UNIVERSITY
COLLEGE OF HUMANITIES, LANGUAGE STUDIES,
JOURNALISM AND COMMUNICATION
DEPARTMENT OF FOREIGN LANGUAGE AND LITRETURE**

**AN INVESTIGATION INTO SUITABILITY OF ENGLISH FOR
ACADEMIC PURPOSE COURSE BOOK IN ADDRESSING LEARNERS'
NEEDS: THE CASE OF COMMUNICATIVE ENGLISH SKILLS AT
ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY**

**BY
BEDILU TEKA**

July, 2020

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**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF FOREIGN
LANGUAGES AND LITERATURE IN FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY
IN TEFL (TEACHING ENGLISH AS A FOREIGN LANGUAGE)**

July, 2020

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**ADDIS ABABA UNIVERSITY
COLLEGE OF HUMANITIES, LANGUAGE STUDIES,
JOURNALISM AND COMMUNICATION
DEPARTMENT OF FOREIGN LANGUAGE AND LITRETURE**

This is to certify that the thesis prepared by Bedilu Teka, entitled: An Investigation into Suitability of English for Academic Purpose Course Book in Addressing Learners' Needs: The Case of Communicative English Skills at Adama Science and Technology University and submitted in fulfillment of the requirements for the Degree of Doctor of Philosophy in TEFL (Teaching English as a Foreign Language) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

Signed by the Examining Committee:

Advisor

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Date

Examiner

Signature

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Abstract

The main objective of this study was to examine Suitability of English for Academic Purpose course in addressing learners' needs with special reference to provision of Communicative English Skills at Adama Science and Technology University. To achieve the intended objective, descriptive case study was employed in order to portrait the existing situation, and then forward alternative means of curbing the problem. In doing so, data were collected from 145 student respondents who were selected randomly out of 1,206 pre-engineering students. Moreover, 17 communicative English Skills teachers were included in the study by making use of availability sampling technique since the number English language teachers who were around during researcher's stay in the study sites was only the said figure. Out of 17 teacher respondents, two of them were observed four times each to check whether they were servant of the course book or creative enough to contextualize inputs and tasks included the course book under scrutiny. Moreover, English language department head and teachers whose classrooms were observed were interviewed to triangulate the findings of the study. On the top of these, document analysis was carried out to examine relevance of objectives, inputs, tasks and activities included in the course book 'Oxford English for Career: Techonlogy1' in equipping Pre-engineering students with academic literacies and study skills they need to learn at university level. Finally, based on quantitative and qualitative data analysis, the following findings were identified: though there is harmonized syllabus meant to teach Communicative English skills in rhetoric, university under investigation did neither use the recommended syllabus nor designed its teaching materials that address learners' dynamic needs. However, ASTU has been using a commercial teaching material, 'Oxford English for Career: Technology1', which lacks cultural and situational relevance if one looks into puts provided in all most all the units of the book. In addition to this, teacher respondents from university under investigation seem to consider that teaching productive skills is so essential over teaching the receptive skills as opposed to student respondents' reaction in which they have showed their dire needs of learning the four major language skills in a balanced manner. Based on the findings of the study, it is recommended that English language department heads should plan for periodic appraisal of communicative English skills provision sine this could open up windows of opportunities for syllabus and textbook renewal/ modification. In nutshell, it is appropriate to design EAP syllabus, and then develop/adapt a course book that can tap on learners' diverse target and learning needs.

Keywords: *English for Academic Purpose, Syllabus Design, Course Material Development, Needs Assessment, course book evaluation*

CHAPTER ONE

1. Introduction

1.1. Background of the Study

The role of English language in academic settings is of vital interest to those who are concerned with tertiary education quality. In this regard, Swales (1995) notes that English language has become the world's major language which facilitates effective communication of research findings in whatever fields of studies. Moreover, since English language is a language of research and academic publications, anyone who wishes to get access to academic materials and publications needs to know the language very well (ibid).

Though granted with such dominance, it has not gone unquestioned. Indeed, many second language researchers and teachers have carried out studies by resisting the spread of English in academia (Demircan, 1988; Evans, 2000; Master, 1998; Pennycook, 1994; Köksoy, 2000; Lucas & Kartz, 1994, Sinanoğlu; 2004). Despite the resistance, the predominance of English as the 'lingua franca' in educational settings (Cook, 2003, p. 29) and its increasing importance in science and technology has continued. Most importantly, in the field of English language teaching (ELT), this growth has called attention on English for Specific Purpose as of 1960's. This branch of ELT has been considered as the most "innovative and vibrant area of language teaching" (Hyland, 2000, p. 297). Along with ESP, its two principal branches: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP) have also gained importance with the focus on the particular purposes of language courses either on job or academic career.

In connection with this, Chan (2001) states that language course design and development should start with determining how the syllabus addresses the needs of target learners. According to several EAP authors and researchers, there is a general consensus that needs analysis is the defining feature of EAP courses (Brown, 1995; Jordan, 1997). Hutchinson and Waters (1987) on their part state that English language syllabus can play a complex role in teaching learning process of EAP courses. And, in order to appropriately make use of any syllabus, one needs to be aware of different roles that a syllabus can play at classroom level. Therefore, it is proper to have some mechanism of breaking down the complex content and tasks into manageable units. And,

this can be achieved by designing an appropriate syllabus which later be converted in to teaching materials or course book/s (Nunan, 1988).

A course book is very essential for FL/SL teaching and learning (Cunningsworth, 1995). One of the potential advantages of the course book is providing the users with the necessary skills and activities for language practice and interaction (Richards, 2001). Another potential advantage of the course book, among others, is providing a useful input for learners which help them learn English language effectively (e.g., Crawford, 2002; and McGrath, 2002). Hence, Principled, comprehensive and rigorous evaluation is essential to examine usefulness and effectiveness of inputs in the English language course book and its accompanying materials.

O'Neill (1982), in this regard, argues that language is an instrument for generating what learners spontaneously need and want to say, so a great deal must rely upon creative interaction inside the classrooms. The course book can help in achieving this but he indicates that if that interaction does not occur, course book will be dead pages, inert written symbols and teaching will be a symbolic ritual, lacking any significance of what goes on outside the classrooms.

When specifically comes to historical practice of English language syllabus design and teaching material development in Ethiopian education system, there was an adoption, not an adaption till 1964. In this regard, Tamene (2000) writes citing Maaza(1961) as the situation before 1964 had called for employing foreign teachers and importing textbooks which were reflective of foreign culture. He further states as importing British textbooks continued till the then MEFA (Ministry of Education and Fine Arts) signed agreement with OUP (Oxford University Press) to adapt English textbooks to suit Ethiopian situation. This shows that as syllabus adoption preceded curriculum development in the history of English language teaching in the country.

Currently, English Language is the medium of instruction in Ethiopian education system starting from grade nine up to university education. Moreover, though it is against the language policy of the country, in most private owed schools in the metropolitan areas; it has been serving as language of instruction starting from grade one. On the top of these, university students are taking two compulsory courses in their academic venture. In the first semester, they take Communicative English skills (EnLa1011) which is a pre-requisite for Basic Writing skills (EnLa1012). These two courses have 5ECTS each and 135 hour work load as indicated in

nationally harmonized course guide book (MOE, 2011/12). Out of these two courses, the focus of the current study is on Communicative English skills.

As far as literatures in the area of EAP course provision is concerned, either developing or selecting a viable course book is so essential to gauge the learning-teaching process. In theory, it is often mentioned that having course book in itself does not guaranty the effectiveness of the course provision unless contents, tasks and optional methodologies are revisited periodically since something noble five years back might not appropriately serve as a right vehicle in teaching learning process of any EAP course(HyLnd,2006).

As can be seen from common course module, EnLaM (1011) few crud objectives are stated although the minimum learning standards are not specified. Among these, it reads under module description, “...*the course focuses on the development of communication skills of the students both in academic and non-academic contexts. As a result, it has a big contribution to the success of students in their other university courses.*”

However, what both academic and non-academic environment call for these days and twenty years ago are not one and the same. When one trace back fifteen or twenty years and see secondary school English text books meant for Ethiopian students, they were prepared by focusing on basic tenets of structural linguists. Thus, it was a great move by then to introduce a common-core teaching materials like college English I and II at university or college level to familiarize students with essence of communicative language teaching and at the same time enable the students to communicate in English language by performing communicative tasks which were incorporated in these teaching materials.

Today; however, secondary and preparatory school students are exposed to teaching materials or textbooks which were prepared by taking in to account issues in communicative language teaching though different scholars claim that the practice is still the same. Therefore, course books and teaching materials to be used at university level should be tougher than what students have already exposed to at secondary and preparatory school level. As far as module and modularization document which was dispatched to all public universities is concerned, the recommended course book for Communicative English skills was College English volume-I since very recently.

However, opposed to this, Adama Science and Technology University has not been using the harmonized syllabus and the recommended course book. Instead of the recommended course book, the university has been offering EnLa(1011) by making use of ‘*Oxford English for Career: Technology I*’ as a course book. To this effect, the current study focuses on examining suitability of EAP course in addressing needs of learners’ at Adama Science and Technology University.

1.2. Statement of the Problem

Teaching English language for undefined purpose or for general fluency as in traditional approach would likely fail to achieve the desired outcomes in situation where English is used as a medium of instruction as in Public universities in Ethiopia. Concerning this, Hutchinson and Waters (1987) says, ‘‘Tell me what you need English for and I will tell you the English that you need.’’ An important point of departure here is; therefore, to identify competencies required during academic study and in the world of work so as to ascertain suitable input, process and output in EAP world or context.

In connection with this, several studies show that English language courses which have been offered at higher institutions in Ethiopia in most instances failed to consider learners needs (Daniel, 2007; Kidane, 2005; Meaza, 1999; Alemu, 2004; Tesema, 2005). For instance, Daniel’s (2004) finding shows that instructors’ listening materials [listening materials prepared by instructors] were not in line with principles laid by Harmer (2001) though he did not show the impact of using this kind of material on learners’ overall language performance. Meza (1999) also found out that students’ inability of learning vocabulary, grammar, speaking and listening skills were attributed to their poor academic background. However, she did say nothing about students’ ability in writing skills and reading skills which require capability of sensitizing and critically analyzing academic texts respectively. Tesema (2005)’s work on its part focuses on inclusion of language skills, functions and notions in subject specific contexts when preparing course materials. He also investigated that the contents, skills and topics selection were in contradiction with learners needs though he did not inform his readers’ parameters he has used to come up with these findings.

Furthermore, studies also show as there is the mismatch between provisions of service English language courses and what students actually need to learn (Morries, 1982; Abraham, 1993;

Hailemichale, 1993; Mekasha 1994). From the latest studies , Abebe (2008) came up with the finding that indicates English language courses at university level have failed to prepare learners academically even though he did not stated what types of tasks and activities to be used in order to improve learners' performance and proficiency.

With regards to EAP literacy and study skills requirement setting and provision, only few studies addressed it either directly or indirectly. Among these, (Hailemichaele, 1993; Geremew, 1999; Yirgu, 2007; Tagel, 2007) are some to be mentioned. Major findings identified by these studies put forward importance of academic literacies and study skills which include having rhetoric knowledge, developing research skills, talking examination, listening to lectures, putting questions forward, writing assignments, taking notes, reading handouts, participating in discussions, etc. Apart from showing which skills were most preferred by subjects of their studies, they did not explicitly show whether the language courses have been given based on students' need or not.

As far as researcher's teaching experience in the university, and his further reading on nature of EAP course provision is concerned, little was done on Communicative English skills (EnLa1011). Hence, the current study focus suitability of course book in use in addressing learners' needs since most of the studies which were undertaken in the area rather focus on Basic Writing skills (EnLa1012).

1.3.Objectives of the Study

The major objective of the study was scrutinizing academic literacy and study skills per-engineering students' at Adama Science and Technology University (ASTU) need to acquaint with to be effective in their academic and future career life. And, specifically the study attempted to:

- ascertain English language skills priority to be given to in teaching learning process.
- discover felt linguistic gaps of pre-engineering students in the university under study.
- identify study skills and academic literacy skills students at ASTU need to be acquainted with.
- distinguish input types students' needs to be exposed in order to equip them with basic study skills and academic literacies.

- examine relevance of the course book, ‘Oxford English for Career: Technology1’ in addressing learners’ needs.

1.4. Research Questions

In order to attain objectives stated above, the following basic research questions are answered:

1. To which major language skills do pre-engineering students give priority to?
2. What are students prominent felt linguistic gaps?
3. Which study skills and academic literacy skills do students need to acquire most?
4. To what sorts of input types do students need to be exposed to in order to get equipped with study skills and academic literacies?
5. To what extent does the course book in use at ASTU address students’ target and present learning needs?

1.5. The Significance of the Study

Studying EAP needs of university students’ benefits students themselves, EFL and major area teachers, researchers, employers and MoE in several ways. For instance, the result of the study may help decision makers to re-think on the education system in the country and make a reasonable amendment by considering importance of EAP syllabus design and its implementation in today’s academic environment. Moreover, it addresses factors those might hamper effective implementation of communicative English skills (EnLa1011), and then indicates possible ways of curving them. Furthermore, it may also serve as a supporting document for those who are interested to carry out further study in the area.

1.6. Delimitation of the Study

Since the focus of this study is intensely investigating Pre-engineering students’ needs of learning Communicative English Skills. The rationale for selecting ASTU emanates from researcher’s curiosity to know why the university has selected the course book ‘Oxford for Career: Technology1’ instead of the nationally recommended course book. Moreover, participants of the study were also delimited to Pre-engineering students, English language teachers, English language department head to examine suitability of EnLa(1011) in addressing learners’ needs.

1.7. Limitations of the Study

The main limitation of this study is that in examining students' level of proficiency, questionnaire was the only instrument of data collection employed. In other words, what was dealt with was subjective evaluation or perceived students' English language proficiency without giving them a standardized test, which could possibly depict learners' objective level of English language proficiency. It may be preferable to support these data with a variety of measurement tools like achievement tests which was not used in this study.

A second limitation might be lack of co-observer. Some researchers tend to report as they have used co-observer without doing that since it is procedurally essential. However, in this study, though attempt was made to do so, there was no one was free and willing to be a co-observer by then.

Furthermore, since the study took too much time because of conditions beyond researcher's control, the newly endorsed curriculum (the 2020's common course syllabus and course book) is not the focus of the study. Last of all, the results from the study may give an insight to other universities, but may not be generalized to other contexts the country.

1.8. Definitions of Terms

Needs: needs in this study refers to what students prefer to learn, what they lack and what are essential skills to have to learn

Competency: cluster of skills, attitudes and underlying knowledge that allows an individual to perform tasks.

Critical-pragmatic: It has two objectives: to help students perform well in their academic courses and to question and shape the education they are being offered.

Generic Competence: It is a competence required in different field of specializations.

Domain Specific Competence: It is a competence in a given field of specialization.

Models: patterns serving as guidelines into action in educational activities.

Syllabus: It is the document encompasses specific language teaching programs which include issues related to the structuring of the units, optional methodology to be used to deliver the content, and the format, presentation and assessment of the content.

Teaching material: It means course book, not other inputs that could possibly be used in language classes.

1.9. Acronyms

ASTU: Adama Science and Technology University

CBLT: Competency Based Language Teaching

CLT: Communicative Language Teaching

EAP: English for Academic Purpose

EGP: English for General Purpose

EOP: English for Occupational Purpose

ESP: English for Specific Purpose

ESP: English for Specific Purpose

EST: English for Science and Technology

HESC: Higher education strategic center

MEFA: Ministry of Education and Fine Arts

MoE: Ministry of Education

MoSHE: Ministry Of Science and Higher Education

NA: Needs Analysis

PG: post graduate

PSA: Present Situation analysis

TSA: Target Situation analysis

UG: under graduate

CHAPTER TWO

A BRIEF OVERVIEW OF THE HISTORY OF EDUCATION IN ETHIOPIA

Education is a dynamic and objective-oriented process which enables to acquire different skills that bring about the desirable change on the overall human activities. As we learn from history, both formal and informal education have grown in various forms, as a result, the life of several people across the world could drastically change. In broad terms, education is the process by which the society deliberately transmits its accumulated knowledge, skills and values from one generation to another. By the same token, the New Educational and Training Policy of Ethiopia (NETP) issued in 1994 defines education as: ‘Education is a process by which man transmits his experience, new findings and values accumulated over the years in his struggle for survival and development through generations’ p 24. This definition delineates that education is a pre-condition for skills development, transmission of knowledge and technological enhancement.

In order to acquire knowledge and transfer it to the next generation, language is one of the tools which play an irreplaceable role. Ethiopia is a country which consists of over eighty nations and nationalities. These nationalities, may be if not all, have their own languages which are being used for every day communication. If all these languages are carefully studied and transformed into media of education in line with the economic development of the country, there is no doubt that the speakers of each language can have better access to formal education and can also easily promote their culture, history and heritages to others.

2.1. Modern Education in Ethiopia

Although the traditional schooling provided us with rich literary heritages like alphabet, useful historical references and relics, it could not satisfy the needs of the modern society. Teklehaimanot (2001), for example, points out, the major deficiencies of the traditional education as follows.

Firstly, the schools were totally devoted to religious education which often does not give room for argument, analysis and synthesis. Secondly, the Ethiopian secular culture and spoken languages were not given appropriate emphasis. Thirdly, knowledge was considered inviolable and static to be accepted as it is. This belief about the nature of knowledge brought about the method of teaching which focused on rote learning and memorization. Fourthly, practical skills

related to production and livelihood was disregarded. The impact of this trend is widely observed even on the contemporary education system of Ethiopia. Fifthly, the authoritarian nature of the teachers led students to be submissive and non-critic. As a result, creativity and autonomous learning did not have any room in the pedagogy. As a result, education could not solve the problem of the citizens and change their life. Sixthly, the emphasis of the education system was on oral skills so that students could not improve writing and other language skills. Because of this, students did not have opportunity to investigate, analyze and synthesize facts by themselves.

Having observed the pitfalls of the traditional education in Ethiopia, Emperor Menilik II, opened the first government school in his palace compound in 1908. The name of the school was MinilikII. According to Teklehaimanot (2001), this school was basically established to educate the children of higher officers of that time. Though the school was established to replace the then traditional education system in Ethiopia, its curriculum was not fully free from spiritual education in its entirety. Thus, it is possible to say that the curriculum was supplementary to the previous one which was totally spiritual. The aim of education in those schools was mainly to teach foreign languages and other related skills which were relevant to establish relationship with other countries. To achieve the above goals more successfully, other secular-oriented schools were opened in Addis Ababa and in different provinces of that time.

The other worth mentioning king who attempted to expand modern education in Ethiopia, according to Wondafrash (2002), was Emperor Hailesillssie. The first school that he established in Addis Ababa was Teferi Mekonnen Secondary school which was aimed at producing teachers and agricultural experts. As soon as he opened the school, he established Ministry of Education and Fine Arts in 1930. As Wondafrash (2002) further explains, the structure of the education system of that day was organized as six years of primary, six years of secondary and four years of university education.

By the end of 1930, the number of modern schools increased to twenty. The expansion of such schools really marked the gradual growth of modern education in Ethiopia. Though there was an endeavor in expanding modern education during the 1930's, there was no locally developed curriculum which goes in conformity with realities in the country. The contents of the curriculum were fully adopted from western countries such as America, France, Italy, Sweden Canada and the like. Because of this, as studies disclosed, the policy of the education system and the needs of the people could not match for several years. Even the non-indigenous instructional system of

that day could not proceed as it was due to the invasion of Italians in 1936. Since the situation was not convenient to run academic activities, most of the schools were closed and began to serve as military barracks. As a result, all efforts to expand modern education in the country were jeopardized (Ministry of Education (1986)).

After the country regained its independence in 1942, a lot of efforts were made to reinforce the collapsed educational system despite shortage of financial resources. As Teshome (1979) further explains, due to weak financial capacity and resources, the Ethiopian government recognized that it was not easy to bring back the collapsed educational system into revival. Therefore, it was compulsory for the Ethiopian government to ask for financial, human and technical supports from the British Government. After the government had succeeded in securing aid from the British Government, the responsibilities of managing the schools were provided to the British personnel. It was at this time, according to Teshome (1979), the monarchical government adopted English as a second language for its bureaucracy and instructional purposes.

During the monarchical government, there were 620 government owned and four academic secondary schools until 1962. In addition to this, the first University College of Addis Ababa was also established during the Imperial period of Hailesillassie. During this period, Americans and Canadians have great influence on the educational system of Ethiopia. According to the Ministry of Education (1996), the structure of the education system of that day was designed as six years of primary, two years of junior secondary and four years of senior secondary. The other effort of that day was to change the medium of instruction. Accordingly, in 1962, English was replaced by Amharic to serve as a medium of instruction up to Grade Six. Ministry of Education, (1996). Generally, in spite of the strong criticism against the educational system of that day from various scholars, many researchers remark that the foundation for modern educational system was laid at that time.

In 1974, the Derg Military Force overthrew the system of Emperor Hailesillassie and took power. According to Last, (1980), the primary objective of education during that regime was to expand education in the rural areas of the country. In 1980, the Ministry of Education developed a five- volume education policy, named The General Directive of the Ethiopian Education. According to this document, the policy of the government was to expand education and

implement the strategies stipulated in the then general directive of the country called, National Democratic Revolution of Ethiopia which was declared in 1976.

According to Ministry of Education (1986:23) the educational policies stated in the document were the following:

- ☞ equal right of education for all members of the society
- ☞ education for all-sided personality
- ☞ general and compulsory education for all children of the society.

Similarly, the objectives were:

- ☞ education for increasing production
- ☞ education for scientific enquiry
- ☞ education for socialist consciousness

The educational system of the Military Regime was highly criticized for its emphasis on quantity and its devotion to the implementation of Marxist-Leninist political ideology within the educational system.

In 1991, the Military Government was overthrown by the Ethiopian Peoples Revolutionary Democratic Front (EPRDF). After the EPRDF had come to power, it developed the New Educational and Training Policy (NETP) in 1994. As experts in the field witness, this educational system is radically different from that of Emperor Hailesillassie's and the Military Government's Regimes. According to this policy, the educational system has been structured as eight years of primary education, that is, the first cycle comprises Grades One-Four, second cycle, (Grades Five- Eight). The secondary education also consists of two cycles that is, the first cycle from (Grade Nine-Ten), is designed to enable students to develop their academic knowledge and identify their area of interest either to join vocational education training or preparatory programs. The second cycle (Grade Eleven-Twelve) till 2020 when the new education road map is proposed to merge the two secondary school cycle to one into grade 9-12(secondary school education) which intends to help students get further academic training and identify their area of interest and prepare themselves for tertiary education where they are exposed to research-oriented type of education at diploma, first degree and graduate level.

The other fundamental issue which makes this policy different from all other educational policies in Ethiopia is that it provides nations and nationalities with right to use their mother-tongue as a medium of instruction at primary school level. As article,39/2 states: “ Cognizant of the pedagogical advantage of the child in learning in mother-tongue and the rights of nationalities to promote the use of their language, primary education will be given in nationality languages.” This is really a new educational trend which paved the way to nations and nationalities of Ethiopia for the first time to learn through their own language in the history of Ethiopian education. The constitution of Ethiopia (Article 39/2) further mandates each federal government that it shall produce national educational standards and basic policy criteria and implement them. Thus, these days, deciding the content of their curricula and developing textbooks of primary education is mainly the responsibility of respective regional state governments along with technical assistance they get from the Federal Ministry of Education Teklehaimanot (2002).

2.2. The Role of the English Language in Ethiopia

English is by far the most important foreign language in the Ethiopian society and its position is prominent especially in the field of education. Not only is it officially being used as a medium of instruction at secondary and tertiary levels, with the dramatic increase in student population and the number of secondary and university graduates, in recent years it has also thrived in use and function beyond the confines of the education system to a broader function in diplomacy, business, commercial and industrial affairs. Higher officials of the country, for example, use English in various international conferences and summits. In addition, we know that Addis Ababa is a city where the African Union headquartered its office. As a result of this, a large number of African officers come to Addis Ababa continuously for various purposes. The officers, thus, in order to accomplish their tasks successfully, under most circumstances, it is mandatory for them to communicate in English with those Ethiopians who have affiliation with them.

The other advantage is that it is a language of lingua-franca in the current global village. We all know that the English language is frequently used as a language of internet and global communication. In order to be aware of the major events taking place in the world and keep oneself abreast of current thinking, adequate knowledge of the English language is of paramount

significance in many contexts of Ethiopia. On top of this, there are daily English newspapers published here in Ethiopia such as the Ethiopian Herald, the Reporter, the Capital, the Monitor, etc., which disseminate current information to the people all over the world and to the people of Ethiopia, as well. Hence, in order to receive a variety of information from the above newspapers and weeklies and extend one's scope of thinking, it is imperative to attain a good proficiency of the English Language. In sum, it is appropriate to argue that the English language is of multifarious contributions to the overall economic, social and cultural progress of Ethiopia.

2.2.1. History of Teaching the English Language in Ethiopia

The English language has prominent role and long history in the Ethiopian educational system. It has been taught as a subject and served as a medium of instruction along with the introduction of modern education during the reign of Emperor Minilik II. As Daniel (1998) further explains the Emperor officially declared the expansion of modern education and instruction of European languages like French and Italian along with the English language having the view that modernization in the country is achieved through the use of these languages. Researchers note that it was one of the remarkable decisions of the emperor which accelerated the teaching /learning of the English language in the country.

After the death of Minilik II, the reign of Emperor Hailesillassie gave further attention to the English language instruction both at elementary and secondary school level. During this period, several elementary schools were opened and the media of instruction of these schools were English and French Daniel (1998). This expansion of modern education in Ethiopia gave opportunity to the English language to gain impetus in the history of Ethiopian education. The second factor which helped the English language get supremacy over other European languages in Ethiopia was the military support that the British Government gave to the country in removing the Italian army from the country. In order to respond to the favor the British Government did for Ethiopia, the Ethiopian people and the government gave priority to English language to be taught as a subject and serve as a medium of instruction. The third factor which fostered the use of the English Language in Ethiopia is the increment of Ethiopian students educated in English speaking countries. Therefore, to get better job opportunity and acquire good modern knowledge, they developed positive attitude to learn the English language. The fourth factor is all teachers of that day speak English and textbooks for all subjects except Amharic were in English.

Though the use of the English language got acceptance by the people of Ethiopia and the government during Emperor Hailesillassie's regime, teaching the language encountered various problems subsequently. One of the problems was financial shortage to conduct the instructions. The second problem is lack of appropriate teaching materials and limited context to learn and use the language, that is, learning the language and using it for various purposes is merely limited to school environment Daniel (1998). As a result of this, teachers and other people concerned began to complain of the low level of students' competence in the language. The most serious problem was students' failure to express themselves in written English. In order to solve the problems, the imperial government requested aid from the British Council to set up institutes for teaching English, get reference books and periodicals which help learners improve their English Language skills Teshome (1979). The British Government, on the basis of the request, provided teaching materials and opened evening classes to teach English. The teaching was mostly handled by Indian teachers and later for some years by the volunteers of American Peace Corps.

After making all these efforts, as Teshome (1979) notes, there were several problems that affected the English language instruction. The first one was the focus given to the teaching of loud reading in each grade. Secondly, Indian teachers were not well oriented about modern English language teaching especially in the context of Ethiopia. Thirdly, there was no consensus among scholars when to introduce the English language teaching. In spite of the fact that the English language instruction suffered from various setbacks from its very outset, it has continued to be the second official language of the country until the present time Tesfaye and Taylor (1976).

In May 1961, Ethiopia hosted the United Nations-sponsored Conference of African States on the Development of Education. Among other things, the conference highlighted Ethiopia's educational deficiencies. The Ethiopian education system, especially in primary and secondary education, was given the lowest rank of all African countries Damtew (2003). There were schools and teachers shortage, a high dropout rate, and low overall attendance rates; especially among females, non-Christians and rural children. Embarrassed by this record, the Ministry of Education developed a new education policy, which was in effect until 1974. It was designed in conjunction with the objectives of the government's five year development plans, which ran from 1962 to 1967. The policy gave priority to the establishment of technical

training schools although academic education was also expanded widely side by side. The Curriculum revision introduced a mixture of academic and nonacademic subjects. It was at this junction that Amharic became the language of instruction for the entire primary cycle. Though converting the medium of the curricula into Amharic at primary cycle level was advantage for those students whose mother-tongue was Amharic, in contrast, it was possible to say that other children whose mother-tongue was different from Amharic were not considered.

When we see the states of the English language during the Military Regime, the teaching system and the states of the English language declined alarmingly. As Stoddart (1986) is cited in Haregewoin (2008), the English language competence of most students at that time was below the mark because of the mistaken policy of the government and the hastily developed textbooks both at elementary and secondary school levels. The report issued by the British Council, (1986:23), furthermore, explains the situation as follows: “After 1974, the state of education in general, and that of the English language in particular, worsened during the Military Regime due to mistaken policies that ignored the educational realities coupled with inadequate investment on education and lack of reform of education system of the country.” This implies that the dominant problem of the English language instruction during the Military Regime was the little attention paid to learners’ needs and the development of their communicative abilities as the focus of the instruction was on teaching the form of the language. Generally it can be argued that the policy of the then government on the teaching/learning of the English language, the curriculum, the teaching method that teachers employ could not bring substantial progress on the students’ English language competence.

After the EPDRF had come to power, the Education and Training Policy (ETP) was designed in 1994. The policy recognizes the relevant role the English language plays in the educational system of Ethiopia. The policy further states that it is mandatory to develop the English language skills of students ranging from primary school level. The assumption is that if students develop their English language competence at this level, they can pursue their secondary and tertiary education with fewer challenges when their mother-tongue as a medium of instruction is replaced by the English language. To this effect, new textbooks have been developed which centered their philosophy on the communicative approach to language teaching. Furthermore, the government recognized that English teachers at all level can teach better when they upgrade

themselves academically and are introduced with new developments and practices in harmony with the demand of English language in the country. As a result, those English teachers who were trained several years back are made to get refreshing workshops and seminars and those who were teaching with lower qualification were allowed to upgrade their academic status through in- service trainings. Nevertheless, researchers report that still there are problems connected to teachers training, supportive facilities, large class-sizes and teachers' command of the language which have negative impact on the teaching/learning of the language.

2.2.2. Teaching the English Language in the Ethiopian Elementary Schools

As has been mentioned earlier, recognizing the contribution of the English language in the Ethiopian context, there is an aspiration to lay foundation for elementary level learners to be competent in the language. With regard to this, the document issued by Ministry of Education (2001: V) explains:

English has been retained in the educational system because it is vital to/ for the economic development of Ethiopia. English is the language of wider communication across the globe in international relations, science and technology, commerce and trade. It is also the medium of instruction for secondary and higher education in Ethiopia.

This signifies that the English language has been given serious attention right from the elementary level thinking that it is a language of global communication, the second official language of communication and the medium of instruction at secondary and tertiary level education in the country.

As it is repeatedly suggested by language teaching experts, to improve the English language competence of students, one of the significant inputs is developing a textbook which consists of materials of high quality. Accordingly, as it is stated in the document of Ministry of Education (2001: V) there is an indication that maximum effort has been made to make the learning meaningful, purposeful and holistic. In this regard, the curriculum developers note:

The approach to the English language teaching is communicative and skills based: students learn and practice language which is meaningful to them and which has a real purpose and context. For this reason the focus is on the four skills of listening, speaking, reading and writing. Grammar and vocabulary items are integrated into practice of these skills... learners are encouraged to interact with each other in a variety of patterns: pairs, groups and

whole class. The activities are also designed to encourage students' natural curiosity and appetite for discovery together with enjoyment of learning through games, songs and stories.

This reveals that the new English language curriculum is designed with the aim of improving the overall English language capacity of students through meaningful practices. To achieve this, the English teachers are made to get continuous in-service trainings and the teaching materials have been developed in such a way that students can learn the language communicatively. When we observe the objectives, English curriculum for the first cycle is developed aiming at achieving the goals stated here below:

- ☞ motivating children to learn English by using interesting and enjoyable methods
- ☞ learning geared to: communicating in English, using the language creatively, taking delight in talk
- ☞ building on young learners' instinct for play and fun
- ☞ taking account of their capacity for imagination and creativity
- ☞ developing in young learners sensitivity to foreign languages and cultures
- ☞ raising their awareness of the mother tongue and English
- ☞ developing in them a positive attitude to language learning (Ibid: I).

Thus, the goal encourages learners to learn the English language meaningfully and use it for their in their day-to-day communication effectively. When students are exposed to such kind of teaching/learning, they anticipate or predict what comes next and develop a habit of solving problems independently. They should not be afraid of taking risks or making mistakes because there is a belief that if the primary focus is on fluency, the students can achieve accuracy in the course of time. Finally they should reflect on their actions and learn from them. Regarding the content, it is both topic-based and linguistic. According to the designers of the curriculum, lesson topics have been chosen that are interesting, authentic and enjoyable to young learners.

According to the designers of the new English Language curriculum, the major changes made are several. In this study, however, the most important ones are discussed as follows. The first one is reducing the content and structure in line with students' age and grade level so that teachers may be able to cover the content in the allotted time. Secondly, there is spiral progression throughout the four grades. This is to say that all macro and micro language skills and

other language components are taught at increasing levels of difficulty and sophistication within the topic areas. This spiral progression is demonstrated in the minimum learning competences and the topic flow chart. The third change is regarding authenticity. As the writers of the text book explain the content is relevant to all children whether they are progressing to secondary school, technical or vocational school.

2.2.3. Teaching the English Language in the Ethiopian Secondary Schools

The present educational system of Ethiopia has given due attention to the teaching/learning of the English Language at secondary school level. The major reason is that the language serves as a medium of instruction at secondary school and tertiary education level. Moreover, under some circumstances, the language plays crucial role in the world of work when students join the community.

Grade 9 and 10, will be the last stage of formal education for many students. Some will continue to Grades 11 and 12, where they prepare themselves for tertiary level education. Others will join technical and vocational schools but few will join the world of work. Some will receive on- job training through continuing education. It is important, therefore, that the English syllabus for Grades 9 and 10 should cater for the immediate and future needs of all these groups. The syllabus provides learners with continued training in language development including basic language and study skills which enable students communicate effectively in English at school and in their real life. Furthermore, an attempt was made in creating conducive situations in which students' English language skills would be developed through problem solving activities. Over and above, almost all language skills are treated in each unit using an integrated approach.

one is inviting guest speakers to talk on a particular topic, where the object is to encourage students to listen, take notes, ask questions and report. If the guest speaker is not an English speaker, the exercise can be useful for starting to develop interpreting skills. The fourth one is preparing quizzes, which can be used for revising language patterns, vocabulary, general knowledge or specific knowledge on a topic .And the last one is role- play and drama which are powerful tools for enabling students to explore problem situations without personal involvement that could inhibit open discussion.

The second cycle of secondary school (Grades 11 and 12), the English language syllabus was designed basically to enable students to use the English language spontaneously and flexibly in both spoken and written form especially for academic purposes both at secondary and tertiary education level confidently and clearly.

Basic study skills which are included in the English syllabus for grades 9 and 10 are consolidated in Grade 11 and 12. The syllabus provides continued training in language development and aims at developing students who can communicate effectively in educational and non-educational settings. As it is stated in the curriculum, whenever possible, the students' English language skills should be developed through problem solving and posing skills. Students need to be involved in such activities as: critical reading and listening, discussion, debate and a variety of individual and group writing tasks.

As can be seen from the above discussions, the English language syllabus designers are of the understanding that the text books are well developed and the Ministry of Education has devised various training and refreshment programs in which English teachers can upgrade their professional competence. Some researchers like (Girma, 2005; Tsegaye, 2006; Solomon 2004, etc), however, remark that several of the students who are currently joining various colleges and universities are still found weaker in their command of English than those who used to join universities after taking College English I and II.

2.2.4. Teaching the English Language at Tertiary Level in Ethiopia

In universities, the English language plays a prominent role as it is a medium of instruction in many of the departments except in some whose aims are to train students in local languages. Secondly, the Higher Education proclamation issued in 2009 declares that the work language of higher learning institutions shall be the English language. Moreover, it is offered as a common course throughout colleges and universities in the country. Some years back university students used to take English service courses such as College English I and II and Sophomore English. Since 2003, however, due to the belief that the previous College English I and II can be fully handled at preparatory level (Grade 11 and 12), the New Education and Training Policy included only Sophomore English in the curriculum to be offered as a service course at university level except for those students who used to join College of Education and the Institute of Language Studies. A number of local research studies, nevertheless, indicated that still the English

language command of most preparatory origin students was below the expected standard. As a result, most university instructors are heard complaining that due to their low proficiency of the English language, most students were incapable of coping with the academic challenges.

As it is understood, college or university education requires a lot of writing because students at this academic level are required to produce a large number of written works for various purposes. Thus, writing is part and parcel of every student's academic performance. Hence, students who join higher learning institutions need courses which enable them develop their writing abilities. Due to this reason, the Educational and Training Policy (ETP) has realized the problems and revised the English language service-course offerings. Accordingly, in the revised policy, those students who join universities are required to take two service courses: namely, Communicative English Skills in which writing is emphasized as one macro skill and Basic Writing Skills (Sophomore English) which is fully devoted to practicing a variety of EAP genres.

CHAPTER THREE

REVIEW OF RELATED LITERATURE

3.1. The Language Curriculum

Language curriculum is an overall program which includes teaching objectives, specification of contents, learning activities that aim to achieve the objectives, ways to measure learning achievements, and evaluation of each aspect of the curriculum. The typical sub-processes of the curriculum development process (gathering ideas, ordering ideas, ideas to text, reviewing, editing) can be applied to the curriculum design, but it makes it easier to draw on the current curriculum design theory and practice if a different set of parts is used (Nation and Macalister, 2010: 1).

Any curriculum design and development consists of three outside circles and a subdivided inner circle. The outer circles (principles, environment, needs) involve practical and theoretical considerations that will have a major effect in guiding the actual process of course production. It is obvious that there are wide ranges of factors to be considered when designing a course. These include the learners' present knowledge and lacks, the resources available including time, the skills of the teachers, the curriculum designers' strengths and limitations and principles of teaching and learning are some to be mentioned. If factors such as these are not considered, then the course may be unsuited to the situation and learners for which it is used, and it may be ineffective and inefficient as a means of encouraging learning. In the curriculum designing process, these factors are considered in three sub-processes: environment analysis needs analysis and application of principles (Nation and Macalister, 2010).

In language teaching, there are three common models of curriculum (Nunan, 1988c; Finney, 2002). The first is the content model. This model suggests that the focus of the curriculum is on the content of what is to be learned. It is dominantly used in the structural linguistic based syllabus design in which the syllabus contains grammatical knowledge or language of the forms. The purpose of this curriculum model is mostly to teach structure of the language.

The second model is objective model. This model begins with the objectives of teaching-learning. And, learning is defined as a process which will result in observable behavioral changes

which can be measured in terms of behavioral objectives. In language teaching, behavioral objectives imposes restrictions on the cognitive and affective aspects of learning (Tumposky, 1984), and it is difficult to determine the objectives of the expressive and creative functions of language (Clark, 1987).

The third model is the process model. This model deals with humanity values. The purpose of learning in this case is to enable the students develop self-confidence and esteem. It is concerned with the development of understanding, not just the passive understanding of knowledge or acquisition of specific skills. The goals of this curriculum model are defined in terms of the processes and procedures through which an individual develops understanding and awareness and acquires the skills for future learning. This model makes use of learner needs and interests in learning teaching process. It also underlies the process of curricula development such as those used in the Bangalore project (Prabhu, 1987) or task-based language teaching (Long and Crookes, 1992).

3.2. The Syllabus Design

Etymologically syllabus means a 'label or 'table of contents'. Wilkins (1981) points out: "syllabuses are specification of the content of language teaching which have been submitted to some degree of structuring or ordering with the aim of making teaching and learning a more effective process". Each type of syllabus offers alternative answers to the question: What does a learner of a new language need to know, and what does a learner need to be able to do with this knowledge? (Breen, 1987, p. 85). To design a syllabus is to decide what gets taught and in what order.

"Syllabus" is defined by Richards (2001, p.2) as "a specification of the content of a course of instruction [which] lists what will be taught and tested". White (1988, p.3), citing Brumfit (1984) further notes that a syllabus "can only specify what is taught; it cannot organize what is learnt. Such an assertion reflects the sentiment echoed by the likes of Brown (2007, p.297) who states "it is important to distinguish between input and intake. The latter is the subset of all input that actually gets assigned to our long-term memory store." A syllabus may hope to form the vast majority of a learner's intake, but cannot hope to specify precisely what is actually learnt or acquired by any given student in any particular course. Syllabus design is thought to be based

essentially on a decision about the 'units' of classroom activity, and the sequence in which they are to be performed (Robinson, 1998).

According to Webb (1976), syllabus design is understood as the organization the selected contents into an ordered and practical sequence for teaching purpose His criteria for syllabus design include: progress from known to unknown matter, appropriate size of teaching units, a proper variety of activity, being teachable, creating a sense of purpose for the student.

3.2.1. Types of Syllabuses

Historically, different approaches to language teaching based on different principles and conceptions about acquisition and learning have triggered different types of syllabi, have assigned different roles to the learner, and have promoted variety of methodologies and classroom practices. A great divide has traditional existed between models which argue that decisions in syllabus construction should be motivated by findings in Second Language Acquisition (Long, 198 Long & Crookes, 1992; Robinson, 1998; Skehan, 1998) and those that suggest criteria which are not necessarily informed by Second Language Acquisition(SLA) (Ellis, 1997; Nunan, 1989; Willis, 1990).

Various types of approaches to syllabus design have employed different unit there are structural, functional and notional, skills, communicative, and task-bas syllabuses. However, there have been continuous attempts to categorize them in two main strands (Wilkins, 1976; White, 1988; Long and Crookes, 1992, 1993).

Wilkins (1976) was the one who first drew attention to the distinction between synthetic and analytic syllabuses. He described the synthetic approach as language teaching strategies is one in which the different parts of language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up. In contrast to synthetic syllabus , analytic syllabuses are organized in terms of the purposes or which people are learning language and the kinds of language performance that are necessary to meet those purposes (Wilkins 1975).

White (1988) recognizes two types of syllabuses namely Type A and Type 'B'. According to him, Type 'A' syllabi are concerned with what should be learned. Without considering who the learners may be or how languages are acquired, they determine a series of objectives and they

'pre-package' the language by dividing it into small, discrete units. They are product-oriented, so they evaluate the outcomes in terms of mastery of the language. All synthetic syllabi are considered Type 'A' syllabi. Type 'B' syllabi; on the contrary, are concerned with how the language is learned and how this language is integrated with learners' experiences. The different elements of the syllabus emerge from a process of negotiation between learners and teachers; they are oriented toward the process; and evaluation criteria are set by the learners themselves (Long & Robinson, 1998).

Nunan (1988) states that product-oriented syllabuses are those in which the focus is on the knowledge and skills which learners should gain as a result of instruction (the product or the end), while process syllabuses are those which focus on the learning experiencing themselves (the processes toward the end).

