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**BAHIR DAR UNIVERSITY**  
**FACULTY OF HUMANITIES**  
**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**Determining the Perceived Academic English Language Course Needs of ICT  
Students of Technical and Vocational Education Training: Alamata TVET  
College in focus**

**By**  
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**February, 2021**  
**Bahir Dar, Ethiopia**

**BAHIR DAR UNIVERSITY**  
**FACULTY OF HUMANITIES**  
**DEPARTMENT OF ENGLISH LANGUAGE & LITERATURE**

**BY**  
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**A Thesis Submitted to the Department of English Language and Literature**  
**In Partial Fulfillment of the Requirements for the Degree of Master of**  
**Arts in Teaching English as a Foreign Language (TEFL)**

**February, 2021**  
**Bahir Dar, University**

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This is to certify that the thesis prepared by Zinabu Mohammed, entitled “Determining the academic English language needs of ICT students of Technical and Vocational Education Training (TVET) students of Alamata TVET college” and submitted in fulfillment of the requirements for the Degree of Master of Arts 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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## ABSTRACT

*The purpose of this study was to determine the academic English language needs of ICT students in Alamata TVET College. The objective of the study is to determine the academic English Language course needs of ICT students in the Technical and Vocational Education Training students at Alamata TVET College. Descriptive survey method was employed to conduct the research. The primary source of data were 27 level three, 21 level four trainees and 11 instructors as well as dean of the college. A stratified random sampling technique was used for students and a purposive sampling was used for instructors and dean of the college. To achieve the objective of the study, a 5 point Likert scale questionnaires was administered for respondents. A semi-structured interview was used for the college Dean and classroom observation was also employed as a third data collection instrument during the actual teaching and learning process. Those instruments were prepared to indicate the degree of importance of the macro skills and language activities and the contents of the new academic English language course which satisfies students' needs. The data were analyzed using percentage. And the data also showed some possible problems like students' lack of language proficiency, language difficulty, fear of making mistakes when students could encounter in group presentation and discussion and wants(they want content relation with their academic study and necessities with regard to English language skills).The finding showed that the receptive skills(listening and reading) are the most important skills followed by speaking and writing(the productive skills). And also showed how often students use the main language activities under each macro skills such as listening, speaking, reading, writing and their preference of the contents in the language course (General English and content-based syllabus). The paper also summarized with relevant pedagogical recommendations that may help to redesign the academic English language course for ICT students considering their needs.*

## **Definition of Terms and Abbreviations**

In this study, the following most frequent terms and abbreviations are used as given by scholars in the field.

TVET: Technical and Vocational Education Training

ESP: English for Specific Purpose. It is a course where syllabuses and materials are determined in all essentially by the prior analysis of the communicative needs of the learners, rather by non-learner centered criteria such as the teachers' or Instructors' predetermined preference (Munby 1978).

MoE: Minister of Education

ELT: English Language Teaching

EGP: English for General Purpose

EAP: English for Academic Purpose

EOP: English for Occupational Purpose

EGAP: English for General Academic Purpose

ESAP: English for Specific Academic Purpose

EFL: English as Foreign Language

ESL: English as Second Language

TESO: Teacher Education System Overhaul

NA: Needs Analysis. This deals with the identification of learners' real world communicative requirement which includes learners' wants, desires, demands, expectations, motivations, lacks and necessities (Dudly- Evans and John 1998).

TNA: Target Needs Analysis

ANA: Approaches to Needs Analysis

TSA: Target Situation Analysis. Robinson(1991) defines TSA as NA which focuses on students' needs at the end of a language course. It is about the situation (academic or job) in which students will use the language.

PSA: Present Situation Analysis. This investigates students' strengths and weaknesses (Robinson 1991). It also studies their studies, their motivations, interests, language background and learning styles (Huchinson and Waters 1987).

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the Study**

During the Italian occupations (1935-1941) it is said that some Technical and Vocational Education Training schools were established in line with Italian colonialist goals. Soon after the re-establishment of the Ethiopian government, enrolment continued to increase at Addis Ababa Technical School and Addis Ababa commercial school.