3.2.1.1 Product Oriented Syllabus

Product-oriented syllabuses emphasize the product of language learning and are prone to intervention from an authority. In these syllabuses different parts of language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure has been built up At any one time the learner is being exposed to a deliberately limited sample of language (Wilkins, 1976, p. 2). Syllabuses with the synthetic approach emphasize the product of language learning and are prone to intervention from an authority.

A .The Structural Approach

Historically, the most prevalent of syllabus type is perhaps the grammatical syllabus in which the selection and grading of the content is based on the complexity and simplicity of grammatical items. The learner is expected to master each structural step and add it to her grammar collection. As such the focus is on the outcomes or the product. One problem facing the syllabus designer pursuing a grammatical order to sequencing input is that the ties connecting the structural items maybe rather feeble. A more fundamental criticism is that the grammatical syllabus focuses on only one aspect of language, namely grammar, whereas in truth there exist many more aspects to language. Finally, recent corpus based research suggests there is a

divergence between the grammar of the spoken and of the written language; raising implications for the grading of content in grammar based syllabuses.

B. The Situational Approach

Limitations in the structural approach led to an alternative approach where the point of departure became situational needs rather than grammatical units. Here, the principal organizing characteristic is a list of situations which reflects the way language and behavior are used every day outside the classroom. Thus, by linking structural theory to situations the learner is able to induce the meaning from a relevant context.

One advantage of the situational approach is that motivation will be heightened since it is "learner- rather than subject-centered" (Wilkins.1976: 16). However, a situational syllabus will be limited for students whose needs were not encompassed by the situations in the syllabus. This dissatisfaction led Wilkins to describe notional and communicative categories which had a significant impact on syllabus design.

C. The Notional-Functional Approach

Wilkins' criticism of structural and situational approaches lies in the fact that they answer only the 'how' or 'when' and 'where' of language (Brumfit& Johnson, 1979:84). Thus, the starting point for a syllabus is the communicative purpose and conceptual meaning of language i.e. notions and functions, as opposed to grammatical items and situational elements which remain but are relegated to a subsidiary role.

In order to establish objectives, the needs of the learners will have to be analyzed by the various types of communication in which the learner has to confront. Consequently, needs analysis has an association with notional-functional syllabuses. Although needs analysis implies a focus on the learner, critics of this approach suggest that a new list has replaced the old one. Where once structural/situational items were used a new list consisting of notions and functions has become the main focus in a syllabus. White (1988:77) claims that "language functions do not usually occur in isolation" and there are also difficulties of selecting and grading function and form. Clearly, the task of deciding whether a given function (i.e.

persuading), is easier or more difficult than another (i.e. approving), makes the task harder to approach.

The above approaches belong to the product-oriented category of syllabuses. An alternative path to curriculum design would be to adopt process oriented principles, which assume that language can be learnt experientially as opposed to the step-by-step procedure of the synthetic approach.

3.2.1.2. Process-Oriented Syllabuses

Process-Oriented Syllabuses, or the analytical approach, developed as a result of a sense of failure in product-oriented courses to enhance communicative language skills. It is a process rather than a product. That is, focus is not on what the student will have accomplished on completion of the program, but on the specification of learning tasks and activities that s/he will undertake during the course.

A. Procedural or Task-Based Syllabus

Prabhu's (1979) 'Bangalore Project' is a classic example of a procedural syllabus. Here, the question concerning 'what' becomes subordinate to the question concerning 'how'. The focus shifts from the linguistic element to the pedagogical, with an emphasis on learning or learner. Within such a framework the selection, ordering and grading of content is no longer wholly significant for the syllabus designer.

Arranging the program around tasks such as information- and opinion-gap activities, it was hoped that the learner would perceive the language subconsciously whilst consciously concentrating on solving the meaning behind the tasks. There appears to be an indistinct boundary between this approach and that of language teaching methodology, and evaluating the merits of the former remain complicated.

A task-based approach assumes that speaking a language is a skill best perfected through practice and interaction, and uses tasks and activities to encourage learners to use the language communicatively in order to achieve a purpose. Tasks must be relevant to the real world language needs of the student. That is, the underlying learning theory of task based and communicative language teaching seems to suggest that activities in which language is employed to complete meaningful tasks, enhances learning.

B. Learner-Led Syllabuses

The notion of basing an approach on how learners learn was proposed by Breen and Candlin (1984). Here the emphasis lays with the learner, who it is hoped will be involved in the implementation of the syllabus design as far as that is practically possible. By being fully aware of the course they are studying it is believed that their interest and motivation will increase, coupled with the positive effect of nurturing the skills required to learn.

However, as suggested earlier, a predetermined syllabus provides support and guidance for the teacher and should not be so easily dismissed. Critics have suggested that a learner-led syllabus seems radical and utopian in that it will be difficult to track as the direction of the syllabus will be largely the responsibility of the learners. Moreover, without the mainstay of a course book, a lack of aims may come about. This leads to the final syllabus design to be examined; the proportional approach as propounded by Yalden (1987).

C. The Proportional Syllabus

The shift from form to interaction can occur at any time and is not limited to a particular stratum of learnability. As Yalden (1987) states, it is important for a syllabus to indicate explicitly what will be taught, "Not what will be learned"(p87). This practical approach with its focus on flexibility and spiral method of language sequencing leading to the recycling of language seems relevant for learners who lack exposure to the target language beyond the classroom.

It is commented that although there has been a preference for particular methods at different times, methods often continue in some form long after they have fallen out of favor. This remark is true regarding the grammar translation approach that is still alive in some parts of the world. Mary Finocchario (1983) claims that the grammar translation approach was inherited from the teaching of Latin, a language that was only taught for passive use. "Course designers who carefully consider the various approaches to syllabus design may arrive at the conclusion that a number of different ones are needed and are best combined in an eclectic manner in order to bring about positive result" (Dubin & Olshtain, 1997: 2).

3.2.2 ESP Syllabus Design

3.2.2.1 The Origin of ESP

Certainly, a great deal about the origins of ESP could be written. Notably, there are three reasons commonly traced to the emergence of ESP: the demands of a Brave New World, a revolution in linguistics, and focus on the learner (Hutchinson & Waters, 1987). These writers also note those two key historical periods breathed life into ESP. First, they state as what the end of the Second World War brought with it saying, " ... age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale for various reasons and most notably the economic power of the United States in the post-war world, the role [of international language fell] to English" (p. 6). Second, the Oil Crisis of the early 1970s resulted in Western money and knowledge flowing into the oil-rich countries, and the language of this knowledge became English. The second key reason cited as having a tremendous impact on the emergence of ESP was a revolution in linguistics, so these groups began to focus on the ways in which language is used in real communication.

Carter (1983) in this regard states that the main characteristics of the ESP are purpose based orientation, authentic material and self-direction in its teaching learning process. The purpose driven orientation is concerned with presenting and practicing particular communicative tasks in the classroom which are required in the target situations. The first characteristic (purpose-related orientation) is plausible, but the latter one (authentic material) needs to be treated carefully. This happens when the ESP students' proficiency level may be low and not ready to absorb authentic material. Finally, self-direction refers to the learners' readiness, which means that ESP enables students' to become language users.

Among revolutionary linguists, Hyland (2002) states, "Essentially ESP rests on the idea that we use language to accomplish purposes and engage with others as members of social groups" (p. 391). Hutchinson and Waters (1987) also argues, "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" (p. 19). According to them, when asked, 'What is the difference between EGP and ESP?' The answer is in theory nothing, but in practice a great deal. This means that the boundary between EGP and ESP has become quite blurred. However, Hyland (2002) insists that there are huge differences between different disciplines. Hence, general English cannot help students to

function effectively in their field of study. Thus, he remarks that the discourses of the academy do not form an undifferentiated, unitary mass but from varieties of subject-specific literacy.

According to Hutchinson and Waters (1987), though English had previously decided its own destiny, it is now become subject to the wishes, needs and demands of the learners. They also pointed out that one significant discovery was in the ways that spoken and written English vary. In other words, given the particular context in which English is used, the language to be used will change. If language in different situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible.

3.2.2.2 English for Academic Purpose

EAP was once called English for Educational Purposes (EEP). This term was used when the concept was first introduced, and it is rarely in use now since it was replaced by EAP. The growth of EAP is derived from the awareness of ESP practitioners that all the tertiary level students have different learning needs and this cannot be fulfilled by teaching them the same type of English language. Sabariah and Rafik-Galea (2005), for instance, see the development of EAP as a result of dissatisfaction with the lack of generalizability of ESP courses. Evans and Green (2007) also found out that most of the undergraduates not only require language support at university level but also they need to be oriented towards EAP rather than to EGP. Similarly, Hyland (1997) realizes that students see the value of EAP classes as a determinant factor for academic success in an English-medium environment.

Coffey (1984, cited in Sager, 1998), also describes EAP as a students' need for quick and economical use of the English language to pursue a course of academic study. Whereas for Wei and Flaitz (2005), EAP is like a key responsibility in assisting ESL (English as a Second Language) students to develop the kind of English language proficiency that will lead to success in their academic endeavors.

During 1980s, both EAP and EOP (English for Occupational Purposes) were grouped together. This is seen when Carver (1983) identified three types of ESP (English for Specific Purposes): (i) English as a restricted language, (ii) English for Academic and Occupational Purposes, and (iii) English with specific topics. It is noted here that EAP and EOP are categorized as the same type of ESP. This idea is in line with Hutchinson and Waters's (1987) view in which they argue

that EAP and EOP is not a clear-cut distinction as people can work and study simultaneously. Therefore, it can be implied that both EAP and EOP are geared towards the same purpose or outcome – to prepare learners for their future professions. However, this idea is not accepted by some ESP researchers like Sabariah and Rafik-Galea (2005) and Jordan (1997).

Jordan (1997) divides ESP clearly as two main strands: English for Occupational/ Vocational/ Professional Purposes (EOP/EVP/EPP) and English for Academic Purposes (EAP) as stated in the preceding section. Under the strand of EAP, there are two sub-strands: English for Specific Academic Purposes (ESAP) and English for General Academic Purposes (EGAP) (Blue, 1988a cited in Jordan, 1997). An example is given to distinguish EOP/EVP/EPP and ESAP. For instance, English for doctors are put under EOP/EVP/EPP whereas English for medicine is listed under EAP or specifically ESAP. In the EOP/EVP/EPP, training for the doctors will be focusing on the practice of doctor-patient interaction during consultation. Conversely, under ESAP, practice is specially designed for medicine students to carry out academic tasks such as reading medical journals and writing clinical reports. Thus, EOP is the language needed in a real working environment; and subject-specific English or ESAP is the language required for a particular academic subject, e.g. medicine and law, where its contents include the language structure, genres, vocabulary, the particular skills needed for the subject, and the appropriate academic conventions (Jordan, 1997).

In describing English for General Academic Purposes (EGAP), Jordan (1997) also asserts that a large proportion of the common core element is more usually known as study skills plus other elements of a general academic English register incorporating a formal, academic style, with proficiency in the language use. These study skills include areas such as effective lecture listening comprehension and note-taking, writing in the appropriate academic register, reading effectively for study purposes, participation in discussion and library research. This is not a subject-specific type of English language and its main objective is to equip learners with the necessary skills to complete tasks in a general academic setting, for instance studying for the first degree at higher learning institutions and preparing postgraduate students in writing dissertation. In EGAP, strategies for reading, writing, speaking and listening for all academic subjects will be taught in the program while in ESAP, vocabulary and skills specific to a subject of study are emphasized (ibid). Agreeing with Jordan's view, Hyland (2006:9) writes with plain language on

distinction between EGAP and ESAP citing Dudley-Evans and St John (1998). As to her, EGAP include the following activities:

- Listening to lectures.
- Participating in supervisions, seminars and tutorials.
- Reading textbooks, articles and other material.
- Writing essays, examination answers dissertations and reports.

This approach might encourage us to see such activities as questioning, note taking, summary writing, giving prepared presentations and so on as generic academic practices. ESAP, on the other hand, reflects the idea that, while some generalizations can be made, the differences among these skills and conventions across distinct disciplines may be greater than the similarities. ESAP; therefore, concerns the teaching of skills and language which are related to the demands of a particular discipline or department.

The issue of specificity challenges EAP teachers to take a stance on how they view language and learning and to examine their courses in the light of this stance. It forces us to ask the question whether there are skills and features of language that are transferable across different disciplines or whether we should focus on the texts, skills and forms needed by learners in distinct disciplines.

These features raise interesting issues and controversies in conceptualizing EAP and determining its nature and role. In engaging with these issues EAP has matured as a field, and practitioners have come to see themselves as not simply preparing learners for study in English but as developing new kinds of literacy which will equip students to participate in new academic and cultural contexts (Hyland, 2006).

The applied nature of EAP, and its emergence from ESP as mentioned in the preceding paragraphs, originally produced an agenda concerned with curriculum and instruction rather than with theory and analysis. From its place at the intersection of applied linguistics and education, and following a more reflective and research oriented perspective, EAP has come to highlight some of the key features of modern academic life. Among them are:

- Students have to take on new roles and to engage with knowledge in new ways when they enter higher education.

- Communication practices are not uniform across academic disciplines but reflect different ways of constructing knowledge and engaging in teaching and learning.
- These practices are underpinned with power and authority which work to advantage or marginalize different groups and to complicate teaching and learning.
- The growth of English as a world language of academic communication has resulted in the [emergence] loss of scholarly writing in many []national cultures(Hyland,2006:8)

English for Academic purpose (EAP) courses deal with teaching English with specific aim of helping learner to study, conduct research or teach in that language. As indicated in Flowerdew and Peacock (2001), EAP is normally considered to be one branch of English for specific purpose, and the other being English for Occupational purpose(EOP). Each of these major branches is then sub divided according to the disciplines or occupations with which they are concerned. Thus, EAP may be divided into English for Biology, English for Economics, and English for Engineering, etc. and EOP branches out into English for pilots, English for doctors, English for bank employees, etc.

A question that often arises in designing EAP courses concerns with the level of specification to which they should be adopted. Some argue that at lower levels of general English competence learners could not be ready for discipline-specific language and learning tasks while others argue that the most cost effective teaching is which focuses on the immediate specific needs confronting learners in their disciplines. According to Flowerdew and Peacock (2001), there are number of problems with common core hypothesis. The common core is a formal system, divorced from meaning and use since meaning is determined by context. Therefore, if meaning is to be incorporated into the common core hypothesis, it is possible to escape from the notion of specific varieties. However, mastery of language system whether or not it is claimed to be part of common core or not, must take place within the context of a specific variety or varieties (Bloor and Bloor, 1986).

In this regard, the expansion of the demand of EAP to suit the particular needs of tertiary students and the development of higher education varies according to the particular country's situation. This situation would be different in the country where English is the native language. Liyanage and Birch (2001) state that if English language is not the native language of the students, EAP classes are often attended and needed by almost all the students who are from

a range of different academic disciplines. They also reveal that EAP in such countries are usually conducted as ESAP courses catering for the needs of individual academic departments and their students. For instance, undergraduates who are registered for accountancy, management and banking programs will be undertaking different EAP courses although they are from the same faculty. In the contrary, when English is the official first language of the country, the international students who are from the non-English speaking countries or ESL students will be attending EGAP courses instead of ESAP classes. This is because the students are from a range of academic disciplines and the numbers is insufficient for the institution to conduct ESAP courses for the students according to their academic disciplines. To conclude, there is a clear difference between the needs of EAP students in the two contexts mentioned above.

Having either ESAP or EGAP courses by considering the status of the English language in the particular countries is not a fixed idea as the nature of the EAP courses is still dependent on the generalized objective of having it after identifying the needs of the students. Even in an ESL context, if the intention of the institution is to assist the students to study effectively at the tertiary level with the abilities in handling academic tasks such as referencing skills and study skills, EGAP courses would be more relevant to the students instead of ESAP. Thus, Liyanage and Birch (2001) argue that most EAP courses, in most institutional setting, are likely to continue to be of the EGAP rather than the ESAP variety.

The future development of EAP in higher education has been widely discussed by ESP practitioners. For instance, Mo (2005) predicts that more attention will be paid to EAP at pre-tertiary levels in the future as there are already many researches on EAP needs that concern students at undergraduate and postgraduate level. Early exposure of EAP skills is believed to be useful for the pre-tertiary or pre-university students to build a strong academic English language background which will then assist them to learn more effectively at a higher level. When reviewing the present development of EAP in both EFL and ESL contexts, Hamp-Lyons (2001) assures that the English language skills of non-native English speaking academics will develop as the demand is getting higher.

In nutshell, be it EAP or EOP, course design starts with needs analysis (Elliott, 1998; Gillet, 1989; More, 2001; Nunan, 1991), which is conducted at several levels: at the level of a students', at institution, educational setting, and administrative, political and cultural levels (Kennedy,

1988). Needs analysis is a component of a system approach and it can be defined as procedures that are carried out in order to get information about students' wishes (Richards, 2001).

3.2.2.3 Needs Analysis in Designing EAP Syllabus and Material

Needs Analysis (also known as Needs Assessment) is a means of defining as precisely as possible the learners' language needs and understanding what they think they can obtain from the language course. It has a vital role in the process of designing and carrying out any language course, be it English for Specific Purposes or a General English course, and it centrally has been acknowledged by several scholars and authors (Munby,1978; Hutchinson &Waters, Robinson, 1991; Johns,1991; Jordan,1997; Dudley-Evans & St.John, 1998).

The idea of focusing on learners' needs originated in the 1970s resulting from the interest in the design of a language course that could satisfy individual and social needs (Palacios, 1992); its development evolved in association with the teaching of languages for specific purposes. The term needs analysis has been the principal method for determining what to include in ESP/EAP curricula (Bensch 1999). Richards (2001: 51) defines the term needs analysis as: 'procedures used to collect information about learners' needs.'

Clearly, the role of needs analysis in any EAP course is unquestionable. Language needs analysis (LNA) has traditionally been a pillar of EAP course design. As Hyland (2006) argues the use of systematic means to define the specific sets of skills, texts, linguistic forms, and communicative practices that a particular group of learners must acquire is central to ESP, in forming its syllabi and materials and underlining its pragmatic engagement with occupational, academic, and professional realities.

Hutchinson and Waters (1987:53) argue, 'What distinguishes EAP from General English is not the existence of a need as such but rather an awareness of the need.' Accordingly, "If learners, sponsors and teachers know why the learners need English, that awareness will have an influence on what will be acceptable as reasonable content in the language course and, on the positive side of what potential can be exploited" (ibid).

Dudley-Evans and St-John (1998) state needs analysis as professional information about the learners. These include: tasks and activities learners will be using English for, which is named as target situation analysis or objective needs. Moreover, they consider needs analysis as the

process through which personal information such as wants or subjective needs are identified. Furthermore, these authors consider needs analysis as the process of deciding what students have to learn by gathering information related to linguistic, genre and discourse. And, later determining what is expected out of the course and at the same time establishing how the course will be administered and run.

Another way to look at needs is to make a clear cut division between present knowledge/required knowledge, objective/subjective needs, and perceived/felt needs (Dudley-Evans and St-John 1998). The difference between present and required knowledge goes back to the gap between present know-how and what the target situation demands. The difference between objective/subjective and perceived/felt needs lies in the nature of data based on the nature of sources used to collect the data required for needs analysis by using outsiders and/or insider's views. For example, tests are used to elicit objective needs and interviews are used to identify the subjective ones. Very roughly, lacks fit into present knowledge, necessities fit into required knowledge, and wants fit into subjective needs (ibid).

Needs analysis might be done before a course starts, at the beginning of a course, while the course is ongoing and at the end of a course if it is going to be repeated with a different group of learners (Nation and Macalister, 2010). It is especially at this point that needs analysis tends to be circular, shaping and reshaping the future courses and adding to their efficacy. In general, needs analysis is often categorized as target situation and present situation analysis which is going to be discussed separately hereunder.

I. Target Situation Analysis

The term, "Target Situation Analysis" (for short TSA) was first introduced by Chambers (1980: 29). For him TSA is "communication in the target situation." TSA is a form of needs analysis, which focuses on identifying the learners' language requirement in the occupational or academic situation they are being prepared for (West, 1994). Robinson (1991:8) argues that a needs analysis, which focuses on students' needs at the end of a language course can be called a TSA.

In his work, Munby (1978) introduced Communicative Needs Processor (for short CNP). In Munby's CNP, the target needs and target level performance are established by investigating the

target situation, and his overall model clearly establishes the place of needs analysis as central to ESP. He presents a Comprehensive Data Bank (for short CDB), comprising a set of parameters within which information on the students' target situation can be plotted. The model formulated by Munby has widely been studied and discussed. Comprehensive data banks are among its useful features. For example, micro-skills and attitudes can be used as checklists for the resultant syllabus.

Dudley-Evans and St-John (1998: 125) define TSA as: "Tasks and activities that learners will be using English for target situation." According to them, TSA includes objective, perceived and product-oriented needs. They explain that the objective and perceived needs are derived by outsiders from facts, from what is known and can be verified. Therefore, as to them to be able to spell English words correctly is an objective/perceived need. Product-oriented needs are derived from the goal or target situation.

II. Present Situation Analysis

Present Situation Analysis (for short PSA) may be posited as a complement to target situation analysis (Robinson, 1991; Jordan, 1997). If target situation analysis tries to establish what the learners are expected to be at the end of the language course, present situation analysis attempts to identify what they need at the beginning, or when the course is on progress. According to Robinson (1991), PSA seeks to establish what the students look like at the start of their language course by investigating their strengths and weaknesses. Dudley-Evans and St-John (1998) also state that PSA estimates strengths and weaknesses in language, skills, learning experiences of the learners. The PSA can be carried out by means of established placement tests or Diagnostic test in most cases. However, the background information, level of education, etc about learners can provide us with enough information about their present abilities to some extent.

According to McDonough (1984), PSA involves "*fundamental variables*", which must be clearly considered before the TSA. In practice, one is likely to seek and find information relating to both TSA and PSA simultaneously. Thus, needs analysis may be seen as a combination of TSA and PSA and within the realm of EAP. One cannot rely either on TSA or PSA as a reliable indicator of what is needed to enhance learning and reach at the desired goals.

3.3. EAP Teaching Materials

3.3.1. Non- Authentic vis-à-vis Authentic Teaching Materials

One of the most prominent debates in EAP teaching is concerned with the selection and use of authentic versus non-authentic, general versus subject-specific and simple versus complex materials. The problem is that in the real world teachers barely save any time to research and develop appropriate and useful materials. Therefore, it is believed that many teachers have become slaves of the published course books available. Gatehouse (2001) notes, “No one of ESP text can live up to its name.” (p. 10). Similarly, Clapham (2001) states that finding appropriate materials is indeed difficult and the appropriateness of teaching materials cannot be determined in advance. This writer suggests that since students have different background knowledge and come from different disciplines, it is preferable to teach common core or general materials. Hirvela (2001) also emphasizes that teachers had better employ different types of general materials in order to prepare students be effective in their major area academic courses. He believes that using subject-specific materials bores most of the students and do not develop their competence effectively.

The main, rather sharp issue in the EAP is the use of either authentic or non-authentic materials. In this regard, Widdowson (1998) is against the use of real materials and remarks that “what is real or authentic to users is not authentic to learners” (p. 10). Barnard and Zemach (2003) maintain that being authentic cannot guarantee that a text is appropriate. The crucial issue is in fact selecting appropriate teaching material and using it when needed. Flowerdew and Peacock (2001b) on their part argue that merely being authentic is not enough. The texts should be relevant and based on the learners’ level of language proficiency. On the whole, the crucial point is authenticity of purpose and use whether the selected text is authentic or non-authentic. More importantly, it is the context that makes a text authentic. Even an authentic text might lose its meaning and authenticity in vacuum. As Belcher (2006) puts, “Texts taken out of context are inauthentic” (p. 137).

Generally, teachers might prefer to use simplified materials. However, it is argued that materials might lose some part of their meaning through simplification process (Widdowson, 1983). However, it is the teacher and students who can make a text look real or unreal with creating appropriate activities, situations and tasks. Thus, teachers need to familiarize themselves

with different types of materials and opt for the best ones based on their own classroom experience and their learners' needs, objectives, levels, and interests. Gatehouse (2001), in connection with this, emphasizes, "Familiarizing oneself with useful instructional materials is part of growing as a teacher." (p. 10). It is suggested that teachers should select a balanced amount of authentic/non-authentic, simple/complex, general/subject-specific, and home-produced/international materials. The chosen materials should contain different types of exercises, activities, and tasks. The materials which are used should initiate communication among the students. Moreover, it will be helpful if teachers use more general topics at the beginning stages and then move to specific materials which are related to the students' discipline.

3.3.1.1. Course books – Pros and Cons

Woodward (2001) writes about advantages and disadvantages of using course books in language teaching. Some benefits of course books are that they give students comprehensible directions and a sense of progress. Students can clearly see what and how much they have accomplished in a course as they proceed through their textbook. In addition, since course books are often written by experienced teachers, goals from the syllabus are included. Course books also provide teachers with ready-made material, which makes planning less time-consuming since the planning has partly been made and the material already has been chosen. Furthermore, they give students independence as every learner is free to look ahead and use the course books without depending on a teacher (*ibid*).

As mentioned in the opening sentence above, course books do also have disadvantages. Little et al (1995) point out that some textbooks have contents and situations that are of no interest to students. In addition, if course material is organized in the same pattern, students might be bored and find the course books predictable. It may also be the case that the level of the course books does not match that of the students (*ibid*). Moreover, some authors of course books construct unfamiliar cultures. There are course books that contain typical 'course books families' that actually have little equivalence to the majority of people living in the target-language culture. As a result, learners will not acquire an understanding for what the society where the natives in their target language live looks like in reality (Tornberg 2000).

3.3.1.2. Alternative material – Pros and Cons

Kramersch (2000:200) points out some significant ways where real-life material has advantages over course books. To begin with, when course books are used, students' knowledge is structured by chapters in a textbook whereas real-life material provides less organized knowledge that encourages more complex thinking. Furthermore, Kramersch claims that course books mainly teach language structure, that is to say rules, grammar and vocabulary. However, this may not teach the learner to use his or her knowledge in real-life situations and adapt it depending on different contexts. Lastly, she also states that whereas course books decide what students should learn, real-life materials call for the students to discover themselves what language skills they possess and lack (ibid).

Moreover, alternative material can be essential to the students' motivation and their need to be sufficiently challenged (Lightbown and Spada 1999). In addition, students have great opportunities of getting teaching material that matches their level (Harmer 2001). The arguments in the previous section that speak for course books are similar to those that go against alternative material. Harmer (ibid) points out that using alternative material is very time-consuming. In addition there is a "risk that students will end up with an incoherent collection of bits and pieces of material". Nevertheless, if the alternative material is thoroughly planned, there is a smaller risk that the alternative material will be incoherent. Moreover, Lundahl (1998:103) notes that when searching for alternative material becomes the students' responsibility, problems emerge. These include: Are the texts on the students' level, or are they too difficult/too easy? Are the students capable of working with the texts? Are they critical? These problems are more difficult for weaker students. It should also be mentioned that some cons related to course books may apply to alternative material as well. If a teacher, for example, does not help the students in the planning process of alternative material, there is no guarantee that the students will find appropriate material.

3.4. EAP Tasks and Activities

Undoubtedly, effective and efficient classroom activities can prompt and accelerate the learning process. It is the teacher who should create a situation in which all the learners become engaged in the learning process through meaningful and interesting activities. Long (2001) holds that there is no particular and optimal methodology to be used in classroom. Brown (2000) on

his part advocates the use of an eclectic approach as there is no one method which could effectively help to implement classroom exercises and activities. In this regard, Richards (2007) points out that EAP methodology should be based on learners' purpose of learning language and the organization of activities should be feasible and practicable.

The point to ponder is that EAP classes have usually been conducted and dominated by textbooks rather than a particular method. Unfortunately, in EFL situations the particular type of material always dictates and determines classroom activities and exercises. Belcher (2006) notes that EAP is often seen as a materials-driven rather than being methods-driven initiative. It can be argued that EAP teachers need to use different types of tasks in order to trigger realistic the learning process. To this end, Widdowson (1998) emphasizes, "It would be counterproductive to instruct students in outdated generic conventions" (p. 10). Generally, engaging, relevant, and useful activities and exercises should be developed after considering local needs, objectives, and interests.

Another basic point is that students at university level are learners who confront with multitude of genres. As a result, it is hard for teachers to decide to cope with them. To this end, Devitt (2004) proposes that instead of teaching various genres, it is better that teachers teach "critical awareness of how genres operate so that they [students] . . . learn the new genres they encounter with rhetorical and ideological understanding" (p. 194). Students can be asked to compile and analyze different reading and writing portfolios related to their discipline and their own performance. In this way, the students can realize that all the skills are related to each other for constructing meaning and approaching them as discrete modalities makes little sense. By encouraging reading-to-write activities and tasks, students can realize that reading at academic settings is the basis for writing. Meanwhile, when students are engaged in the writing process, they can pin point their deficiencies and become obliged to read more materials critically, purposefully, and analytically.

Starfield (2001) also believes that it is necessary to present and practice spoken discourse in the classroom in order to enhance students' strategies and help them develop their linguistic and critical abilities. In this way, the students can engage in different interactions and negotiate in complex situations especially in their professional community.

3.5. EAP course Evaluation Process

Multiple evaluation models were developed by evaluation theorists reflecting on diversity of ideas and approaches towards educational evaluation. The diverse meanings and definitions of the evaluation concept includes viewing evaluation as an assessment of the worth or merit of some educational objects (Stufflebeam, 2000a); assessment of the achievement of objectives which is also known as the Tylerian view of evaluation and indicating the success or failure of a program are few to be mentioned.

As the field of evaluation continued to develop, Cronbach (1963) points out as evaluation process should focus on gathering and reporting information that could guide decision making in an educational program and curriculum development. Nonetheless, while evaluation models differ in many of their details, the decision to choose one depends on a few important factors such as the evaluation questions, the issues that must be addressed, and the available resources (Madaus & Kellaghan, 2000).

According to Jackson (2005), curriculum evaluation is undertaken in order to ensure that the learners' needs are adequately addressed. The English for Academic Purposes (EAP) curriculum should undergo continuous evaluation and renewal to make it effective and responsive to the present and future needs of the learners. Moreover, he discusses as evaluation of the English language curriculum has become very common in all EFL contexts.

Scholars in the area of curriculum evaluation argue that examining a syllabus is among an essential aspect in teaching English as a foreign language. Ellis (1997) indicates as there are two main types of evaluation: predictive and retrospective evaluation. Predictive evaluation is the assessment of course before implementation while retrospective evaluation takes place after the course is implemented. He argues that instructors are often charged with responsibility of selecting the materials that they will use. In this case, they need to conduct a predicative evaluation of the materials that they have in hand in order to determine which materials suit their purposes best.

Moreover, once they use these materials, they need to carry out further evaluation to identify whether these materials were workable or not. This is what is called the retrospective evaluation (Ellis, 1997: 36). There are many textbooks produced around the world every year and this wide

collection of textbooks is designed for EFL situations. These variations results in a confusion among teachers, particularly those who have little experience. In some cases, experienced instructors may even find it difficult to determine a textbook for their target students. As has been pointed out by Chambers (1997), the materials selected in an English language teaching class should be chosen by the possible highest number of users. This is to enhance the feeling of decision of ownership. Therefore, there is interrelatedness between the selection and evaluation of textbooks.

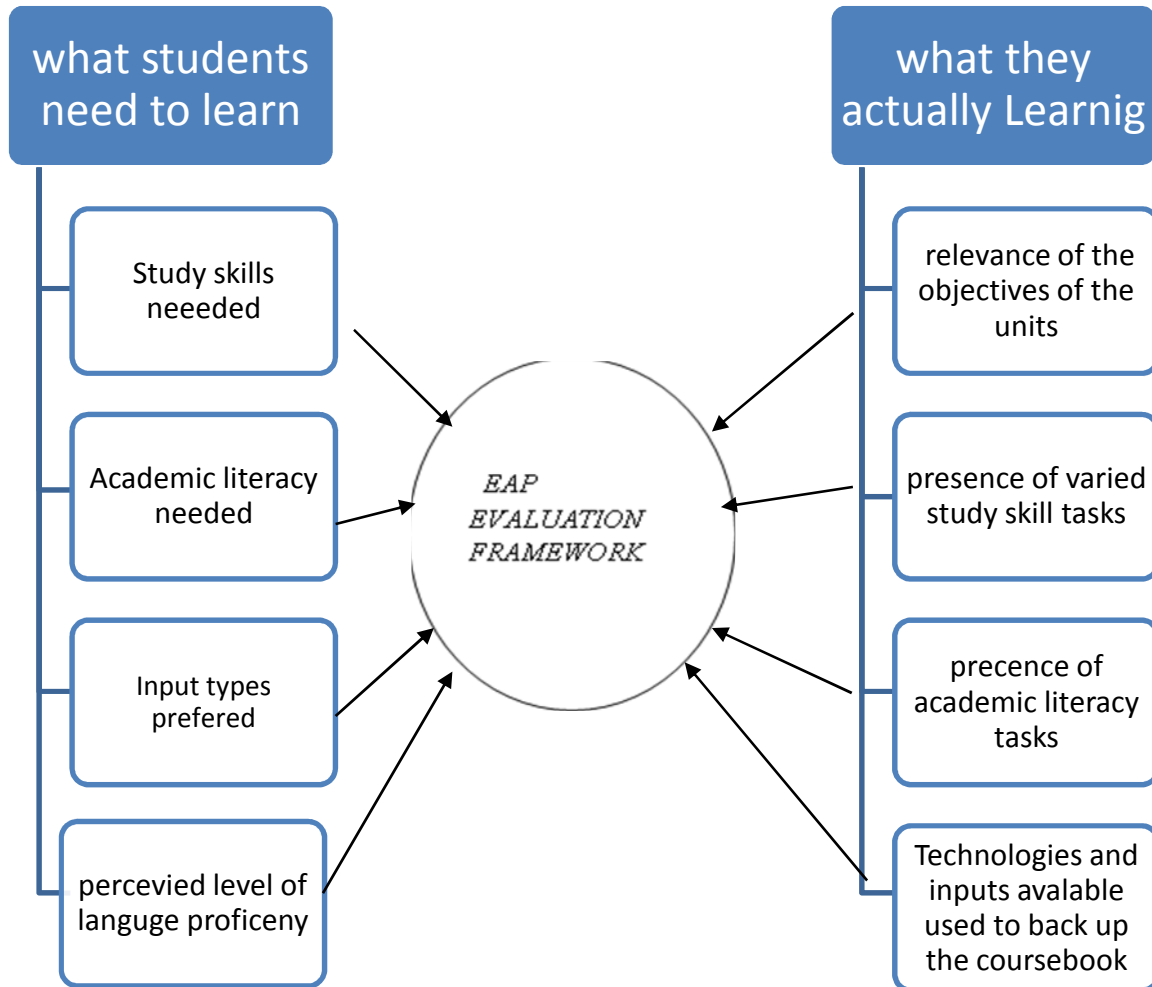
Curriculum evaluation is also seen as a sub model and the final component in the curriculum process. Oliva's (1992), in connection with this, forwards four main components which include goals, objectives, implementation and evaluation of the curriculum. Patton (1990) also claims that evaluation is an imperative to monitor and get feedback about the program to check whether it is running effectively or not. Furthermore, it specifies what kind of intervention is needed in advance to evaluating the outcomes of the implemented program. Evaluators; therefore, need to know what has brought about the observed outcomes in order to decide on what intervention ought to be taken to improve the program. To this effect, implementation evaluation informs researchers what is going on in the program, how the program was developed, and how and why the program has or has not deviated from the intended objectives (Patton, 1990).

3.6. Conceptual Framework of the Study

Since 1960's a great deal of attention has been given to providing a unified theory of second language teaching/learning. As a result of this, nowadays there are over a dozen of theories/paradigms designed to handle second language teaching/learning issues in general, and EAP in particular. The availability of several theories and models, nevertheless, should not, in principle, be interpreted as excess or superfluous because a good deal still remains to be known about the learner, the learning process and the influence in language learning so that the task of model building and theory development must continue. By the same token, the conceptual framework of this research lays its foundation on developmental psychology and communicative language teaching which have close connection with the perspectives. The basic principle of the model is that learning in general, EAP in particular, is a holistic creative thinking process where the learner discovers meaning and solves problems.

Applied linguists and/or materials writers should not expect a definite answer from SLA research nor should they expect one research-based model of language learning to triumph over all the others (Tomlinson 1998). However, this should not stop applied linguists from applying what they do know about SL/FL learning process to the development of materials which are written to facilitate language learning (ibid). Tomlinson maintains that the knowledge of applied linguists about language learning is a result of thousands of years of reflective teaching and a century of experimental and observational research which can be used for formulating criteria that contribute in developing language materials successfully. Despite the disagreements about the process of language teaching and learning, there is a sufficient consensus on certain useful features that help in facilitating language learning and articulating principles to be used as a basis of language materials evaluation (Tomlinson 2003).

Figure 1: Conceptual Framework for Examining EAP Course Book vis-à-vis Learners Needs



CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 The Research Design

This study attempts to investigate suitability of EAP course in addressing pre-engineering students' needs at ASTU. To arrive at intended objectives, a descriptive case study research design was used in scrutinizing the issue under inquiry. Since the research focuses on analyzing learners' learning needs and examining efficiency of the course book in use in EAP setting, mixed research method was preferred on the basis of what Dorneyi (2007) and Creswell (2009) recommend. According to these authors, mixed research method enables the researcher to get focused in the whole research process. In this study; therefore, more weight is given to the qualitative data based on a design suggested by Dorneyi (2007), i.e., QUAL + quan, approach. (Capital letters indicate the comparative dominance given to the qualitative data). To this effect, description of cases were made to portray suitability of EnLa(1011) in addressing present and future needs of students in the university under investigation.

4.2 Population and Sample Size of the Study

4.2.1 Population of the Study

According to data obtained from the Office of Registrar of Adama Science and Technology University (ASTU), there were 1206(932 male and 274 female) Pre-Engineering students in the fall of 2018 academic year. And, it is this figure (1206) was taken as a population of the study. Besides, all EAP teachers in the universities were taken as the subjects of the study since teachers are the major implementers of curriculum of any kind.

4.2.2 Sample and Sampling Techniques

There were 49 Pre-Engineering sections in the fall of 2018 in the university under investigation. And, the class size ranges from 20 to 25. Thus, several steps were followed in selecting student respondents who have filled in the questionnaire. The first step was taking a sample sections since it was difficult to contact students in person. In doing so, the researcher randomly selected 50% of the sections, and then decided to include 30% of students from each section out of

randomly selected sections. Hence, from 49 sections 24 sections were selected, and a total of 158 students were included in the study. To achieve this, the researcher has gone to each section preparing rolled students' identification numbers on equal size paper, and then let the class representative draw till the sample size is reached.

With regards to selection of teacher participants, availability and purpose sampling were used. In selecting teacher respondents who filled in the questionnaire availability sampling was used. As interview was carried only with teachers whose classes were observed, teacher participants in the observation and interview were selected purposively to scrutinize why did they do the way they did when offering EnLa(1011) course.

The total population of English language teacher at ASTU was 21 by then. Out of these, 18 of them are TEFL graduate. And, two of them are graduates of linguistics and the other one is a graduate in literature. Out of these, 15 TEFL, 1 literature and 1 applied linguistics graduates who were available during the researcher stay in the university were taken as participants of the study.

4.3. Instruments and Procedures of Data Collection

Four instruments of data collection namely: questionnaire, classroom observation, interview and document analysis were used in this study.

4.3.1. Questionnaire

According to Selinger and Shohamy (1989) questionnaire is widely used instrument in second language research to elicit information about certain conditions and practices. In particular, it is used in collecting data on phenomenon which are not easily observed. These include perception, preference and self-concept. Not only this but also it is used in gathering data related to demography of the research participants. Therefore, in this study, questionnaire is used to collect relevant data associated with needs and trend analysis in the provision communicative English Skills. To this effect, Likert scale model questionnaires were adapted from Willing's (1988), Jordan (1997) and Richards, (2001). Two different types of questionnaires were developed and piloted at Ambo University. The first type is the one which was prepared to gather data from pre-engineering students. And, the second type is developed to gather data from EAP teachers in the

university under study. These questionnaires encompass both close and open ended questions. Students' and teachers' questionnaire are partly replica of each other, but not one and the same in most cases.

4.3.2. Observation

Hancock (1998:89) states, "Because of the richness and credibility of information it can provide, observation is a desirable type of data gathering instrument." Accordingly, non-participant observations were used in this study to collect information associated with the extent to which inputs used and adjectives addressed go with study skills and academic literacies students need to learn at university level. Moreover, it is meant to check whether English language teachers modify inputs in the course book, 'Oxford English for Career: Technology1' or teach it as it is. To achieve the intended objectives, the researcher has planned to observe 3 EnLa(1011) teachers classes among those who filled in the questionnaire, but two Communicative English skills teachers were observed four times each. This issue shall be further explained under findings from observation sections which were carried out to see disparity among teacher participants in using appropriate active learning techniques, teaching materials and tasks and activities that suit with learners' needs.

Procedurally, observations were carried out before administering questionnaires and conducting interviews. The assumption was that if teachers were made to take part in the interview and fill in the questionnaire prior to observation sessions, they might attempt to modify the way they teach recalling what they have replied in the interview and to the questionnaire.

4.3.3. Interview

Interview was used as one of data gathering instrument in this study because of the merit it has in descriptive study. Sarantakos (1998) lists several merit of using interview as data collecting instrument. Some of these include: flexibility, high response rate, easy administration, opportunity to observe non-verbal behaviors, control over environment, capacity of correcting misunderstandings and the like.

As indicated in Wilkinson (1999), interview is a necessary device that helps the investigator to understand deep feeling, perceptions, and values of a given population. In this study, therefore,

semi-structured interview was used to gather relevant information from teachers who were already observed. The second groups of participants in the interview were English language department heads of universities under study. The very reason for doing so is to gather information related to planning and availing minimal input that facilitates provision of EAP teaching.

4.3.4. Document Analysis

Following the introduction of modular approach, courses were clustered based on domain specific and generic competences, and course guide books were nationally prepared and dispatched to all public universities in Ethiopia. In this study, course description, course objectives, content and time allowed to cover the course were analyzed. The other document that was analyzed in this study is a suitability of the course book, ‘Oxford English for Career: Technology 1’ in addressing learners’ needs. In evaluating the teaching materials in use, the present researcher has decided to use the following guidelines which are adapted from Nunan (1988), and Bella and Gower (1998).

1. Is English teaching materials contextualized to:
 - ✓ Address objectives of the curriculum it meant to address?
 - ✓ Incorporate topics, and themes that provide meaningful and purposeful use of the target language.
2. Can the material stimulate interaction and reflection through appropriate tasks?
3. Are language skills integrated effectively in the units of the teaching material?
4. Is the book supported efficiently by essentials like audio-materials?
5. Is the course book culturally relevant?

4.4. Procedure of Data Analysis

Data gathered through instruments mentioned above were analyzed and presented in both qualitatively and quantitatively modalities. Data which were collected through questionnaire were analyzed both quantitatively and qualitatively. Thus, as most parts of the questionnaires are in Likert scale form, descriptive statistics like frequency, percentage and mean values are used most frequently. This is due to the fact that since majority of items included in the questionnaire is ordinal and nominal variables it is not convenient to use other bivariate and multivariate analysis. On the other hand, data gathered through interview, classroom observation and

document analysis were analyzed qualitatively either in narrative or descriptive modality as situation called for each.

4.5. Ethical Consideration

Everyone who has participated in interview and observation was asked for his or her willingness to take part in the study. Thus, they were told as they can withdrawal from the project at any time if they were not comfortable with even though they gave their consent. Moreover, as agreed, confidentiality was treated strictly in this study. Teachers whose classroom were observed and those who were interviewed were given pseudo name or code to avoid a risk that might arise as the result of being identified as the participant of the study. In doing so, the researcher has used code 'ASTUT1' and 'ASTUT2' to secure confidentiality. Moreover, 'R' is used to represent the researcher, and 'S₁', 'S₂', 'S₃' etc. is used instead of using students' name who took part in the study. Number 1, 2, 3 etc. are used to indicate students who have participated first, second, third and so forth one after the other. If the same student participated twice or three times in a given lesson, it is indicated in the bracket showing as he or she has participated for the second or third time. Therefore, code 'S₁', 'S₂', 'S₃' which were used in different observation section did not represent the same individual.

In the case of questionnaire, the researcher has clearly informed the participants not to write their name on the question papers adhering to anonymity.

4.6. The Pilot Study

In academic research endeavor conducting a pilot study can have several values. First and foremost, as a pilot study is small scale trial of the main study, it functions as a springboard to evaluate the feasibility of the main study. In other way round, it serves as a means of getting an advance warning about the challenges to be encountered in the main study. Secondly, it is a very important means through which the adequacy and effectiveness of research instruments is tested. Furthermore, it helps to examine the likely success of the proposed subject recruitment strategies which enables the researcher to decide sample size of the main study. In general, it familiarizes the researcher with the research process (Gilbert, 2001).

Thus, the results from the pilot study were used as indicators of the feasibility of the main study. As planned under research methodology of the study, observation, interview, questionnaire and document analysis were used as the data gathering instruments. To this effect, the researcher tested all the instruments and the possible trials of data analyses were also made. As a result of conducting the pilot study, few problems were identified in the research procedure and framing instruments which lead to some sorts of amendments before going out for the main study.

4.6.1. The setting of the Pilot Study

The pilot study was formerly planned to be undertaken at Jimma University, Kito Furdisa Campus, but since class did not start on time in this university, the researcher changed the site to Addis Ababa Science and Technology University. The second attempt was also failed since almost all English language teachers in this university were only partially engaged in the teaching learning process and on the PhD study leave at Addis Ababa University. Out of around 20 English language teachers, only three of them were active staff during the fall of 2017. The researcher went to the university for five consecutive days, but he found impossible to carry out the pilot study at Addis Ababa Science and Technology University. Finally, the researcher decided to undertake the pilot study at Ambo University where more than five English language teachers were his old friends with whom he had attended postgraduate study at Addis Ababa University.

4.6.2. Lesson Learned From the Pilot Study

From the ups and downs in selecting the research site as stated under 3.6.1 above, the researcher learned that it is not easy to collect qualitative data that need in-depth investigation if planned ambitiously.

Moreover, from the pilot study, the researcher gained lessons that helped him to conduct the main study in a better way. For instance, when conducting observations in two communicative English Skills classes in the pilot study, only one recording machine was used. Due to this, it became difficult to record different activities taking place simultaneously in the classroom. Thus, during observation sessions in the main study, two recorders were used. One of these recorders was used to record the instructors' talk and the second one was given to students who shall ask questions, answer questions and give comments or discussing in groups through

facilitation of the teacher himself since it is impossible for the researcher to move in the class and hand over the recorder to student participants. This helped the researcher to record each and every activity which took place in the classroom.

The second insight that the researcher drew from the pilot study was with regards to conducting interviews. Even if the researcher attempted to his level best in giving necessary clarification prior to conducting the interview, in some cases respondents were not good at giving detailed explanation on issues raised. While collecting data through this instrument, the researcher also recognized that few interview questions were not framed in clear manner. Among these, the followings were noticed as ambiguous. “Do you think teaching communicative English skills require special training? Why/why not?” and the other one is, “Do you think Communicative English Skills you have been offering meant for academic or for general purpose?” In fact, immediate modifications were made and it was made possible to obtain responses as desired. Hence, during the main study, before directly going to the interview sessions, the researcher had some informal discussions with the respondents in order to enable them acquainted with terminologies and concepts to be addressed in the study.

The third insight that the researcher drew from the pilot study was that as evaluating teaching material is difficult to manage unless otherwise the focus is narrowed to few criteria like objectives, types of tasks and novelty of contents. This is due to the fact that though the researcher formally thought as if universities across the country are using college English volume-I as a main course book with some sort of adaption; in reality, during pilot study he came to know as universities in Ethiopia are not using the syllabus and course books recommended for EnLa(1011) by modular team. Therefore, very limited units were taken from each university since evaluation of material by itself can be a research title.

The fourth lesson that the researcher gained from the pilot study was related to administering questionnaires to both Communicative English instructors and Pre-Engineering students. As the researcher practically observed, some respondents faced difficulties in understanding meanings of jargons in the items which were specifically associated with different tasks types under speaking skills like ‘impromptu speech’, ‘prompt speech’, and ‘memorized speech’. These terms were operationalized in the main study as students respondents were asking these words mean frequently during the pilot study. Moreover, terms like ‘free’, ‘guided’ and ‘controlled’ under

paragraph and essay writing tasks were also operationalized before undertaking the main study since some students were asking the difference between these discourse types.

The other lesson gained from this study is that some questions were redundant and discarded during analysis phase of the pilot study. For instance, in students' questionnaire item 4 and 12 are similar, so item 4(using appropriate terms and vocabularies) is retained and item 12(using appropriate diction) was discarded. In the same manner, item 11 and 12 under question 7 of teachers' questionnaire were also discarded since they are similar with item 4 and 9 respectively. Opposed to discarding, two grammar points were added under question 10 in both students' and teachers' questionnaires. As most of student and teacher respondents added 'modal verbs' and 'subject-verb agreement' as grammar point of students' preference to learn and teach; thus, the researcher decided to include these elements in the questionnaire and discarded item 9(articles), which has received low response rate in both cases. In addition to this, question 14 in students' questionnaire which says, "For which types of vocabularies do you often give priority to learn?" This item had four alternatives which include:

1. General vocabulary needed in day life.
2. General vocabulary with higher frequency in my field of study
3. A very technical vocabularies in my field of study and
4. Specific vocabularies that are used in the world of work are discarded as students do not have idea about it.

Moreover, since vocabulary is not taught independently in communicative language teaching, but implicitly treated in the four major skills, there is no need to inquire about it as an independent entity. Basically, teaching vocabulary emanates from types of tasks to be accomplished and types reading, listening, writing and speaking inputs students are exposed to. The researcher came to understand this problem during data analysis of the pilot study since several students returned this question without replying.

Lastly, both teachers' and students' questionnaires were tested for internal reliability by using Cronbach's reliability test and the result for teachers' questionnaire is 0.79 and that of students' questionnaire is 0.83 which is a greater than 0.7, an acceptable level of reliability.

CHAPTER FIVE

ANALYSIS OF THE RESULT OF THE STUDY

5.1. Introduction

As stated in under 3.2.1, for the purpose of this study, 158 Pre-Engineering students were randomly selected as the participant of the study. Out of these, 145 of them have filled in the questionnaire appropriately and returned it back. Hence, it is this figure was fed in to SPSS 22 version to run the analysis. This means that 13 out of 158 student respondents were excluded from the analysis.

With regards to teacher respondents, responses of 17 EAP teachers who were included in the study through availability sampling technique were analyzed. Furthermore, data gathered via questionnaire, interview and document analysis were analyzed independently, and then the major findings of the study were discussed in chapter six.

5.2. Findings from Questionnaires

When undertaking this study, the researcher came to know as the population of Pre-Engineering students at ASTU is 1206(932 male and 274 female). As stated above, there were 158 students who have filled in the questionnaire though analysis of data collected from 145 respondents was made. This is due to the fact that responses of 13 of them were excluded as they did not fill in the questionnaire properly. Therefore, data gathered from 17 EAP teachers and 145 students were analyzed in line with intended objectives of the study as follows.

5.2.1. Findings from Teachers' Questionnaire

5.2.1.1. Demography of Teacher Respondents

Under part-I of teachers' questionnaire, seven questions were prepared to collect data related to respondents' background (See Appendix 'A'). Thus, the demographic characteristic of teacher respondents is summarized in the table below.

Table 1: Demography of Teacher Respondents

Characteristics		
Gender	Frequency	%
Male	16	94
Female	1	6
Qualification		
BA	-	-
MA/MED	13	76
PhD	4	24
Specialization		
TEFL	15	88
Linguistics	1	6
Literature	1	6
Employment type		
Fulltime	17	100
Part-timer	-	-
Teaching Experience		
0-3	-	-
4-7	-	-
8-12	3	18
13-20	10	59
>20	4	23
Load/week		
<10	-	-
12-18	5	29
19-25	10	59
>25	2	13

Out of 17 respondents who filled in and returned the questionnaire, 1 (3%) of them was female whereas 16 (94%) of them were male. With regards to respondents' qualification, 13(76%) of them were M.A. /M.Ed. whereas 4(23%) were PhD holders. A qualification mix of EFL teachers who were offering Communicative English skills in the university under study seems to harmony with the minimum qualification standard set by ministry of education. In connection with specialization of participants, 15(88%) of them were TEFL graduate whereas linguistics and literature graduates share the same figure 2(6%) each.

Opposed to demographic variables discussed above, there is variation in the teaching experience of the respondents. Out of 17 teacher respondents from ASTU, 3(18%), 10(59%) and 4(23%) of them fall in the experience category 8-12, 13-20 and above 20 year respectively.

5.2.1.2. Language Skills Priority Given to

Under this theme, teacher respondents were asked to rate the four major skills (listening, reading, speaking and writing) and the two linguistic components (vocabulary and grammar) in terms of their importance on learners' success in university academic career. Respondents' reaction to this basic question is summarized in the table here under.

Table 2: Language Skills to Be Given Priority To

Language skills/ linguistic components	Level of Importance of the Language Skills										Mean
	5		4		3		2		1		
	F	%	F	%	F	%	F	%	F	%	
Listening skills	6	35.29	7	41.18	3	17.65	1	5.88	-	-	4.06
Speaking skills	10	58.82	6	35.29	1	5.88	-	-	-	-	4.53
Reading skills	3	17.64	7	41.17	5	29.41	2	11.76	-	-	3.65
Writing skills	11	64.7	5	29.4	1	5.88	-	-	-	-	4.65
Grammar	7	41.17	6	35.29	1	5.88	2	11.76	3	21.4	3.88
Vocabulary	8	47.05	5	29.41	3	17.64	-	-	-	-	4.29

Key for interpretation of the ratings in the table: 5= very important, 4=important, 3= undecided, 2=less important, 1=not important

As can be seen from table 2 above, among 17 teacher respondents, 10(58.82%) regarded speaking skills as 'very important' and 6(35.29%) of them on their part replied indicating as 'important' skill in their students' academic endeavor. The mean value computed for this skill reads 4.5, which could be rounded to 5, the value assigned to represent 'Very important'.

With regards to importance of writing skills, out of 17 respondents, 11(64.7%) and 5(29.4%) of them replied valuing writing skills as the 'very important' and 'important' language skills respectively. When one looks into the mean value for writing skills, it is 4.65 which could possibly be rounded to 5 the value that stands for the scale 'very important'.

The two linguistic components_ vocabulary and grammar were rated as 'important' since their mean value for vocabulary is 4.29 and the mean value for grammar reads 3.88. Contrary to this, the two receptive skills, listening and reading skills were rated as skills of medium importance.

This can be seen from the mean score computed for listening and reading skills which is 4.06 and 3.65 respectively. In general, though few respondents rated listening, reading and grammar as ‘less important’, the overall figure shows that respondents seem to have a positive outlook towards importance of the four major language skills and the two linguistic components in their students’ academic success.

5.2.1.3. Students’ Felt English Language Proficiency Level

Teachers' perception of their students’ level of language proficiency could influence types of teaching material they use, tasks they design and practical teaching techniques they employ. Thus, teacher respondents were asked to rate their students’ level of English language proficiency and the result from the study is depicted in the table 6 below.

Table 3: Teachers’ Perception of Their Students’ English Language Proficiency

Perceived Level of proficiency	N	Perceived level of proficiency										Mean value
		5		4		3		2		1		
		F	%	F	%	F	%	F	%	F	%	
listening skills	17	1	5.88	5	29.4	7	41.18	2	11.76	2	11.76	3.06
speaking skills	17	-	-	-	-	5	29.4	10	58.8	2	11.76	2.18
Reading skills	17	4	23.5	7	41.18	5	29.4	2	11.76	-	-	3.82
Writing skills	17	-	-	3	17.65	6	35.29	8	47.06	-	-	2.71

Key: 5= very good, 4=good, 3= satisfactory, 2=poor, 1= very poor

As illustrated in the table above, students’ English language proficiency level is rated by EAP teachers, and the result shows that as the students are relatively good at reading skills over the other macro skills. Out of 17 respondents, 4(23.5%) replied that their students are ‘very good’ at reading skills. 7(41.18%) of the same figure on their part replied showing as their students are ‘good’ at this skill and 5(29.4%) of the respondents rated their students’ perceived level of English language proficiency as ‘satisfactory’. Only 2(11.76%) of them rated their students’ proficiency level as ‘poor’. In harmony with, the mean value of the same skill reads 3.82, which could be rounded to the value assigned for ‘good’.

With regards to students' level of listening skills proficiency, 7(41.18%) out of 17 respondents rated under 'satisfactory'. On the other hand, 5(29.4%) of them replied that their students are 'good' listening skills. Moreover, the mean value computed for this skill on its part reads 3.06, which is almost equal to the value assigned to 'satisfactory'.

Contrary to the receptive skills, respondents' reaction to students' speaking skills proficiency was rated as 'poor'. Out of the respondents, 5(29.4%) of them agreed that their students' speaking skills level of proficiency is 'satisfactory' whereas 10(58.8%) of them rated their students' level of proficiency in this skill under 'poor'. Moreover, the mean value of this skill reads 2.24, which could be rounded to the value assigned to 'poor'. On the other hand, reply to perceived level students' writing skills proficiency is regarded as 'satisfactory' since the mean value for this skill reads 2.71, which falls between value assigned for 'good' and 'satisfactory'. From these one can learn that pre-engineering students in the university under study seem to have huge gap in speaking skills over writing skills as far EAP teachers' rating of their students' English language skills level proficiency is concerned.

5.2.1.4. Inputs and Communicative Scenarios Students have to Be Exposed to

Under this theme, classroom practices of EAP teachers were analyzed by focusing on types of inputs to be used, tasks and activities learners need to be exposed to and active learning techniques frequently employed. Among basic questions teachers were asked in order to know reading and listening inputs his or her students have to exposed to, and types of speaking and writing skills scenarios he or she has to create for his or her students in order to equip them with common core academic literacies, study and socialization skills. Since it is not convenient to put the items directly into table because of limited space, item number is used as shown in the table below. (To cross-check, see Appendix 'A').

5.2.1.4.1. Types of Inputs students Have to Exposed in Teaching Reading Skills

Knowledge and skills could not be brought home radically as behavioral change of any kind needs some sort steps to be followed. The primary goal of EAP teaching program at tertiary level is helping students to improve their reading skills by providing them texts which are meaningful to them. In this regard, possible inputs to be used in the context of EAP world are adopted from literature and made to be rated by teacher respondents. The result under this sub-theme is summarized in the table 3 below.

Table 4: Types of Inputs to be used in Teaching Reading Skills

Item no. of the Reading Input types	Frequency and Percentage										Mean value
	5(<i>very High</i>)		4(<i>High</i>)		3(<i>Moderate</i>)		2(<i>little</i>)		1(<i>not at all</i>)		
	F	%	F	%	F	%	F	%	F	%	
Item 1	-	-	1	5.88	5	29.41	8	47.05	3	17.64	2.24
Item 2	-	-	-	-	4	23.53	4	23.53	9	52.94	1.71
Item 3	-	-	4	23.53	-	-	6	35.29	7	41.17	2.06
Item4	2	11.76	4	23.53	5	29.41	3	17.64	3	17.64	2.94

Data in the table 4 above reveals that among expected English for Academic Purpose reading inputs students need to be exposed to, reading texts on the course book called ‘Oxford English for Career : Technology 1’ (item4) seems to be preferred by pre-engineering students as far as EAP teachers reply is concerned. In this regard, out of 17 teacher respondents, 2(11.76%) of them indicated as their students’ needs of being exposed to reading texts provided in the course book mentioned above is ‘very high’. 4(23.53%) of them respondents also signified as their students have a ‘high’ need of being exposed to reading texts in the course book ‘Oxford for Career: Technology1’ over other input types in the list. Moreover, 5(29.41%) of them indicated that the felt need of their students to learn reading skills with help of extracts available on the course book in use at ASTU is ‘moderate’. However, 3(17.64%) of 17 respondents signified as their students need either ‘little’ or even ‘not at all’ through exposure to reading texts already provide in the Communicative English Skills course book in use at university under study. In general, from the mean values of item4 (Reading texts which are available on the course book called ‘Oxford English for career: Technology1’) which reads 2.94 one can understand as this input type is needed ‘moderately’ by pre-engineering students as perceived by their respective EAP teachers.

Though reply to item 4 as discussed the preceding paragraph is not promising in itself, one can learn from the mean values of item1 (extracts from books in the students’ fields of studies), item2 (articles and journals of different kinds) and item 3(newspapers and magazines) which are asymptote to 2, value assigned for ‘little’, it seems imply that these input types which could open up windows of opportunities to synchronize academic literacy with domain specific competence is not area of concern in the university under study.

5.2.1.4.2. Types of Inputs to Be Used in Teaching Listening Skills

To identify inputs types to be used in teaching listening skills portions in the Communicative English Skills (EnLa(1011)), six basic questions were designed , and results obtained from the respondents of study is summarized in the table below.(To cross-check what item number stands for see Appendix ‘A’)

Table 5: Inputs to Be Used in Teaching Listening Skills

listening Inputs	Frequency and Percentage										Mean value
	<i>Very High(5)</i>		<i>High(4)</i>		<i>Moderate(3)</i>		<i>little(2)</i>		<i>Not at all(1)</i>		
	F	%	F	%	F	%	F	%	F	%	
Item 1	5	29.4	8	47.17	4	23.53	-	-	17	100	4.05
Item 2	-	-	-	-	-	-	-	-	17	100	1
Item 3	-	-	-	-	-	-	-	-	17	100	1
Item4	4	23.53	5	29.41	7	41.17	1	5.88	-	-	3.7
Item5	2	11.76	4	23.53	8	47.05	3	17.64	-	-	3.29
Item6	-	-	3	17.64	10	58.8	4	23.53	-	-	2.94

As depicted in table 5 above, out of 17 respondents, 5(29.4%) replied that exposing students to recorded materials to be listened in the Language lab (item 1) is rated as input type of ‘very high’ importance in addressing students’ listening skills needs. 8 of the same figure also agreed that using recorded teaching materials to be listened and practiced in the Language lab is regarded as an input of ‘high’ significance in tapping learners’ needs of being acquainted with academic listening skills. Moreover, 4(23.53%) of them replied that this input type has a ‘moderate’ significance in addressing learners’ needs. Overall, the mean value calculated for this item is 4.05, which is nearly equivalent to the value assigned for ‘high’.

Next to item 1(exposing students to recorded materials to be listened in the Language lab), item4(exposing learners to listening Materials on different web pages) was rated as input of ‘high’ significance in addressing pre-engineering students needs in the university under investigation. To be specific, out of 17 respondents, 4(23.53%) of them agreed that exposing students to listening materials which are available on various web pages has a ‘very high’ importance in addressing their students’ EAP listening skills needs. 5(29.41%) of them on their part agreed that this input type is of ‘high’ value in tapping learners’ needs. Majority of the respondents, 7(41.17%) out of 17, have agreed that exposing their students to listening materials on different web pages has ‘moderated’ significance in helping their

students' to be fruitful in their academic journey. the overall, mean value computed for this item reads 3.7, which could be rounded to the value assigned for 'high'. From this one can understand that teacher respondents in this study have a subscription that among listening inputs students could be exposed to inputs on different web pages have tremendous importance next to availing recorded listening materials in the language laboratory.

Third input type which has relatively attracted respondents attention is item 5(Exposing students to his/her (teacher's) own talk). Out of 17 respondents, 8(47.05%) them replied that exposing Pre-engineering students to their own(EAP teachers') talk seem to receive 'moderate' value in addressing learners' needs. This figure is almost similar with the mean value calculated for item 5, 3.29 which could be rounded to value assigned for 'moderate'. In the same token, responses to item 6(exposing learners to extracts given in course book) has received 'moderate' attention since the mean value computed for this item reads 2.94, which could be rounded to 3, the value assigned for 'moderate'.

Opposed to responses to item 1, 4 ,5 and 6 discussed above, replies to item 2(TV programs in English language) and item 3 (radio programs in English language) depict that these input types seem to receive little value in addressing pre-engineering students' EAP listening skills needs. This is because 17(100%) of the respondents replied that TV and radio programs which are believed to boost students' listening skills as far as literature in the area of English for general purpose is concerned were rated as inputs with insignificant contribution when comes to EAP.

5.2.1.4.3. Scenarios to Be Created in Teaching Speaking Skills

It is obvious that speaking skills is one of the productive skills through which observable performance of students is measured or evaluated. For performance to be seen, appropriate inputs should be given to students. Thus, in this study five common speaking skills scenarios were crafted and teacher respondents' reaction to each item is summarized as follows:

Table 6: Scenarios to Be Created in Teaching Speaking Skills

Speaking skills Scenarios	Frequency and Percentage										Mean value
	<i>Always(5)</i>		<i>Usually(4)</i>		<i>Sometimes(3)</i>		<i>Rarely(2)</i>		<i>Not at all(1)</i>		
	F	%	F	%	F	%	F	%	F	%	
Item 1	5	29.41	12	70.59	-	-	-	-	-	-	4.29
Item 2	2	11.76	7	41.17	7	41.17	1	5.88	-	-	2.59
Item 3	-	-	-	-	4	23.53	13	76.47	-	-	2.24
Item4	-	-	-	-	5	29.41	8	47.05	4	23.53	2.06
Item5	5	29.41	9	52.94	3	17.64	-	-	-	-	4.12
Item6	6	35.29	10	58.82	1	5.88	-	-	-	-	4.29

As can be seen from table 6 above, out of 17 teacher respondents, 5(29.41%) of them replied that their students have to be exposed to debatable academic issues almost ‘always’. 12(70.59%) of them also answered that their students have to be exposed to this input ‘usually’ during speaking skills lessons. Respondents’ reply to item 6(presentation on selected topics) is almost similar with that of answer given to item1 since the mean value for these two items reads the same (4.29).

Next to item 6(Presentation on topics selected from students’ field of studies), item 5(exposing learners to role-play) is considered among speaking skills scenarios pre-engineering students have to be exposed during speaking skills classes. This is evident because out of the participants of study, 5(29.41%) of them replied that if role-play is used ‘always’, students’ speaking skills needs will be tapped in better way. 9(52.94%) of the same respondents on their part agreed that if role-play to be played is given to students ‘usually’, they believe that there will be high probability of equipping learners with academic speaking skills needed at university sphere.

The fourth speaking skills scenario which is believed to address pre-engineering students’ need if employed appropriately is the one represented with item 2(Prompt public speech) in the table 9 above. Out of 17 respondents, 7(41.17%) each which overall accounts for 82.34% replied that exposing their students to prompt public speech scenarios either ‘usually’ or ‘sometimes’ could address learners both present and target needs. The mean value computed for item2 (prompt public speech) , 3.24 rather indicates if prepared public speech is employed ‘sometimes’ there is commendable probability of addressing students’ needs of EAP speaking skills.

Contrary to analysis made so far in the preceding paragraphs under this sub-theme, item 3 (impromptu public speech) and item 4 (memorized public speech) seem to be needed less frequently since the mean value of these items asymptote value assigned for ‘rarely’.

5.2.1.4.4. Scenarios to Be Created in Teaching Writing Skills

Using diverse inputs and tasks are indispensable components in language teaching. If there is no suitable input, it is an illusion to think of task to be accomplished in any form of teaching and learning process. Eight possible writing scenarios were adapted from literature and reply to each item was computed and analyzed as follows:

Table 7: Scenarios to Be Created in Teaching Writing Skills

Writing skills Scenarios	Frequency and Percentage										Mean value
	<i>Always(5)</i>		<i>Usually(4)</i>		<i>Sometimes(3)</i>		<i>Rarely(2)</i>		<i>Not at all(1)</i>		
	F	%	F	%	F	%	F	%	F	%	
Item 1	-	-	10	58.82	3	17.64	1	5.88	-	-	3.88
Item 2	4	23.53	10	58.82	3	17.64	-	-	-	-	4.06
Item 3	-	-	-	-	11	64.7	6	35.29	-	-	2.65
Item4	-	-	1	5.88	14	82.35	1	5.88	1	5.88	2.88
Item5	-	-	2	11.76	9	52.94	6	35.29	-	-	2.76
Item6	-	-	-	-	1	5.88	4	23.53	12	5.88	1.35
Item7	-	-	-	-	1	7.14	5	35.71	11	64.7	1.41
Item8	-	-	-	-	2	11.76	11	64.7	4	23.53	1.88

As presented in the table 7 above, out of 17 respondents of the study, 10(58.82%) of them replied that students have to be exposed to writing controlled paragraph (item 1) ‘usually.’ However, 3 (17.64%) of the same figure answered that their respective Pre-engineering students have to be exposed to controlled paragraph writing only ‘sometimes’. The mean value calculated for this item is 3.88, which could be rounded to the value assigned for ‘usually’.

With regards to reply to item2 (guided paragraph writing), 4(23.53%) and 10(58.82%) of the respondents answered that exposing their students to guided paragraph writing ‘always’ and ‘usually’ respectively have the paramount importance to equip Pre-engineering students with academic writing literacies. This is also revealed since the mean value computed for guided paragraph writing which is beyond 4, the value assigned for ‘usually’.

Opposed to reply to item 1(controlled paragraph writing) and item 2(guided paragraph writing), responses to item 3(free paragraph writing), item 4(controlled essay writing) and item 5(guided essay writing) reveal that these three types of writing scenarios are needed to be practiced only ‘rarely’. However, the other academic writing tasks like item 6(free essay writing), item 7(summary writing) and item 8(writing report) were almost not recommended by teacher respondents to used when teaching the writing skills portions included in the course Communicative English Skills since the mean value of these three items falls below 2, the value assigned to ‘rarely’. From this, it is possible to infer that tasks which demand critical thinking and creativity were ignored and the easiest ones were focused on by EAP teachers in the university under study in practical reality.

5.2.1.4.5. Study skills Focused on

Table 8: Study skills focused on

Study skills	Frequency and Percentage										Mean value
	<i>Always(5)</i>		<i>Usually(4)</i>		<i>Sometimes(3)</i>		<i>Rarely(2)</i>		<i>Not at all(1)</i>		
	F	%	F	%	F	%	F	%	F	%	
Item 1	-	-	3	17.64	5	29.4	9	52.94	-	-	2.64
Item 2	2	11.76	8	47.05	4	23.53	3	17.64	-	-	3.53
Item 3	7	41.18	8	47.05	2	11.76	-	-	-	-	4.29
Item4	-	-	-	-	4	23.53	10	58.82	3	17.64	2.05
Item5	1	5.88	5	29.4	7	41.18	4	23.53	-	-	3.17

As can be seen from table above, out of five major study skills university students have to be exposed to, item 3, which represents how frequently students are trained strategies of preparing themselves for test or examination was rated by teacher respondents as a dominant one. Out of 17 respondents, 7 of them which accounts for 41.18% replied that they ‘always’ train their students strategies they can use to effectively study for test or examination. 8 of them on their part, which accounts for 47.05%, replied that they ‘usual’ focus on strategy training related to mechanisms of attacking test or examination at ease. The mean value computed for this item reads 4.3, which could be rounded to 4, the value assigned to represent the degree marker ‘usually’. The rest 2 (11.76%) of the respondents replied that they ‘sometimes’ focus on training students in order they effectively tackle test or exam of both domain specific and generic competency courses.

The second study skill type that teacher respondents seem focus on is the one which is represented with item 2. Out of respondents of the study, 2(11.76%) of them replied that they 'always' give due attention to stress management training over other study skills. Moreover, 8 out of 17 respondents which accounts for 47.05% reacted that they 'usually' focus on training their students on how they can manage stress when they communicate in English language. In harmony with this, the mean value calculated for this item reads 3.5, which could be rounded to 4, the value assigned to represent the degree marker 'usually'. On the other hand, 3(17.64%) and 4(23.53%) out of the same figure answered that they give due focus to stress management training only 'rarely' and 'sometimes' respectively.

Next to item 2, item 5 is rated by majority of teacher respondents as the third most frequently focused on study skill. Out of 17 teacher respondents 7(41.18%) of them reacted indicating that they 'sometimes' focus on how their respective students become creative and critical thinker. Moreover, 5(29.4%) out of the same figure replied that they 'usually' incline to train their students to become creative and critical thinker. Opposed to this, 4(23.53%) of them replied that they 'rarely' focus on training their students to become creative and critical thinker in communicating their ideas to others.

Out of possible common study skills teacher respondents were made to rate, item 1 and 4 were among the least favored ones. This is due to the fact that out 17 respondents 9 of them which accounts for 52.94% of them replied that they 'rarely' train their respective students about how they plan for their study in an implicitly and 10 (58.82%) of the same figure on their part replied that they also 'rarely' train their students skills of referencing and citation.

In general, teacher respondents seem to focus on training strategies of tackling tests and examinations of different kinds and managing stresses in relative terms since the mean value for these two items fall nearer to 4, the value assigned to represent the frequency marker 'usually'. Contrary to this, creative and critical thinking, planning and time management and referencing and citation skills were given little attention by teacher respondents since the mean value computed for these three items read 3, 2.5 and 2.05 respectively.

5.2.1.5. Purposes Priorities to Be Given to in Teaching Learning Process of Communicative English skills

5.2.1.5.1. Purposes of Teaching Reading skills

Reading is one of the major language skills through which learners at different educational levels can discover new ideas, philosophies, theories that in turn make their mind and heart-on in their academic and career life. The purpose of teaching and learning reading skills is not one and the same at primary, secondary, preparatory and higher institution. Since this study focuses on the EAP course that all students who are enrolled to public universities in Ethiopia are taking, five possible common core e purposes of teaching reading skills are included in the questionnaire and data collected from the participants of the study is represented in the table hereunder

Table 9: Reading Purposes Priority to Be Given to

Purpose of Teaching Reading	Level of priority and Percentage										Mean value
	<i>Very high(5)</i>		<i>High(4)</i>		<i>Undecided(3)</i>		<i>Little(2)</i>		<i>Not at all(1)</i>		
	F	%	F	%	F	%	F	%	F	%	
Item 1	3	17.64	2	11.76	7	41.17	5	29.41	-	-	2.65
Item 2	2	11.76	7	41.17	5	29.41	3	17.64	-	-	3.47
Item 3	-	-	2	11.76	5	29.41	6	35.29	4	23.53	2.29
Item4	6	35.29	6	35.29	2	11.76	3	17.64	-	-	3.88
Item5	4	23.53	5	29.41	4	23.53	2	11.76	2	11.76	3.41

Item 1 through 5 in the table above were design to examine reading purposes priorities have to be given to in communicative English Skills classes. Among reading purposes in list, item 4(To make students effective in talking examination) and item 2(To widen students' vocabulary, mainly terms related to their profession) seem purposes that were given priority to by participants of this study.

For instance, out 17 teacher respondents, 6(35.29%) of them replied indicating 'very high' priority has to be given to enabling students to be effective in talking examinations(item 4) and the same figure 6(35.29%) indicated that 'high' priority has to be given for this reading purpose. Moreover, the mean value calculated for item 5 reads 3.88, which could be rounded to 4, value assigned for 'high'.

On the other hand, out of 17 respondents, 2(17.76%) of them replied that ‘very high’ priority has to be given to types of vocabularies which are mainly related to learners’ profession (item 2 in the table above).7(41.17%) of them on their part replied subscribing that ‘high’ priority has to be given to vocabularies which are frequently used in the learners’ domain specific competence courses. 5(29.41%) of EAP teachers in the university under study; however, rated importance of this item under the scale ‘undecided’. Despite the differences, the mean value computed for item 2(To widen students’ vocabulary, mainly terms related to their profession) reads 3.47, which can be rounded to 4, value assigned for ‘high’.

Responses to item 5(To deepen students’ general knowledge) show that EAP teacher respondents have got undecided position. Out of 17 of participants, 4(23.53%) of them replied showing their agreement by rating under the scale ‘very high’ and 5(29.41%) of the same figure rated under the scale ‘high’. This shows that 52.94% of them seem give priority to reading tasks which could deepen their students’ general knowledge. Opposed to this figure, the mean value computed for item 5 which reads 3.41 shows as teacher respondents have ‘undecided’ position in this regard.

Responses to item 1, and 3 depict as teacher respondents seem to give ‘little’ attention to developing students’ knowledge in their respective fields by providing reading texts from domain specific courses they study (item1) and deepening their general knowledge. For instance, reply to item 3(To enable students write summaries from reading) shows as negligible attention is given to reading purpose that enable learners in order they practice writing summaries from reading. Out of the same respondents, 2(11.76%) of them agreed as ‘high’ priority has to be given to writing summaries out of reading. Opposed to this, 5(29.41%) of them replied rating under the scale ‘undecided’ and 6(35.29%) of the participants of the study rated importance of focusing on teaching summary writing from reading as purpose ‘little’ priority to be given to. The mean value calculated for this item is also 2.29, which falls between value assigned for ‘undecided’ and ‘little, but rounded to value assigned for ‘little’.

5.2.1.5.2. Listening Purposes Priority to Be Given to

To ascertain listening purposes that communicative English teachers give much attention to, five questions were set and dispatched, and responses to each item is analyzed comparatively as indicated in the table below.

Table 10: Purposes of Teaching Listening skills

Purpose of Teaching listening	Frequency and Percentage										Mean value
	<i>Very high</i>		<i>High</i>		<i>Undecided</i>		<i>Little</i>		<i>Not at all</i>		
	F	%	F	%	F	%	F	%	F	%	
Item1	6	35.29	8	47.05	-	-	4	23.53	-	-	4.11
Item 2	5	29.41	11	64.7	1	5.88	-	-	-	-	4.24
Item 3	-	-	-	-	6	35.29	4	23.53	7	41.17	1.94
Item4	-	-	-	-	3	17.64	3	17.64	11	64.7	1.53
Item5	7	41.17	10	58.82	-	-	-	-	-	-	4.41

As can be seen from table10 above, out of 17 teacher respondents, 6(35.29%) of them agreed that ‘very high’ priority has to be given to item 1(enabling students to understand the content of lectures) and 8(47.05%) of them on their part agreed that ‘high’ consideration has to granted to assisting learners to be capable of understanding contents of lectures. 4(23.53%) of them ; however, seem to value this purpose as a purpose of ‘little’ significance. Respondents’ reaction to item 2(To make students understand oral instructions given by teachers) and item 5(To enable students pass listening examination) depict as teacher respondents in the university under study give ‘high’ priority to each of these objectives since the mean value for these two items reads 4.24 and 4.41 respectively. However, reply to item 3 (To help students in order they understand contents of audio- visual materials related to their department) and item4 (To be able to understand oral presentations in seminars) show that objectives related to enabling students to understand contents of audio-visual materials and acquainting learners with skills of capturing seminar presentation received a less concern since the mean value of this item is below 2, value assigned to substitute degree marker ‘little’

5.2.1.5.3. Speaking Purposes Priority to Be Given to

Table 11: Purposes of Teaching Speaking skills

Purpose of Teaching Speaking	Frequency and Percentage										Mean value
	<i>Very high(5)</i>		<i>High(4)</i>		<i>Undecided(3)</i>		<i>Little(2)</i>		<i>Not at all(1)</i>		
	F	%	F	%	F	%	F	%	F	%	
Item1			12	70.05	5	29.41					3.71
Item 2	8	47.05	9	52.94	-	-	-	-	-	-	4.47
Item 3	8	47.05	9	52.94	-	-	-	-	-	-	4.47
Item4	-	-	-	-	3	17.64	8	47.05	6	35.29	1.82
Item5	-	-	-	-	5	29.41	9	52.94	3	17.64	2.12

As can be seen from table 11 above, out of 17 respondents, 12(70.05%) of them agreed that ‘high’ priority has to be given to preparing their students to be effective in oral presentations. 5(29.41%) of them; however, seem to have unclear understanding of significance of giving assistance to their respective students in order they become effective in delivering oral presentations in different academic scenarios since they rated under the scale ‘undecided’. The mean value of item1 (To enable them make oral presentations) is 3.71, which could be rounded to 4, the value assigned for degree marker ‘high’. Hence, EAP teachers in the university under investigation seem to give much attention to acquainting their students with viable oral presentation skills needed at university level.

With regards to respondents reaction to item 2(To enable students ask questions in English in class for clarification, for information...) and 3 (To enable them participate in class by answering questions, giving opinions, agreeing, disagreeing ...), is almost similar. Out of the participants of the study, 8(47.05%) of them agreed that the purpose of teaching speaking skills represented with item2 and 3 are among purposes ‘very high’ priority have to be given to. 9(52.94%) of them also replied that ‘high’ priority has to be given to enabling students to become effective in asking questions in English language and at the same time effective in giving their own opinion either agreeing or disagreeing. Moreover, the mean values of these two items fall above 4.5, which could be rounded to 5, value given to represent a degree marker ‘very high’.

Contrary to these, item 4 (To help them practice how to present the findings of mini studies) and 5 (To enable them become influential in the professional world) received minimum mean value which ranges from 1.82 to 2.21. This suggests as teaching how students can effectively present findings of their studies and enabling them to be influential communicator in professional world were given 'little' attention.

5.2.1.5.4. Writing Purposes Priority to Be Given to

Table 12: Purposes of Teaching writing Skills

Writing purposes	Level of priority										Mean value
	<i>Very high(5)</i>		<i>High(4)</i>		<i>Undecided(3)</i>		<i>Little(2)</i>		<i>Not at all(1)</i>		
	F	%	F	%	F	%	F	%	F	%	
Item1	-	-	12	70.59	5	29.41	-	-	-	-	3.71
Item 2	9	52.94	7	41.17	1	5.88	-	-	-	-	4.47
Item 3	-	-	5	29.41	9	52.94	3	17.64	-	-	2.12
Item4	-	-	-	-	5	29.41	12	70.59	-	-	2.29
Item5	-	-	-	-	2	11.76	8	47.05	7	41.17	1.71
Item6	7	41.17	9	52.94	1	5.88	-	-	-	-	4.35
Item7	-	-	1	5.88	11	64.7	5	29.94	-	-	2.76

As one can see from table 12 above, out 17 respondents, 12(70.58%) of them replied showing as they give 'high' priority to enabling students to make their own notes. The mean values of same item reads 3.71 which reveals as teacher respondents seem to give 'high' priority for note making. Responses to item 2, in which, 9(52.94%) and 7(41.17%) answered signifying as they give much attention to teaching 'note taking' skills. Moreover, reply to item 6 on its part shows as much attention is often given to teaching structure of formal writing. This is because 7(41.17%) and 9(52.94%) of 17 participants replied agreeing as they give 'very high' and 'high' concern respectively to teaching principles of teaching effective writing. However, from responses to item 3, 4 and 5 one can learn as teacher respondents seem to give less attention to teaching skill of report, summary and term paper writing respectively.

5.2.1.6. Challenges students Face in Communicative English Classes

Table 13: Challenges students face in Communicative English classes

Difficulties	Level of difficulty										Mean value
	<i>Very difficult(5)</i>		<i>Difficult(4)</i>		<i>Average(3)</i>		<i>Least difficult(2)</i>		<i>Easy(1)</i>		
	F	%	F	%	F	%	F	%	F	%	
Item1	13	76.47	4	23.53	-	-	-	-	-	-	4.76
Item 2	4	23.53	4	23.53	9	52.94	-	-	-	-	3.7
Item 3	4	23.53	9	52.94	4	23.53	-	-	-	-	4
Item4	5	29.41	8	47.05	4	23.53	-	-	-	-	4.05
Item5	7	41.17	5	29.41	5	29.41	-	-	-	-	4
Item6	8	47.05	2	11.76	7	41.17	-	-	-	-	4.05
Item7	2	11.76	8	47.05	3	17.64	4	23.53	-	-	3.4
Item8	3	17.64	10	58.82	4	23.53	-	-	-	-	3.94
Item9	5	33.3	7	33.3	4	27.8	1	5.6	-	-	3.94
Item10	-	-	3	16.7	7	38.9	8	44.4	-	-	2.72

It is undeniable fact that students are expected to face lot difficulties in EFL setting for several reasons. Among them, lack of platform for communication and limited exposure to suitable pedagogic as well as real world tasks are few to be mentioned. Moreover, if linguistic difficulties students have hampers communication, it is an illusion to think of outgoing academic success. In connection with this, 10 questions were prepared to identify existing gaps students have and to forward possible ways of curbing them.

Reaction to item 1 depicts how much serious for students in universities under study to understand native and native like pronunciation. Out of 17 respondents, 13(76.47%) and 4(23.53%) them rated gaps their students have in understanding native or native like pronunciation as the ‘most difficult’ and ‘difficult’ respectively. Moreover, the value computed for this item is above 4.5 which could be rounded to value assigned for ‘most difficult’.

Moreover, responses to item 6, 9, 4, 5, 8 and 3 show teachers’ evaluation of their students’ felt gaps in using appropriate discourse markers, organizing ideas, expressing an idea or giving an opinion suddenly, arguing on a given topic, summarizing an idea and using appropriate terms or vocabularies as the ‘difficult’ problem since the mean values for these items range between 4.76 and 3.94 which could be rounded to value assigned for ‘difficult’. It is only item 7, which deals with writing an introduction, body and conclusion effectively was rated as a problem of

moderate severity since the mean value for this item reads 3.4, which is less than value assigned to ‘average’.

In general, though issues the researcher dealt with under theme addresses each and every functions and genres to be dealt with, data generated from this study suggests as students have a lot of gaps to be intervened so as to make them capable in their academic and professional endeavor.