The government was faced with the task of rebuilding after the war and therefore needed to educate trained people in skills in many areas. So as to meet the skilled man power requirement of the industrial and commercial sectors, vocational and technical schools were established. According to Wanna (1996: 298), as cited in Awraris(no date), Addis Ababa Technical school (1942), Addis Ababa commercial school(1943), Addis Ababa building trade school (1940), Ambo agricultural school (1946), Jimma agricultural school(1944), W/ro Siheen comprehensive secondary school (1943), and Bahir Dar polytechnic school(1964) were established. The graduates of these schools were employed in the commercial and industrial sectors according to their training.

However, the relatively fast increase in the number of graduates from academic and general secondary schools was not accomplished by an equal rise in employment due to a lack of the skills required by the employing agencies. The solution for this problem was introducing curriculum which would enable students to acquire employable skills and to improve the skill standards to the required level. To make the secondary school curriculum more practical, the concept of a comprehensive program was introduced in the 1960s with the main objectives of preparing students for work, the appreciation of the dignity of all labor, and the promotion of skills of efficiency and workmanship. The first general secondary school converted in to a comprehensive secondary was W/ro Siheen School in Dessie(Girma, 1994) as cited in Awraris(no date).

Following the death of Minlek in 1913, Haileselassie continued the effort to promote modern education. He was supported by protestant and catholic missionaries in Ethiopia. His efforts were not only aimed at promoting academic schooling but also to promote technical schools, like Addis Ababa technical school, which could help solve the problem of a lack technical manpower at that time.

As time went by the training given in comprehensive secondary schools needed revising (Wanna, 1996: 299) as cited in Awraris (no date). In 1978/1979, a study was made by MoE to revise the quality of training in comprehensive secondary schools. The results of the study recommended that a few comprehensive secondary schools be selected and strengthened to give effective training. As a result, 14 consolidated government training schools and three non-government schools were established. These schools were organized to let in students who completed Grade 10. There were two streams in secondary schools –academic and vocational. Students who performed well in completing Grade 10 and who were interested in entering a technical school were assigned and trained for three years. Wanna (1996: 299) as cited in Awraris (no date) revealed that the aforementioned vocational/technical school had been in operation since 1984 as a ‘10+3 program’ and 14 government technical schools were managed by the Ministry of education. Of the 14 technical schools, Entoto Vocational and Technical School, General Wingate Construction School and Addis Ababa Technical School were in Addis Ababa.

All the technical schools continued providing their training at the 10+3 level up to the 2000/2001 academic year. This time, there was a provision of general English to students who learn in the technical and vocational training centers. In 2001/2002, the new education and training policy came in to effect and 10+1, 10+2, 10+3 TVET program began. In with the education and training policy of 1994, 25 skills development centers were opened in 1997 in different regions, according to (Teklehimanot, 2002: 7) as cited in Awraris (no date). Based on the 1995 regulation (according to education and training policy P: 323.9.6) many private institutions started giving training in 10+1, 10+2, 10+3 and 10+4 in Addis Ababa and in the regions based on the curriculum prepared by the Ministry of Education. The responsibility of control and supervision was given to regional education bureaus (Teklehimanot, 2007: 7). A national TVET capacity building taskforce was established by the prime minister’s office to study ways of enhancing the TVET.

Accordingly, the strategy was set and the implementation of an expanded, diversified and integrated TVET system began in the 2001/2002 academic year when over 50,000 TVET trainees (including agriculture) were enrolled in 169 government and nongovernment institutions, using new curriculum and modules of training (Teklehimanot, 2002: 2). Starting from 2001/2002, the TVET program came into practice according to the 1994 education and training policy. Students who completed Grade 10 and were unable to continue academic learning were assigned in 10+1, 10+2, 10+3 (MOE, 2002: 2). However, with the provision of the new education and training policy, there was an interruption of the provision of English language as an academic course. In an Ethiopian context, the term technical and vocational education training (TVET) combines theory and practice elements of education, such as specific calculation, knowledge about certain materials, working methods and factors influencing the Quality of Training. Also practical training through instruction in the workshop of an institution or practical work in an enterprise (MOE, 2002) as cited in Awraris (no date).

In the development and diversification of the Technical and Vocational Education Training in the past time, there was a provision of General English to students who learn in the Technical and Vocational Training Centers. However, with the introduction of the new educational and training policy, there is an interruption of English language as an academic course in the TVET centers.