5.2.1.7. Grammar Points Students need to learn as Perceived by EAP Teachers

Table 14: Grammar Points Students need to learn as Perceived by EAP Teachers

Grammar points needed	Grammar Points needed										Mean value
	<i>Very high(5)</i>		<i>High(4)</i>		<i>To some(3) extent</i>		<i>Little(2)</i>		<i>Not at all(1)</i>		
	F	%	F	%	F	%	F	%	F	%	
Item1	6	35.29	10	58.82	1	5.88	-	-	-	-	4.29
Item 2	-	-	8	47.05	6	35.29	3	17.64	-	-	3.29
Item 3	13	76.47	4	23.53	-	-	-	-	-	-	4.76
Item4	-	-	9	52.94	6	58.82	2	11.76	-	-	3.4
Item5	7	41.17	7	41.17	4	23.53	-	-	-	-	4.4
Item6	1	5.88	8	47.05	7	41.17	1	5.88	-	-	3.52
Item7	3	17.64	6	58.82	7	41.17	1	5.88	-	-	3.64
Item8	15	88.23	2	11.76	-	-	-	-	-	-	4.88
Item9	-	-	-	-	6	58.82	11	64.7	-	-	2.35
Item10	3	17.64	8	47.05	6	35.29	-	-	-	-	3.58

To identify grammar points that students need to learn at university level, 10 grammar points were identified looking into EAP literature and grammar points that were already included in the recommended course book for EnLa(1011). To achieve the desired objective, response to each item was computed as indicated in the table above. Out of ten items, response to item 3 and 8 depict as ‘active and passive voice’ and ‘tenses’ are grammar points that are ‘very high’ needed by students in the universities under study as perceived by EAP teachers.

Reaction to item 3 shows that out of 17 respondents, 13(76.47%) of them ranked indicating as ‘active and passive voice’ the most need grammar point by students they were teaching. Moreover, item 8 is also valued by teacher respondents as the most desired one. Out of respondents in the university under investigation, 15(88.2%) rated ‘tense’ as grammar point that

is highly needed by their respective students. In addition to discussion so far made, the mean value for these two items (item 3 and 8) could be rounded to 5, value assigned for ‘very high’.

Furthermore, responses to majority of the items falls in the category ‘high’ or ‘to some extent’ except for item 10, whose mean value is below 2.5. Based on their mean values, item 5, 1, and 7 received 4.4, 4.21 and 3.64 respectively. This shows that as ‘subject and verb agreement’, ‘reported speech’ and ‘relative clauses’ are ranked sequentially one after the other with a slight difference in their mean values.

Likewise, responses to two of these items fall under category ‘to some extent’. If one looks in to table 17 above, the mean value for item 4(adverbial phrases and clauses) read 3.4 as rated by teacher respondents. The other item(item6) which was designed to know the extent to which pre-engineering students in the universities under investigation are required to learn a part of speech ‘pronoun’ has got a mean value 3.52, which is asymptotic to the vale assigned for ‘to some extent’. From summary of the responses in the table, one can guess that as different grammar points are needed to be included in communicative English skills (EnLa1011) course syllabus by integrating with other skills.

5.2.1.8. Vocabularies Students Need to Learn as Perceived by EAP Teachers

Table 15: Vocabularies Students need to learn as Perceived by EAP Teachers

Vocabulary types	Vocabulary often taught										Mean value
	<i>Always(5)</i>		<i>Usually(4)</i>		<i>Sometimes(3)</i>		<i>Rarely(2)</i>		<i>Not at all(1)</i>		
	F	%	F	%	F	%	F	%	F	%	
Item1	4	23.53	12	70.59	1	5.88	-	-	-	-	4.17
Item 2	1	5.88	-	-	3	17.64	13	76.47	-	-	2.35
Item 3	3	17.64	6	33.3	5	27.8	3	17.64	-	-	3.53
Item4	4	23.53	7	41.17	4	23.53	2	11.76	-	-	3.76

It is true that with limited word bank and ‘non-active’ vocabularies, it is impossible to think of improving students’ communicative competence. For learning to occur, teachers’ outlook of what types of words their students’ needs to learn at tertiary education level either make or break the teaching learning process of EAP courses. Hence, to examine teachers’ views of vocabulary portions to be taught in the Communicative English Skills (EnLa1011) four basic questions were

designed , and then participants' were made to rate each of them . Thus, reply to each question was computed as shown in the table above. Out of 17 respondents, 4(22.2%) replied to item 1 indicating as their students prefer to learn general vocabularies that students need in their daily life communications almost 'always'. And, 12(70.59%) of them on their part answered showing as their students prefer to learn this vocabulary type 'usually'. To this end, the overall mean value of this item is 4.17, which can be rounded to value assigned for frequency marker 'usually'.

Moreover, out of the same responds, 4(23.53%) of them replied to item 4 indicating as their students need to learn vocabularies that they are going use in the world of work after graduation almost 'always'. 7(41.17%) of them also replied to this item signifying as their respective students need to learn vocabularies under this category 'usually'. The mean value computed for this item is 3.76, which could be rounded to 4, the value given for frequency marker 'usually'. From this one can learn that technical vocabularies and vocabularies that students could possibly use in the world of work were focused on by EAP teachers in the university under investigation.

The third vocabulary type which students prefer to learn as perceived by their respective EAP teachers is the one which represented with item 3. Out of participants of the study, 3(17.64%) of them agreed that their students prefer to learn very technical vocabularies which are frequently used as convention in their fields studies almost 'always'. 6(33.3%) of the respondents on their part agreed and indicated as their students need to learn this vocabulary type 'usually'. 5(27.8%) of them; however, replied signifying as their students need to learn technical vocabularies in their fields of studies only 'sometimes'. In general, the mean value computed for this item which reads 3.53 falls between 'always' and 'usually' which in turn depicts as there is a promising focus on vocabularies in the students' fields of study.

In contrary with analysis made so far under this theme, the mean value computed for item 2 which is 2.35 shows that as general vocabulary with higher frequency in the common core academia are less needed when compared with other vocabulary types made to be rated by EAP teachers at ASTU.

5.2.2. Findings from Students' Questionnaire

Questionnaires were distributed to student respondents with the presence of the researcher in order to clarify if there were ambiguous or unclear questions. This is due to the fact that students might not easily understand types activities listed under question 5, specifically under speaking and writing skills parts. Hence, thorough explanation was given by the researcher to clarify what each item under this sub-theme mean. Moreover, questionnaires were not dispatched to the participants immediately after classroom observations were made rather the researcher had returned back to the study sites for the second time after 75% the course content was covered. This was done since it is inappropriate to ask questions that are related to suitability of materials and tasks in use when only one or two units of the course under scrutiny were covered.

5.2.2.1. Demography of Student Respondents

Table 16: Demography of the Respondents

<i>Variables</i>			
Gender		<i>N</i>	<i>%</i>
	Male	120	82.75
	Female	25	17.24
Respondents' Previous residence			
	Town	129	88.97
	Countryside	16	11.03
Respondents' Entrance exam result			
	<350		
	351-400	36	24.82
	401-450	45	31.03
	451-500	47	32.41
	501-550	13	8.97
	>550	4	2.76

As can be seen from table 16 above, out of 145 Pre-engineering student respondents who filled in the questionnaire, 120(82.75%) of them are male and 25(17.24%) are female. This variance seems to happen as a result of the huge gap in male enrollment over female enrollment in 2018 academic year to Engineering and Technology college in the universities under study since the aggregate population of male is superior over female.

Out of the same participants, 129(88.97 %) and 16(11.03%) were from town and countryside whereas 42(46.15%) and 49(53.85%) were residents of town and countryside respectively. From this one can understand that great majority of students who have joined ASTU were from town.

Furthermore, out of 145 participants, 47(32.41%) and 45(31.03%) of them answered indicating as their entrance exam result falls in the range 451-500 and 401-450 respectively. 13(8.97%) of them on their part indicated as their entrance exam result falls in the range 501-550. The rest 4(2.76%) reacted as their university entrance exam result is above 550. From this one can notice that there is 74(51.03%) of participants who have scored above 450. Based on the entry behavior of these students, their lack and want may vary and it is expected of EAP teachers to carryout needs analysis periodically.

Table 17: Comparison of Students’ English Language Exam Entrance Result

	N	Mean	Std. Deviation
Students' English language exam entrance result	145	63.70	10.452

As can be seen from the table 17 above, the mean score of English language entrance exam of participants of reads 63.7 with standard deviation 10.452 from mean. Though validity of entrance examination is under question as far as results of several empirical studies are concerned, it indicates as there is a hole to be filled before students join universities.

5.2.2.2. Students’ Perception of Importance of Different Language Skills

Table 18: Students’ Perception of Importance of Different Language Skills and Two the Linguistic components

Language skills	Level of Importance in students’ Academic study										Mean value
	<i>Very important</i>		<i>Important</i>		<i>Medium</i>		<i>Less important</i>		<i>Not Important</i>		
	F	%	F	%	F	%	F	%	F	%	
Listening	98	67.59	37	25.5	10	6.89	-	-	-	-	4.60
Speaking	111	76.55	31	21.37	3	2.06	-	-	-	-	4.74
Reading	113	77.93	18	12.4	14	9.65	-	-	-	-	4.68
Writing	107	73.79	20	13.79	18	12.41	-	-	-	-	4.61
Grammar	62	42.75	53	36.55	22	15.17	8	5.5	-	-	4.17
Vocabulary	70	48.27	53	36.55	10	6.89	6	4.13	6	4.13	4.21

As can be seen from table 18 above, speaking skills is rated as the most essential skills among other major language skills. Out of 145 respondents, 111(76.55%) of them ranked speaking skills as a ‘very important’ skill, and 31(21.37%) of them on their part replied rating this skill as ‘important’ which could help them to be effective their academic career. This shows that more than 92% of the respondents seem to consider speaking skills as the most valuable skill in their further study. In addition to this, the mean value calculated for this item which reads 4.74 could possibly be rounded to 5, the value given to replace the degree marker ‘very important’.

Next to speaking skills, writing skill is rated by participants of the study as very essential skill that they want to get acquainted with in order to be effective their university academic career. Out of 145 respondents, 107(73.79%) of them rated this skill as ‘very important’ and 20(13.79%) of them answered indicating as writing skills is ‘important’ skill to be focused on at university level. In general, 87.58% of the respondents replied indicating how much valuable this skill is in their academic career or study. The mean value calculated for this item reads 4.6, which could be rounded to 5, the value assigned to represent the degree marker ‘very important’.

With regards to importance of the two receptive skills; however, it seems that there is difference among participants of the study in the university under investigation. For instance, out of 145 participants, 98(67.59%) of them rated listening as a ‘very important’ skill to be successful in their academic venture. In addition to this, 37(25.5%) of the same figure also agreed that acquiring essential academic listening skills is an ‘important’ area to be focused on in the teaching learning process. Furthermore, the mean value computed for this skill based the degree to which learning this language skill is essential in students’ university academic career has received 4.6. This illustrates that listening skills is valued as ‘very important’ skills that the respondents need to be acquainted with since the mean value, 4.6 could be rounded to 5, the value given to replace the degree marker ‘very important’.

When comes to reading skill, 113(77.93%) of student respondents replied that learning this language skill at tertiary education level is ‘very important’ in order to become successful in their university academic career. 18 out of 145 respondents which accounts for 12.4% on their part rated this skill under the scale ‘important’. The rest, 14(9.65%) out of 145 respondents answered that reading is among language skills of medium importance which can assist them to

be fruitful in their academic tenure. Furthermore, when one looks at the mean value computed to indicate perceived importance the skill under consideration it reads 4.68, which is slight better than the mean value for listening. Therefore, this signifies that reading skills is seen as ‘very important’ English language skills to be focused on in the teaching learning process of Communicative English Skills.

With regards to importance of grammar, it is valued as ‘important’. This is due to the fact that out of 145 respondents, 62(42.75%) of them answered that learning grammar portions in the generic course, EnLa (1011) is ‘very important’ area that due attention has to be rendered for. 53(36.55%) out of the same figure replied that learning different grammar points at university level is ‘important’ in order to become effective in their present as well as future academic journey. However, 22(15.17%) and 8(5.5%) out of the same figure rated importance learning grammar portions as ‘medium’ and ‘less important’ area to be focused on. When one looks to the mean value computed for the same item reads 4.17, which could be rounded to 4, the value assigned for ‘important’.

Vocabulary, which is one of the linguistic elements, is rated as ‘very important’ by 70(48.27%) out of 145 respondents and 53 (36.55%) of the on their part rated importance of learning vocabularies as ‘important’. Moreover, the mean value calculated for this item read 4.2, which could be rounded to 4, the value given to represent the degree marker ‘important’ under this theme.

In general, since the mean value for the four major language skills (listening, speaking, reading and writing skills) and the two other linguistic elements(grammar and vocabulary) is above 4, it possible to guess as respondents of the study need to learn the four major language skills and the two linguistic components with a slight focus on productive skills.

5.2.2.3. Students' perception of their own English language Proficiency level

Table 19: Students' Perception of Their Own English Language Proficiency Level

Language skills	Level of English language Proficiency										Mean value
	<i>Very good</i>		<i>Good</i>		<i>Satisfactory</i>		<i>Poor</i>		<i>Very poor</i>		
	F	%	F	%	F	%	F	%	F	%	
Listening	63	43.44	58	40	24	16.55	-	-	-	-	4.2
Speaking	47	32.43	51	35.17	39	26.89	8	5.5	-	-	3.94
Reading	87	60	48	33	10	6.89	-	-	-	-	4.53
Writing	49	33.79	52	35.86	26	17.93	15	10.34	3	2.06	3.88

When looks into analysis of self-reflection of student respondents, their English language skills level of proficiency seems to be promising. Among the four major language skills, reading skills is rated as the language skill majority of respondents are proficient at. This is because, out 145 respondents 87(60%) and 48(33%) them replied signifying that they were 'very good' and 'good' respectively at reading skills. This figure is congruent with the mean value 4.5 which could be rounded to 5, the value assigned to 'very good'. Furthermore, student respondents have rated their listening, speaking and writing skills level proficiency as 'good' since the mean value of these skills is 4.2, 3.94, and 3.88 respectively. Over all, student respondents seem to have positive self-efficacy which may be attributed to their good academic background as can be seen from the demography part of the study.

5.2.2.4. Types of Inputs/Scenarios Students Need to Be Exposed to

To identify whether varieties of tasks and teaching materials were in place to effectively tap on the dynamic need of students or not, 29 items were devised by focusing on the major academic literacy and study skills need at university level . Among these questions, item 1-4, 5-11, 12-17, 18-24 and 25-29 focus on academic literacies related to reading, listening, speaking, writing and study skills respectively. Responses gathered from 145 Pre-Engineering students is computed and summarized as follows:

Table 20: Types of Tasks and Materials to Be Used in Teaching Communicative English Skills

Tasks/ materials	Level of frequency										Mean value	
	<i>Very high=5</i>		<i>High=4</i>		<i>average=3</i>		<i>little=2</i>		<i>Not all=1</i>			<i>at</i>
	F	%	F	%	F	%	F	%	F	%		
Reading skills												
Item1	79	54.48	63	43.4	3	2.06	-	-	-	-	4.52	
Item2	94	64.82	51	35.17	-	-	-	-	-	-	4.65	
Item 3	60	41.37	47	32.41	38	26.21	-	-	-	-	4.15	
Item4	-	-	-	-	88	60.68	53	36.55	4	2.75	2.57	
Listening skills												
Item5	41	28.28	59	40.68	33	22.75	12	8.28	-	-	3.88	
Item6	-	-	13	8.96	118	81.38	14	9.65	-	-	2.99	
Item7	-	-	-	-	134	92.41	11	7.59	-	-	2.92	
Item 8	17	11.7	39	26.89	89	61.37	-	-	-	-	3.50	
Item9	-	-	5	3.45	84	57.9	47	32.4	9	6.2	2.58	
Item10	14	9.67	30	20.68	72	49.65	19	13	10	6.89	3.13	
Speaking skills												
Item11	43	29.65	84	57.93	18	12.42	-	-	-	-	4.17	
Item 12	21	14.48	48	33	41	28.28	35	24.12	-	-	3.37	
Item 13	27	18.62	64	44.14	34	23.44	20	13.79	-	-	3.53	
Item14	-	-	7	4.83	86	59.3	52	35.86	-	-	2.67	
Item15	31	21.37	47	32.4	55	37.93	12	8.28	-	-	3.66	
Item 16	73	50.34	72	49.65	-	-	-	-	-	-	4.5	
Writing skills												
Item 17	-	-	-	-	43	29.65	78	53.79	24	16.55	2.13	
Item 18	22	15.17	30	20.69	69	47.59	24	16.55	-	-	3.34	
Item19	23	15.86	48	3	64	44.14	10	6.89	-	-	3.58	
Item20	-	-	-	-	57	39.32	88	60.68	-	-	2.3	
Item 21	29		46		64		6		-	-	3.67	
Item 22	40	27.59	82	56.55	23	15.86	-	-	-	-	4.12	
Item 23	85	58.62	60	41.38	-	-	-	-	-	-	4.58	
Item 24	71	48.97	56	38.62	18	12.41	-	-	-	-	4.36	
Study skills												
Item 25	20	13.79	60	41.37	38	26.21	27	18.6	-	-	3.5	
Item 26	68	46.89	58	40	19	13	-	-	-	-	4.34	
Item 27	74	51.03	71	48.96	-	-	-	-	-	-	4.51	
litme 28	43	29.65	80	55.17	22	15.17	-	-	-	-	4.14	
Item 29	92	63.45	53	36.55	-	-	-	-	-	-	4.63	

As one can see from table 20 above, out four reading input types which are believed to foster students' academic literacy and communicative competence at university level, item2 (reading extracts from books in their fields of studies) was rated by majority of the participants as input type they need to be exposed to when compared with other input types in the list. Out of 145 student respondents, 94(64.82%) them replied that they have a 'very high' need of learning reading skills if the reading extracts are taken from their domain specific courses. The rest,

51(35.17%) of the respondents on their part agreed that they give 'high' priority to this reading input type if they are exposed to. The mean value computed for the same item (item 1) reads 4.65 which could be rounded to 5, the value assigned to represent the degree marker 'very high'.

Responses to item 1 in the table above also show that students are in dire need of being exposed to reading inputs taken from articles and journals of various kinds. In this regard, out of 145 respondents, 79 of them which accounts for 54.48% agreed that they have a 'very high' desire of learning reading skills portions in the Communicative English skills if the inputs are taken from articles and journals of different kinds. The mean value calculated for this item is 4.52, which falls at the midpoint between the value given for 'very high' and 'high'. This figure is mathematically rounded to 5, the value assigned to represent the degree marker 'very high'.

Next to inputs to be taken from articles and journals of different kind, student respondents seem to prefer extracts taken from newspapers and magazines. Out of the respondents of the study, 60 of them which accounts for 41.37 % answered that they give 'very high' priority to reading inputs taken from newspapers and magazines. Moreover, 47(32.41%) of the respondents on their part have agreed that they give 'high' priority to this reading input type. Furthermore, 38 out of 145 respondents, which accounts for 26.21% indicated that they give moderate priority to reading extracts taken from newspapers and magazines of different kinds. However, the mean value computed for this item reads 4.15, which is nearly equal to value assigned to represent the degree marker 'high'.

Out of the four reading input types rated by student respondents, item 4 is the least favored one. This is due to the fact that out of 145 participants of the study, 88 of them which accounts for 66.68% reacted that they need to learn reading skills by practicing reading passages included in the course book in 'English for Career: Technology 1' 'moderately'. 53(36.55%) out of the same respondents on their part replied rating under the scale 'little', which depicts students' less interest of learning reading skills by making use input incorporated in the course book in use at ASTU.

To identify listening input types Pre-engineering students needs to be exposed to five items were designed and rated by 145 students who were taking EnLa(1011) in the fall of 2018 at ASTU. Out of these items, item5 (learning listening skills by practicing in the language laboratory) is

rated as a relatively most essential listening input type to be used during Communicative English Skills classes. Out of participants of the study, 41 of them which accounts for 28.28% rated indicating their very need of going to language laboratory over other listening skills teaching and learning scenarios. 58 (40.68%) out of 145 student respondents replied that they have 'high' desire of learning listening skills by practicing it in the language laboratory. However, 12 (8.28%) out of the same figure replied indicating as they give 'little' concern to this input type. Overall, the mean value computed for item 5 which reads 3.88 shows that student participants seem to have 'high' desire to learn listening skills in the language laboratory over the other situations.

The second item which is rated as very essential listening input type is the one which represented by item8. Out 145 respondents, 17 of them which accounts for 11.7% replied that they need learn listening skills by being exposed to inputs on different web pages. 39 out of the same figure which is about 26.89% answered that they have 'high' desire of being exposed to reading inputs on different webpages. The rest vast majority, 89 (61.37%) out of 145 respondents rated agreeing as they need to learn listening skills via this input type moderately. The mean value computed for item8 reads 3.5, which is mathematically rounded to 4, value assigned to represent marker of degree 'high'. Hence, a significant number of respondents have desire of learning listening skills by being exposed to dynamic input types which are available on different webpages.

The third listening input type which is preferred by student respondents at ASTU is the one which represented with item10. As can be seen from table 20 above, out of participants of the study, 14(9.67%) of them seem to have 'very high' desire to learn this skill by listening to extracts incorporated in the course book, 'Oxford English for Career: Technolgy1'. 30(20.68%) out of 145 respondents seem to have 'high' inclination to learn listening skills by making use of inputs included in the Communicative English Skills course book in use at ASTU. The great majority, 72 student respondents which accounts for 49.65% have replied indicating as they prefer the input type under discussion moderately. The mean value calculated for this item which 3.13 also in harmony with this figure.

Replies to item 6(being exposed to TV program) show that this input type is the fourth most preferred input type when compared with item 7 and item 9. Out of the participants of the study,

118 of them which accounts for 81.38% seem to prefer this listening input type only moderately. The mean value computed for item 6 reads 2.99, which could be rounded to 3, the value assigned to represent the marker of degree of agreement 'average'. In the same token, with slight difference student respondents rated their level of preference of learning listening skills by being exposed to different radio programs broadcasted in English as 'average' since the mean value calculated for this item reads 2.92, which rounded to value given to represent the marker of degree of agreement 'average'.

Out of six possible listening skills input types, item9 (teacher's talk) seems to be the least input types preferred by respondents of the study. This is evident if one looks to the mean value calculated for this item which reads 2.58. This figure falls between the values assigned to represent the degree marker 'average' and 'little'. In general, student respondents seem to prefer going to language laboratory instead of listening to the given extract being read by their EAP teachers.

It is crystal-clear that speaking and writing skills are productive skills through which observable performance of students is measured in terms of the outcome of learning. To make students productive and competent, they should be provided with tasks that go beyond simple practice-based activities or drills to the level that enhance critical thinking and pragmatic problem solving approach. Having this in mind, the researcher has prepared six questions that could help him examine students' needs of learning speaking skills portion included in EnLa(1011).

In this regard, out of 145 participants of the study, 73 of them which accounts for 50.34% replied that they have a 'very high' inclination to learn speaking skills by making presentations of various kind which are related to their fields of study. Moreover, 72 of them which accounts for 49.65% rated item 16 (Presentation skills on topics selected from your field of study) by signifying that they have 'high' desire of learning speaking skills through input this sort. In line with, the mean value computed for this item reads 4.5 which could be rounded to 5, the value assigned to represent the marker of degree of agreement 'very high'.

Next to presentation on topics taken from learners' fields of study (item16), item11 (debatable issue) was rated as the task type which students need to be engaged in during speaking skills classes. Out of participants of the study 43 (29.65%) of them on their part agreed that they have a

‘very high’ interest to practice speaking skills if agendas given to them is debatable in its very nature. Moreover, 84 of them which accounts for 57.93% on their part have agreed that they give ‘high’ priority for the speaking task under consideration. The mean value calculated for item11 (debating) which reads 4.17 also depicts as argumentative issues are highly preferred by respondents of the study.

The third most preferred input type to be used in speaking skills classes is the one which is represented with item15. Out of student respondents who filled in the questionnaire appropriately, 31(21.37%) of them replied that they have ‘very high’ inclination of being engaged in speaking task if provide in the form of role-play. 47 (32.4%) of their part agreed that they need to learn speaking skills with ‘high’ desire if it is given to them in the form of role-play. 55(37.93%) out of 145 student respondents; however, reacted that they have moderate level of preference of learning speaking skills through active engagement through tasks which call for roles to be played. The mean value calculated for item15 is 3.66, which could be rounded to 4, vale given for the degree marker ‘high’. From this one can learn that Pre-engineering in the university under study seem to have ‘high’ desire of learning speaking skills via role-play. Similarly, out of the same figure, 27 (18.62%) of them have a ‘very high’ inclination of making prompt public speech in speaking skills. The vast majority of the respondents, 64 (44.14 %) of them agreed that they have got ‘high’ interest to make this kind of public speech during Communicative English classes.

Contrary to this, impromptu public speech, which is represented with item12 and memorized speech, which represented with item 14 as depicted in the table above were among the least preferred task type student could be involved in during speaking skills classes. This is because the mean value commuted for these two items is 3.37 and 2.67 respectively, which could be rounded to 3, value assigned to represent ‘average’ level of preference to make impromptu and memorized speeches.

In connection with types of writing tasks to be used in communicative English classes, response to item 23(Summary writing from reading) depicts that student respondents seem to give much attention to tasks that encourage them to write summary from reading over other academic writing discourses. In this regard, out 145 participants, 85(58.62%) of them rated that they have a ‘Very high’ need of being exposed to summary writing over other EAP writing genre. 60

respondents out of the same figure which accounts for 41.38% on their part replied that they do have 'high' desire to be exposed to this input type. On the top of this , the mean value calculated for this item reads 4.58, which falls between the value assigned for 'very high' and 'high'. This shows that student respondents seem to have a very high inclination to be acquitted with skills of writing summary from intensive reading when compared with responses to other items under this sub-theme.

Next to writing summary, item 24(Writing reports of different types) is the EAP writing endeavor that Pre-engineering students in the university under study need to be exposed to. In this regard, out of the participants of the study, 56 of them which accounts for 38.62% replied that they seem to have 'high' desire of being exposed to writing reports of different kinds which could help them effective in their future walk of life. In harmony with this, the mean value calculated for item24 in the table above reads 4.36 which could be rounded to 4, the value assigned to represent the degree marker 'high'.

Out of possible eight writing skills scenarios in the table20 above, item 22(free essay writing) is rated the third most preferred EAP writing situation as far as students' needs is concerned. Out of 145 student respondents, 40 of them which accounts for 27.58% answered that they have a 'very high' desire of learning free essay writing in order to be successful in their academic career. The vast majority, 82 respondents which accounts for 56.55% replied signifying as they have 'high' level aspiration to be exposed to this writing skills scenario. This figure is in harmony with the mean value computed for item22, which reads 4.12.

Moreover, responses to item21 (guided essay writing) and item 19 (free paragraph writing) show that these two writing skills situations highly needed by Pre-engineering students in the university under study. This is because the mean value calculated for these items read 3.67 and 3.58 respectively. These figures could possibly be rounded to 4, the value assigned to represent the degree marker 'high'.

Contrary analysis so far made under this sub-theme, responses to item 17 and item 20 depict that Controlled paragraph and essay writing were comparatively not preferred by Pre-engineering students at ASTU since the mean value computed for this item reads 2.13 and 2.3 respectively. These figures fall nearer to 2, the value assigned to represent the degree marker 'little'.

In general, tasks which are believed to develop university level academic literacy and study skills were almost ignored in university under study. For instance, students were not taught on how to tackle academic tasks in both generic and domain specific competency courses. Moreover, there was little room for the students to get acquainted with university level critical- pragmatic discourses.

With regards to study skills Pre-engineering students at ASTU need to be acquainted with, out of five major common core skills university students need to be exposed to in Communicative English language Skills classes, item 29 in the table 20 above, which represents the extent to which students need to be trained strategies of becoming creative and critical thinker has received much attention. Out of 145 student respondents 92 of them this accounts for 63.45% replied that they have 'very high' desire of being trained to be creative and critical thinker when attending Communicative English skills classes. The rest, 53 of them which accounts for 36.55% replied that they have 'high' inclination to be acquainted with this study skills. The mean value computed for item 29 reads 4.63, could possibly be rounded to 5, the value assigned to represent the degree marker 'very high'. This shows that pre-engineering students at ASTU have a very high desire of being exposed to communicative scenarios that enhance their creativity and critical thinking over other study skills they were made to rate.

Next to item 29, it is item 27 which vast majorities of student respondents highly need to be acquainted with at university level. Out of 145 respondents, 74 of them which accounts for 51.03% replied that they have a 'very high' need of being trained ways of preparing themselves for tests and examinations. 71 of them which accounts for 48.96% on their part replied that they have 'high' desire of being skilled in strategies of attacking tests and examinations without much difficulty. The mean value computed for this item reads 4.5, which could be rounded to 5, the value assigned to represent the degree marker 'very high'. From this one can understand that pre-engineering students at ASTU seem to have a great desire if their respective communicative English Skills teachers expose them to this study skill.

The third study skill that student respondents seem to give high priority is the one which is represented with item 26. Out of respondents of the study, 68 of them which accounts for 46.89% replied that they give a 'very high' priority to stress management training. In addition to this, 58 out of 145 respondents which accounts for 40% reacted that they seem to give 'high'

priority to study skill which enable them manage stress when communicating in English language. Moreover, the mean value calculated for this item reads 4.34, which could be rounded to 4, the value assigned to represent the degree marker 'high'. The rest, 22 of them out 145 respondents, which accounts for 15.17% reacted that they give a moderate focus to stress management training when compared with other study skills under consideration in the current study.

Referencing and citation skills is also among 'highly' preferred study skills student respondents want be acquainted with. As can be seen from table 20 above, out of 145 respondents 43 of them which accounts for 26.95% answered that they give a very high' priority to learn how they can smartly do academic referencing and citation, and 80 out of the same figure which accounts for 55.17 % on their part replied that they give 'high' priority to internalize this academic requirement.

To this end, out of common study skills student respondents were made to rate, item 25 is the least preferred one. This is because the mean value computed for this item reads 3.5 which falls at the midpoint between the value assigned for degree marker 'high' and 'average'. From this one can learn that student respondents do possess skill of planning for their learning and time management when compared with other study skills they were made to rate.

5.2.2.5. Purposes of Learning Communicative English Language Skills

After reading thoroughly empirical researches and books in the area of English for academic purpose, the researcher has prepared 23 purpose driven items as shown in Appendix 'B'. To make the analysis systematic and manageable, items are grouped on the bases of major English language skills that they could be mapped to.

Table 21: Purposes of Learning English Language Skills Priorities to Be Given to

Purposes	Level of priority										Mean value
	<i>Very high</i>		<i>High</i>		<i>Moderate</i>		<i>Little</i>		<i>Not at all</i>		
	F	%	F	%	F	%	F	%	f	%	
Reading skill											
Item1	73	50.34	62	42.75	10	6.89	-	-	-	-	4.43
Item2	30	20.68	60	41.37	55	37.93	-	-	-	-	3.82
Item 3	97	66.89	48	33.1	-	-	-	-	-	-	4.67
Item4	44	30.34	76	52.41	25	17.24	-	-	-	-	4.13
Item5	69	46.89	64	44.4	12	8.28	-	-	-	-	4.38
Item6	16	11.03	42	28.96	63	43.45	24	16.55	-	-	3.34
Listening skill											
Item7	114	78.62	31	21.37	-	-	-	-	-	-	4.78
Item8	73	50.34	44	30.34	28	19.31	-	-	-	-	4.17
Item 9	93	64.14	40	27.58	12	8.28	-	-	-	-	4.55
Item10	83	57.24	45	31.03	17	11.72	-	-	-	-	4.45
Item11	50	34.48	41	28.27	54	37.24	-	-	-	-	3.97
Speaking skill											
Item12	111	76.55	27	18.6	7	4.8	-	-	-	-	4.7
Item 13	45	31.03	79	54.48	21	14.48	-	-	-	-	4.16
Item 14	88	60.68	33	22.75	24	16.55	-	-	-	-	4.44
Item15	89	61.37	40	27.58	16	11.03	-	-	-	-	4.5
Item16	40	27.58	75	51.72	30	20.68	-	-	-	-	4.06
writing skills											
Item17	115	79.31	21	14.48	9	6.2	-	-	-	-	4.79
Item 18	88	60.68	23	15.86	20	13.79	14	9.65	-	-	4.27
Item 19	97	66.89	25	17.24	18	12.41	5	3.44	-	-	4.47
Item20	109	75.17	30	20.68	6	4.13	-	-	-	-	4.71
Item21	90	62.06	29	20	15	10.34	11	7.58	-	-	4.36
Item22	79	54.48	24	16.55	18	12.4	24	16.55	-	-	4.08
Item23	101	69.65	32	22.06	12	8.27	-	-	-	-	4.61

It is cut and dried that teaching could bring home anything if students do not have sound purposes to be achieved. Item 1 through 5 in the table 21 above were design to identify outgoing purposes of learning reading skills to which Pre-Engineering students in university under study give due attention to. In this respect, out of 145 respondents, 96 of them which accounts for 66.89% replied that the very reason for learning reading skills at university level is

to be able to write summaries of different kinds as per instructions given to them by their major course teachers (item3). The rest, 48(33%) answered signifying as they give 'high' priority to this major purpose of learning reading skills at university level. On the top of this, the mean value computed for item three under this theme reads 4.67, which could be rounded to 5, the mean value assigned to represent the degree marker 'very high'. From this one can understand that Pre-engineering students at ASTU seem to give a very high priority if the objective of the reading skill portion or lesson focuses on summary writing over other genres.

Next to item 3, it is item 1 (To develop knowledge in my field of study) which has received much attention by the respondents of the study. 73(50.34%) of the respondents of the study have rated this item under the scale 'very high', and 62(42.75%) out of them on their part rate importance of focusing on this purpose of learning reading skills under the scale 'high'. The mean value calculated for the same item reads 4.43, which slightly falls above the value given to represent the degree marker 'high'. This shows that student respondents seem to give 'high' priority for reading skills if it gives them an opportunity of developing their domain specific competences. With minor difference, 69(46.83%) out of 145 respondents of the study replied that they give a 'very high' priority to reading skills lesson/ portion if it is meant contribute to great extent in developing their general knowledge(item5). 64(44.4%) out of the same figure also replied that they give 'high' priority to this purpose of learning reading skills.

Responses to item 4 (To be effective in tackling examination) and item 2 (To widen my vocabulary, mainly terms related to my profession) also show that student respondents at ASTU seem give 'high' priority to reading skills lesson/portion that train them how they can effectively tackle reading examinations and intensify their word bank of terms related to their profession. This is revealed as the mean values for these three items read 4.13and 3.82 respectively, which fall nearer to the value assigned to represent the degree marker 'high'. To this end, except reply to item 6 (To entertain myself), the rest were rated as purposes that student respondents gave due attention to. From this it is possible to deduce that student respondents in the university under investigation seem to give a balanced attention to both 'wide-angled' and 'narrow-angled' academic reading skills.

Moreover, five questions were posed to identify purposes of learning listening skills that students at university level give priority to and their reply is summarized in the following manner. In connection with this, out of 145 respondents, 114(78.62%) of them reacted to item 7 (To be able to understand the content of lectures) as purpose of learning listening skills that they often give 'very high' priority to. The rest 31(21.37%) of them on their part replied as they give 'high' priority to understanding content of lectures over other purposes of learning listening skills.

Next to item 7, item 9(To understand audio and visual materials related to my department) has received much attention. Out of student respondents of the study, 93(64.14%) of them answered indicating as they give 'very high' priority to skills of understanding audio and visual materials related to their fields of study. 40 out of the same respondents which accounts for 27.58% reacted to the same signifying as they give 'high' priority to listening skills portion or lesson which train them to easily understand audio and visual materials related to their fields of studies. The mean value computed for this item is 4.55, which could be rounded to 5, the value assigned for 'very much'. In addition to these, responses to item10 (To be able to understand oral presentations in seminars), item 8 (To understand teachers' oral instructions) and item 11(To pass listening examination successfully) have also received favorable attention. This is due to the fact that the mean value for these items read 4.45, 4.17 and 3.97 respectively which could be rounded to the value assigned for 'high'.

Item 12 through 16 focuses on objectives of learning speaking skills. Among items under this sub-theme, reply to item 14 indicates that the very reason they need to learn speaking skills at university level is to be aquatinted with skills of making oral presentation in an effective manner. In this regard, out of 145 respondents 111 of them which accounts for 76.55% replied that they give 'very high' priority to speaking skills lessons/portions which pave away to practice successful ways making oral presentations in varied contexts. Moreover, the mean value computed for this item reads 4.7, which could be rounded to 5, the value assigned for 'very high'.

Next to item 14, it is Item15(To practice how to present findings of the studies) which is the most valued purpose of learning speaking skills. Out of the respondents of the study, 89(61.37%) of the rated the extent to which practicing how to present findings of the study during speaking

skills lesson by rating under the scale of degree of agreement ‘very high’, and 40(27.28%) out the same figure on their part level of significance of this purpose of learning speaking skills under the scale of agreement ‘high’. On the top of these, the mean value of this item reads 4.5, which could be rounded to 5, the value assigned to represent the degree marker ‘very high’.

Furthermore, responses to item 13 (To ask questions in English in class (for clarification, for information...)) and item16 (To become influential in the professional world (becoming a member of international organizations)) were rated by vast majority of participants of the study as purposes learning speaking skills to which high priorities have to be given to. This is evident from the mean values of these items which fall nearer to 4, the value assigned for ‘high’.

The last point of discussion under this sub-theme is related to objectives of learning writing skills in communicative English classes (Enla1011). One can learn from responses to item 17, 20 and 23 that student respondents need to be acquitted with skills of note making, summary writing, and paraphrasing others idea among other purpose of learning writing skills at university level since the mean values of these items read 4.79, 4.7 and 4.61 respectively which could be rounded to 5, value assigned for ‘very high’. The rest, item 19(Writing reports out of min-research), 21 (Writing effective term papers), 18 (Taking notes from lectures) and 22 (Applying principles of effective writing) were rated as purposes they give ‘high’ importance to with mean values 4.47, 4.35, 4.27 and 4.1 respectively.

5.2.2.6. Challenges Learners Face when Communicating in English Language

Table 22: Challenges Learners Face when Communicating in English Language

Difficulties	Level of difficulty										Mean value
	<i>Very difficult</i>		<i>Difficult</i>		<i>Average</i>		<i>Least difficult</i>		<i>Easy</i>		
	F	%	F	%	F	%	F	%	F	%	
Item1	88	60.68	43	29.65	14	9.65	-	-	-	-	4.5
Item 2	26	17.93	38	26.2	54	37.24	27	18.62	-	-	3.43
Item 3	29	20	38	26.2	65	44.8	13	8.96	-	-	3.57
Item4	21	14.48	42	28.96	59	40.68	23	15.86	-	-	3.42
Item5	23	15.86	45	31.03	60	41.37	17	11.72	-	-	3.51
Item6	69	47.58	63	43.45	13	8.96	-	-	-	-	
Item7	22	15.17	36	24.82	43	29.65	44	30.34	-	-	
Item8	48	33	52	35.86	32	22.06	13	8.96	-	-	3.93
Item9	28	30.76	55	37.93	62	42.75	-	-	-	-	3.76
Item10	23	15.86	31	21.37	59	40.68	32	22.06	-	-	3.31

As English language is a foreign language in the context of Ethiopia, it is normal to see students facing difficulties when communicating in English. However, if these problems facilitate communication breakdown it is a disaster. In connection with this, 10 questions were prepared to identify existing gaps, and then to recommend possible ways of overcoming these difficulties.

Reaction to item 1 indicates how much a serious problem it is to understand native and native like pronunciation. out of 145 respondents from ASTU, 88 of them which accounts for 60.68% of the respondents answered that understanding native or native like pronunciation is among a ‘very serious’ challenges they face in different circumstances. 43 out of 145 respondents also indicated as this problem is of ‘serious’ magnitude. Moreover, the mean value of this item which is 4.5 is good indicator for severity of this problem.

Next item1 (Understanding native/ native-like pronunciation), item 6(Using appropriate discourse markers) was the second most serious problem student respondents had, and item8 (Writing Summary from reading) comes third since the mean value computed for the former is 4.38 , and 3.93 for the later. Moreover, responses to item 9, 3 and 5 depicts as pre-engineering students at ASTU seem to have difficulties of organizing their ideas appropriately, using appropriate terms or vocabularies and arguing on a given topic are also in descending order of their level of difficulties since their mean values read 3.76, 3.57 and 3.51 one after the other which could be rounded 4, the value assigned for ‘difficult’.

On the other hand, responses to item 3, 2,4,10 and 7 signify as using appropriate terms or vocabularies, taking note from spontaneous talk/speech, expressing an idea or giving opinion suddenly, using appropriate language structures and writing an introduction, body and conclusion effectively are not that a big deal for student respondents since the mean values of these items read 3.43, 3.42, 3.31 and 3.24 respectively which could be rounded to 3, value assigned for ‘moderate’.

5.2.2.7. Grammar Points Students Prefer to Learn

Table 23: Grammar Points Students Prefer to Learn

Grammar points needed	Grammar Points Students Need										Mean value
	<i>Very much</i>		<i>much</i>		<i>To some extent</i>		<i>Little</i>		<i>Not at all</i>		
	F	%	F	%	F	%	F	%	F	%	
Item1	96	66.2	37	25.5	12	8.27	-	-	-	-	4.57
Item 2	89	61.37	41	28.27	15	10.34	-	-	-	-	4.5
Item 3	113	77.93	32	22.06	-		-	-	-	-	4.77
Item4	90	62.06	29	20	26	17.93	-	-	-	-	4.4
Item5	100	68.96	34	23.44	11	7.58	-	-	-	-	4.61
Item6	85	58.62	23	15.86	31	21.37	6	4.14	-	-	4.28
Item7	43	47.25	34	23.45	41	28.27	27	18.62	-	-	3.64
Item8	106	73	30	20.68	9	6.21	-	-	-	-	4.66
Item9	21	14.48	23	15.86	48	33	53	36.55	-	-	3.06
Item10	28	19.31	37	25.5	41	28.27	39	26.89	-	-	3.37

To identify English language structure students need to learn at university level, 10 grammar points were identified on the bases of EAP literature and, then incorporated into the questionnaire. Doing so, response to each item was computed as indicated in the table 26 above. Out of these items, response to item 8 depicts as ‘tense’ is a grammar point that pre-engineering students at universities under study need to learn ‘very much’ since out of 145, 106 (73%) of them rated under scale ‘very high’ which indicates how much they are in need of learning tense. This is in harmony with the mean value computed for the item which is 4.77, which could be rounded to 5, the value assigned for ‘very much’.

The Next to tense, which comes is item 3 (active and passive voice). This is because out 145 respondents, 113 of them which accounts for 77.93% as they need to learn active and passive voice ‘very much’. The rest 32 respondents, which accounts for 22.07% on their part reacted indicating as they this grammar point ‘much’. The mean value calculated for this item reads 4.66, which could be rounded to 5, the value assigned for ‘very much’.

The third most likely needed grammar point was reported speech, which is represented by item 1 as can be seen from table 23 above. Out of the respondents of the study, 100 of them which accounts for 68.96% rated showing as they want to learn reported speech 'very much'. 34 respondents out of 145 on their part replied that they need to learn this grammar point 'much' to be effective in their university academic career.

Except in the above three cases, there is a moderate difference in terms of students need of learning the other grammar points incorporated in the questionnaire. For instance, respondents rated item 5(Descriptive adjectives) and 2 (Conditional sentences) as grammar points they need to learn 'very much' since the mean values of these two items read 4.57 and 4.5 respectively. This shows that as pre-engineering students at ASTU seem to have a dire need of learning descriptive adjectives and conditional sentences in order to be effective in their academic venture.

Furthermore, responses to item 4, 6 and 7 shows as adverbial phrases and clauses, pronouns and relative clauses are also needed 'much' by student respondents since the mean value computed for these items read 4.4, 4.28 and 3.6 respectively, which could be rounded to 4, value assigned for degree marker 'much'.

The last category encompasses conjunctions and articles whose mean value is 3.37 and 3.06 respectively. In general, it seems sound to incorporate essential grammar points into the syllabus of EnLa(1011) hand in hand with the major language skills as it is impossible to think of fluency at expense of accuracy.

5.3. Findings from Classroom Observation

Classroom observation is used to gather data related to classroom practices as stated under the research methodology part. To achieve this, the researcher had planned to observe three communicative English skills teachers four times each. This means that 12 observation sessions were planned to be made with intention of gathering in-depth information on the actual learning teaching practices of the EAP course under investigation. However, due to inconveniences that resulted from on and off of the classes during the fall of 2017 up to 2019 due to political unrest and uprisings in the country in general and public universities in particular two Communicative English Skills teachers who were willing to be audio-recorded were observed as planned.

Experience in ASTU University shows that EnLa(1011) class is scheduled only once in a week having a three period length(3 hours). Thus, the second round observation sessions were made in the other week _second week from researcher’s arrival at ASTU. During each observation, the researcher went to each class ahead of students’ arrival at the teaching hall or class and sat at the back of the class being ready to record classroom incidents from the beginning to end. Taking lesson from pilot study, when going to classes to be observed during the main study, the researcher gave the recording machine to the teacher participant orienting him/her to make it on (press the recording button on) immediately as the class begins. Though second round observations were recorded in all cases, they were not transcribed to make the analysis manageable. Therefore, sample third and fourth round observation sessions were transcribed and attached as appendix ‘H’.

Analyzing qualitative observational data of these kind require the researcher to be systematic since serial activities which were audio recorded require continuous revision so as to make the transcription an error free as much as possible. According to Bogdan and Biklen (1992), observational qualitative data analysis is a process of systematically arranging transcripts, and then studying them as deeply as possible, interpreting them, discussing results and reporting what was discovered. Hence, in analyzing the observation data in this study, the researcher first transcribed the data recorded into the audio-tape-recorder onto blank sheets of papers. The transcribed data were then checked and rechecked by listening to the tape-recorder over and again. At the third stage, the lessons conducted in each period were divided into different extracts. Finally, the researcher briefly described, interpreted and discussed the data obtained from of third and fourth round observations as follows:

5.3.1. Description and Analysis of Third Round Observation Sessions

A Brief Description of ASTUT1’s Third Round Lesson

The class was pre-engineering section ‘y’. The actual class size was 24, but there were 18 students during this round observation. Students in this class sat on the armchair lined in two rows. ASTUT1’s lesson during third observation session has focused on the daily lesson which is entailed as ‘listening skills’ on the page 11 of the course book ‘Oxford English for Career : Technology 1’.

The teacher started the lesson by posing questions which say, “Why do we learn listening skill [s]?” This moment majority of students raised hand and shared their idea on how much important learning listening skills is. Then, he oriented the students as they are going to listen to an interview and, then after do exercises on page 11 and 12 (See Appendix ‘H’). Next to this, he played the listening extract from his laptop by connecting it to an amplifier. The audio lasted for four minutes and the teacher immediately went on eliciting answers from each student. As majority of the students have the text book in the form of soft copy on their cellphone, they have replied all questions without difficulty. Finishing the first part of the listening text, he ordered the students to move to part two on page 12. Here, similar procedure was followed in doing the second exercise. Finally, the class ended at 9:00 a.m. though it should last till 11:a.m.

Evaluation of ASTUT1’s Third Round Lesson

When one looks into a brief description given above and the whole lesson transcription attached to this paper as annex ‘H’, varieties of interactive active learning techniques that could enhance students’ communication skills were not used. The only techniques used throughout the lesson were gapped lecture and eliciting. With regards to teaching materials that were used as input during the lesson, the teacher has used only extracts that were there in the course book ‘Oxford English for Career: Technology 1’. It is really an imperative to expose students to audio recorded listening material, but since the listening extract is attached to the course book that students have at hand, they gave answer to questions raised under exercise one and two without attending the audio. The third parameter that is used in evaluating this lesson is whether tasks and activities used during the lesson were appropriate in enhancing students’ interaction and problem-solving skills that could be transferred into domain specific courses or not. In part one and part two of listening extract, there were no well framed pre, while and post listening activities meant to accomplish academic task/s. Majority of questions in the activities were simple gap filling which could not give a window of opportunity for critical thinking and meaningful interaction. Had some sort of practical open ended and information transfer questions were included in the exercises it might help students to learn how interview could be used in different scenarios. In general, ASTU1 did not try his best to adapt inputs, tasks and activities given in the course book ‘Oxford English for Career: Technology 1’ in order it suits his student needs.

A Brief Description of ASTUT2's Third Round Lesson

The class was pre-engineering section 'yy'. The actual class size was 22, and there were 20 students in the class during the lesson. In the introductory part of the lesson, the teacher did not ask any revision question or did the revision himself, but he directly ordered the students to take out their text and exercise book and went around checking whether they have done their project they were given or not. Then after, he wrote the topic of the daily lesson '*language spot: Yes/No and Information Questions*' on the whiteboard and ordered students to take out their text book on page 18.

Next to this, he asked yes-no questions like, "Does it work?" by suddenly pointing at things in the classroom. Next to that, he ordered the students to ask each other 'yes-no' questions based on examples provided on page 17 of 'Oxford English for Career: Technology 1'. This moment there were buzzes in the class as they were taking turns and asking and answering questions except few students who were doing some other businesses while the lesson was on progress. Ordering students to stop asking each other yes-no questions, he explained its structure. He wrote on the whiteboard stating, "*Yes- no questions begin with auxiliary verbs like are, is, do, can, will, have etc. and followed by the subject. Auxiliary verb +subject = yes-no question.*" He continued explaining the structure of information questions saying, "*Information questions starts with wh- words like who, whom, which, what, how, why, how much, how many, how long etc and followed by subject and object respectively.*" After that, he gave activity one on page 18 as a classwork. Finally, he made the class to forward their answers on each and every question and then left the class without winding it up.

Evaluation of ASTUT2's third round Lesson

As can be seen from brief description above and lesson transcription annexed to this dissertation, except in the first few instances the class was dominated by explanation of language structure *Yes/No and Information Questions*. When compared with third observation session, though it is not that much productive enough, pair work and question and answer mode of teaching were used. it sounds appropriate had this language spot was taught by crating pragmatic scenarios that facilitates students' real engagement. ASTUT2 was seen focusing on examples and inputs given in the course book. Furthermore, without giving instruction on types of tasks to be performed by

making use of activities given on page 18, he let the students to do activity 1 and 2 which seem mechanical and less worth for students at university level. Had problem solving tasks and activities were incorporated under this part, students may get chance of learning language use of ‘yes/no question’ and ‘information questions’ over their usages. Over all, ASTU2 did not attempt to modify or adopt inputs given the course book ‘Oxford English for Career: Technology 1’ in order it practically address students’ needs.

5.3.2. Description and Analysis of Fourth Round Observation Sessions

Brief Description of ASTUT1’s Fourth Round Lesson

The class was Pre-Engineering section ‘y’. The actual class size was 24, and there were 21 students in the class during this lesson. The topic of daily lesson was ‘*Language spot: Present simple v present continuous*’. The teacher started the lesson without revising what they have learned the other day. He wrote a title, ‘*Present simple v present continuous*’ on the whiteboard. Then, he asked, “What is the difference between simple present and present continuous tenses?”

S1: Simple present tense is a ‘V1’ form whereas present continuous tense is the –‘ing’ form.

S2: Simple present is used in expressing habitual action, but present continuous is used in telling [stating] what is happening now.

He did not wait for another students’ response. He himself continued explaining, “I know, you have learned about [] tense for more than 12 years, here at university level, it is important to revise it to some extent.” Then, he listed down on the blackboard different types of simple +tense and present continuous based on their uses as follows:

Uses of Simple present and Present continuous as Presented by ASTUT1

	Simple present	Present continuous
1	It is used to express habitual action	It is used to express an action which is progressing.
2	It is used when you talk about general truth	It is used in describing an action which is taking place at a given moment.
3	It is also used in expressing predetermined future action	It is used in expressing planned action by using ‘going to’.

Putting the difference between simple present and present continuous tense as indicated in the table above, he ordered the students to take out their textbook on page 12 and let them discuss on question 1-8. He read the opening question that says, “Why is the present continuous is used for [in] sentences 1-4 and simple present for[in] sentences 5-8?” Doing this, he ordered the students to write three habitual, three general truth and three predetermined future action sentences as a classwork. Then, he went around and checked whether sentences the students have written were correct or not, and then elicited sample sentences from almost all the students who were in the class. After doing that, he gave them activity 1 on page 12 as homework. Finally, he told the class to use the formula: Singular subject +verb+ -s /-es +/- object and plural subject +infinitive form of the verb+/- object for simple present tense whereas Subject + is/am/are +-ing +/- object to produce a lot of present continuous tenses (See Appendix ‘H’).

Evaluation of ASTUT1’s Fourth Round Lesson

From Lesson transcription and brief description of this lesson it possible to recognize that ASTUT1’ has focused on teaching the difference between simple present and present continuous tense. The teacher has made the students to construct sentences of their own based examples they were provided with. However, rather than ordering students to construct nine sentences and going around to check whether their sentences were correct or not, it seems productive had he organize pair work or other interactive patterns in which students interview each other using these tenses and then report the result of their interview to the class. This is because activity one, on page 12 of students’ text itself was taken from interview annexed on page 124 as listening excerpt. In general, ASTUT1 seems to focus on teaching the structure ‘tense’ instead of opening windows of opportunities where this structure is pragmatically applied in a context. Thus, students’ communicative competence has received little attention whereas implanting the language form has received much attention since a much time allocated for the period was devoted to explanation over exposing students to practical use of these tenses to develop study skills, socialization skills and academic literacies university education in general and engineering science in particular calls for. To sum up, ASTUT1 did not try his best to adapt or modify inputs given in the course book ‘Oxford English for Career: Technology 1’ rather he acted as if he is a servant of the course book.

A Brief Description of ASTUT2's Fourth Round Lesson

The same class (section 'yy') was observed in the fourth round observation. In the introductory part of the lesson, the teacher asked few revision questions and ordered the students to take out their text and exercise book. He went around and checked whether they have done the home work or not. Next to this, he elicited from students answer for question 1-10 on page 12 of the course book, and at the same time gave corrections to errors committed by the learners. Doing this, he moved onto activity 2 on the same page which directs students to do 14 completion type questions. This part took 45 minutes. Jumping over activity 3, he ordered the students to do activity 4 as homework. After this, he wrote a new topic '*Pronunciation: Strong and weak forms of Auxiliary verbs*' on the whiteboard and told the students to take out their text book on page 13.

Before directly going into this topic, he asked, "Who can tell me examples of auxiliary verbs?" This instant almost all the students raised their hand. He elicited answers from the students and listed them on the board. What came next was that he posed other question which reads, "What do we mean by strong and weak forms of auxiliary verbs?" In addition to this, he gave activity 2 on page 13 as a classwork and, then let the students to discuss on their answers in pairs. Finally, skipping on activity 3, he told the students to ask and answer questions in pair on the basis of question 1-8 on 13.

Evaluation of ASTUT2's Fourth Round Lesson

As in third observation session, ASTUT2 was seen focusing on examples and inputs given in the course book. Furthermore, though the main objective of activities given on page 13 was to expose students to strong and weak forms of auxiliary verbs, the teacher focused on yes/no question forms. The teacher himself did not model when and where auxiliary verbs could be stressed or unstressed by creating a simple context. On the top of this, he did not invite students to practice pronunciation of weak and strong auxiliary verbs. In EFL class, what matter most is intelligibility, so activities under this topic are not that much purposeful and meaningful in themselves as they are devoid of use. In nutshell, ASTUT2 did not make any effort either to adapt or modify inputs given in the course book to teach the language form *Strong and weak forms of Auxiliary verbs* in the way it suits learners' needs.

5.4. Findings from Interview

5.4.1. Findings from Interview with EAP Teachers

In discussing findings from the interview made in this study, the first step was transcribing the audio-recorded data onto blank sheets of paper. The next step was coding the responses into major and sub-themes. In this regard, Dornei (2007) suggest that in analyzing qualitative interview, data coding and categorizing themes are inevitable activities. The purpose of coding was to make categories of themes clear to readers so that ambiguities can be fixed out from the data. Seidel and Kelle, (1995) on their part explain that coding the transcriptions in qualitative interview data is significant in order to find commonalities, differences, patterns and structures in the data to be analyzed. Having done this, he discussed responses given under each theme which emanated from objectives of the study.

5.4.1.1. English Language Skills Priorities Given To

In the course description of Communicative English Skills, it is clearly stated that the four macro or major skills should be given equal attention in the teaching learning process and assessment. To scrutinize this issue, the third research question which reads “To what extent does the balance among different language skills is maintained in the actual teaching learning process of EnLa1011?” was set and the findings under this theme is discussed below.

In maintaining the balance between the four major skills (listening, speaking, reading and writing) and the two linguistic inputs (grammar and vocabulary) there is disparity in the University under investigation. For instance, ASTUT1 claims that they have been teaching all language skills equally based on inputs available in the course book they are using.

As I think, much attention has to be given to speaking skills at university level. Per-engineering students in this university do not have much problem of understanding any listening and discourses. There major problems lay on productive skills. Though I personally have this subscription, I am teaching the four language skills in a balanced manner based on tasks and activities incorporated in the book ‘English for career: Technology1 (ASTUT1).

Opposed to ASTUT1’s view, teacher interviewee ASTUT2 shared his experience by stating that he has been teaching speaking skills and grammar points in most cases at expense of the other language skills. In this regard, ASTUT2 narrated:

.... I give much attention to speaking skills, and I almost never teach listening skills. Moreover, I often teach grammar points like relative pronoun, conditional sentences, active and passive voice and tenses. The grammar parts which I teach are taken from the course book we are currently using. (See Appendix 'F')

Teacher respondent's argument above indicates that listening skills is the most ignored skill and speaking skills and grammar are the favored ones. According to this respondent, there is some sort of outlook that teaching listening skills is incomplete without having advanced facilities. However, as we are in this 21 century, one can have a lot of options to teach listening skills by making use of a computer as an intervening tool. For instance, there is software called *verbose to speech* which can convert written text to speech and assist English language teachers to prepare listening extracts of their own.

5.4.1.2. Relevance of the Course in Addressing Learners' Needs

As discussed under chapter two of this study, to design a given syllabus and develop a teaching material, undertaking needs analysis is often considered as a prerequisite. These needs could be a learning need or a target need. Whether the course to be offered has a prescribed course book or not, if it does not harmony with need of learner it is all about wasting manpower, time and other resources. To check whether provision of EnLa(1011) is addressing students' needs or not, three teacher who were offering the course in the universities under study were asked the question which says, "Do you think Communicative English Skills you are offering address students need?" , and they invariably replied saying 'No'. To quote few lines from teacher participant:

I do not think Communicative English skills I have been offering really addresses students' needs. Majority of students in this university are higher achievers and exercises in the text book we are using are very elementary for them. The other indicator is they never give you [me] attention when you [I] teach. I am telling you what I guess. I have not made any formal assessment (ASTUT2). (See Appendix 'F')

Teacher interviewee ASTU1 also admitted as the course is not serving the purpose it should serve in the following manner:

What I can tell you from my experience is that students whom I have been teaching for the last four years were not eager to take the course. I am sure students whom I am teaching this course right now can drop the course had it not been a requirement. This does not mean that they are good at English. Whether you

believe or not, some of the students couldn't tell you about their personal details. Even though I couldn't exactly tell you what the root cause for the dissatisfaction is, it doesn't address students' needs (ASTU1). (See Appendix 'F')

As can be seen from narrative made by ASTUT2 and ASTU1, it seems that Communicative English Skills is being offered without taking into account students' needs. If EAP course is designed and offered this way, it may be compared with prescribing a wrong medicine without undertaking valid diagnosis of the disease to be treated. Moreover, if the quote which reads, "Tell me what you need English for, and I will tell you the English that you need" as stated in the statement of the problem part is not met, the researcher of the current study considers as teachers are saying, "I do not know why you need English for, but I will teach you what the department prescribed you to learn." (This is an assumption of the researcher).

5.4.1.3. Academic Literacies and Study Skills Students Need to Be Acquainted with

To identify academic literacies and study skills they focus on in teaching learning process and their compatibility with students' needs, few basic questions were posed by the researcher of this study and their replies is analyzed as follows:

I am sorry! I don't exactly know the difference between study skills and academic literacies. No one has oriented me explicitly which of these skills are essential if focused on at university level. As I told you earlier, it is the course outline and the course book which guides me to run the teaching learning process of Communicative English Skills (ASTUT1).

We are offering similar course to students who are going to major in different fields of studies. However, I don't know what students really need to acquainted with since I didn't make any study in this area. The trend in this university is that offering this course by using the course book or module as major input and a compass that gage the effective move in the teaching learning process. To be frank, we didn't make any discussion on what study skills and academic literacy skills you asked me about. Of course, I couldn't even tell you the difference between these two concepts. I think it is a new discourse in ELT if I am not mistaken (ASTUT2).

From the quotes above one can understand that teacher interviewees did not confidently spot the difference between study skills and academic literacies let alone putting them in to practice. Moreover, since they were not oriented on what study skills and academic literacies to be focused on, they seem to become servant of the course book 'English for Career: Technology1'.

On the top of this, teacher interviewees admitted as they did not undertake any study in the area of EAP and could not tell with what kinds of study skills and academic literacies their respective students need to be acquainted with. In this regard, ASTU2 even regards issues related to study skills and academic literacies as a new discourse which is currently intruding into ELT teaching.

5.4.1.4. Suitability of the Course Book in Use in Addressing Learners' Needs

To address the last objective of this study, the researcher has interviewed English language teachers in order they share experiences in ASTU with regards to suitability of the course book 'Oxford English for career: Technology 1' in addressing learners' needs and the procedure the university has followed in endorsing this commercial text as the course book for EnLa(1011). Their reactions to these basic issues are narrated and analyzed hereunder.

Our university has decided three or four year ago as Communicative English skills we were offering did not address the need of our students, so we decided to use the teaching material and the syllabus that we are using now. I do not know the trend before six years, but since 2013 there is no such a thing as syllabus design and material development. We are currently teaching eight out of 15 units included in the course book called, 'English for Carrier: Technology 1' (ASTUT1).

The course book 'English for career' we are currently using at this university is not suitable to offer Communicative English Skills. Most of activities I the course book are not contextually fit and some of them are below standard. What most of the time surprises me is that we have wrongly belittled the old days course book replaced with this one which gives little room for creativity (ASTUT2).(See Appendix 'F')

ASTUT1 also shared ASTUT2's view when discussing issues related to procedure followed in endorsing the course book 'English for Carrier: Technology 1'. Teacher interviewees informed the researcher that the university adopted the Washington Accord syllabus and imported commercial text book which was published by Oxford university press. The basis for importing the syllabus and the course book according to the respondents of the study was the felt dissatisfaction with Communicative English skills they were offering before 2013. However, when they were asked whether needs analysis were undertaken or not in making this decision, they both attested as formal needs analysis was not undertaken, but as the present syllabus and students' textbook were recommended for use based on the then department head's proposal.

The researcher posed probing question which says, “ if you believe that the course book English for Carrier: Technology 1’ could not address students’ present and target needs why did not you design your own teaching materials?” The participants of the study replied as narrated below:

I haven’t ever designed my own teaching material when offering this course. For one thing, I have little exposure of developing teaching material. On the other hand, the department abides us to cover eight of 15 chapters included in the course book we are using, so I have no time to prepare additional inputs you asked me. The other problem is there is no any budget allocated to do this kind of intensive tasks (ASTUT1).

The exposure I have couldn’t allow me to design my own teaching material. The only thing, I often do is browsing reading texts and different model conversations from internet in order my students practice them. Don’t ask me about teaching listening skills! We don’t have stuffiest infrastructure to offer this skill in a very practical way. (ASTUT2).

There are common denominators in the above two sample quotes. Neither of them have designed their own teaching materials that basis itself on either an immediate or future needs of the students who were taking the course. From these on can learn that little attention was given to both pre-service and in-service training in the area of EAP syllabus design, material development and its teaching that could possibly help to remediate practical problems generic courses of this kind have.

5.4.2. Findings from Interview with English Language Department Heads

Interview with department head was conducted after collecting data from teacher respondents in the universities under study. This was done to include comprehensive questions that might emanate from teachers’ dissatisfaction or actual problems that were manifested themselves during observation sessions. As the office of the department head is often visited frequently by students and teachers, the researcher requested English language department head of universities under investigation to schedule for a convenient time for the interview. In both cases, interview was carried out after 5:00 P.m. And, findings from interview with English language department heads are organized under the following themes:

5.4.2.1. The Rationale for Adopting the Washington Accord syllabus

Teacher interviewees from universities under study indicated as little attention is given to syllabus design and material development in general and EnLa(1011) in particular when reacting

question posed to portrait what was, what is and what ought to be of the issue under consideration.

The first question raised to English Language department heads in universities under study made them share what an EAP syllabus design and material development looks like in their respective university in the last five years:

... We haven't designed our own syllabus and developed our own teaching material in the last five years. You see to produce graduates in Engineering for international market; we have decided to teach English language, especially Communicative English based on international standards. To tell you our experience in old days, we were using college English volume-I and our own module long ago. However, these materials are similar with secondary and preparatory English textbook in form and content. After making discussion on importance ESP for engineering students, we decided to use standardized ESP textbook that addresses our students' needs. Therefore, we selected the textbook 'English for Career: Technology1' and the Washington Accord Syllabus (Dep .Head, ASTU). (See Appendix 'G')

From the quotes above, one can understand that syllabus design, material development and renewal are not in place both at ASTU University. In the age of nanotechnology, where one can have several option to learn by himself/herself , and then adapt an input that suit the needs of his/her students', what seem matter most is lack of commitment to plan and enact both at individual teacher and department head level.

As an extension of the issue traced above, the researcher asked respondents to tell him the reason behind for not making use of the harmonized course guide book (course outline in old days) and the recommend course book by the modular team, and they replied as there was dissatisfaction to use units selected from College English volume I. However, in practical reality importing syllabus and course book from abroad without making an immediate environmental scanning in with essence of preparing graduates for international market is a mess and might results in acculturation if it is done the way ASTU did. Moreover, considering the 'Washington accord' learning attributes pinpointed in the course description of the syllabus(course outline) as one size fit for all without any modification depicts sense of dependence and a notion of 'we cannot'.. Thus, it seems an high time for the university under investigation to plan for EAP curriculum renewal in general, and EnLa(1011) course in particular.

5.4.2.2. Study skills and Academic Literacies to Be Focused on

From interview made with English language teachers they have informed the researcher that they were not explicitly informed on what competencies they have to focus on in order to address the learners' dynamic needs. And, what they were doing was teaching the four language skills by using inputs in the course book recommended to be used at ASTU. To tap on this missing link, the researcher asked English language department head of the university to confirm whether teacher participants complain was right or only to attribute their failure to the department head. In connection with the department replied:

I haven't given them special orientation to teachers who are offering this common course to students in different departments. If you ask my experience, when I offer this course, I focus on speaking and writing skills over the two receptive skills. Moreover, since themes in the course book we are dominantly technology oriented in their nature, I believe teachers in our department focus on domain specific competencies. Majority of English language teachers in our university are so much experienced and as far as I know there was no special orientation given to them. (English Department Head of ASTU).

If formal orientation is not made at department level, both on subject matter and innovative ways of teaching EAP courses, there would be disparity in the way similar course is offered, which in turn may result in disparity among students' English language proficiency at the end of the day. Moreover, if there no common ground on the type of study skills and academic literacies to be focused there is less probability to achieve the objectives of the course.

With regards to whether they focus on English for General Academic Purpose or on English for Specific Academic Purpose, the respondent told the researcher that English language teachers at ASTU have been giving much attention to the narrow angled over the wide angled EAP. This is also evident from the title of the course book 'English for Career: Technology1' and each and every chapter of the book. This practice is, however; not in harmony with what is recommended in the harmonized curriculum. As stated in the course guidebook meant for EnLa (1011), it is a course of generic competence in its very nature as opposed to practice at ASTU, where by the chapters and activities in 'English for Career: Technology 1' focus domain specific competencies.

5.5. Findings from Course Guidebook and Course Book Evaluation

5.5.1. Evaluation of Course Guidebook (Syllabus) in Use

First of all, it sounds appropriate to make a simple description of the course focusing on its goals and objectives. Under course description of the harmonized EnLa(1011), it is stated that this course is a generic competence course having 48 lecture, 37 tutorial and 50 self-study hours which sum-up to give 135 hours. With regards to the course content, the four major skills (listening, speaking, reading and writing) and the two linguistic skill components (vocabulary and grammar) were given equal attention in theory though the practice was so different as far as the findings of study is concerned. The major aim of the course as stated in the course guidebook is to equip students with *study skills* and *academic English* that they can transfer into their domain specific competence courses though contents and tasks in the recommended course book could not service what it should serve in today's dynamic learning environment where virtual-learning is seemingly intruding to university level education.

Communicative English Skills (EnLa1011), in theory is meant to be offered pertaining to the harmonized course guidebook though there are disparities in the actual practice as one can learn from experiences University under study. The harmonized syllabus is not in use at ASTU. Hence, the course book in use at this university is entitled as '*Oxford English for Career: Technology*' which is published by Oxford university Press. The opening sentence in the course description is stated as, "... *Students learn what they need to know for career in Science and Technology.*" Apart from this, the learning outcomes were adopted from Washington Accord (WA) graduate attributes which include:

CLO1: Make presentations on a wide variety of technological fields and situations. (WA 10)

CLO2: Listen to dialogues, technical explanations and interviews to get information. (WA10)

CLO3: Comprehend varieties of texts related to Science and Engineering [and] compose short texts, reports, etc. (WA10)

CLO4: [Figure out] Attain the meaning of new words. (WA10)

CLO5: Compose short texts, reports etc. (WA10)

CLO6: Apply grammatical items for communications in Science and Engineering context. (WA10)(See Appendix 'T').

CAREER SKILLS AND KNOWLEDGE			LANGUAGE SKILLS						
It's my job	Customer care	Project / Webquest / Problem-solving	Listening	Reading	Speaking / Pairwork	Writing	Language spot	Vocabulary	Pronunciation
1 Technology and society » p.4									
		Technological innovations	Technology and work	Branches of technology	Satellite launch systems		Comparisons with adjectives and adverbs	Recording new words Word groups	Word stress
2 Studying technology » p.10									
		Branches of technology Course descriptions	The course		The timetable		Present Simple v Present Continuous		Strong and weak forms of auxiliary verbs
3 Design » p.16									
Kenneth Blake: Furniture Designer	Using non-specialist language	Designing a chair	The design process Working with design		Famous designers		Question types		
4 Technology in sport » p.22									
Pedro Fernandez: Bike Maker	Making recommendations		Exchanging information		Skateboard v snowboard		<i>used to, used for, made of, made from</i>	Describing materials	Intonation for questions
5 Appropriate technology » p.28									
	Explaining the difference between products	Stirling engine		The inventor	Explaining a diagram Benefits of appropriate technology		Time clauses	Describing motion	Numbers and quantities
6 Crime-fighting and security » p.34									
	Using informal language	Protecting a large store from shoplifters	Crime-fighting equipment		Crime-fighting devices	Short report and linking words	Describing function	<i>-proof, -resistant, -tight</i>	
7 Manufacturing » p.40									
Nasser Aziz: Manufacturing Engineer		Manufacturing processes		Modern manufacturing processes	CD manufacturing Food and drink manufacturing	Short sequence	Present Passive	Compound nouns	
8 Transport » p.46									
Jan Bronec: Mechanical Engineer	Making and acknowledging apologies	Less common forms of transport Car engines		The car of the future			Prediction: <i>will, may, might</i>	Recording new expressions	Corrective stress

Writing bank » p.52									
Technology in sport Appropriate technology Crime-fighting and security		Manufacturing Transport High living-skyscrapers		Medical technology Personal entertainment Careers in technology		The future of technology Reading bank key p.66			
9 High living: skyscrapers » p.68									
Leon Peters: Steel Erector	Showing visitors round a construction site	The tallest buildings in the world		How skyscrapers are built	Foundation types	Safety signs and safety advice		Stress in long words (1)	
10 Medical technology » p.74									
Phillipe Ruger: Mechatronics Engineer	Giving clear instructions	Devices for the blind		Devices for the elderly		Short description	Relative clauses	Opposites	Linking words
11 Personal entertainment » p.80									
Bruno Schieef: Video Games Designer	Making suggestions	Best-selling computer game genres	Opinions	Video games		should / shouldn't		New vocabulary	
12 Information technology » p.86									
Diana Mayo: IT Support Technician	Working on a help desk	Supercomputers	Describing changes	CADCAM	Computer peripherals	Past Passive	Collocations	-ed form of verbs and words with silent letters	
13 Telecommunications » p.92									
Todd McArthur: Tele- communications Technician	Explaining in simple terms	Satellite communication systems	VoIP phone systems		Mobile phones	Past Simple v Present Perfect		Past Simple v Present Perfect	
14 Careers in technology » p.98									
				Job descriptions	Personality career test Job interview	CV	Job requirements	Stress in long words (2)	
15 The future of technology » p.104									
Saying goodbye		Predictions		Future developments	Phrasal verbs		Affixes	Linking in phrasal verbs	
Pairwork activities » p.110		Symbols and characters » p.114			Grammar reference » p.115		Listening scripts » p.124		Glossary » p.131

(It is taken from the course book by snap shooting)

As can be seen from the content flow chart above, the book has got 15 units which encompass nine parts in most cases. These are:

1. *costumer care*
2. *project/ web request/ problem solving*
3. *listening*
4. *speaking*
5. *reading*
6. *writing*

7. *language spot*
8. *vocabulary and*
9. *Pronunciation.*

Out of 15 units in the book, eight of them are expected to be covered as can be seen from the course outline (*see Appendix' I'*). These include: unit 1, 2, 3, 4, 5, 7,8,12 and 15 respectively.

Since it is difficult to analyze 15 units included in the course book in use at ASTU, the researcher has selected two units (Unit Two and Three) in order to make detailed analysis. In examining this course book, yardsticks adapted from Nunan(1988) and Bella and Gower (1998) were employed pertaining to four basic questions. These include:

- ☞ Is the teaching material contextually fit?
- ☞ Can the material stimulate interaction and reflection through information gap and transfer tasks?
- ☞ Are language skills integrated effectively in the units of the teaching material?
- ☞ Is the book supported efficiently by essentials like audio-materials?

5.5.2. Evaluation of the Course Books in Use at ASTU

In evaluating appropriateness of a given teaching material, a researcher can use different parameters that suit the purpose of the study. The researcher of this study on his part believes that it is an imperative to limit number of yardsticks since it is practically impossible to use each and every model of material evaluation fed in and fed out in the context of communicative language teaching in general and English for Academic purpose in particular. As indicated in the preceding section, four major criteria which are commonly used in examining effectiveness of English language course book were adapted and systematically employed in this study. These parameters encompass: contextual fitness, appropriateness of tasks in enhancing interaction and reflection, level of integration of the four major skills and the extent to which the course book is supported audio-materials are focused of in examining the communicative English course book in use at ASTU.

5.5.2.1. Is the Teaching Material Contextually fit?

To look into whether ‘*Oxford English for Career: Technology1*’ is contextually fit or not three major issues are focused on. First and foremost, the extent to which the material address objectives of the curriculum it is meant to address is analyzed. Then, it evaluates if topics and themes in the book enhance meaningful and purposeful use of the target language for academic purpose.

When looks in to contextual fitness of unit two and three of the course book ‘*Oxford English for Career: Technology1*’ which is published by Oxford university Press and being in use at ASTU as course for Communicative English Skills (EnLa(1011)). Before going into the detailed analysis, the course book is not reflective of Ethiopia culture as adaption was not carried out at all. Moreover, it focuses on narrow angled ESP opposed to the common core EAP which is recommended in harmonized curriculum.

As stated earlier, to evaluate contextual fitness of this course book three most important parameters are used. First and foremost, the extent to which the material address objectives of the curriculum it meant to address, meaningfulness and purposefulness of topics and themes in enhancing the use of the target language for academic purpose are analyzed.

In this respect; for example, unit two (Studying Technology) and unit three (Design) of the ‘*Oxford English for Career: Technology1*’ begins with ‘*switch on*’ activities which are brain storming questions. The objectives of the units were not stated focusing on study skills, and academic literacies students have to develop upon completing the units except mentioning what to be covered in the unit. In unit two, listening for details, present simple verses present continuous, key terms [to be used in]for different branches of technology and weak and strong forms of auxiliary verbs are stated as the focus of the unit.

In unit three on its part, key terms in design, speaking and writing about design requirements, how to ask yes/no and information questions, listening to and reading designers description of their works and using research skills to find out the works of famous designers are stated as the main features to be focused on in the unit.

In order to arouse students’ interest to towards the given skill to be practiced and tasks to be performed, stating objectives to be attended at the beginning of each unit is mandatory.

However, if one can see each and every unit in the course book '*Oxford English for Career: Technology*', he/she cannot find smart objectives which is a minimum criteria in evaluating a module or textbook of any sort. On the top of this, the course outline [currently named as course guidebook] does not in itself stipulate the objectives of offering Communicative English Skills in Ethiopian academic scenario except enumerating learning outcomes which are adopted from Washington Accord (WA) graduate attributes (*see Appendix 'I'*).

As to the researcher, this is a mess. In the harmonized curriculum there are two basic things to be focused on either when crafting a new course or clustering the existing courses on the basis of required competencies. These are: the graduate profile and the course profile. However, in the EnLa (1011) course outline [currently named as course guidebook] in use nothing is said about these basic components. The hole in the provision of this course is that it so align to plan in order graduates from university in Ethiopia to have a carbon copy attributes of Washington Accord (WA) graduate profile.

The other point of departure in analyzing contextual fitness of these units is that whether topics and themes in the unit enhance meaningful and purposeful use of the target language for academic purpose or not. The theme '*Studying Technology*' and '*Design*' are both novel and appropriate had they were sketched by focusing on both common core and domain specific competences that can equip students with study, socialization and academic literacy skills needed in the context of Ethiopia universities. As to the researcher, the themes in the course book seem very much meaningful and purposeful had they encompassed both the wide angled and narrow angled EAP in a balanced manner.

5.5.2.2. Can The Material Stimulate Interaction and Reflection through Information Gap and Transfer Tasks?

Tasks and activities in the College English Volume-I advance form simple to complex in most cases. This means that there are varieties of tasks and activities which are believed to enhance interaction and reflection. However, tasks and activities in unit two and three of this book are mostly pedagogically sound in their nature, but need revision and renewal. In this respect, if themes are modified and few narrowed angled tasks are incorporated focusing on study skills, socializing skills and university level rigorous academic literacy skills as open ended tasks, it

shall be productive enough as far as critical-pragmatic EAP theory and practice is concerned(Hlyday,2006).

Contrary to this, tasks and activities included in units two and three of course book in use at ASTU seems not up to standard as they are almost straight forward questions devised from the listening texts with little attention to their criticalness. Furthermore, there are no intensive reading texts that enable students to react and reflect. For example, activity one under language spot in unit one order students to put verb in the bracket in to simple present or continuous form. This activity could be better presented in context and sounds meaningful, but as it appears in the activity on page 12 of the book it is devoid of language use and devoted to language usage. Similarly, the first activity under listening skills in unit three directs students to fill in the missing stages of designing process by choosing words from the list. Likewise, activities under language spot in the same unit do not require students to critically think and reflect on since they are up to the standard for students who have learned English language for at least 12 years.

5.5.2.3. Are Language Skills Integrated Effectively in the Units of the Teaching Material?

As major language skills are inseparable in their very nature, it is advisable to design tasks and activities that secure integration of skills. When one looks into college English Volume-I, the four language skills are in a very nice way even though tasks and activities there to facilitate integration of English language skills are under question in terms of their novelty, criticalness and pragmatism in today's university academic endeavor.

Opposed to this, in unit two and three of the course book in use (*Oxford English for career: Technology 1*) at ASTU, language skills are not integrated as they have to be. For instance, unit two of the course book focuses only on listening for details ignoring reading, speaking and writing skills. Moreover, in both units under analysis(*Studying Technology and Design*), there is no intensive reading text which has pre-reading, while reading and post reading tasks that could play vital role in integrating language skills by exposing students to different interactive scenarios (*See Appendix 'J'*).

5.5.2.4. Is The Book Supported Efficiently by Essentials Like Audio-Materials?

The harmonized course book, college English volume I, has lot of listening skills tasks and activities in each unit. The problem is there no listing extract and audio material to back up the implementation of this skill. Hence, this lack most probably paves a way for poor integration of the language skills in theme based syllabus of this kind. Contrary to this fact, ‘Oxford English for Career: Technology1’ has audio-material that could facilitate the teaching learning process of listening skills had answer key for each and every listening activities in each unit was not there in the students’ textbook in the form of annex. The other interesting input in this book is that it has ‘*webquest*’ apart which we cannot find in most text books prepared in Ethiopian context (*See Appendix ‘J’*). This part could open up window of opportunities for students to use technology when learning English language by using different search engines available.

In general, if one sees the way competences, contents and learning activities were set for grade 11 and 12(MOE, MLC, 2009), they are more comprehensive than Communicative English skills being offered as a common course at university level these days. Therefore, it is advisable to revise and renew Communicative English Skills syllabus to effectively fill in the missing links. Thus, syllabus renewal and modification should be carried out to make it fit with possible learners’ progressive needs (Clark, 1987).

CHAPTER SIX

DISCUSSIONS OF THE MAJOR FINDINGS OF THE STUDY

As stated under 1.5 of the study, the specific objectives of the study were to (i) ascertain English language skills priority to be given to in teaching learning process ; (ii) discover felt linguistic gaps of students in the university under study; (iii) identify study skills and academic literacy skills students at ASTU need to be acquainted with; (IV) distinguish input types students' need to be exposed in order to equipped with basic study skills and academic literacies and (V) examine relevance of the course book, 'Oxford English for Career: Technology1' in addressing learners' needs.

To achieve these intended objectives, primary and secondary data sources were consulted to generate both qualitative and quantitative data as can be seen from detailed analysis made under the preceding chapter. Hence, this chapter deals with the discussion of the major findings as per the specific objectives of the study.

6.1. English Language Skills Priority to Be Given to in Teaching Learning Process of EnLa(1011)

According to Richards (1992), the process of determining the needs for which a learner or a group of learners requires a language is a complex task which involves positioning the needs according to priorities. It was survey question which was employed to depict students' profile, their perceived level of proficiency and what they give priority to learn in EAP classes.

In doing so, major language skills that the learners give priority to in teaching learning process of the course communicative English skills were rated by EAP teachers and student participants for two purposes. First, it is meant to examine whether students were learning what they need to learn in Communicative English Skills classes. In addition identifying learners' needs, it further serves as a point of departure for those who want to design new course in the area or revise the existing one.

To this effect, two of the major skills_ speaking and writing were considered as 'very important' skills to which priority has to be given in order to make the teaching learning process of the course under investigation effective enough as far teacher respondents reaction is concerned. As opposed to productive language skills, the two receptive skills_ listening and reading skills were

rated by EAP teacher respondents as skills of medium importance. This finding seems to harmony with Morris (1982's) work which was carried out before three decades. Morris made a survey of Addis Ababa university students' academic needs and came up with the finding that indicated the then AAU students were in need learning receptive skills over productive skills. Beyene wako(2007) work which was carried out to develop criteria for designing an appropriate English course for department of Accounting students at Africa Beza college of Nekemte campus on its part rather found out that students demand to learn reading and wring skills to great extent over listening and speaking skills. However, when compared to EAP teacher respondents of the current study, the four major skills were almost equally valued as 'most important' by student respondents. This shows that instead of focusing on either receptive or productive langue skills based on their intuition Communicative English teachers have to offer Communicative English language skills by giving comparable attention to the four language skills since these major language skills are naturally inseparable in CLT classes.

6.2. Felt Linguistic Gaps of Pre-engineering Students

When undertaking needs analysis, it is an imperative to spot areas of difficulties and lacks students have when attending EAP classes. Thus, in this study, perceived students' English language skills level of proficiency was rated by the learners themselves and their respective EAP teachers. In this regard, the study depicts that the way EAP teachers perceive about their respective students level of proficiency and linguistic gap is very different from the way learners see themselves.

EAP teachers in university under study consider that pre-engineering students were relatively good at reading skills over the other macro skills. On the other hand, listening skills was rated as the major language skill which learners have got 'satisfactory' level of proficiency. Moreover, Students perceived level of proficiency in the productive language skills (speaking and writing skills) was rated as 'poor' by teacher respondents.

Student respondents also seem to share teacher respondents' reaction to reading skills since they rated their level of proficiency in this skill under degree marker 'very good'. Opposed to this, it seems there is a huge disparity in the way learners perceive about their listening, speaking and writing skills level of proficiency and linguistic gaps. Over all, student respondents seem to have

positive self-efficacy which could be ascribed to their academic background as depicted under the demographic part of the study.

The results of various studies which examined the issue under discussion have suggested that teachers' perceptions of students' skill and knowledge levels tend to be relatively accurate (Jussim & Harber, 2005; Ready & Wright, 2011), but teachers' accuracy is lower (and bias is higher) when they do not know their students' background characteristics (Farkas, 2003). And, even it is the worst when students come from highly stigmatized groups (McKown & Weinstein, 2008). As to the researcher, labeling students level of proficiency subjectively without having empirical evidence is not sound. In case, if such a labeling is official made its negative impact is incalculable. This is due to the fact that not being good at English language may not align with being academically null, so by identifying lacks and gaps students have on continuous basis, EAP teachers have to do their level best to intervene deficiencies students may come up with.

6.3. Academic Literacies and Study Skills Students Need to Be Acquainted with

Among key questions often raised concerning the nature of EAP is closely related to academic literacies university students need to acquaint with and what EAP teachers focus on in teaching learning process are the major ones. The findings from this study show that students seem to give much attention to very critical academic literacy skills and common core study skills through which they shall be endowed with strategies of comprehending academic inputs and putting them into practice in both domain specific and generic competency courses.