## **1.2. Statement of the Problem**

With the current development of science and technology the extensive use of English in educational and professional settings with regard to the basic needs and interests of learners is unquestionable.

Hutchinson and Waters, (1987) state that the English language instructions offer English language programs to their students in order to equip them not only with their current academic studies but also for their future careers.

According to MoE (2008), when we see the Ethiopian need of teaching and learning of the English language, English for academic purpose is the national need for teaching and learning of English language. This means, so as to learn other school subjects effectively, learners learn the English language purposely.

Considering in high school and in higher education institutions English is serving as medium of instructions. Therefore, in order to deal with other subjects provided by their respective instruction, schools effectively, students need to develop their language skill.

At regional level of Tigray regional State, the existing Technical and Vocational Education Training(TVETs) have been established to satisfy the high demand of the society or the employer's trained manpower in different occupational areas. The curriculum of the Technical and Vocational Education Training has been designed in English language to use as medium of instruction , however, the academic English language course has not been given as a course since 2002 Ec. Hence the absence of the syllabus of the English language course seems to aggravate the trainee's problem to listen, to speak ,to read and to write in English to the most extent in their academic area. Robinson in (1991) states in relation to the characteristics of ESP learners and writers "students study English not because they are interested in the English language (or English culture) as such but because the need English for academic or work purposes."

This being the fact, it is worth mentioning some researchers conducted in Ethiopia with regard to identifying the English language needs of learners. As far as the researchers' knowledge is concerned the first recognized research is carried out by Morris (1983) on identification of the communicative needs of AAU studies. Later, quite a number of master's thesis has been pursued on the same issue.

To mention some: Developing criteria for a course in English in aircraft Technicians of the Ethiopian Air force by Abraham Menna (2001), Government Nursing schools English Course Needs Analysis by Ephrem Tessema(2004), English Language Course Needs Analysis, Jimma zone Government 10+1 Technical and Vocational Trainees in Focus by Asnakech Demisie (2005), Beyene Wako(2007), Developing criteria for designing an appropriate English course. The above researchers did their study when the course was going on in the TVET institutions (was not ignored). Even though Yezabwork's (2004) former study was carried out after the course was ignored and his study to some extent is related with the present researcher's, focused on technology students only, but the present researcher focused on ICT department students with some reasons. Firstly, the problem has not been seen on Technology students only but also in other area students. Secondly, the previous study was studied nine years ago but the problem to listen, speak, read and to write in English language is still going on. Thirdly, the previous study

area (Oromia, Ambo University) was a long kms away from the preset study area (Alamata). To fill the gap the researcher conducted the research to carry on English language course as a course in the institution in different departments accordingly. Especially, teaching English language for occupational purpose need be included in the curriculum.

Furthermore, the research believe that it is a timely issue to focus on identifying the English language needs of learners (trainees) at TVET college for all levels of academic and vocational courses for the following reasons.

- 1) The world is becoming a small village. Therefore, the trainees for their major courses need to communicate and work together with other people not only within Ethiopian but also with the rest of the world as well with the English language.
- 2) On specific cases, the job may require speaking with customers, and English speaking witnesses. In all cases, the trainees need to be able to communicate with the English language. This is the
- 3) At southern zone of Tigray TVET colleges (particularly in Alamata TVET College). To achieve this objectives o f the study mainly aims at answering the following research questions.

### **1.3 Research Questions**

\*Which of the four macro skills do learners need to prioritize in relation to orders of importance?

\*What are the major language activities which learners face difficulties in their needs of academic study?

\*Which kind of English Course (General English or Technical English) do the students need to satisfy their language needs and professional preferences?

### **1.4Objectives of the study**

#### **1.4.1 General Objective**

The general objective of this study is to determine the academic English language course needs of TVET students in Alamata TVET College in southern zone of Tigray region.



#### **1.4.2 Specific Objects of the study**

1. To put the four macro skills in order of importance in relation to the need of the learners ;
2. To explore what kind English course do the students need to satisfy their professional preferences
3. To identify which of the macro language skills need to master and how well.