In this regard, plethora of literature in the area suggest that common core English for Academic purpose courses like communicative English skills to be offered at university level should have explicit purposes and these purposes should be crafted based on needs analysis. As the findings from the study show, study skills and academic literacies students at university level need get acquainted with were not given due attention by their respective EAP teachers in the university under study rather skills of socialization, which are features of EGP were highly valued. For instance, much attention was given to enabling students to pass reading examinations in expense of enabling them acquire critical and pragmatic reading skills. Moreover, purposes of listening skills like understanding contents of audio-visual materials and skills of capturing seminar presentations at ease received less concern compared to issues like preparing students to pass

listening examinations, understanding oral instructions and note taking from lecture classes. With regards to speaking skills, much attention was not given to how students can effectively present findings of their studies and become influential communicators in professional world. Finally, teaching skills of report, summary and term paper writing were not considered as basic purposes of teaching writing skills. In contrary, note making and enabling students to be equipped with principles of effective writing were considered as crucial purposes of teaching writing skills. However, opposed to invariability among teacher participants reaction with regards to why of learning skills, students seem to give equal attention all academic literacy skills in the four major skills. Therefore, it seems that students are not learning and being trained to be effective with equal consideration to socialization, study skills and academic literacy skills in domain specific and generic competencies needed at tertiary education system. In this regard Hyland (2006) argues when learners are engaged with these issues EAP has matured as a field, and practitioners have to come to see themselves as not simply preparing learners to study in English language is enough, but they have to develop new kinds of academic literacy which will equip students to take part in new academic and cultural contexts at tertiary level.

However, teacher respondents in the university under study seem to have a blurred understanding of the difference between study skills and academic literacies when they were asked to tell the difference between these EAP strands leave alone acquainting students with sound study skills and academic literacies university students need to acquire.

6.4. Input Types Students' Need to Be Exposed to

Literatures in the area of EAP advise English language teachers to use minimal inputs and appropriate tasks which serve as a vehicle in addressing learners' needs. Out of reading inputs students need to be exposed to, reading extracts taken from books in their fields of studies, articles and journals of various kinds are among the most preferred ones. In contrary to these, reading texts in the course book 'Oxford English for Career: Technology 1' is the least preferred input type pre-engineering students at ASTU need to be exposed to in Communicative English Skills.

However, Communicative English Skills teachers in the university under investigation rather give little concern for input types which were valued too much by their respective students. This

is evident from their actual classroom practices and replies to questionnaire and interview questions posed to spot reading input types that they give priority to when offering the EnLa(1011).

When comes to listening skills input types students need to be exposed to, pre-engineering students at ASTU need to improve their listening skills by being exposed to varied types listening skills input types which gives them an opportunities to moderate their listening skills pace and comprehension by rewinding and forwarding the recoded extracts. However, this was not taken into consideration by Communicative English Skills teachers in the study site in practice though they theoretically believe that using varieties input types is essential to address their students' needs.

In connection with speaking skills inputs pre-engineering students' needs to be exposed to, they need communicative scenarios in which they develop presentation skills in the domain specific academic sphere and potential of making scientific argumentations to great extent. Moreover, they need to get exposed to communicative scenarios which equip them with skills of making public speech in both academic and non-academic contexts. However, these needs were not addressed as far as the results from classroom observations and teachers' interviews are concerned.

Finally, though students need to be exposed to domain specific summary and report writing skills scenarios to great extent they were practically exposed to simple non-analytical and less rigorous paragraph level genres.

6.5. Suitability of Communicative English Skills Course Book/s in Use

One of the most magnificent arguments in EAP teaching is concerned with the selection and use of authentic versus non-authentic, general versus subject-specific and simple versus complex materials as far findings of several studies are concerned. The problem is that in the real world teachers barely save any time to research and develop appropriate and useful materials (Jordan, 1997). Therefore, it is believed that many teachers have become slaves of the published course books available. In connection with, Gatehouse (2001) notes as no one of ESP text could live up to its name. From this one can understand that undertaking evaluation of course book quality or fitness for purpose is mandatory in order it suits for intended objectives.

In examining the course book in use at ASTU, qualitative yardsticks which are adapted from Nunan(1988) and Bella and Gower (1998) were employed focusing on four basic areas of textbook evaluation. The parameters used in the current study are:(i)Is the teaching material contextually fit?; (ii)Can the material stimulate interaction and reflection through information gap and transfer tasks?; (iii)Are language skills integrated effectively in the units of the teaching material?, and (IV) Is the book supported efficiently by essentials like audio-materials?

To answer the first question, which says, “Is the teaching material contextually fit?” Two criteria were used. The first one is related to relevance of the course book in terms of its intended objectives. And, then it examined if topics and themes in the book enhance meaningful and purposeful use of the target language for academic purpose or not.

The courses book in use to teach Communicative English Skills at ASTU is not in harmony the course objective sated in the harmonized curriculum. This is due to the fact that the expected objectives of each unit in ‘Oxford English for career: Technology1’ were not stated focusing on study skills and academic literacies students have to develop upon completing the units apart from focusing on English for specific academic purposes without given much attention to transferable EAP literacy and skills. Furthermore, the course outline in itself does not stipulate the objectives of offering Communicative English Skills in Ethiopian academic scenario except enumerating learning outcomes which are adopted from Washington Accord (WA) graduate attributes (*see Appendix 'I'*).

The second parameter which was used in analyzing contextual fitness of units from ‘Oxford for career: Technology1’ is that whether topics and themes in the units enhance meaningful and purposeful use of the target language for academic purpose or not. In this regard, if amendments are made on the nationally recommended course book, it could possibly address learners’ needs over the one the course which is in use at ASTU.

When moves to evaluation of whether the teaching materials, in this case, course books under scrutiny comprises of type tasks and activities which stimulate interaction and reflection, the difference is visible. Tasks and activities in the course book which is recommend to be used in all public universities Ethiopia seem advance form simple to complex in most cases whereas the course book in use at ASTU seem not up to standard since almost all activities in ‘Oxford for

Career : Technology 1 are straight forward questions devised from listening and reading texts in the unit. Moreover, in case of exposing learners to varieties of tasks that enhances their critical thinking and problem solving skills ‘Oxford English for career: Technology1’ in most cases focuses on gap filling, which is very mechanical. The other problem that could jeopardize interaction and reflection is that answers to all activities are annexed to the students’ text. Thus, students may refer to answers without pondering for a fraction of second.

Finally, this finding harmony with what Belcher (2006) notes about EAP material and tasks. It is mentioned in his work that EAP is often seen as a materials-driven rather than being tasks and methods-driven initiative. Hence, he argues that different types of tasks should be incorporated in the EAP teaching in order to trigger a realistic learning process. In similar fashion, Widdowson (1998) emphasizes, “It would be counterproductive to instruct students in outdated generic conventions” (p. 10). Therefore, he advises that EAP textbook writers and teachers should make use of engaging, relevant, and useful activities that had better been developed after considering needs of different parties that could benefit from the course to be offered.

The third major parameter used in evaluating EAP text books in use is related to the extent to which different language skills are effectively integrated. And, the finding of the study in this regard shows as that as tasks and activities in ‘Oxford for Career: Technology1’ were prepared in an integrated manner. For instance, in unit one, two and three of the course book, there is no any intensive reading text part through which the four major languages skills could possibly be integrated by designing a pre-, while- and post-reading activities.

On the top of these, findings from the question that was devised to know whether EAP books in use at university under study was supported efficiently by essentials like audio-materials or not show that ‘Oxford English for Career: Technolgy1’ has audio-material that could facilitate the teaching learning process of listening skills had answers of listening activities were not annexed to the textbook. Hence, annexing answers of each and every listening extract has made the incorporation listening activities in the course book a futile.

Opposed to this drawback, there is an interesting part in the course book. This part is the web request portion which we cannot find in course books and modules prepared in the context of higher institutions in Ethiopia. The researcher of this study has a subscription that if sound

orientation is given on how they use the search engines appropriately this part could open up windows of opportunities for students to use virtual learning when learning EAP courses of this kind.

Though there is a harmonized syllabus meant for Communicative English skills teaching in rhetoric, university under study was neither using the recommended syllabus nor designed its own syllabus that fosters critical-pragmatic EAP. Communicative English syllabus and teaching material in use at ASTU were adopted from Washington Accord (WA) graduate attribute. Moreover, the course book in use in this university is entitled as '*Oxford English for Career: Technology*' which is published by Oxford university Press. From The course book nomenclature and the details in the sample units annexed to this study, it is possible to conclude as a 'narrow-angled' EAP was being implemented at ASTU.

Using a commercial course book is not a problem itself if it addresses learners' needs. This is because students' needs assessment remains elemental to EAP (Dudley-Evans, 1998; Dudley-Evans & St John, 1998; Jordan, 1997). Moreover, it is a unifying feature of any EAP course in which objectives and contents of each course is defined according to learners' functional needs in the target language and how they are expected to perform in conforming to the norms and conventions of their academic disciplines. Despite these facts, nothing is said in the course outline (*course guide book in case of harmonized curriculum*) about the rationale for adopting the course book. As it has been pointed out by Chambers (1997), materials to be used in EAP class should be chosen by the possible highest number of users to boost the feeling of ownership. However, this was not carried out when replacing the recommended EnLa(1011) textbook with *Oxford English for Career: Technology*' as far as the findings from this study is concerned.

To this end, opposed to practices in the university under study, several empirical studies in the area of syllabus design and material development in general and EAP in particular mention that needs analysis should be undertaken to develop a new syllabus and teaching material or to revise the existing ones. In connection with this, as indicated in Clark (1987), syllabus and material development should be done periodically by taking into consideration the classical humanism's, reconstructivism's and progressivism's views into consideration. However, the finding shows as there is still the dominance of classical humanisms view in which university professors consider themselves as the guardian of the nation and use syllabus of any kind by making use their own

experience as the major point of departure in EAP course provision. This shows that university under study seem to follow trend before advent of ESP, in which courses in English language teaching were largely based on the teacher's intuitions about learners' needs which is carried out only by identifying and prioritizing the discrete language items that were found in target texts (Hyland, 2006). On the top of this, the practice of EAP course book preparation or selection was evidence based at ASTU since majority of teacher respondents did not even tell the researcher of the study the type of syllabus they were using. Finally, Communicative English Skills syllabus design, material development practices were almost among ignored activities in university under investigation even though designing an appropriate syllabus and developing a sound teaching material should have to be an on-going process as noted in Johnson (1989).

CHAPTER SEVEN

SUMMARY, CONCLUSION AND RECOMMENDATION

7.1. Introduction

This chapter strives to summarize, conclude and suggest possible solutions for the problems identified through the current study. Analysis of data gathered via questionnaire, observation, interview, and document analyses were made separately, and then discussions of the major findings were made in line with specific objectives of the study. And, in this chapter, gives a brief summary and conclusions pertinent to the major findings of the study. Finally, possible recommendations and implications are forwarded.

7.2. Summary

Here under, the researcher attempts to summarize the findings of the study based discussion made in the preceding chapter. Consequently, the study came up with the following summary.

Pre-engineering students in the university under study seem to give due focus for the four language skills with slight difference between productive and receptive skills. This is to mean that they give priority to speaking and writing skills over reading and speaking skills. However, Communicative English Skills teachers at ASTU give much attention to speaking and writing skills at the expense of the two receptive skills.

Moreover, Communicative English skills teachers in the university under study perceive that their students' level of English language proficiency is poor and, thus they usually focus on tasks provided in the course book which are simple and straight forward in most cases. Opposed to teachers' perception of their students' level of English language proficiency, student respondents seem to have positive outlook about them. This is because students who are currently joining ASTU are those who have a good academic record as far as their entrance exam result is concerned.

EAP courses like Communicative English skills need course book in the context where virtual and e-learning is not fully implemented. The study shows Communicative English skills teachers were neither using the nationally recommend syllabus nor developed their own in-house course book/module rather they have been using a syllabus whose learning attributes are copied directly from Washington Accord , and the Course book 'Oxford English for Career: Technology 1'

which is not reflective of Ethiopian culture and at the same time meant for ‘narrow angled’ EAP. In general, Syllabus and material adoption was practiced instead of adapting them to suit to the learners needs.

Inputs and tasks incorporated in the course book in use at ASTU has little room to integrate the four language skills since it did not have the intensive reading part through which different academic literacy skills are practiced when doing pre-, while-and post-reading tasks. In contrary to absence of relevant reading passages, extracts meant for listening skills along with their answers are annexed in the course book ‘Oxford English for Career: Technology 1’ which made the listening skills tasks futile.

Moreover, the purposes of teaching EAP courses like EnLa(1011) are not properly internalized by teachers who were offering Communicative English Skills in university under study. The findings of the study shows as there was a blurred understanding of what sorts of study and academic literacy skills to be focused on in teaching each major language skills. In this regard, results from interview and their classroom observation show that EAP teachers in the university under study seem to consider communicative English skills is meant to boost majorly interactive skills without giving due emphasis for university level common core academic literacies and study skills. Finally, critical-pragmatic EAP, which is a current issue in EAP course provision, has received little attention in the course guide book and the syllabus in use at ASTU.

7.3. Conclusion

Based on the major findings of the study, the following conclusions are made:

The course, Communicative English language skill, has been offered in the university under study since its establishment. However, little attempt was made to redesign the course or adapt the existing recommended syllabus in order it suit to learners need. This shows that EAP teachers seem to teach what they like to teach instead what students’ needs to learn.

Since teachers have perceived that teaching productive skills is more important than receptive skills, academic literacy and study skills related to listening and reading skills students need to develop in the university academic sphere were not given due attention. This implies that as EAP teachers in the university under investigation were not effectively implementing an integrated approach to CLT teaching and at the same time even not properly focusing on the productive language skills since Academic writing is inseparable from Academic reading in practice.

Moreover, EAP teacher respondents seem to have a unclear understanding of what makes EGP different from EAP courses and what basic generic competencies to be focused on, the course is not serving the purpose it should serve rather it seems as if has been offered to full fill the requirement. In addition to this, majority EAP teachers in the university under study were offering the course with a very limited exposure to issues related to EAP syllabus design and material development. Hence, they were offering the course by being servant of commercial text book without taking into account learners' needs.

In university under study, the course book recommended by the harmonized curriculum was not in use when offering Communicative English skills. In this regard, rather than revising or adapting the recommend harmonized course book, EAP teachers at ASTU were using 'Oxford for Career: Technology1', which is design with basic tent of ESAP. This teaching material is imported from aboard along with it course outline (it is named as course guide book in the harmonized syllabus). From this it is possible to conclude that students at ASTU have been learning EnLa(1011) course which does not have cultural and situational relevance.

7.4. Recommendations

Every concerned body is supposed to take share and exert their unreserved contribution to reconcile the prevailing inconveniences related to EAP course provision in general and Communicative English skills in particular. It is not an issue left for English language teachers in order to close the gap or make it narrow. Issue related to developing suitable course books that suit with learners' needs should be a concern for major area teachers, the department heads, the university administration and HESC.

Accordingly, the following recommendations are forwarded to curb dawn the problems identified.

1. English language department heads should plan for periodic evaluation of effectiveness EAP courses in general and Communicative English skills in particular so as to initiate syllabus design and textbook renewal/ modification.
2. EAP teachers should be offered training on the recent EAP pedagogy both in a pre-service and in-service modality in order they clearly understand the difference between EGP and

EAP, and then act as EAP practitioner who can do needs analysis and develop suitable teaching materials.

3. This is an era of technology; hence, instead of waiting for advanced language laboratory, it seems sound to establish computer lab where listening skills inputs could be shared and accessible to students as need be.
4. The EAP teachers, at the inception of each academic year, ought to be inquisitive enough about their students' background knowledge, want, exposure, and objectives of learning EnLa(1011) to pronounce a good commencement. They, then adapt the textbook and implement various tasks/techniques of teaching EAP courses.
5. It is worthwhile if a communicative English skill is offered by teachers who have at least taken at least one or two courses in the area of 'syllabus design and material development' and 'CLT Pedagogy'. This is due to the fact that Communicative English Skills is a course which requires adapting tasks and activities that fosters interaction and at the same time acquaints students with academic literacies and study skills needed at tertiary education level.
6. It is appropriate to design EAP syllabus and course book that incorporate both feature of ESAP and EGAP as to address the diverse target and learning needs of the students.

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ANNEXES

APPENDIX 'A' (QUESTIONNAIRE FOR EAP TEACHERS)

Addis Ababa University
College of Humanities, Language Studies and Journalism and Communication
Department of Foreign Languages and Literature

Dear Respondent,

This questionnaire is a part of PhD dissertation. It mainly focuses on teaching English for Academic Purpose in Ethiopian public universities. The finding of this study is used only for research purpose and it gives due attention to practical problems related Communicative English skills syllabus design and instruction.

Thus, you are kindly requested to complete this questionnaire with the maximum objectivity as your response is kept anonymous and confidential. You are **not** expected to write your name on the questionnaire. Thank you in advance for your cooperation!

Part I: Background Information

Direction: The following questions are devised to collect information related to your personal details. Please, read each item carefully and tick (✓) in the appropriate box given adjacent to each alternative.

1. Sex : A) male B) female
2. Qualification: A) B.A B) BED C) MA PhD
3. Area of Specialization :A) TEFL Linguistics C) Literature
D) Journalism E) other
5. Employment Type: A) Full time B) par timer
6. Teaching experience : A) 0-3 years 4-7 years C) 8-12 years
D) 13-20 years E) above 20 years
7. Load per a week: A) below 10 B) 12-18 C) 19-25 D) above 25

Part II: General Information about your students’ of English language skills

Question 1- Rate the following English language skills in terms of their importance to your students’ academic study. Please, read each item carefully and tick (✓) in the appropriate box given adjacent to each alternative.

Key: 5= very important, 4= important, 3=medium, 2= less important, 1= not important

No.	Skill category	Language skills	5	4	3	2	1
1	Major skills	Listening					
2		Speaking					
3		Reading					
4		Writing					
5	Linguistic components	Grammar					
6		Vocabulary					

Level of Importance of English language skills

Question 2- What is/are your justification(s) for the responses you indicate in the table-1 above?

Question 3- To what extent most of your students are good at the following English language skills? Please, rate in terms of their language proficiency using the following scale.

Key: 5= Excellent 4 = Very good 3 = Average 2 = Poor 1= Very poor

No.	Skill category	Language skills	5	4	3	2	1
1	Major skills	Listening					
2		Speaking					
3		Reading					
4		Writing					

Perceived Level of students’ English Language Skills

Question 4: What is/are your justification(s) for the responses you indicated in the table-2 above?

Question 5: To which inputs or scenarios do you think students need to be exposed to?

Key: 5= Very high 4 = high 3 = to some extent 2 = little 1= not at all

Language skills	No	Type of inputs or scenarios your students need to be exposed to	5	4	3	2	1
		<i>Reading Inputs</i>					
Reading Skills	1	Articles and journals of different kind					
	2	Extracts from books in their fields of study					
	3	Newspapers and magazines					
	4	Reading texts which are available on the course book called 'Oxford English for career: Technology1'					
Listening skills		<i>Listening inputs</i>					
	1	Recorded materials to be listened in the Language lab of the university					
	2	TV programs in English language					
	3	Radio programs in English language					
	4	Listening Materials on the web pages					
	5	Your talk					
Speaking skills		<i>speaking skills scenario</i>					
	1	Debates					
	2	Impromptu public speech					
	3	Prompt public speech					
	4	Memorized speech(e.g. story telling)					
	5	Role plays					
Writing skills		<i>writing skills scenario</i>					
	1	Controlled paragraph writing					
	2	Guided paragraph writing					
	3	Free paragraph writing					
	4	Controlled essay writing					
	5	Guided essay writing					
	6	Free essay writing					
	7	Summary writing from reading					
Study skills	8	Writing reports of different types					
	1	Planning/time management training					
	2	Stress management					
	3	Preparation for test/examination					
	4	Referencing and citation					
	5	Creative and critical thinking					

If there is other, please, specify.....

Inputs or scenarios your students need to be exposed to

Question 6- For which purpose (s) do your students attach the highest value in communicative English skills?

Key: 5= Very high 4 = high 3 = to some extent 2 = little 1= not at all

Language skills	No	Purposes	5	4	3	2	1
		<i>Purpose of reading</i>					
Reading Skills	1	To develop knowledge in their field study.					
	2	To widen students' vocabulary, mainly terms related to their profession.					
	3	To enable them write summaries/essays as per major courses teachers' instructions from reading.					
	4	To make them effective in tackling examination.					
	5	To deepen their general knowledge.					
		<i>Purpose of listening</i>					
Listening skills	1	To enable them understand the content of lectures					
	2	To make them understand teachers' oral instructions.					
	3	To help students in order they understand audio and visual materials related to their department.					
	4	To be able to understand oral presentations in seminars.					
	5	To enable them pass listening examination successfully					
		<i>Purpose of Speaking</i>					
Speaking skills	1	To enable them make oral presentations (with or without having notes) in different situations.					
	2	To enable them ask questions in English in class (for clarification, for information...).					
	3	To enable them participate in class (answering questions, giving opinions, agreeing, disagreeing ...)					
	4	To help them practice how to present the findings of the studies					
	5	To enable them become influential in the professional world(becoming a member of international organizations)					
		<i>Purpose of Writing</i>					
Writing skills	1	Note making skills from different books that will be included into essay or paragraph.					
	2	Taking notes from lectures.					
	3	Writing reports on min-research.					
	4	Summary writing from reading.					
	5	Writing effective term papers.					
	6	Applying principles of effective writing (introduction, topic sentence, conclusion. cohesion ...)					
	7	Paraphrasing others idea (putting an idea in one's own words)					

Purposes of Learning Different Language Skills

If there is other, please, specify.....

Question 7- Which one of the following do your students find most difficult in communicative English classes?

Key: 5= most difficult 4= difficult 3=average 2= least difficult 1=easy

No.	Challenges	5	4	3	2	1
1	Understanding native/ native-like pronunciation					
2	Taking note from spontaneous talk/speech					
3	Using appropriate terms or vocabularies					
4	Expressing an idea or giving opinion suddenly					
5	Arguing on a given topic					
6	Using appropriate discourse markers					
7	Writing an introduction, body and conclusion effectively					
8	Writing Summary from reading					
9	Organizing ideas appropriately					
10	Using appropriate language structures					

If there is other, please specify.....

Level of Difficult of Communicative Activities

Question 8- Which grammar points do think your students need to learn most at this level?

Key:5= Very high 4 = high 3 = to some extent 2 = little 1= not at all

No.	Language structure needed most	5	4	3	2	1
1	Reported speech					
2	Conditional sentences					
3	Active and passive voice					
4	Adverbial phrases and clauses					
5	Subject and verb agreement					
6	Pronouns(1 st ,2 nd and 3 rd persons)					
7	Relative clauses					
8	Tenses					
9	Articles					
10	Conjunctions					

If there are others, (please, specify)

Preferred Grammar Points

Question 9- what is your reason(s) for the responses you have given in the table under question 8 above?

Question10- Which vocabulary types do think your students need to learn most at this level?
Key:5= Very high 4 = high 3 = to some extent 2 = little 1= not at all

No.	Types of vocabularies you often teach	5	4	3	2	1
1	General vocabulary needed in the daily life.					
2	General vocabulary with higher frequency in their academic area.					
3	A very Technical vocabulary in their field of study.					
4	Specific vocabularies that are used in the world of work.					

Others (please, specify).....

Preferred Vocabulary Type

Question 11- what are the major strengths and weaknesses of Communicative English skills (EnLa1011) course that you have been offering in backing up your students’ success in their academic and professional life?

Strengths if any

Weaknesses if any

Question12-What do you think will be done in order to make this course as effective as possible?

APPENDIX 'B' (QUESTIONNAIRE FOR PRE-ENGINEERING STUDENTS)

ADDIS ABABA UNIVERSITY

**College of Humanities, Language Studies and Journalism and
Communication**

Department of Foreign Languages and Literature

Dear Student,

This questionnaire is a part of PhD dissertation. It mainly focuses on of the common course, 'Communicative English Skills' (EnLa1011), which you are taking this semester. The finding of this study is used only for research purpose, and it enable the researcher to examine the extent to which your needs were addressed in teaching learning process of EnLa(1011). On top of this, it helps the researcher to suggest an alternative strategy of addressing learners' present and future needs through this course.

Thus, you are kindly requested to complete this questionnaire with the maximum objectivity.). Please, **do not write** your name on this questionnaire. Thank you in advance for your cooperation!

Part I: Background Information

Direction: The following questions are devised to gather information related to your personal details. Please, read each item carefully and tick (✓) in the appropriate box that is given adjacent to each alternative. And, for item 1 and 6 below write your answer on the space provided.

1. Sex: A) Male B) Female
2. Your previous Residence: A) Town B) Countryside
3. In which school type did you attend your preparatory school education?
A) Government school B) Boarding school
C) Private school D) If Other, please state it. _____
5. In which category does your university entrance exam result fall?
A. Below 350 B. 350-400 C. 401-450 D. 451-500
E. 501-550 F. above 550
6. How much was your English language entrance exam result? _____

Part II. General Information about your English language Skills

Question 1- Rate the following English language skills in terms of their importance in your academic study. Please, read each item carefully and tick (✓) in the appropriate box given adjacent to each alternative.

Key: 5= very important, 4= important, 3=Undecided, 2= less important, 1= not important

No.	Skill category	Language skills	5	4	3	2	1
1	Major skills	Listening					
2		Speaking					
3		Reading					
4		Writing					
5	Linguistic components	Grammar					
6		Vocabulary					

Level of Importance of English language skills

Question 2- What is/are your justification(s) for the responses you indicate in the table-1 above?

Question 3- To what extents are you good at the following English language skills? Please, rate the following questions in terms of your English language proficiency.

Key: 5= Excellent 4 = Very good 3 = Average 2 = Poor 1= Very poor

No.	Language skills	5	4	3	2	1
1	Listening					
2	Speaking					
3	Reading					
4	Writing					

Level of students' English Language Skills Proficiency

Question 4- What is/are your justification(s) for the responses you indicated in the table-2 above.

Question 5- To which input types do you need to be exposed to?

Key: 5= Very high 4 = high 3 = average 2 = little 1= not at all

Language skills	No	Types Inputs/scenarios	5	4	3	2	1
		<i>Reading Inputs you need to exposed to</i>					
Reading Skills	1	Articles and journals of different kind					
	2	Extracts from books in their fields of study					
	3	Newspapers and magazines					
	4	Reading texts on the course book called 'Oxford English for career: Technology1'					
Listening skills		<i>Listening inputs you need to Be Exposed to</i>					
	5	Language lab in the university					
	6	TV programs					
	7	Radio programs					
	8	Materials on the web					
	9	English teacher's talk					
	10	Listening extract from a given course book					
Speaking skills		<i>speaking Situations you need to Be Exposed to</i>					
	11	Debating					
	12	Impromptu public speech					
	13	Prompt public speech					
	14	Memorized speech(e.g. story telling)					
	15	Role playing					
Writing skills		<i>Writing Situations you need to exposed to</i>					
	17	Controlled paragraph writing					
	18	Guided paragraph writing					
	19	Free paragraph writing					
	20	Controlled essay writing					
	21	Guided essay writing					
	22	Free essay writing					
	23	Summary writing from reading					
Study skills	24	Writing reports of different types					
	25	Planning/time management					
	26	Stress management					
	27	Preparation for test/examination					
	28	Referencing and citation					
	29	Creative and critical thinking					

If there is other, please, specify.....

Different Academic scenarios or inputs students need to be exposed to

Question 6- For which purpose (s) do you attach the highest value when you attend communicative English skills?

Key: 5= Very high 4 = high 3 = to some extent 2 = little 1= not at all

Language skills	No	Purposes	5	4	3	2	1
		<i>Why of learning reading skills</i>					
Reading Skills	1	To develop knowledge in my field of study.					
	2	To widen my vocabularies, mainly terms related to my profession.					
	3	To be able to write summaries/essays as per major courses teachers' instructions from reading.					
	4	To be effective in tackling examination.					
	5	To deepen my general knowledge.					
	6	To entertain myself.					
Listening skills		<i>Why of learning listening skills</i>					
	7	To understand the content of lectures.					
	8	To understand teachers' oral instructions.					
	9	To understand contents of audio-visual materials related to their department.					
	10	To be able to understand oral presentations in seminars.					
	11	To be able to pass listening examinations successfully					
Speaking skills		<i>Why of learning Speaking skills</i>					
	12	To learn how to make oral presentations (with or without having notes) in English language classes.					
	13	To be able to ask questions in English in class (for clarification, for information...).					
	14	To participate actively in class discussions (answering questions, giving opinions, agreeing, disagreeing ...)					
	15	To practice how to present the findings of mini studies.					
	16	To become influential in the professional world(becoming a member of international organizations)					
Writing skills		<i>Why of learning Writing skills</i>					
	17	To practice how to make notes from different books that will be included into essay or paragraph.					
	18	To acquire skills of Taking notes from lectures.					
	19	To acquainted with skills of Writing reports of min-research.					
	20	To be able to write summary writing from farther reading.					
	21	To acquire skills of writing effective term papers.					
	22	To apply principles of effective writing (introduction, topic sentence, and conclusion. cohesion ...)					
23	To Paraphrase others' idea (putting an idea in one's own words)						

Purposes of learning different English language skills

Question 7- Which one of the following activities do you find most difficult in communicative English classes?

Key: 5= most difficult 4= difficult 3=moderate 2= least difficult 1=easy

No.	Challenges	5	4	3	2	1
1	Understanding native/ native-like pronunciation					
2	Taking note from spontaneous talk/speech					
3	Using appropriate terms or vocabularies					
4	Expressing an idea or giving opinion suddenly					
5	Arguing on a given topic					
6	Using appropriate discourse markers					
7	Writing an introduction, body and conclusion effectively					
8	Writing Summary from reading					
9	Organizing ideas appropriately					
10	Using appropriate language structures					

If there is other, please specify.....

Level of Difficult of Communicative Activities

Question 8- Is learning grammar important in order to become effective in your academic study?

- a. Yes
- b. No

Question 9- If your answer is 'yes' for item '8' above, what is its importance?

Question 10- To extent do you need to learn the following grammar points at this level?

Key: 5= Very much 4 = much 3 = to some extent 2 = little 1= not at all

No.	Language structure needed most	5	4	3	2	1
1	Reported speech					
2	Conditional sentences					
3	Active and passive voice					
4	Adverbial phrases and clauses					
5	Subject and verb agreement					
6	Pronouns(1 st ,2 nd and 3 rd persons)					
7	Relative clauses					
8	Tenses					
9	Articles					
10	Conjunctions					

If there are others, (please, specify)

Preferred Grammar Points

Question 11- what is your reason(s) for the responses you have given in the table under question 10 above?

Question 12- To which types of vocabularies do you need to learn most?

Key: 5 = Very much 4 = much 3 = to some extent 2 = little 1 = not at all

No.	Types of vocabularies you often teach	5	4	3	2	1
1	General vocabulary needed in the daily life.					
2	General vocabulary with higher frequency in my academic area.					
3	A very Technical vocabulary in my field of study.					
4	Specific vocabularies that are used in the world of work.					

Preferred Vocabulary Type

Question 13- Please; add any other needs that you have with regards to learning vocabularies?

- a. _____
 b. _____ c. _____

Question 14- what are the major strengths and weaknesses of Communicative English skills (EnLa1011) course that you have been offering in backing up your students' success in their academic and professional life?

Strengths if any

Weaknesses if any

Question15-What do you think will be done in order to make this course as effective as possible?

APPENDIX ‘C’
Interview Guide for EAP Teachers

Dear participant,

The researcher of this study aims at investigating EAP course design, development and implementation trends in university you are working in. First of all, thank you very much for your willingness to take part in this study without hesitation. I want you to fill free and respond to the following questions genuinely.

1. For how many years have you taught communicative English skills? And, would you tell me your area of specialization?
2. Do think teaching communicative English skills require special training? Why/why not?
3. What is the basic purpose of offering Communicative English Skills? Follow up question: Is this course meant for academic or for general purpose? What is your justification?
4. Do you think a communicative English skill that you are offering helps students to be effective in their academic and professional career?
5. Do you use commercial texts or in-house teaching materials? Why?
6. For which language skills do you give much attention when you offer communicative English skills? Why?
7. For what sorts of study skills and university level academic literacies do often give much attention in the teaching learning process?
8. What do you recommend in order provision of communicative English language skills become fruitful?

Appendix “D”

Interview Guide for English language Department Head

Dear respondent,

Thank you very much for being the participant of this study in advance! This research is an academic in its very nature, and you want to feel free and give me genuine responses to few questions that I am going to pose.

1. Teachers with which specialization are offering Communicative English Skills in this university?
2. Is there any mode of in-service training that backup provision of communicative English skills in this university?
3. Would you tell me Communicative English Language Skills syllabus and material development practices?
4. Have you ever made collaboration with other departments to whom this course is offered?
5. Do you think that all skills are equally taught and assessed in this university?
6. What do you recommend in order communicative English skills course fit for the purpose it is meant for?

Appendix 'E'

Framework for Classroom observation

1. Does the teacher introduce the objectives of lesson?
2. Does the teacher use contextualized inputs or focused on inputs given in the course?
3. Do tasks and activities used by the teacher incorporate study skills and academic literacy skills required at university level?
4. Are skills were taught in an integrated manner or treated as they were in the course book 'Oxford English for Career: Technology1'?
5. Does the teacher checked for the progress of the lesson?

Appendix 'F'

Transcription of interview with EAP Teachers

Transcription of interview with ASTUT1

R: Thank you very much for being participant of this study! This research is an academic in its very nature and you have to feel free and give me genuine responses to few questions that I am going to pose. First of all, for how many years have you offered Communicative English Skills?

ASTUT1: For about 8 years at university level. In addition to this, I have taught English at secondary and preparatory level for about 5 years. Totally, I have 13 years teaching experience.

R: Great! Would tell me your field of specialization?

ASTUT1: My first degree is BED (Bachelor of Education) in English language and I have got my master degree in TEFL (Teaching English as a Foreign Language).

R: Do think teaching course meant for English for academic purpose courses like communicative English skills requires a special training? If so, have you taken any?

ASTUT1: Sure! Teaching EAP course we are talking about call for trainings of different kinds, but unfortunately I haven't taken any in-service training except methodology courses I took when I was a student at university

R: You have already told me as you have taught English at secondary and preparatory school before becoming a lecturer at university. Would your share your experience if there is a difference in the syllabus type and provision modality of communicative English skills at university and secondary and preparatory school level?

ASTUT1: Yes, there're is. English textbooks of secondary and preparatory school are designed on the basis of theme based syllabus and it is so general. The textbook we are using here is designed to address needs of Technology related disciplines. It is of course imported from abroad to meet an international standard. If you look in to preparatory school

English textbooks, you can see six sections which encompass for major skills (Listening, reading, speaking and writing) two micro skills (vocabulary and grammar), but the ‘Oxford English for Career’ we are using has mostly nine parts which include the four major skills, vocabulary, language spot, pronunciation, web request . In general, I have not seen a radical difference.

R: Based on the contents and format of the course EnLa(1011) you are offering, would you tell me whether this course is mapped to English for Occupational Purpose or English for Academic purpose or English for General Purpose? Or to any other?

ASTUT1: I haven’t thought of these differences, but as I think it is more of English for occupational purpose. This is because if you see the title of the book we are using it says, “English for Career” and there is also apart which says, “It is my job”, so it is really more of English for Occupational purpose.

R: Okay! When did your university start using the course book ‘English for Career: Technology 1’? And, what initiated the university to do so?

ASTUT1: we started using this book before five years. What initiated us to use this book was that the former modules didn’t address students’ needs.

R: Would you share me experiences in this university with regards to communicative English skills syllabus design and material development?

ASTUT1: Our University has decided three or four year ago as Communicative English skills we were offering did not address the need of our students, so we decided to use the teaching material and the syllabus that we are using now. I do not know the trend before six years, but since 2013 there is no such a thing as syllabus design and material development. We currently teaching eight of 15 units included in the course book called, ‘English for Carrier: Technology 1’.

R: Do think that the current textbook addresses students’ needs?

ASTUT1: To some extent yes, but I don’t think it is that much effective. The main problem is that some the activities in the course book are very elementary for our students. The other

problem is that there is no part that deals with situations in Ethiopia. Most of the contents are align to our students.

R: It is really a very nice insight! Would you tell me your experience, I mean, have you ever taken part in communicative English teaching material preparation?

ASUT1: I have not ever designed my own teaching material when offering this course. For one thing, I have little exposure of developing teaching material. On the other hand, the department abides us to cover eight of 15 chapters included in the course book we are using, so I have no time to prepare additional inputs you asked me. The other problem is there is no any budget allocated to do this kind of intensive tasks.

R: It is really a good insight! Let me move to other question. In teaching learning process, would you give equal attention to all language skills?

ASTUT1: Yes of course, I teach each skills equally as the student text we are using facilitates this.

R: If so, it is so nice. I have seen during classroom observations as you mostly stick to inputs in the course book ‘Oxford English for Career: Technology1’. Do think tasks and activities included in the book qualify to effectively equip students with university level English for Academic Purpose literacy and study skills.

ASTUT1: Tasks and activities under each skill are not that much challenging, so why shall I jump over the activities? The other point is inputs under each skills focus on technology related competencies. Therefore, I think they are all very essential.

R: Now, let me take you further to issues related to collaboration between Department of English language and departments to whom Communicative English Skills is offered. Would you say few things about it?

ASTUT1: There is no collaboration. Teachers of other departments consider this course as a course meant for requirement. There is no such experience in this university as far as I know. In the future, we have to work on it.

R: Finally, what do you recommend in order communicative English skills course fit for the purpose it is meant for?

ASTUT1: First, comprehensive needs analysis should be conducted and the teaching material should be revised. The other important issue is intensive training should be offered on syllabus design, material development and evaluation to tailor common courses we are offering to students' needs.

R: Thank very much for devoting your valuable time!

Transcription of interview with ASTUT2

R: Thank you very much for being participant of this study in advance! This research is an academic in its nature, and you have to feel free and give genuine responses to few questions that I am going to pose. First of all, for how many years have you offered Communicative English Skills?

ASTUT2: I taught this course for the last four years. Before becoming a lecturer, I have taught English language for five years at secondary school.

R: Alright! Would tell me your field of specialization?

ASTUT2: At UG, I studied Applied English and my area of specialization at PG is TEFL. I have taken literature, linguistics and teaching skills almost equally at UG level.

R: Okay! Have you ever taken pedagogical courses at either undergraduate or post graduate study?

ASTUT2: At UG level actually not. I remember I have taken this course at PG. To be honest, the time allotted to this course was insufficient by then. We sat for exam without being exposed to practical skills we have to be exposed to.

R: If this so, it is a mess. Ehh.. Now, let me take you to very specific issues. Do think teaching course meant for English for academic purpose courses like communicative English skills requires a special training? If so, have you taken any?

ASTUT2: What do you mean? Compared to other courses in the department of English, Communicative English Skills is the easiest one. In addition to this, as we have a standardized textbook designed for this course it is not a big deal. Actually, no need to offer training to communicative English Skills teachers as this course is offered at UG[under graduate] level, so it is not necessary to give additional training for instructors.

R: I'm sorry for the interruption. I have already seen the textbook that this university is making use of as a course book which is 'Oxford English for Career: Technology 1'. For me there are lots of missing links. If you look at the title of the book itself it reads English for career, not English for Academic purpose, so how do you say the textbook you are using a standardized one and self-sufficient?

ASTUT2: I understand you. What you mentioned is challenging, but it is none the business of an individual instructor in this university. I was told to use the course book by the department head some years back and I am discharging my responsibility accordingly. I have considered whether the contents in the books are prepared to develop English for career or English for Academic. For me, the very important thing is that can activities in each unit make students to communicate in English or not.

R: Good! You have told me as you taught English language at Secondary school before joining this university as a lecturer. Is there a big difference in the format and contents of the course books and in the way English language is offered?

ASTUT2: In terms of contents, English textbooks in use at secondary schools in Ethiopia focus on varied needs of students. The composition of secondary school student is heterogeneous. Some need to learn technology oriented contents and others may need art related contents and etc. Therefore, contents of secondary school text books seem to focus on cross-cutting issues. On the other hand, students at university level, as I think have a focused need. It is due to this fact our university decided to use contents related to technology in teaching English language. However, there is no difference in the teaching learning process. In both cases it is advisable to use student centered approach though the actual practice differ from teacher to teacher.

R: Thank you very much! When did this university start using the course book ‘English for Career: Technology 1’? And, what initiated it to do so?

ASTUT2: I could not tell you exactly when the university started using this book as a major input. As I think, it was before four or five years. I didn’t know what initiated the university to use this book.

R: Would you share me your experiences with regards to communicative English skills syllabus design and material development?

ASTUT2: I haven’t even taken any practical course on syllabus design and material development in both UG and PG, so I haven’t engaged in any form in syllabus design and material development. In addition to this, as we have the course book which we commonly use in the department, I haven’t thought of this issue. The exposure I have couldn’t allow me to design my own teaching material. The only thing, I often do is browsing reading texts and different model conversations from internet in order my students practice them. Don’t ask me about teaching listening skills! We don’t have sufficient infrastructure to offer this skill in a very practical way.

R: Do think that the current textbook addresses students’ needs?

ASTUT2: What I can tell you from my experience is that students whom I have been teaching for the last four years were not eager to take the course. I am sure students whom I am teaching this course right now can drop the course had it not been a requirement. This does not mean that they are good at English. Whether you believe or not, some of the students couldn’t tell you about their personal details. Even though I couldn’t exactly tell you what the root cause for the dissatisfaction is, it doesn’t address students’ needs

R: Bravo! Let me move to other question. In teaching learning process, would you give equal attention to all language skills?

ASTUT2: I give much attention to speaking skills, and I almost never teach listening skills. Moreover, I often teach grammar points like relative pronoun, conditional sentences, active and passive voice and tenses. The grammar parts which I teach are taken from the course book we are currently using.

R: well! I have seen during classroom observations as you mostly stick to inputs in the course book ‘Oxford English for Career: Technology1’. Do think tasks and activities included in the book qualify to effectively equip students with university level English for Academic Purpose literacy and study skills?

ASTUT2: I am not quite sure. I think this kind of issues needs a tangible evidence or empirical study. What I can tell you without hesitation is that it equips students with English needed at work place [EOP].

R: would tell me the extent to which departments to whom Communicative English Skills is offered collaborate with Department of English language to make the teaching learning process fruitful?

ASTUT2: It I true that there is a very loose collaboration and coordination between these two parties. Other departments consider this course as a course for requirement, not as a very essential one.

R: Finally, what do you recommend in order communicative English skills course fit for the purpose it is meant for?

ASTUT2: one of the basic things is it good idea if syllabus design and material development is given as course both in UG and PG. I am forced to say this because I myself didn't clearly identify some of the concepts you raised in the interview.

R: Many thanks for your valuable time!

Appendix 'G'

Transcription of interview with English language Department Heads

Transcription of interview with ASTU's English language Department Head

R Thank you very much in advance for giving me your precious time! This research is an academic in its nature, and you have to feel free and give me genuine responses to questions that I am going to raise one after the other. First of all, would you tell me for how long you have worked on this post?

ASTU Dep: For the last two years.

R: Good! The term of office is as I think three years?

ASTU Dep: Right! I'm left with one solid year.

R: Fine! I would like to know teachers with which specialization are offering Communicative English Skills in this university. Would you say few things about it?

ASTU Dep: In my view, this course isn't an easy course as some may think. It needs a skill of organizing a class and coaching students to discuss and forward their ideas. In reality, graduates of Linguistics, TEFL and Literature are offering this course, but if looked from professional point of view, it had better be offered by someone who has taken CLT methodologies in the first and second degree. For the second question that you asked me, the rationale for assigning graduates with specializations I have already mentioned is that there is nothing they can do except offering this course since English Language and Literature department isn't an active as independent entity or department to be studied

R: Thank you very much. It is obvious that the best teacher is experience. And, one can gain an experience through training and experience sharing. Thus, is there any mode of in-service training that backup provision of communicative English skills in this university?

ASTU Dep: Majority of English language teachers in our university are so much experienced and as far as I know there was no special training given for them rather they give training

for supportive staffs on how to communicate effectively in English. In the future, I think we have to plan on this and learn from each other.

R: Other question that I want you to react on is related to language input. I have seen during class observation as English language teachers are not using the course book and syllabus recommended by harmonized curriculum. Why did you reject the recommend course book and syllabus?

ASTU Dep: We haven't designed our own syllabus and developed our own teaching material in the last five years. You see to produce graduates in Engineering for international market; we have decided to teach English language, especially Communicative English based on international standards. To tell you our experience in old days, we were using college English volume-I and our own module long ago. However, these materials are similar with secondary and preparatory English textbook in form and content. After making discussion on importance ESP for engineering students, we decided to use standardized ESP textbook that addresses our students' needs. Therefore, we selected the textbook 'English for Career: Technolgy1' and the Washington Accord Syllabus.

R: Great! Do think this course book really address students' needs?

ASTU Dep: This a very difficult question. Look! As I haven't carried out a research on this area, I couldn't give you an objective response. However, based on my informal observation it couldn't fully address our students' need. Teachers often complain as their students are not attentive and interactive enough as it is expected of them. Thank you for coming to this university! You reminded me to plan for needs analysis.

R: Okay. Now, let me take you to issues related to collaboration among Department of English language and departments to whom this course is offered to. For instance, do departments to whom Enla(1011) is offered avail essential inputs like computer laboratory and overhead projector that enable students to practice listening skills?

ASTU Dep: I think we do have a nice harmony with departments to whom we give Communicative English skills. This doesn't mean that we have a formal discussion sessions with them, so what we can do is that we communicate with each of them through formal letter. In terms of availing necessary inputs like computer laboratory and overhead projector we don't have any problem. The problem we have isn't lack of inputs rather lack of commitment.

R: Finally, what do you recommend in order communicative English skills course fit for the purpose it is meant for?

ASTU Dep: as I think we can do lots of things in order Communicative English skills teaching become a productive course. One among them is revisiting the course ownership as teaching this kind of practical course requires teachers' acquaintance with 101 active learning techniques and CLT pedagogy. Moreover, we have to prepare different supplementary teaching materials that could facilitate interactive learning.

R: Once again, thank you very much for giving me your valuable time.

Appendix 'H'

Sample Transcription of Classroom Observation

Transcription of ASTUT1's third Round observation

Date: 11/10/2018

Number of students: 18

Time: 2:00-5:00 p.m.

Focus of the Lesson: Listening skills

Class observed: pre-Engineering section 'Y'

The researcher arrived five minutes before the time scheduled for the class, and he sat at the back bench in order to capture every classroom episodes. The first thing that captured the researcher's attention was the physical condition of the class. It is very different from his experience, which is to mean it has a pulpit and at the same time not wide.

Exactly at 2:05, the teacher entered the class and greeted the students, but very few replied. Then, he ordered one of the front benchers to clean the whiteboard. While the student was cleaning the board, he began the lesson as follows:

ASTUT1: Why do we learn listening skill[s]? Anyone?

S1: ehh, to develop our knowledge.

ASTUT1: Good. What kind of knowledge?

S1: Knowledge of Science, art and a like.

ASTUT1: Okay! Is there any one can clarify this?

S2: As to me, we need to learn listening [skills] to develop the skill of comprehension.

ASTUT1: That great! Any other more?

S3: To be effective when we communicate in English.

ASTUT1: All of you are right. Listening skills is a very important skill! If you are not good listener, you couldn't be good at speaking. These two skills are inseparable in their nature. Today you are going to listen to interview. First of all, takeout your textbook on page 11. Listen the interview carefully, and do exercise on page 11 and 12. The interview is about Alen's timetable. Look at Alen's timetable below. Before listening answer the following questions(saying this he went on writing questions on the whiteboard).

1. What time do classes start each day?
2. Which room is Maths in?
3. Who teaches Calculus?
4. What do students do on Tuesday and Thursday?

ASTUT1: Let us begin from the first question, what time do classes start each day?

S2: 2:00 a.m.

ASTUT1: Are you joking? I am not asking you about your classes. Please, look at the timetable on page 11. Anyone?

S4: at 3:00 a.m.

ASTUT1: sure! Which room is Maths in?

S5: 4.5

ASTUT1: Who teaches Calculus?

S1: B. Davis.

ASTUT1: You are right! Daivs. What do students do on Tuesday and Thursday?

S6: They are free.

ASTUT1: No, they are not free. They have self-study scheduled. Do we have this thing here?

SS: No!

ASTUT1: It is time to listen to the first part of the interview and answer questions under activity 2 on page 11. (He played the listening extract from his laptop connecting it to an

amplifier. The audio lasted for four minutes. He gave them to finish the work within 7 minutes. Then, he went around and checked their answer.)

ASTUT1: Well done! Now, you are going to listen to the second part of the interview. You are required to fill the gaps in the timetable on page 11. There are 8 gaps to be filled. (He played the listening extract from his laptop again connecting it to an amplifier. He gave them to finish the work within 8 minutes.) Stop writing and let us complete it together. What is Alen's schedule on Monday morning from 9:00-11?

SS: Theory of structure.

ASTUT1: Correct! What about in the afternoon from 13:15-14:15?

S7: The same course. Theory of structure.

ASTUT1: what course does Alen learn on Wednesday 11:15-12:15?

S4: Communication.

ASTUT1: Exactly! What about in the afternoon from 13:15-14:15?

SS: Communication.

ASTUT1: what course does Alen learn on Friday at 9-0011a.m?

S8: Fluid mechanics.

ASTUT1: very nice! What about in the afternoon?

S9: Project.

ASTU1: Yes, he has the 'project' on Friday afternoon. We will continue from here next period.(He left the class at 9:30 a.m.)

Transcription of ASTUT1's Fourth Round observation

Date: 18/10/2018

Number of students: the actual Size: 24; 21 of them were present

Time: 2:00-5:00 p.m.

Focus of the Lesson: Simple present vs. present continuous tense

Class observed: pre-Engineering section 'Y'

The teacher started the lesson without revising what they have learned the other day. He wrote a title, '*Present simple v present continuous*' on the whiteboard. Then, he asked, "What is the difference between simple present and present continuous tenses?"

S1: Simple present tense is a 'V1' form whereas present continuous tense is the -'ing' form.

ASTUT1: It is a nice attempt! Who can explain it more?

S2: Simple present is used in expressing habitual action, but present continuous is used in telling [stating] what is happening now.

ASTUT1: I know you have learned about [] tense for more than 12 years, here at university level, it is important to revise it to some extent. Simple present tense and present continuous tense have different uses in different contexts. Let us look at their uses briefly.

	Simple present	Present continuous
1	It is used to express habitual action	It is used to express an action which is progressing.
2	It is used when you talk about general truth	It is used in describing an action which is taking place at a given moment.
3	It is also used in expressing predetermined future action	It is used in expressing planned action by using 'going to'.

Look at the following examples:

- A. She often misses classes.
- B. My brother is studying Software Engineering.
- C. Opposite charges attract each other.
- D. You are learning present continuous tense.
- E. He leaves to South Africa the coming month.
- F. We are going to do lots of activities next week.

Sentence 'A', 'C' and 'E' are examples of simple present. And, sentence 'B', 'D' and 'F' are present continuous tense. Is sentence 'A' an example of habitual or general truth or predetermined future action?

S3: It is habitual action.

ASTUT1: Is she correct?

SS: yes.

ASTU1: What is your justification?

S3: There is an adverb of frequency *often* in the sentence which shows habit (emphasis is made by me).

ASTU1: Excellent! What about sentence 'C' and 'E'?

S4: Sentence 'C' is general truth and sentence 'E' is future action.

ASTU1: Bravo! Let you discuss in pair on sentence 'B', 'D' and 'F' (He gave them five minutes for discussion and went around checking the progress of the lesson) Time is up! Please, open your textbook on page 12 and discuss on question 1-8. Why do you think the present continuous is used for sentences 1-4 and simple present for sentences 5-8? You are given four minutes (This question was read from the course book).

S2: Because in sentences 1-4, there is -ing for and in sentences 5-8, there is v1 form.

ASTU1: It is good try! Is there anyone who can explain it more?

S5: In my view, the first four sentences talk about what is happening at this moment and sentences from 5-8 deals with habitual and general truth.

ASTU1:It is really a nice explanation, but sentences 1-4 never tell us as something is happening now rather they show us as those actions are on progress or incomplete. Now, it is time to construct simple present and resent contentious sentences of your own. You are required to write three habitual, three general truth and three predetermined future action sentences.

You are given 10 minutes. (After 10 minutes, he ordered them to stop and went around to check whether sentences they have written were correct or not.). To begin with, who shall give us example of sentence that express habitual action?

S6: I drink two cups of coffee every morning.

ASTU1: other?

S2: she smokes cigarette.

ASTU1: Good! One more?

S7: we usually study when final exam approaches.

ASTU1: Great! This is not a good habit. You have to improve it if this is a real habit of students in this class. Is there any volunteer who shall read to the class sentences his or her sentences which is general truth?

S1: Politic is a dirty game.

ASTU1: It good attempt, but do you agree? As I think, this is an opinion, not general truth. Who can give us other example?

S8: Hydrogen and oxygen molecule gives water.

ASTU1: That is okay! One more example?

S9: The gravitational force of earth is 9.8m/s^2 .

ASTU1: Excellent! We are left with third type, which talks about predetermined action. (he pointed at a student who did not participate to read the sentence she wrote.)

S10: I will graduate after five years.

ASTU1: Good try, but this is not simple present tense. It is simple future.

S11: we have a test by tomorrow at 3:00 p.m.

ASTU1: Very good! Let us stop our discussion here. Please, do activity 1, on page 12 at home. Finally, do not forget using the following formula when you want to construct sentences using simple present and present contentious tense. *Singular subject +verb+ -s /-es +/- object and plural subject +infinitive form of the verb+/- object* for simple present tense whereas *Subject + is/am/are +-ing +/- object* to produce a lot of present continuous tenses.(emphasis is made by me).

Transcription of ASTUT2's Third Round observation

Date: 8/10/2018

Number of students: actual class Size: 22; Who were present: 20

Time: 2:00-5:00 p.m.

Focus of the Lesson: ***Pronunciation: Strong and weak forms of Auxiliary verbs***

Class observed: pre-Engineering section 'YY'

The same class (section 'yy') was observed in the fourth round observation. In the introductory part of the lesson, he asked few revision questions and he ordered the students to take out their exercise book. . He went around and checked whether they have done their homework or not.

ASTU2: what is the correct form the verb in the bracket that completes the first sentence?

S1: teaching

ASTU2: Good try, but you are not correct. Who can try?

S2: Davis teaches Maths.

ASTU2: You are right! Anyone who can change verb 'start' into correct form to complete the second sentence?

S3: Classes starts at nine o'clock.

ASTU2: I don't think you are right. Is there anyone who can correct? It is 'start', not 'starts'. As you know if the subject of the sentence is plural the verb form to be used in simple present tense is the root form of the verb. Clear?

SS: Yes.

ASTU2: Question 3?

S5: taking

ASTU2: Yes, Alec is taking an HND course. Who can tell answer of the next question?

S6: studying.

ASTU2: Yes, of course. He is studying at Telford college this year. Who can answer question 5?

S7: On Tuesday, he studies in library.

ASTU2: What is the correct form the verb in the bracket that completes sentence 6?

S2: He wants to be a civil Engineer.

ASTU2: who can complete sentence 7 with correct for the verb in the bracket?

S8: is working

ASTU2: Anyone who can answer question 8?

S4: A lot of people don't like the proposal.

ASTU2: Question 9?

S9: They think it will increase the amount of traffic near their homes.

ASTU2: Great! The last question?

S10: The old bridge is carrying ten times the traffic it was designed to carry.

ASTU2: Alright! Let us move to activity 2 and do completion questions 1-14 and share your answer in pair. You are given 15 minutes to finish this activity.(The teacher went around and checked whether the students were told to do.) Please, do activity 4 as homework, and now it is time to move to the new topic '**Pronunciation: Strong and weak forms of Auxiliary verbs**'. First of all, Who can tell me examples of auxiliary verbs?

S6: Can, could, will, would eeh

ASTU2: very Good! Other?

S11: Am, is, are and like.

ASTU2: Anymore?

S1: Was and were

ASTU2: Very nice! You have mention most of auxiliary verbs in English language. In addition to what you mentioned, there are verbs like has, have, had, do, does, did, must, ought to, dare, etc. Auxiliary verbs include all helping verbs. Let me ask you one basic question. What do we mean by strong and weak forms of auxiliary verbs?....

Transcription of ASTUT2's Fourth Round observation

Date: 15/10/2018

Number of students: actual class Size: 22; Who were present: 20

Time: 2:00-5:00 p.m.

Focus of the Lesson: ***language spot: Yes/No and Information Questions***

Class observed: pre-Engineering section 'YY'

In the introductory part of the lesson, the teacher did not ask any revision question or did the revision himself, but he directly ordered the students to take out their exercise book and went around checking whether they have done their homework or not(this description is mine).

ASTUT2: Where is your homework?

S: I haven't heard as we were given a home, teacher. ባለፈው ሳምንት አልነበርኩም። አሞኝ ነበር። I am sorry!

ASTUT2: I don't have time to hear this. I know you are careless. Please, leave the class. If there is anyone who didn't do the homework, leave the class right now. (Three students left the class including the first one. He went around and checked whether they have done the homework or not.) Today we are going to learn yes/no and information questions. Look at that bulb, does it work?

SS: Yes, it does.

ASTUT2: Look at that cable. Does it work?

S1: I don't know.

ASTUT2: Does it work?

S1: No, it doesn't

ASTUT2: Please, open your textbook on page 17 and read them carefully. After that, ask each other yes-no questions based on the examples. (This moment almost all students were taking turns except few students. He gave the seven minutes to do this). Time is over. Stop taking. 'Yes- no' questions begin with auxiliary verbs like are, is do, can, will, have etc. and followed by subject. In other word, auxiliary verb +subject = yes-no question. On the other hand, information questions starts with wh-words like who, whom, which, what, how, why, how much, how many, how long etc and followed by subject and object respectively. Now, let go to page 18 and activity1 as a classwork. (He gave them 15'). Let us do these questions together. I think it is not a difficult task. Who can give us answer for the first question?

S2: Is it safe?

ASTU2: You are right! The statement for is, "It is safe." When you change this into yes-no question, it becomes, "Is it safe?" what is its possible answer?

S3: Yes, it is or no, it isn't.

ASTU2: who can give us answer for question 2?

S4: Did it work well?

ASTU2: Is that?

SS: No, no.

ASTU2: Then, what is the correct answer?

S5: Does it work well?

ASTU2: Yes, it is like that. Question number 3?

S2: Can you mold some plastics easily?

ASTU2: Right! What is the possible answer for this question?

S6: Yes, I can mold or No, I can't.

ASTU2: Question4?

S7: was she made models?

ASTU2: I afraid, you are right. Other?

S4: Did she made models?

ASTU2: It is a nice attempt. The answer is 'did she make models?'. It is very simple. If there is no auxiliary verb in the statement form, you have to you the verb to do family : do or does or did. If the tense of the statement is simple present, you can either use 'do or does' based on the nature of the subject and for past tense you have one option that is 'did'. Let us move to question 5.

S8: Has he designed a lot of products?

ASTU2: Question 6?

S9: Do you design sport equipment?

ASTU2: Good. Who can do question7?

S10: Are the material available?

ASTU2: The next question?

S11: Does he built a prototype?

ASTU2: well, who can correct it?

S7: Did he build a prototype?

ASTU2: correct! Question 9?

S13: Have they drawn lots of sketches?

ASTU2: Bravo! The last question?

S2: Does she think nylon is the best choice?

ASTU2: That is right! I think we have taken too much time. Let us stop here.

Appendix 'I'
ASTU's Course Guidebook for EnLa(1011)



Adama Science and Technology University
 School of Humanities and Social Sciences
 Unit of Language

Course Name	Communicative English Skills
Course Code	ENG 1011
Course Information	Program: Regular Academic year: 2018/19, Semester I
Course Instructors	
Credit hours	3 cr.hrs
Prerequisite	None
Course Coordinator	English Course Team
Course Description	Communicative English Skills is a course where students learn what they need to know for a career in Science and Engineering. The course gives students the language, information, and skills they need to study Engineering. It also provides students the language appropriate for studying Engineering and real work situations as it comprises unique sections such as: 'it's my job' wherein real people talk about their work in Science and Engineering, 'listening' whereby students are exposed to situations related to science and engineering dialogues, technical explanations, and interviews, 'reading' whereby students meet a variety of science and engineering based texts, and the 'writing section' which is designed to let students compose short reports on different activities.
Course Objectives	At the end of the course, the students will be able to communicate effectively on complex engineering activities with engineering community.
Course Learning Outcomes	<i>The following are course learning outcomes which are given by mapping with Washington Accord (WA) graduate attributes</i> CLO 1. Make presentations on a wide variety of technological fields and situations.(WA 10) CLO 2. Listen to dialogues, technical explanations and interviews to get information. (WA 10) CLO 3. Comprehend varieties of texts related to science and engineering compose short texts, reports, etc. (WA 10) CLO 4. Attain the meaning of new words. (WA 10) CLO 5. Compose short texts, reports, etc. (WA 10) CLO 6. Apply grammatical items for communications in science and engineering context. (WA 10)

Detailed Course Activity Plan

Time	Unit	Listening	Reading	Speaking	Writing	Language spot	Vocabulary	Pronunciation	Web quest
Week 1&2	Unit One: Technology and society	Students listen to people talking about the effects of new technologies in their work	Read different headlines from recent news stories for comprehension	Students talk about satellite launch system in pair or small groups		Students will compare two things with adjective and adverb in different activities	Students practice different ways of recording new words	Students practice how to pronounce different technical words	Students use the web to find out information about old technological innovations
Week 3&4	Unit Two: Studying Technology	Students listen to an interview on course time table	Students read about course description	Students exchange information their time table		Students carry out different activities to differentiate simple present and present continuous tense		Students practice strong and weak forms of auxiliary verbs	
Week 5&6	Unit 3: Design	Students listen to designer talking about design process	Students read about a furniture design	Students use non specialist language Students talk about different designers		Students practice making different types of questions			
Week 7&8	Unit 4: Appropriate technology		Students will read about the clock work radio	Students talk about appropriate technology		Students use time words to sequence how a certain technology operates	Students match motion works with their appropriate symbols		
Week 9&10	Unit 5: Manufactu	Students listen to	Students read about modern	Students talk different	Students rearrange	Students use	Students		Students

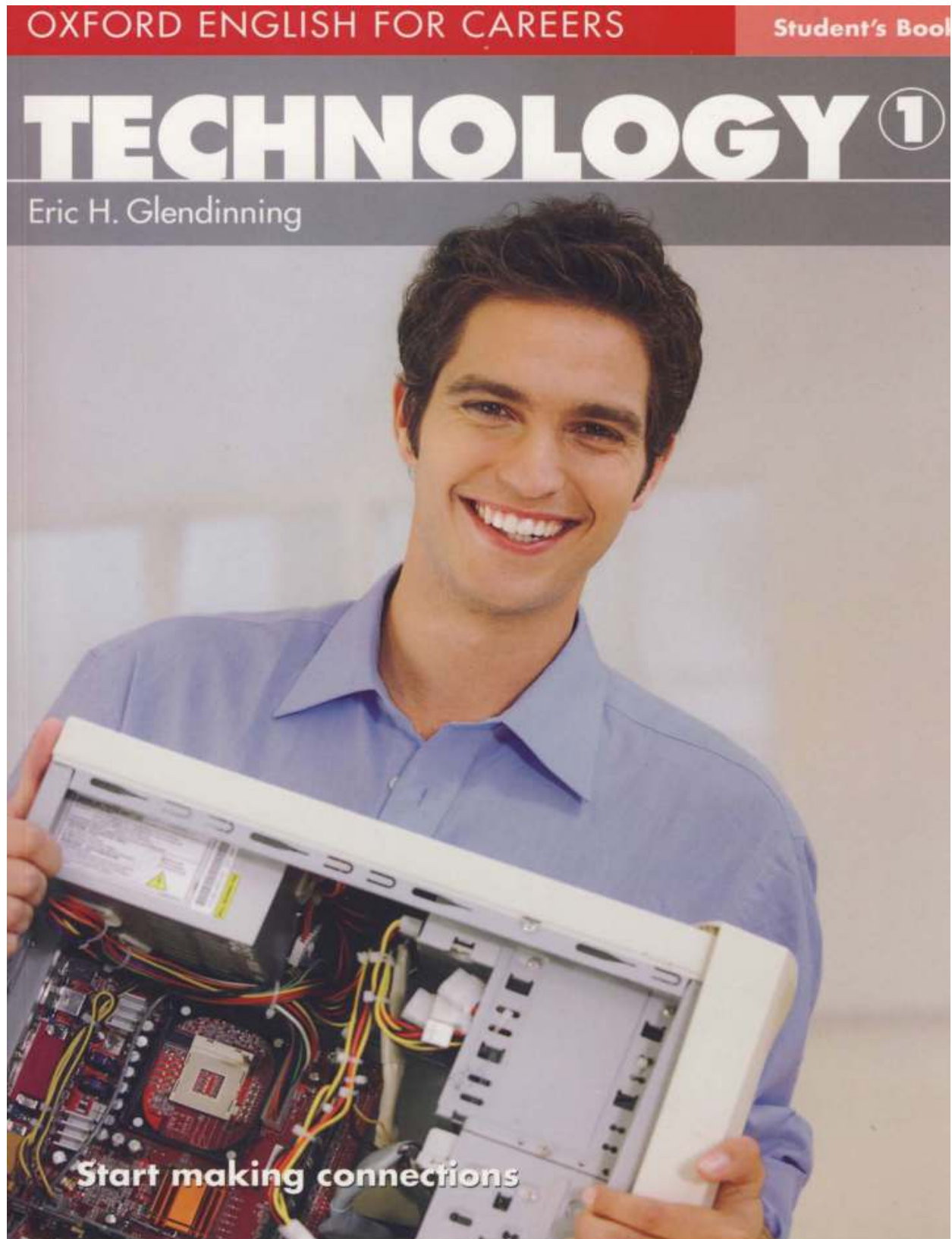
	ring	bread making process	manufacturing process	manufacturing process	sentences on manufacturing plastic product	present passive to describe manufacturing process	explain technical compound words		search manufacturing process on different items
Week 11&12	Unit 6: Transport	Students listen to a mechanical engineer talking about a transport system	Students read about car of the future	Students talk about forms of transport Students make and acknowledge apologies	Students write short emails with appropriate expressions	Students use modal verbs	Students match expressions with their functions	Students stress points of disagreement to give corrections	
Week 13&14	Unit 7: information technology	Students listen a description on changes	Students read about computer use in the car industry	Students talk about how computer use with areas of application		Students use past passive to talk about past events	Students match words which are often use together	Students pronounce various of- ed forms	
Week 15	Unit 8: The future of technology	Students listen a radio debate between two futurologists		Students talk about the future technology Students use some informal expressions to say good bye		Students use phrasal verbs to complete sentences	Students use affixes as a clue to understand the meaning of technical words	Students listen linking phrasal verbs	

Mode of delivery/instruction	<ul style="list-style-type: none"> ▪ Gaped Lecture ▪ Individual works ▪ Pair works ▪ Small and large group discussions ▪ Presentations ▪ Debate ▪ Question and answer
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Assessment	Continuous Assessment
	<input type="checkbox"/> Oral presentation.....10% ✓ <input type="checkbox"/> Tests (listening, reading, grammar, vocabulary).....30% <input type="checkbox"/> Project assignment10% ✓ <input type="checkbox"/> Class work and home taken assignment10% Final exam40%
Course Expectation	<p>Preparedness: Communicative English skills basically aimed at enabling students to be able to communicate effectively on complex engineering activities with engineering community.</p> <p>Participation: This course requires active participation of learners in class discussions, individual work activities, pair works activities, small and large group discussions, presentations and question and answer.</p>
Policy	This course is mainly based on class lectures. Regular, well-prepared, and thoughtful class participation is mandatory for the success of this course. Therefore, students are advised to attend classes regularly and actively engaged in class discussions. Missing classes may make the course very illusive to the absentee. Also, students are expected to submit their assignments on time.
References	<p>Anne Eisenberg. (1982). <i>Effective Technical Communication</i>. Mc Graw-Hill: United States of America.</p> <p>Cystal, D. (1997). <i>English as a Global Language</i>: Cambridge University Press: Cambridge.</p> <p>Eric H. Glendenning, <i>Oxford English For Careers: Technology 1</i>: OUP</p> <p>Gideon (2015). <i>English Language And Grammar</i>: Koros Press Limited: United Kingdom.</p> <p>Julia.W (1993). <i>Everyday Consumer English</i>: College of Lake County: Pitts Burgh.</p>

Appendix 'J': Sample Units from ASTU's Communicative English Course Book



Contents

CAREER SKILLS AND KNOWLEDGE			LANGUAGE SKILLS				LANGUAGE KNOWLEDGE		
It's my job	Customer care	Project / Webquest / Problem-solving	Listening	Reading	Speaking / Pairwork	Writing	Language spot	Vocabulary	Pronunciation
1 Technology and society » p.4									
		Technological innovations	Technology and work	Branches of technology	Satellite launch systems		Comparisons with adjectives and adverbs	Recording new words Word groups	Word stress
2 Studying technology » p.10									
		Branches of technology Course descriptions	The course		The timetable		Present Simple v Present Continuous		Strong and weak forms of auxiliary verbs
3 Design » p.16									
Kenneth Blake: Furniture Designer	Using non-specialist language	Designing a chair	The design process Working with design		Famous designers		Question types		
4 Technology in sport » p.22									
Pedro Fernandez: Bike Maker	Making recommendations		Exchanging information		Skateboard v snowboard		<i>used to, used for, made of, made from</i>	Describing materials	Intonation for questions
5 Appropriate technology » p.28									
	Explaining the difference between products	Stirling engine		The inventor	Explaining a diagram Benefits of appropriate technology		Time clauses	Describing motion	Numbers and quantities
6 Crime-fighting and security » p.34									
	Using informal language	Protecting a large store from shoplifters	Crime-fighting equipment		Crime-fighting devices	Short report and linking words	Describing function	<i>proof-, resistant-, -tight</i>	
7 Manufacturing » p.40									
Nasser Aziz: Manufacturing Engineer		Manufacturing processes		Modern manufacturing processes	CD manufacturing Food and drink manufacturing	Short sequence	Present Passive	Compound nouns	
8 Transport » p.46									
Jan Bronec: Mechanical Engineer	Making and acknowledging apologies	Less common forms of transport Car engines		The car of the future			Prediction: <i>will, may, might</i>	Recording new expressions	Corrective stress

writing bank = p.52

Technology in sport Appropriate technology Crime-fighting and security	Manufacturing Transport High living: skyscrapers	Medical technology Personal entertainment Careers in technology	The future of technology Reading bank key p.66
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9 High living: skyscrapers = p.68

Leon Peters: Steel Erector	Showing visitors round a construction site	The tallest buildings in the world	How skyscrapers are built	Foundation types	Safety signs and safety advice	Stress in long words (1)
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10 Medical technology = p.74

Phillipe Rugeri: Mechatronics Engineer	Giving clear instructions	Devices for the blind	Devices for the elderly	Short description	Relative clauses	Opposites	Linking words
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11 Personal entertainment = p.80

Bruno Schleef: Video Games Designer	Making suggestions	Best-selling computer game genres	Opinions	Video games	<i>should / shouldn't</i>	New vocabulary
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12 Information technology = p.86

Diana Mayo: IT Support Technician	Working on a help desk	Supercomputers	Describing changes	CADCAM	Computer peripherals	Past Passive	Collocations	-ed form of verbs and words with silent letters
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13 Telecommunications = p.92

Todd McArthur: Telecommunications Technician	Explaining in simple terms	Satellite communication systems	VoIP phone systems	Mobile phones	Past Simple v Present Perfect	Past Simple v Present Perfect
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14 Careers in technology = p.98

				Job descriptions	Personality career test Job interview	CV	Job requirements	Stress in long words (2)
--	--	--	--	------------------	--	----	------------------	--------------------------

15 The future of technology = p.104

	Saying goodbye	Predictions		Future developments		Phrasal verbs	Affixes	Linking in phrasal verbs
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Pairwork activities = p.110	Symbols and characters = p.114	Grammar reference = p.115	Listening scripts = p.124	Glossary = p.131
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1 Technology and society

Switch on

Look at pictures A–F. They show ways in which technology affects how we live. Identify the different items in each picture.



2 Match the effects of technology to pictures A–F. Decide which effects are positive, and which are negative.

- | | |
|--------------------|-----------------------|
| 1 fast travel | 7 road deaths |
| 2 river pollution | 8 space exploration |
| 3 nuclear missiles | 9 overweight people |
| 4 less housework | 10 global warming |
| 5 cheap power | 11 easy communication |
| 6 noise pollution | 12 mass entertainment |

EXAMPLE

Picture A 8 (Positive effect) 3 (Negative effect)

In this unit

- speaking about the way technology affects our lives
- listening to people describing the effects of new technology on their work
- comparisons with adjectives and adverbs
- how to stress technical words
- how to group and remember new terms

Listening

Technology and work

- 1 Listen to four people describing the effects of new technology on their work. Match each person to his / her job.



- | | |
|-------------|--------------|
| 1 Vera | a shop owner |
| 2 Christine | b doctor |
| 3 Gupta | c musician |
| 4 Anton | d teacher |

- 2 Listen again. Decide whether each person makes comments which are positive, negative, or both. Tick (✓) the correct column(s).

	Positive	Negative
1 Vera	_____	_____
2 Christine	_____	_____
3 Gupta	_____	_____
4 Anton	_____	_____

- 3 Work in pairs. Listen to the shop owner again and write down what he says. Help each other to make a complete and accurate version. Then compare with the Listening script on p.124.

Language spot

Comparisons with adjectives and adverbs

● The speakers are comparing how things are *now* with how they were *before*:

It's much faster.

It's more realistic.

It's safer.

My sales are much worse.

● We make comparisons with short adjectives like *fast* by adding *-er* → *faster*.

With long adjectives like *realistic*, we use *more* and *less* → *more / less realistic*.

Note the irregular forms: *good* → *better* and *bad* → *worse*.

● Some adverbs are the same as adjectives, for example *early, fast, high, late*. With these adverbs, we use *-er* → *earlier, faster, higher, later*.

With adverbs ending in *-ly*, we use *more* and *less*. We can add *much* to emphasize the comparison:

With a computer I can work more efficiently and much faster.

» Go to **Grammar reference** p.115

- 1 Fill the gaps to compare computers now and ten years ago. Use the adjectives in brackets.

Computers today are more powerful¹ (powerful). They operate _____² (fast) and they have much _____³ (large) memories. Because they contain more electronics, the cases have become _____⁴ (big) but the flat-screen monitors are _____⁵ (heavy) and fit into a _____⁶ (small) space on your desk. Computers are also _____⁷ (cheap). The price is _____⁸ (low) now than in the past. The programs too are _____⁹ (good). They are _____¹⁰ (sophisticated) and you can work much _____¹¹ (efficiently).



Technology and society

1-class (adj) not divided into first, business, and economy classes

range (n) the distance that a plane can travel before it needs more fuel

ceiling (n) the maximum height that a plane can fly



2 Look at the diagrams of the Airbus A380 and the Boeing 747. Then study the table and complete sentences 1–8 comparing the two planes.

	Airbus A380	Boeing 747
length	73m	70.7m
wingspan	79.8m	64.4m
weight (empty)	275,000 kg	180,800 kg
weight (maximum take-off)	548,000kg	397,000 kg
speed (maximum)	945 kph	1,127 kph
range	15,100 km	14,200 km
ceiling	13,100m	13,500m
capacity (maximum)	840 (1-class)	550 (1-class)
engines	4 turbofans	4 turbofans
thrust	1,208 kN	1,096 kN
first introduced	2005	1989

- The Airbus is _____ (long) than the Boeing.
- The Boeing is a little _____ (short) than the Airbus.
- The Airbus can carry a _____ (heavy) weight than the Boeing.
- The Boeing is _____ (fast) than the Airbus.
- The Airbus can fly _____ (far) than the Boeing.
- The Boeing can fly _____ (high) than the Airbus.
- The Airbus engines are _____ (powerful).
- The Airbus was introduced _____ (recently).

3 Now write three more sentences of your own comparing the two planes.

Reading

Branches of technology

Read headlines 1–8 from recent news stories. Match the headlines to the correct branch of technology a–h.

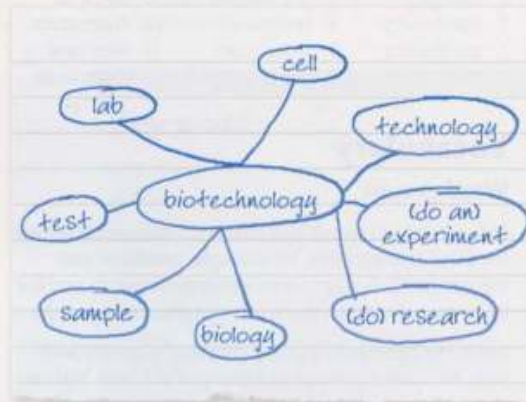
- 1 Mice given human brain cells 
- 2 15 billion text messages sent every month
- 3 USA developing a weapon to fire microwaves
- 4 **MAJOR HACK ATTACK**
- 5 World's tallest bridge opens 
- 6 **APPLE INTRODUCE WORLD'S LARGEST SCREEN** 
- 7 Sunlight will power spacecraft
- 8 *New ways to make shoes*

- a biotechnology
- b defence
- c crime
- d information technology
- e manufacturing
- f civil engineering
- g telecommunications
- h transport

Vocabulary

Recording new words

One effective way of recording key words used in technology is to group them into **word sets**. Study the example of how to group words related to *biotechnology*.



- 1 Work in pairs. Make word sets for each of the branches of technology in *Reading*.

Another way to remember key words in technology is to make **word cards**. Study the example of a word card.

Information technology

Key word	Translation
<i>memory</i>	
Part of speech	Pronunciation
<i>noun (uncountable)</i>	<i>/'meməri/</i>
Sample sentence	Words often used with the key word
<i>Memory is used for programs and data</i>	<i>chip, slot, card, random access</i>

- 2 Design your own word cards to help you remember your technical vocabulary. Make word cards for six of the words you listed in 1. Use a good English–English dictionary, such as *Oxford Wordpower*, to help you.



Gadget box

A smoke detector is a safety device to detect smoke in the air. There are two types: an *optical detector* which operates when smoke disturbs a beam of light, and an *ionization detector* which operates when very small particles of smoke interrupt an electric current.

Where is the best place to put a smoke detector in a house?

ABS (n) Antilock Braking System

Pronunciation

Word stress

🔊 Listen to the technical words and mark the stressed part of each word.

EXAMPLES *engine* *engineer*

- | | | |
|-------------|--------------|----------------|
| 1 machine | 5 mechanical | 9 electron |
| 2 machinery | 6 technical | 10 electronics |
| 3 mechanics | 7 technician | 11 electrical |
| 4 mechanic | 8 technology | 12 electrician |

Vocabulary

Word groups

Some technical words look similar to each other but are used in different ways, for example, *mechanic* and *mechanics*. One way to remember these words and the differences between them is to put them into groups.

Mechanic belongs to a group containing **people and jobs**. *Mechanics* belongs to a group of **subjects**. You can think of your own groups to help you remember other technical terms.

Put the list of common technical words into groups using the table below.

mechanic	mechanics	mechanical	mechanism
electron	electronic	electronics	
technical	technology	technician	
electricity	electrical	electrician	
engine	engineer	engineering	

Subjects	People and jobs	Things	Adjectives
<i>engineering</i>	<i>engineer</i>	<i>engine</i>	<i>engineering</i>

Pairwork

Work in pairs, A and B. Each of you has information about one of the launch systems in the pictures. Exchange information with your partner by asking and answering questions and complete the table.



Student A Go to p.110.

Student B

	Student A's launch system	Student B's launch system
	Ariane 5	Proton M
Country		Russia
First launched		1965
Height		53m
Diameter		7.4m
Engines		6
Payload GTO (geostationary transfer orbit)		6,000 kg
Mass		456,400 kg
Lift-off thrust		1,745 kN

Project: class survey

- 1 Study the list of the ten most important technological innovations of the past 60 years. Work in groups, and order them 1 to 10 (1 = most important, 10 = least important). Then ask your teacher, and compare with results from a recent survey in the UK.

Innovation	Order
ABS brakes	_____
Air bags	_____
Credit cards	_____
Digital camera	_____
DNA testing	_____
Laser eye surgery	_____
Long-life, low-energy light bulbs	_____
Microwave oven	_____
Mobile phone	_____
Smoke detector	_____

- 2 Find out from other students what they consider the most important technological innovations in their lives. Make a list of the ten most important for your class.

Webquest

Find out the year of introduction for each of the innovations in the *Project: class survey*. Compare answers with other students in your class.

EXAMPLE *Smoke detector* 1969

These search engines and this site may help:

- www.google.com
- www.askjeeves.co.uk
- www.wikipedia.org

Checklist

Assess your progress in this unit.

Tick (✓) the statements which are true.

- I can talk about the positive and negative effects of technology
- I can make comparisons with adjectives and adverbs
- I know three ways for recording and remembering new words
- I know how to stress common terms in technology
- My reading and listening are good enough to understand most of each text in this unit

Key words

Adjective

realistic

Nouns

exploration
global warming
innovation
missile
pollution
power station
rocket
satellite receiver
smoke detector
take-off
thrust

Verbs

affect
download
hack

Note here anything about how English is used in technology that is new to you.

2 Studying technology

Switch on

- Study the description of the course of Alec Hammond, a technology student from Scotland, and answer the questions.

- 1 How long does the course last?
- 2 What jobs can he do after he completes this course?
- 3 Can he study a foreign language?



Civil engineering, HND

Ideal for students who want to follow a career in Civil engineering.

Duration:

Two years full-time, starting in September

Overview:

The construction industry needs well-trained and qualified managers, technologists, and technicians. This course is designed to teach you the skills necessary for a managerial role in this industry. You will learn the latest construction practices and be given the opportunity to specialize in one area.

Course content

You study core units in:

- CAD
- Communications
- Construction management
- Construction technology
- Construction surveying
- Civil engineering materials
- Drawing and design
- Fluid mechanics
- Geotechnics
- IT
- Maths
- Mechanics and structure

You can take additional units in:

- Advanced structural design
- Advanced surveying
- Highway engineering
- Quality assurance
- a foreign language

What can I do next?

On successful completion of the course, you may progress to a range of degree-level courses. Some students progress to employment as Civil engineering technicians / technologists.



In this unit

- listening for detail
- Present Simple v Present Continuous
- key terms for different branches of technology
- strong and weak forms of auxiliary verbs

2 In which of the core units will these topics be covered?

- 1 the properties of concrete
- 2 computer application software
- 3 forces on a structure
- 4 calculus
- 5 report writing

3 Work in pairs. Ask and answer the questions.

- 1 What choice do students have if they successfully complete the course?
- 2 Is this course similar to engineering courses in your country?
- 3 Would you like to follow this course?

Listening

The course

1 Look at Alec's timetable below. Some of the information is missing. Before you listen, answer the questions about the timetable.

- 1 What time do classes start each day?
- 2 Which room is Maths in?
- 3 Who teaches Calculus?
- 4 What do students do on Tuesdays and Thursdays?

2 Listen to part 1 of the interview. Answer the questions.

- 1 Which stage of the course is Alec at?
- 2 How many women are taking the course?
- 3 What age was he when he left school?
- 4 Which subject did he enjoy most at school?
- 5 What job did he do when he left school?

3 Listen to part 2 of the interview. Fill gaps 1–8 in the timetable.

4 Here are the interviewer's questions from part 3 of the interview. Predict how Alec answers them. Then listen to part 3 and check your answers.

- 1 What do you hope to do at the end of your course?
- 2 What kind of degree will you take?
- 3 How long will it take?
- 4 When you start work as a civil engineer, what do you want to build – houses, or big structures like bridges and roads?

5 Write your own timetable in English, including the following information:

- course title
- lesson times
- subjects
- names of teachers
- self-study time and free periods



Civil engineering, Semester 2

	09.00–11.00	11.15–12.15	13.15–14.15	14.30–16.30
Mon	_____ ¹	Maths	_____ ²	Civil engineering
	3.1 H.Lomax	4.5 B.Davis	G2 Wei Ming	Materials Labs 4.4 D.Cowan
Tue	SELF-STUDY			
Wed	Calculus 4.2 B.Davis	_____ ³ 4.5 J.Bell	_____ ⁴ 4.5 J.Bell	FREE
Thur	SELF-STUDY			
Fri	_____ ⁵ G4 C.Doyle	_____ ⁶ G4 D.Cowan	_____ ⁷ G4 D.Cowan	_____ ⁸ G4 D.Cowan

18% of engineering students on university courses in the USA in 2004 were female



nology

● Language spot

Present Simple v Present Continuous

● Study these examples from the interview. Why is the Present Continuous used for sentences 1–4 and Present Simple for sentences 5–8?

- 1 *You're doing an HND in Civil Engineering.*
- 2 *What's the company working on?*
- 3 *They're turning an old office building into a night club ...*
- 4 *I'm doing a project on a new bridge ...*

- 5 *I have classes three days a week ...*
- 6 *I really enjoy it.*
- 7 *I like the maths and physics side of it ...*
- 8 *I want to go on to do the degree.*

● We use the Present Continuous for things that are happening now and for a limited period around now:
I'm studying Civil Engineering.

● We use the Present Simple for things which are always true:
Copper conducts electricity.

for repeated actions, habits, and events:
We finish early on Wednesdays.

with verbs that describe thinking and feeling:
I like calculus.

» Go to **Grammar reference** p.115

1 Put the verb in the sentences in the correct tense, Present Simple or Present Continuous.

- 1 Ms Davis _____ (teach) Maths.
- 2 Classes _____ (start) at nine o'clock.
- 3 Alec _____ (take) an HND course.
- 4 He _____ (study) at Telford College this year.
- 5 On Tuesdays, he _____ (study) in the library.
- 6 He _____ (want) to be a Civil Engineer.
- 7 He _____ (work) on a project about a new bridge.
- 8 A lot of local people _____ (not / like) the proposal.