#### **1.5. Significance of the study**

It is hoped that the findings of this study will provide use full information which can be used to evaluate the relevance of the English for specific purpose (ESP) which will satisfy the course needs of the learners, as well as course designers and material writers. It is also hoped that the study will benefit other concerned bodies to produce English Language teaching materials on (ESP) approach which may help them fill the needs of the TVET students.

#### **1.6. Scope of the study**

To come with full information about the study the researcher planned to focus on Alamata TVET junior college which is found in the southern zone of Tigray region. This is limited for this junior college and cannot represent other junior technical colleges of the region.

#### **1.7. Limitation**

When the writer conducts this study several limitations were encountered, for example, the writer was faced with a number of workloads, unwillingness of participants for an interview, lack of knowledge of participants for providing ample information. Moreover, due to the fact that no English Language teacher was found in the study area, the researcher faced problem to get adequate information (to get enough information for this data). Besides, the happening of COVID - 19 and the political unrest in the region (Tigray) made great obstacles in the study. These all reasons may reduce the quality of the study. Despite all these difficulties, however, the research was completed the study as good as possible.

## **CHAPTER TWO**

### **2 REVIEW OF RELATED LITERATURE**

#### **2.1. Introduction**

The developments in technology, science and commerce in the 20<sup>th</sup> century, many radical changes have taken place in the approaches in language teaching (Hutchinson and Waters, 1987; Jordan, 1997). Traditional approaches, in which priority is given to the language forms rather than to the learners needs while deciding on the content of the courses have been in many cases replaced by newer approaches, in which learners and their particular needs are seen at the center of the teaching and learning process(Jordan, 1997; Todd, 1997). This shift led to the development of a new area in language teaching, which is known as English for Specific purposes(ESP). ESP has developed its own approaches and methodology and is generally seen as a very active, even ‘feisty’ movement that has had considerable influence over the general activities of TESOL and applied linguistics (Dudley – Evans, 2001, p. 131). With ESP approaches, the importance of learners in the teaching and learning process was recognized and particular learners’ reasons for learning the target language and their real communication needs became the primary concern of curriculum developers.

The basic notion, which underlies ESP, is that learners may have different reasons for learning a language. Thus, the first question when launching preparation for designing an ESP course are almost always the same. ESP searches for ‘what learners need to do with English, which of the skills they need to master and how well, and what genres they need to learn (Dudley – Evans, 2001, p. 131). To teach learners successfully, the answers to these basic questions should be investigated and focus should be put on the reasons why learners want to learn the language in the curriculum development process (Hutchinson& Waters, 1987). Only if they are identified should it be possible to design programs responsive to learners’ need (Richards, 1990). The key defining feature of ESP courses is that its teaching and materials are founded on the results of needs analysis, which is regarded as the “Cornerstone” of ESP courses (Dudley- Evan, 2001, p. 132).

The purpose of ESP courses is to provide learners with the competence to cope with a specified set of tasks in order to achieve occupational or academic targets (Jordan, 1997). The concept of ‘‘target situation’’ introduced by Munby, forms the basis of ESP courses (1978, p.3) and makes it different from Traditional English Language Teaching (ELT) methods. Certain features of ESP such as its being ‘‘designed to fulfill specific needs of learners,’’ ‘‘related in content to particular discipline, particularly adults (Johns & Price – Machado, 2001, p. 44). Since learners may have a chance to do practice on authentic materials, which they will likely use in target situations, ESP has outweighed the importance of other traditional methods in ELT (Dudley- Evans, & Johns, 1998).

In clear and elaborative view, the concept of English for special purpose shall be delineated within definition, historical, theoretical development and its classification in due order.

## **2.2 Definition of English for specific purposes (ESP)**

English for specific purposes (ESP) or vivid and elaborative review, the concept of English for specific purposes shall be delineated with in definition, historical and theoretical development, and its classifications in the order.

Hutchinson and Waters (1987: 53) proclaim that the definition of ESP (English for Special Purpose) should arise with the question ‘‘why do these learners need to learn English?’’ And, based on this concern Hutchinson and Waters (1987: 19) define that ESP is, an approach to language teaching in which all decisions as to content and method are based the learner’s reason for learning.’’ Here, the focus is the purpose of learning the English language and taking all the principal and vital components with respect to specific program.

Nevertheless, other scholars like Stevens (1988) confirm that ESP should be looked at from two distinct dimensions. The first one variable characteristics which ESP is addressed from language skills which might not necessarily be taught any pre-destined methodology. With absolute characteristics which are the second dimension, ESP is analyzed with identification of content and methodology in accordance with the learners’ specifiable needs and targeted occupation and discipline. Very aware of the current confusion on ESP, Duley- Evans and St. John (1997) bring to light an extended definition of ESP in terms of absolute and variable characteristics:

## **2.3. Characteristics of ESP**

### **2.3.1. Absolute characteristics**

- a) ESP is defined to meet specific needs of learners;
- b) ESP makes use of the underlying methodology and activities of the discipline it serves,
- c) ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genres.

### **2.3.2. Variable characteristics**

- a) ESP may be related to or designed for specific disciplines.
- B )ESP may use, in specific teaching situation, a different methodology from that of General English.
- c) ESP is likely to be designed for adult learners, either at tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.
- d) ESP is generally designed for intermediate or advanced students.
- e) Most ESP courses assume some basic knowledge of the language systems.

In spite of the fact that the definition of ESP comprises the absolute and with a specific discipliner variable characteristics, Duley – Evans and St John ( 1998) have deleted the incorporation of the absolute characteristics which separates EGP ( English for General Purpose) from ESP (English for Specific Purpose) for they proclaim that ESP may not necessarily deal with a specific discipline.

What is more, Anthony (1997) informs that the aforementioned approach to ESP has been criticized by many for it imposes wrong impression that ESP often gears towards a particular subject content (Ibid). On the other hand, Widdowson (1983) prefers vitalizing ESP in comparison to EGP (English for General Purpose). As such, he adheres that ESP is for training, that is, the teaching of predetermined skills, where as EGP is meant for education that deal learners to an understanding of underlying principles. Furthermore, Widdowson (1983) proclaims that in an ESP syllabus, objectives (short term goals of specific units) are equivalent with that of syllabus aims ( the long term goals of an entire program) and the development of a

restricted English competence. In contrast, EGP has education as a goal, therefore objectives leads to aims, i.e the development of a general capacity whose eventual use (aims) may vary according the interest and aspiration of each learner:

Similarly, Cunnings worth (1995) forwards that in contrast to EGP, the materials designed and developed for ESP purpose are intended to meet the students' specific needs. Hence, the contents and methodologies selected are prior to the specific needs of the learners .Whereas, in EGP the contents are general and different in magnitude of topics and language items they encompass.

Despite the fact that many scholars view ESP in many different ways, we can see that in all definitions and own interpretations the primary concern of ESP is fulfilling and meeting the needs of learners. To this effect, as Ellis and Johnson (1997: 26) recommend, 'we are supposed to focus on the systems, procedures and products that are at the heart of what the students do in English and to be able to deduce from this knowledge the language needs of each type of learners. This is to mean that the destination which is mirrored by the learner should be realized and taken into consideration to meet learners' need and our purpose for teaching the English language.

## **2.4. The Development of ESP**

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

The most important factors for the development of ESP, according to Richards (2001) and Hutchinson and Waters (1987) are that it lays the focus on the language learner, the developments in world science, technology and commerce, new movements in linguistics, psychology and applied linguistics and the need for English as an international language. In relation to this Hutchinson and Waters (1987: 7) write: As English became the accepted international language of technology and commerce, it created a new generation of learners who new specifically why they were learning a language... business men and women who wanted to sell their products, mechanics who had to read instructional manuals, doctors who needed to keep up with developments in their fields. So in the 1960s some English language teaching

materials were prepared to address these needs. However, to design appropriate language courses, we need to know the needs of different professionals. In this regard Widdowson(1983: 14) writes: “the clerk of merchant will specialize in the commercial language and learn how to draw up bill of lading or to conduct business correspondence on hotel colloquial as also will the tourist or tripper.”