9 They _____ (think) it will increase the amount of traffic near their homes.

10 The old bridge _____ (carry) ten times the traffic it was designed to carry.

2 Answer these questions about yourself with complete sentences. Use the timetable you wrote in **5** on p.11 to help.

- 1 What are you studying?
- 2 Where are you studying?
- 3 How long is your course?
- 4 Is it part-time or full-time?
- 5 What qualification do you get when you complete the course?
- 6 What are the main subjects?
- 7 Which subject do you find most difficult?
- 8 Why do you find it difficult?
- 9 Which subject do you enjoy most?
- 10 How many classes do you have each week?
- 11 When do your classes start each day?
- 12 When do they finish?
- 13 Do you have any self-study time?
- 14 What do you hope to do when you finish your course?

3 Ask the same questions to your partner.

4 Using your answers to **2**, complete the gaps in this description.

I'm studying _____¹ at _____². It's a _____³ _____⁴. When I complete the course, I will get a _____⁵.

The main subjects are _____⁶. The subject I find most difficult is _____⁷. I find it difficult because _____⁸. The subject I enjoy most is _____⁹.

I have _____¹⁰ classes each week. Classes start each day at _____¹¹ and finish at _____¹². I _____¹³. When I finish my course, I hope to _____¹⁴.

Pronunciation

Strong and weak forms of auxiliary verbs

Auxiliary verbs have strong and weak forms.

- 1 Listen to the examples.

*Does Alec like Maths? Yes, he **does**.*

*Is he in his first year? Yes, he **is**.*

We use the strong form when the auxiliary verb is stressed, as in the short answers in the examples. The weak form is used when the auxiliary is not stressed. This is usually in *Yes / No* questions.

- 2 Answer the questions about Alec.

- 1 Is he studying to be an engineer? *Yes, he is.*
- 2 Are there any women in his class? _____
- 3 Does his course take two years? _____
- 4 Can he start a degree after six months? _____
- 5 Has he got acceptance from two universities?

- 6 Does he have to pass all the modules? _____
- 7 Will it take him four years to complete the BEng?

- 8 Has he got any lab work on his course? _____

- 3 Now listen to the questions and answers. Underline the strong forms.

- 4 Work in pairs. Ask and answer questions 1–8 about yourself. Give extra information if possible.

EXAMPLE

A *Are you studying to be an engineer?*

B *Yes, I am. I'd like to be a civil engineer.*

- 1 Do you like your course?
- 2 Are there any women in your class?
- 3 Have you got any lab work on your course?
- 4 Is there any project work on your course?
- 5 Does your course take two years?
- 6 Do you have to pass all the modules?
- 7 Can you start a degree after your course?
- 8 Will you look for a job after your course?

Pairwork

Work in pairs, A and B. Each of you has part of a timetable for a student taking a diploma in computing support. Exchange information with your partner by asking and answering questions. Complete the table.

Student A Go to p.110.

Student B



	09.00–11.00	11.15–13.00	14.00–15.30	15.30–16.30
Mon	SELF-STUDY			
Tues	Tutorial _____	Hardware installation & maintenance R110	Client operating systems R102	_____
Wed	Computer operating systems R105	Structured programming _____	_____	_____
Thur	IT applications R107	_____	Computer architecture A104	Free
Fri	_____ R105	Communication skills _____	Free	Free

Problem-solving

1 Pictures A–H represent different branches of technology. Match each picture to sentences 1–8.

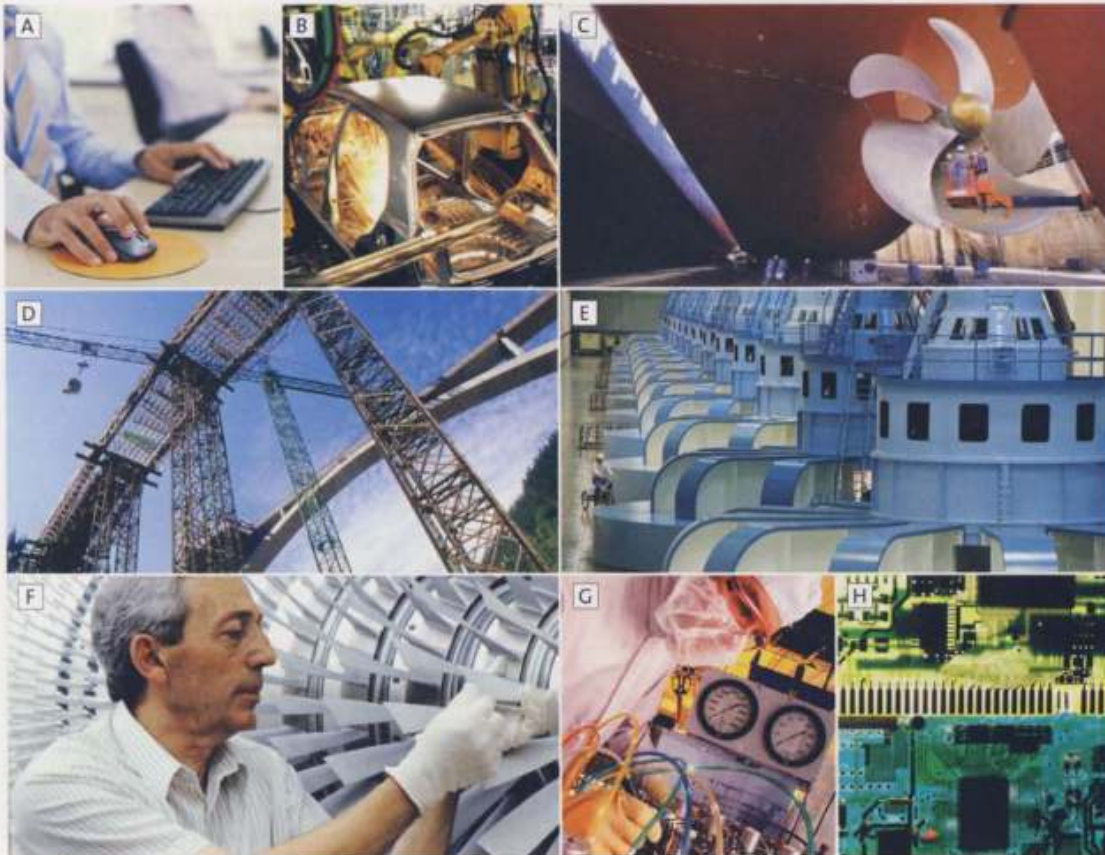
- 1 Electrical engineering is about generating and supplying power.
- 2 Electronic engineering is about designing and making machines that use electric power.
- 3 Civil engineering is about designing, building, and looking after structures.
- 4 Marine engineering is applying engineering to take advantage of the sea.
- 5 Manufacturing engineering is about making useful things from raw materials.

6 Mechanical engineering is about designing and making all the parts of machines that move. That could mean rocket science or bike design – and everything in between.

7 Chemical engineering is about using the processes which change materials in a chemical or physical way. The science behind these processes helps to find out the best way to make the right products.

8 Information technology is about using computers for collecting, storing, and sending information.

2 Work in groups of three or four. Make a list of as many other branches of technology as you can. Try to explain them in English.



Webquest

- 1 Study the course description and complete the table.

Hornby College of Technology

Foundation Degree 1563: Computing – Web technology

What are the entry requirements?

An A-level qualification, but we will consider other qualifications including any work experience you have. Prior knowledge of computing can be helpful.

How long does the course last?

Three years.

What can I do with this qualification?

Further study:

You can go on to take an Honours degree in Computer studies at a university. This needs just one more year of full-time study.

Career:

This degree gives you the chance to work in commerce, industry, entertainment, and the public sector. There are job opportunities in traditional areas of computing as well as web development, making digital images for animation, and computer games.

College or University _____
 Course _____
 Entry qualifications _____
 Length _____
 Career prospects _____

- 2 Work in groups. Search one of these sites each for a course you find interesting. Note the information in a table similar to that in 1.

- www.hereford-tech.ac.uk
- www.dudleycol.ac.uk
- www.uts.edu.au
- www.ttu.edu
- www.unitec.ac.nz

- 3 Share your information and try to agree on the best course. Then explain your choice to the other groups.

Checklist

Assess your progress in this unit.
Tick (✓) the statements which are true.

- I know key terms for different branches of technology
- I understand the difference: Present Simple v Present Continuous
- I understand the difference: strong and weak forms of auxiliary verbs
- My reading and listening are good enough to understand most of each text in this unit

Key words

Adverb
overseas

Nouns
architecture
career
construction
course
lab
manufacturing
qualification
research
semester
structure
subject
technician
traffic

Verb
present

Note here anything about how English is used in technology that is **new** to you.

3 Design

Switch on

Look at products A-F in pairs. Answer the questions for each product.

- 1 What is it?
- 2 Who uses it?
- 3 What do you think makes the design good or bad?



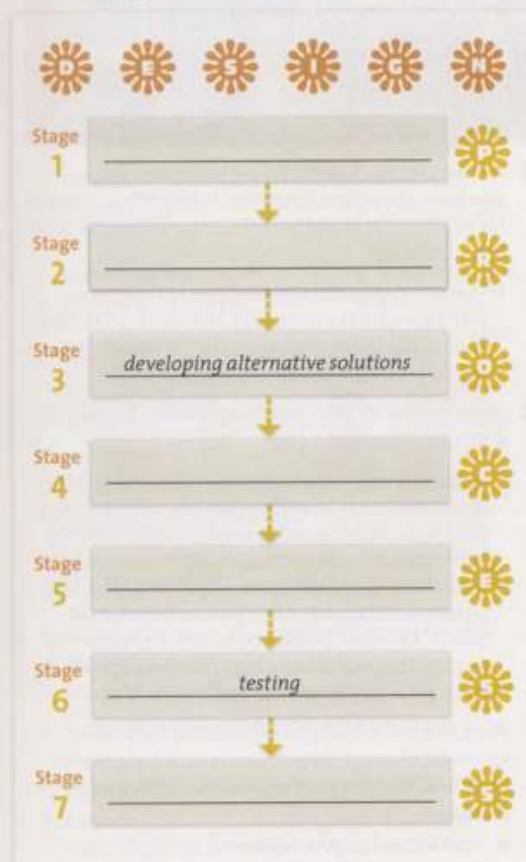
In this unit

- key terms in design
- speaking and writing about design requirements
- how to ask *Yes / No* and *Information* questions
- listening to and reading about designers describing their work
- using your search skills to find out about the work of famous designers

Listening

The design process

- 1 Listen to a designer talking about the design process. Complete the missing stages by choosing from the list.
- choosing a solution
 - evaluating
 - investigating
 - realization
 - the design brief



- 2 Match the questions to each stage in the design process. There is more than one question for some stages.

EXAMPLE

Question	Stage
<i>Is it safe?</i>	6 <i>testing</i>

- What are the most suitable materials?
- Does it work?
- What exactly is required?
- How well does it match the brief?
- How will the product look?
- Is this the best design?
- How many ways are there to solve this problem?
- How can we make a prototype?
- Can it be improved?

● Language spot

Question types

● *Yes / No* and *information* questions
When we want the answer *Yes* or *No*, we ask questions like these:

*Does it work?**Is it safe?*

● For specific information, we ask questions like these:

*How will the product look?**What materials are available?*

● *Yes / No* questions start with an **auxiliary** verb (*can, do, has, is, will, etc.*) which is followed by the **subject**:
Did you test it?

● *Information* questions start with a **W/I-** question word (*what, where, when, which, who, why, or with how, how much, how many, how long, etc.*). Note the auxiliary verb and the word order when the question word is the object:

What does he design?

» Go to **Grammar reference** p.116

3 Design

1 Make the statements into Yes / No questions.

- 1 It's safe.
- 2 It works well.
- 3 You can mould some plastics easily.
- 4 She made a model.
- 5 He has designed a lot of products.
- 6 You design sports equipment.
- 7 The materials are available.
- 8 He built a prototype.
- 9 They've drawn a lot of sketches.
- 10 She thinks nylon is the best choice.

2 Ask information questions to get the answers.

- 1 Where _____?
She works in London.
- 2 When _____?
She moved there in 2006.
- 3 What _____?
She designs mobile phones.
- 4 Who _____?
I work with a team.
- 5 Which material _____?
We use plastic.
- 6 Why _____?
Because it's easy to mould.
- 7 How _____?
This model weighs 120 grammes.
- 8 How _____?
It costs €400.
- 9 How _____?
It has more than twenty functions.
- 10 Where _____?
You can buy it anywhere.

Customer care

Using non-specialist language



1 A computer specialist is trying to advise a non-specialist about which monitor to buy. Which parts of his explanation might be difficult for a non-specialist to understand?

“The monitor is an important part of the human interface with the computer. I advise this TFT XGA 19-inch flat panel. This model has 1024 by 768 pixels so you get a high-resolution display.”

2 Compare this version. Has the specialist missed out anything important?

“When you work on a computer, the monitor is very important. It has to be the right size and give you a clear picture so it's comfortable to work with. The screen size is measured diagonally from one corner to another. You need at least a 19-inch screen. The picture is composed of tiny picture elements or 'pixels'. The more pixels you have, the sharper the display. This model has a high number of pixels so you'll get a very good display.”

3 Work in pairs. Prepare an explanation for a non-specialist of one of these topics or on a topic in your own field. Then try your explanation with a new partner.

- how a diesel engine works
- how a semiconductor works
- how GPS works
- how a nuclear power station works

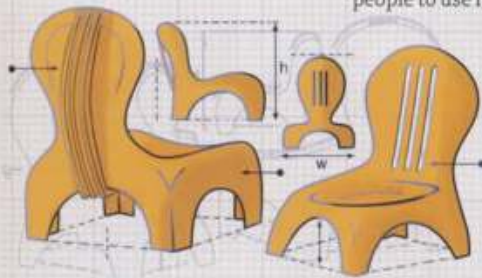
You see things and you say 'Why?'. But a designer dreams things that never were and says 'Why not?'.
George Bernard Shaw adapted by Dick Powell

It's my job

- 1 Study the requirements in the design brief for Kenneth Blake, a Furniture Designer. Then match each requirement to the correct reason.

Product: garden chair

Requirement	Reason
1 lightweight	a stores easily in winter
2 strong	b spends most of the time outside
3 stackable	c supports heavy adults
4 available in a range of colours	d keeps manufacturing costs low
5 durable	e easy to lift
6 comfortable	f competes with rivals
7 easy to mass-produce	g looks attractive
8 sells for less than €20	h encourages people to use it



- 2 Read about Kenneth. Complete sentences 1–6 with words from the text.
- 1 Plastic is very hard-wearing – it's _____.
 - 2 A company which competes with yours is a _____.
 - 3 A _____ helps to make a structure stronger.
 - 4 Kenneth _____ his designs first and then makes finished drawings.
 - 5 You can make hundreds of plastic chairs from one _____.
 - 6 A _____ is a model which is ready for testing.

Kenneth Blake: Furniture Designer

I decided to use plastic because it's durable. You can make it in a lot of colours and it's easy to mass-produce plastic items.

I went to the local garden centre to examine the chairs other companies made, the rival products, and to find out their cost – about €20. I bought three different models. I wanted a chair without arms so I cut the arms off one. This made the back too weak so I added vertical supports to make the back stronger.

I sketched my designs on paper, and from these I produced technical drawings with all the dimensions. I made a full-scale model to make sure the chair looked good and was comfortable. Then I transferred my drawings to a 3-D computer modelling program, and sent a copy by file transfer to the moulding company.

They made a mould and sent me a prototype chair. I added more supports to the back and the chair was ready to produce.



- 3 Write questions to ask Kenneth about his design. The answers should be in the text above.

EXAMPLES

Why did you go to the garden centre?

How much do garden chairs cost?

Did you make a model?

- 4 Now practise your questions in pairs. Take turns to ask and answer.



Gadget box

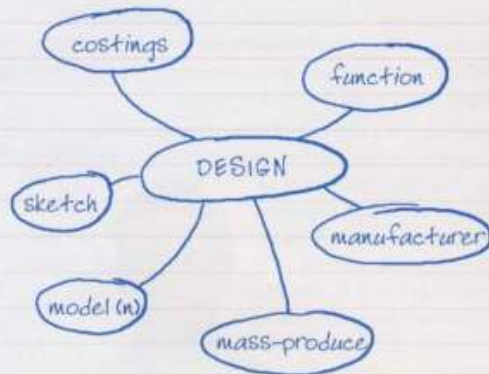
This wall-mounted CD player was designed by Japanese designer Naoto Fukasawa just for fun in 1999. Now it is one of the top selling products at Muji.

Why do you think this design is so successful?

Listening

Working with design

- 1 You are going to hear three people talking about their work with design. Before you listen, find out how each of the words in the diagram below relates to design. Use the Glossary on p.131 to help.



- 2 Now listen and note the answers to the questions.

A Karl

- 1 What does he design?
- 2 What two things does he think about when he's designing?
- 3 What does he start with?

B Martin

- 4 What does he design?
- 5 What two things does he have to balance?
- 6 What does he start with?

C Hilary

- 7 What does she do?
- 8 What two groups does she work with?
- 9 What does she have to work out?

- 3 Work in pairs. Write down as much as you can of what Karl says. Help each other to make a complete and accurate version. Then compare with the Listening script on p.125.

Problem-solving

- 1 Work in small groups. Look at the designs for chairs which are used in a room intended both for lectures and for indoor sports. List the advantages and disadvantages of each model.

Useful language

It's too heavy. It looks comfortable.
It's not strong enough. You can stack it. It's stackable.



- 2 In your groups, design a chair for use in classrooms in your school or college. Sketch your solution and present it to the class. Decide which chair is the most suitable.

Pairwork

- 1 Work in pairs, A and B. Each of you has information about one designer. Complete the table below for your designer and exchange information with your partner by asking and answering questions.

Student A Go to p.110.

	Student A's designer	Student B's designer
Name		
Dates		
Nationality		
Famous for designing		

Student B

Ferdinand Porsche (1875–1951). Austrian car designer who contributed to the design of the first Volkswagen and the Auto Union racing cars.

- 2 In your pairs, find out the same information about these designers.



1 Alec Issigonis



2 Phillippe Starck



3 Giugiaro

These sites may help you:

- www.tinyurl.com/qat7n
- www.wikipedia.org

Checklist

Assess your progress in this unit. Tick (✓) the statements which are true.

- I know key terms for the main stages in the design process
- I can ask Yes / No and Information questions accurately
- I can explain using non-specialist language
- My reading and listening are good enough to understand most of each text in this unit

Key words

Adjectives

rival
vertical

Nouns

brief
costings
function
manufacturer
model
mould
product
prototype
support

Verbs

evaluate
investigate
mass-produce
sketch

Note here anything about how English is used in technology that is new to you.

Listening scripts

Unit 1

Listening – Technology and work

1
I can get patients' lab results – blood and biochemistry – through the Health Service Intranet. No delays, no need to wait for paper copies. It's much faster.

2
My students can use the Internet to practise their German. They exchange emails with German students – half the time in English, half in German. It's more realistic. And I can use the Web to get up-to-date material in German. I have a satellite receiver at home so I can watch German TV and record programmes for use in class.

3
People pay with plastic. Now it's more cards than cash. It's safer because there's less money in the shop but I have to pay the card companies each time. And I don't get my money if someone uses a stolen card.

4
It's not good. My sales are much worse. Instead of buying CDs, people download individual tracks from the Internet.

Pronunciation – Word stress

1 machine	7 technician
2 machinery	8 technology
3 mechanics	9 electron
4 mechanic	10 electronics
5 mechanical	11 electrical
6 technical	12 electrician

Unit 2

Listening – The course – part 1

I=Interviewer, A=Alec

I You're doing an HND in Civil engineering. How long does that last?

A It's a two-year course.

I And what stage are you at now?

A I'm in the second semester of the first year.

I How many students are in the group?

A There are eight, all men.

I Why did you decide to do this course?

A I left school at seventeen and started off as an Architectural Technician and ...

I What did that involve, being an Architectural Technician?

A Doing all the technical drawings for the architects, things like that. We used a program called Autocad.

I And what took you into that line of business?

A Well, I was interested in architecture. My best subject at school, the one I enjoyed most, was Graphic communication. I decided to try to get a career using that. So, I went into an architect's office and was there for four years before I decided to start my HND.

a lot of public opposition.

I Do we need a new bridge?

A Yes, the research I've done shows the present bridge is carrying ten times the amount of traffic it was designed for.

I What's Fluid mechanics on Friday morning?

A Er, it's how fluids behave, water pressure on pipes, and that sort of thing. It's one of the hardest subjects.

I Do you find you have a lot of work to do outside the course?

A Yes, it's not particularly hard but it's constant.

I And how is it assessed?

A It's modular, continuous assessment. You have to pass all the modules.

The course – part 2

I Tell me about your timetable.

A I have classes three days a week – Monday, Wednesday, and Friday, and Self-study on the other days.

I Which subject appeals to you most?

A Erm, the Theory of structures. I really enjoy it. That's twice on a Monday – Monday morning first thing and on Monday afternoon.

I What do you like about it?

A I like the maths and physics side of it, how the structure actually works.

I Is any of the work in the lab?

A We've got Materials this semester. We're in the lab every week – testing concrete and that sort of thing. On Fridays, there's Project work from 11.15 for most of the day. I've been at a structural engineering company learning how a civil engineering project is run.

I What's the company working on?

A They're turning an old office building into a nightclub, restaurant, and five-star hotel. It's interesting to get on site and to speak to the engineers.

I What's Complex communications on Wednesday?

A Before and after lunch? It's about language. You have to pick something to do with engineering and write a report about it. Then present it to the other students.

I What have you chosen?

A I'm doing a project on a new bridge over the Forth, right here in Scotland. There's

The course – part 3

I What do you hope to do at the end of your course?

A Well, I want to go on to do the degree.

I What kind of degree will you take?

A I'd like to do Structural engineering, a BEng. I've got acceptance from two universities. I can start once I've finished one year of my HND.

I How long will it take?

A It's four years for a BEng.

I When you start work as a Civil Engineer, what do you want to build – houses or big structures like bridges and roads?

A I'm more interested in the big structures like bridges.

I You may have to go overseas for that.

A That's one reason why I chose this career. That you can travel. There's a lot of opportunities to go overseas.

Pronunciation – Strong and weak forms of auxiliary verbs

1
Does Alec like Maths? Yes, he *does*.
Is he in his first year? Yes, he *is*.

3
1 Is he studying to be an engineer?
Yes, he *is*.
2 Are there any women in his class?
No, there *aren't*.
3 Does his course take two years?
Yes, it *does*.
4 Can he start a degree after six months?
No, he *can't*.

- 5 Has he got acceptance from two universities? Yes, he has.
 6 Does he have to pass all the modules? Yes, he does.
 7 Will it take him four years to complete the BEng? Yes, it will.
 8 Has he got any lab work on his course? Yes, he has.

Unit 3

Listening – The design process

I start with a design brief – a description of the problem I'm going to solve. In this case, it's to design a backpack for cross-country skiers. Then I investigate, and do some research about cross-country skiers, the things they need to carry and the weight they find comfortable. I also think about the best choice of material – waterproof, hard-wearing, easy to work with. Next, I sketch different shapes for the backpack and choose what I think is the best solution. I transfer my sketch to a computer to make a proper drawing with all the dimensions in place. Then, I ask a company to realize it and make up some prototypes to test how well it works. Finally, I compare the product with the brief. I evaluate it by asking questions like: *Does it meet all the requirements? Can I make it any better, or improve it somehow?*

Listening – Working with design

A Karl

I design practical products for use in the home, especially the kitchen. When I'm designing, I think about the function of the object and how people will use it. Then I sketch my ideas on paper, starting with the shape. I make lots of these rough drawings until I get the shape that I want.

B Martin

I'm an industrial designer. I design mass-produced products. I always have to balance what people need and what it's possible to make. I start with a sketch and when I'm happy with the result, I plan the basic layout on a computer. Then I print out technical drawings to make templates. I use the templates to cut out a

model in foam plastic. This gives me an idea of the shape and look of the object.

C Hilary

I'm a product developer. I have to work with the designers on the one hand and the manufacturers on the other. And I have to keep both of them happy to get good designs which can be produced at prices people can afford. I get the drawings and models from the designers, talk to the manufacturers about the production, and work out the costings.

Unit 4

Pronunciation – Intonation for questions

1

Where are you from?
 What do you study?

2

Are you Italian?
 Do you speak English?

3

- A What materials do we use for ski poles?
 B Aluminium or carbon-fibre, I think.
 What are footballs made of?
 A I'm not sure. Is it leather?
 B Yes, I'm certain. What's used to make bobsleighs?

Listening – Exchanging information

- A OK, so tell me about the skateboard.
 B Right. The body part is the deck.
 A What's it made of?
 B Plywood. This means it's light and strong.
 A OK. What's the difference between the front and back?
 B The front is called the nose. And the back is the tail.
 A Nose and tail. Right.
 B There's an angle of twenty degrees.
 A What for?
 B It helps the skateboarder perform tricks.
 A Cool. So, what about under the board?
 B These things are the trucks.
 A What are they made of? Metal?
 B Yes – sometimes it's titanium for strength. The top is called the baseplate.

The bottom is the hanger.

- A Got it. And the wheels – they're plastic, right?
 B Right. They're made of polyurethane. The hardness varies. Very hard wheels are good for performance. Is that it?
 A What about these? Are they springs, like a car suspension?
 B Oh yes, they're called bushings. They help you to turn the board ...
 B ... I think I know a bit about the snowboard. Is it made of fibre-glass?
 A Yeah, partly. But wood is used for the core.
 B Really? How come?
 A It gives the board strength but keeps it light. And it makes it flexible.
 B OK. Is it the same on both sides?
 A The base, the bottom, is covered with a kind of tough plastic.
 B What's it called?
 A P-fex. It helps the board slide but it's wear-resistant.
 B Right. Important on snow. What about the edge? Is it made of p-fex as well?
 A No, that's steel. It helps the board grip the snow.
 B When it turns and does tricks?
 A Yeah, I suppose so.
 B OK. Oh, and these straps – are they made of nylon?
 A Yeah. They're called bindings. That's it.

Unit 5

Switch on

This is a wind pump. It's used for pumping water from under the ground. As you can see, it's a very simple mechanism. The wind turns the blades. This rotary movement is converted into an up-and-down movement by the crankshaft – just like the crankshaft in a car engine. The piston of the pump is connected to the crankshaft. As the blades rotate, water is pumped from the well.

It's used in the developing world, for example in Africa and in parts of India. This particular wind pump is in Kenya. It can be used to provide drinking water or water for crops.

This is an example of appropriate technology. It's low cost. It doesn't use

Listening scripts

expensive fuel. It's made from inexpensive materials and it can be repaired easily. It's the right technology for the situation.

Pairwork

This is a solar water distiller. It's actually quite easy to make. It's for producing clean, drinkable water from dirty water. It uses the heat of the sun. The still is filled with dirty water via the inlet at the base. The black bottom absorbs heat from the sun and warms the water. The reflector increases the amount of heat reaching the water. The heat helps to kill anything harmful in the water. The hot water evaporates and condenses on the inside of the glass cover. This condensed water is clean and safe to drink. The cover is tilted to the south so the condensed water runs down and collects in the fresh water trough. With a glass cover of about a square metre, the still can produce almost four litres of clean water every five hours. You have to clean out the still regularly to remove any sediment, but you can also use the cleaning water to irrigate plants.

Pronunciation – Numbers and quantities

- 1
 - a three point one four two
 - b eleven hundred and fifty millimetres
 - c two hundred and fifty megabytes
 - d sixty gigabytes
 - e sixteen kilohertz
 - f thirty milliamps
 - g zero degrees Celsius
 - h seventy-three per cent
 - i twelve volts DC
 - j ten to the power six
 - k ten to the power minus twelve
 - l a ratio of forty to one
- 2
 - a minus two hundred and seventy-three point one five degrees Celsius
 - b ninety-five point eight megahertz
 - c one hundred and ten volts AC
 - d two to the power twenty
 - e one million, forty-eight thousand, five hundred and seventy-six
 - f a ratio of one to eight
 - g sixteen millimetres
 - h zero point zero one
 - i thirteen point five per cent
 - j two hundred and fifty-six gigabytes

Unit 6

Listening – Crime-fighting equipment

As a police officer, technology helps me work safely and more efficiently. Every police officer who's out on duty carries, or wears, plenty of equipment – both low-tech and high-tech. For example, we all carry a torch. It's lightweight and metal, so not easily broken. It's very useful. A lot of incidents happen in dark places, and you can use it to signal to traffic if there's a traffic accident at night.

We all have handcuffs – still the simplest way to restrain someone. You can cuff their hands together, or cuff them to something solid like a gate or even to another person. The type we have are called 'quickcuffs' because you can use them very easily.

In the UK, not all police officers are licensed to carry firearms – guns and so on – but all of us have batons. They're made from polycarbonate so they're strong but not heavy to carry. They extend to keep people at a safe distance. We also have CS gas canisters. If someone gets violent, CS will incapacitate them for a short time. And we wear knife-proof vests, a kind of body armour made of Kevlar.

Some police forces are experimenting with stun guns, tasers, for use against suspects armed with a dangerous weapon, like a knife. They give a powerful electric shock.

We all carry radios so we can contact each other and police headquarters at any time. We can get help quickly or information about a suspect. And of course, we all have a notebook. The function of that is obvious!

Unit 7

It's my job

I work in a large plant bakery. We make bread for supermarkets. Most of the bread people eat in the UK comes from plants like this. My job is to keep the plant running, to maintain all the machinery. If anything goes wrong, it's my

responsibility to get the plant going again.

The entire process is computer-controlled. These are the main stages. First, 225 kilogrammes of flour, water, yeast, fat, and other ingredients are mixed in a steel mixer for three minutes to make dough. Then the dough is cut into loaves, put into tins and left for 54 minutes in a prover for the yeast to work. After that, the loaves are baked in giant gas ovens for precisely 21 minutes. Next, they're left to cool for 110 minutes, and then taken out of their tins using suction. Then they're sprayed with a chemical to keep them fresh longer. Next, the loaves are sliced in a high-speed slicer with giant saw blades. Finally, they're wrapped by the wrapping machine and sent to the supermarkets.

The process never stops. Our bakery produces 10,000 loaves per hour – that's 240,000 per day!

Unit 8

It's my job

I work for a Polish company which converts diesel engines to run on natural gas. They're used in forklifts and tractors, but mostly in buses. Diesel-engine buses can produce a lot of pollution. The air quality in city centres is often quite poor. Natural gas-fuelled engines are much cleaner than diesel. The work that we do is helping to improve the air quality in our cities.

In the past few years, we've started to build gas-powered generators. They produce up to 100 kilowatts. They run on bio-gas from sewage treatment plants. They produce all the power the plant needs, and more. When there's a power cut, people find it a bit strange that the sewage plant has all its lights on.

I travel quite a lot in my job. I help to install new generators all over the country and to provide support for bus companies who use our engines. We're planning to export to other EU countries so I might have more opportunity to travel outside Poland and maybe use my English.

Pronunciation – Corrective stress

- 1
A Electric motors aren't very efficient.
B No, electric motors *are* very efficient.
- 2
1
A Hybrid cars have a diesel engine and an electric motor.
B No, hybrid cars have a *petrol* engine and an electric motor.
- 2
A Hydrogen fuel cells are cheap.
B No, hydrogen fuel cells *aren't* cheap.
- 3
A Most car drivers are happy to use public transport.
B No, most car drivers *aren't* happy to use public transport.
- 4
A LPG cuts down pollution a lot.
B No, LPG cuts down pollution a *little*.
- 5
A ASVs are more dangerous for pedestrians.
B No, ASVs are *safer* for pedestrians.
- 6
A Solar-power is the answer to our transport problems.
B No, solar-power *isn't* the answer to our transport problems.
- 7
A Air travel is good for the environment.
B No, air travel *isn't* good for the environment.
- 8
A Trains and cars are examples of public transport.
B No, trains and *buses* are examples of public transport.

Unit 9

It's my job

I'm self-employed but I work with three other guys as a gang – that's like a team. We get contracts from construction companies, maybe a few weeks, maybe a year. It depends on the size of the building. You have to be prepared to travel wherever the work is but the money is

good. There are bonuses too, for finishing ahead of schedule.

What we do is we build the steel frames of all sorts of buildings. I've worked on supermarkets, warehouses, and multi-storey buildings, including one that was 30 storeys high.

Everything is pre-fabricated. The steel is cut to the right size and drilled before it comes to the site. We have to bolt or weld the pieces together. It sounds easy but try lining up a one-tonne girder swinging from a crane on a winter's day when you're a hundred metres up! We like to work fast, and to do that you need ground people who make sure everything reaches you in the right order, and a crane operator who can deliver on the spot – right where you need it.

On a typical day, I could be working a twelve-hour shift. If you're high up, you don't come down for tea-breaks. Everything you need is up there – canteen, toilets.

Is it dangerous? Well, yes, but there *are* a lot of safety precautions. We have to wear a safety harness with a lifeline. There are safety cables slung round whichever floor you're working on, and you clip on to one as soon as you start. There's a safety net underneath the floor until the deck is down. For me, the most dangerous time is moving the girders into the right position. You could be crushed.

I'd like to set up my own construction company eventually, and employ others to do this kind of work.

Pronunciation – Stress in long words (1)

- | | | |
|---|----------------|-----------------|
| 1 | a aluminium | g precaution |
| | b component | h prefabricated |
| | c construction | i reinforced |
| | d defective | j skyscraper |
| | e installed | k temperatures |
| | f powered | l visibility |

- 3
- | | |
|---------------|------------------------|
| 1 appropriate | emergencies |
| developing | kilometre |
| 2 automatic | horizontal regulation |
| exploration | polystyrene unfamiliar |
| 3 designated | helicopter supermarket |
| generator | operator |

Unit 10

It's my job

My special area is electronic assistive technology, or EAT for short. I work for a company which makes equipment to help severely disabled people. I mean people who can't walk, people who have very limited movement – perhaps they can move only their head.

We make equipment which helps these people to live as independently as possible. By moving their chin, by blowing down a tube, or simply by speaking, they can send an email, adjust the temperature in the room, or operate a TV.

In this kind of work, you need a knowledge of mechatronics. That's where mechanics, electronics, and software engineering meet. Take a page-turner, for example. It's a device which turns the pages of a book or magazine. The input can be a pneumatic switch – that's a switch worked by air pressure. You operate it by sucking or blowing down a tube. These signals are interpreted by a microprocessor which controls the mechanism which turns the pages. That mechanism uses electrical and mechanical devices. All three branches of engineering combine to make it work.

It's an exciting job. Each development in technology means new possibilities for disabled people.

Pronunciation – Linking words

- 1 a door opener
- 3
- | |
|------------------------|
| 1 a curtain opener |
| 2 a window opener |
| 3 a personal alarm |
| 4 a remote control |
| 5 a light switch |
| 6 a domestic appliance |
| 7 a gear box |
| 8 a diesel engine |
| 9 a digital radio |
| 10 an MP3 player |

Unit 11

Listening – Opinions

I=Interviewer, M=Max, S=Sam

- I Max, how do you listen to music?
M Live, of course, but I also listen to music online. I go to Napster and search for music I like.
I Can you listen first and decide if you want to pay for a track?
M Yes, if you don't like it you can skip it. If you do like it, you can download it to your hard drive or burn it to a CD.
I Sam, how do you listen to music?
S CDs, albums, MP3 player, minidisks sometimes, and online. You can have music now anytime and anywhere you want it.
I What's so special about this way of listening?
S You can make your own music library on your hard drive or MP3 player. You can have a playlist of tracks you listen to when you get up, or a playlist for when you travel to work, or when you want to relax in the evening. Some MP3 players will decide what you like listening to and arrange the tracks for you. You can exchange tracks with friends – it's illegal but everybody does it.
I I read that more than seven million people here in Britain regularly download their music from illegal sites.
M That's just theft on a huge scale. It's damaging music – music for the future. It cheats the musicians and the recording companies. People who download illegally are buying fewer albums and far fewer singles. It's hurting the music industry.
I Is it just teenagers who're doing this?
M No, it's all sorts of people.
I What should the music industry do?
M Set up their own sites for selling music online. Go after anyone who downloads illegally.
I What do you think, Sam?
S CDs are over-priced. I don't see why we shouldn't share tracks with friends.

Unit 12

Listening – Describing changes

L=Laura, J=Journalist

- I Well, we're much more efficient now. In the past, cans were made from three pieces of metal: sides, top, and bottom. Now, it's just two. The sides and bottom are made from one piece. It's a much faster process and less metal is used. We used to get 50 cans from every kilo of aluminium, now we get 75 – and half the aluminium is from recycled cans.
J OK. What about other changes? Is there anything the average customer would notice?
I Well, we've introduced pull tabs on all our range, so can openers are almost a thing of the past. In the past, paper labels were applied at the canning plants. Now we can print directly onto the can whatever our customers want.
J What about your workforce? Any changes there?
I Our workforce is smaller. About half the number who were employed ten years ago.

Customer care – Working on a help desk

J=John, A=Alex

- J Hello. Help desk, John speaking. How can I help?
A Hi, it's Alex from Accounts. We've got a problem with our printer.
J What make is it?
A It's a Hewlett Packard.
J OK, it's an HP. What model is it?
A It's a LaserJet 2400.
J Thanks. What exactly is the problem?
A I had a paper jam. I've cleared it but it won't print and the orange light is on.
J Mm-hm. Is there paper in the printer?
A Yes, I've refilled it.
J All right. In the bottom left of your screen you'll see the 'Start' button. Click on it. Choose 'Settings', then 'Printers'. OK?
A Yes.
J You should see your printer listed. Double click on it. What does it say under 'Status'?
A Er, 'Printing paused'.
J Ah, click on 'Printer' and choose 'Purge

print document'. That should clear it. It may take a few seconds. Then try to print again.

- A ... OK, ah, that's cleared it. Thanks a lot. Bye.
J No problem. Bye.

Pronunciation – -ed form of verbs and words with silent letters

- 1**
- | | |
|---------------|--------------|
| 1 constructed | 9 mixed |
| 2 controlled | 10 operated |
| 3 customized | 11 planned |
| 4 damaged | 12 produced |
| 5 disabled | 13 reflected |
| 6 finished | 14 searched |
| 7 integrated | 15 worked |
| 8 invented | |
- 2**
- /t/
finished mixed produced searched worked
- /d/
controlled customized damaged disabled planned
- /ɪd/
constructed integrated invented operated reflected
- 5**
- | | | |
|-------------|-------------|---------|
| 1 listening | 4 pneumatic | 7 would |
| 2 might | 5 should | |
| 3 modelling | 6 vehicle | |

Unit 13

It's my job

I'm a Telecommunications Technician. I work for a company which provides phone systems for business use, especially banks. I've been with the company for eight years. Before that, I was in the army for four years. I joined when I left school. I was in Signals. They trained me to set up and maintain mobile communications equipment – satellite dishes, antennas, VHF radios, that sort of thing. I enjoyed my time in the army – mostly because I travelled quite a lot. I've been to Norway, Kenya, and Belize. I've seen quite a few changes in phone systems. We've replaced copper cables

Glossary

with fibre-optic networks. The most important one now is the change to VoIP. That's Voice over Internet Protocol. Basically, it's a system that allows voice signals to be sent via the Internet. You can make long distance calls cheaply.

In general, telecommunications equipment has become more complex, more powerful in the data it can handle – and lighter. My job used to be 70% brain and 30% muscle. Now, it's 90% brain and 10% muscle!

Most of my work is indoors though. It's not just installing and testing equipment – I have to explain to clients how to use the new systems. Being able to explain quite complicated technology in simple terms is an important part of my work. That's one of the things I enjoy most.

Sometimes I have to work outdoors to bring a line into a building or fix a dish on the roof. It's great in summer but it's not much fun if it's pouring with rain!

Pronunciation – Past Simple v Present Perfect

- 1 They've spent time in the army.
- 2 I've texted him an invitation.
- 3 He's faxed me a reply.
- 4 Todd phoned the office.
- 5 She emailed me twice.

Customer care – Explaining in simple terms

The CD and the DVD are both types of media for storing information. Erm, they look exactly the same. They're the same size and shape but they have different storage space. The DVD can store a lot more than the CD. Erm, so you would tend to use CDs for storing text and sound whereas if you want video, which takes a lot more space, you would tend to use DVD. The way that the information is stored on CDs and DVDs, written to them and read from them, is different so you need different drives for reading and writing to them. Both of them are optical devices. They use laser light. A DVD drive can read and write to CDs but a CD drive can't read or write to a DVD.

Unit 14

Pronunciation – Stress in long words (2)

- | | | |
|---|----------------|----------------------|
| 1 | | |
| a | computer | g prototype |
| b | co-operative | h simulator |
| c | download | i supercomputer |
| d | hydraulic | j telecommunications |
| e | microprocessor | k ultrasound |
| f | petroleum | l vibrate |
| 2 | | |
| | animator | environment |
| | anticlockwise | indicator |
| | capacity | information |
| | dependable | motivated |
| | development | peripheral |
| | energetic | simulation |
| | enterprising | ventilated |
| | entertainment | |

Speaking – Job interview

I=Interviewer, A=Applicant

- I What experience do you have in this kind of work?
- A I'm a skilled carpenter and I've done a lot of work making displays for exhibitions and conferences. It's quite similar to stage work.
- I Do you have any experience working with lighting or sound systems?
- A I was a roadie with a rock band for six months. The band didn't last very long – they weren't very good – but I got a lot of experience with sound systems.
- I We're looking for someone who's prepared to travel for at least four months each year. Would that be a problem for you?
- A No, I'm single at the moment, and I like travelling.
- I Why do you think you're the right person for the job?
- A I've got relevant experience. I like variety in my work. I'm good at problem-solving.
- I Are there any questions you would like to ask us?
- A Yes, how many technicians do you employ? And, of course ...

Unit 15

Listening – Predictions

I=Interviewer, L=Lianne, S=Stefan

- I This week on *The monitor*, we have Lianne Bradley and Stefan Werner with us. They're both futurologists. They advise companies on the most likely future trends. Our topic is the future of technology. Lianne, what's your view about the way things will go?
- L On the plus side, good things will happen in health. Computers will find out what's wrong with us by asking questions and carrying out tests. Robots will operate on us with better precision than humans. However, as always with technology, we'll find new military uses. We'll get better at killing each other from a distance with unmanned aircraft and smart weapons programmed to recognize their targets. In telecommunications, we'll make our phone calls through the Internet. Everybody will be able to be a reporter. If you see anything important, you'll be able to transmit it to the rest of the world. In computing, the keyboard will disappear. Everything will be voice-operated. In our homes, we might also have voice-operated domestic appliances. We'll tell the oven how we like our pizza and it will remember the next time we ask it to bake one. I'm not optimistic about the developing world. Poorer countries will fall further behind unless they can invest heavily in education.
- I Mm-hm. Stefan, where do you think there'll be big changes?
- S The greatest changes will take place in IT. I'll name just a few. Computers will be faster and more powerful, and they'll be everywhere including in the clothes we wear. Wearable computers will give us directions, act as phones, and search the Internet for information we want. They'll find real answers, not just a list of web pages to try. On the downside, I expect digital crime will increase. For example, stealing someone's identity to get into their internet bank account or creating a virus to close down a business. In

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: Bedilu Teka

Signature: _____ Date _____

Addis Ababa University, Department of Foreign Languages and Literature

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