According to Hutchinson and Waters (1987), the development of ESP course design has almost passed through five stages: register analysis, discourse analysis, target situation analysis, skills and strategies analysis and learning – centered approach analysis. They discuss that, ESP has already gone through it deals with analysis of the first three phases and is now in 1960s and 1970s. It assumed that there is special language for different disciplines. It comes from the works of Peter Stevens. It deals with analysis of the nature of particular varieties of English. In designing the course, the analysis will help in identifying the commercial and lexical items. Thus, register analysis helps in making the ESP more relevant to the specific group. (Ibid: 7)

The proponents wanted to alleviate the students problem with communicative acts and, therefore, introduced discourse analysis (Hutchinson and Waters 1987). However, this approach was found to have misinterpreted discourse. It was criticized for it merely showed how patterns were established without dealing with showing how the patterns created meaning (Ibid). Target situation analysis is the third phase. It was originally coined by Chambers (1980). It is most commonly known as needs analysis. It bears itself on the assumption that teaching the language functions the learners will need in their respected target settings would help learners to perform their task easily. This phase has hardly brought about any new knowledge about ESP, but systematized the existing knowledge. Though they differ in their views, Chanceral (1977), Munby (1978), Chambers (1980) are the major proponents (Hutchinson and Waters 1987). Skills and strategies were the fourth phase. It deals with arming the learners with the skills and strategies they would need in their target situation. It emphasized the need for interpretive skills and strategies that focus on use.

As demand for language courses which have been prepared for specific learners’ needs has grown, so too has the interest towards ESP. The growth in ESP has led to the development of various subcategories, however, two main branches have emerged:

English for Occupational purposes (EOP) and English for Academic Purposes(EAP) . These classifications have been made according to their field target activity (Flower Dew, 1990). That is to say, these two subdivisions of ESP courses are developed according to the target situations, either work related or subject related, in which learners will use the target language.

Of these two branches, EAP is better known due to the dominance of English as the language of research and academic publication (Swales, 1995; Johns and Dudley – Evans, 1991). With the growing demand of people who want to gain access to these academic resources, the field of EAP has developed rapidly in the past 25 years to become a major force in English language teaching and research (Dudley – Evans, 1991). In order to provide a fuller picture of what EAP is, the next section will focus on this issue and will provide a brief account of information about EAP, and types of EAP courses.

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

EAP, which can be defined as an approach focusing on the language of professional content subjects or disciplines, plays an important role in educational settings in terms of ‘‘research and research based application’’ (Flowerdew & Peacock, 2001, p. 177). EAP is concerned with the development of communication skills in English, which are required for study purposes (Jordan, 1997, p. 1). In a way, EAP means tailoring instruction to the specific needs of the learners rather than general purposes. For instance, if the learners need is to improve their reading skill concerning their majors, the curricula is developed in a way to meet this goal by focusing specifically on reading strategies such as skimming, scanning, paraphrasing, reading for the gist. and so on. Therefore, what makes EAP different from English for General Purposes (EGP) is that it is based on instruction that focuses on the specific communicative needs and practices of particular learner groups in different academic contexts. It grounds its instruction in an understanding of the cognitive, social, and linguistic demands of specific academic disciplines such as Economics, Engineering, Law, Architecture, Medicine and so on (Dudley – Evans, 2001).

EAP aims at equipping students with the communicative skills to participate in particular academic and cultural contexts ( Hyland & Hamp – Lyons, 2002). Therefore, in a way it facilitates learners ‘ study and research in that language (Flowerdew & Peacock, 2001: Jordan, 1997). In order to achieve this goal, the communicative requirement in these environments should be known and the content that needs to be covered should be determined (Todd, 2003). Therefore, a vital step in the development of EAP courses or programs is to produce a comprehensive description of the unique needs and wishes of that particular group of EAP learners.

Since the needs and wishes of these learners are different from that of students learning English general purposes, EAP course designers should investigate and try to determine these specific needs within the context of the relevant EAP courses (Flowerdew & Peacock).

EAP course content may be designed according to different purposes in different contexts, where the learner profile significantly differs from each other. Jordan (1997) makes a classification among EAP courses in terms of their content, courses’ length of time and the different contexts they are provided.

#### **2.5.1. Types of EAP Courses**

In terms of their content, EAP courses may either be “common core subject - specific” (Jordan, 1997, p. 4 ). These divisions can be labeled respectively as English for General Academic Purposes(EGAP) and English for Specific Academic Purposes (ESAP).

#### **2.5.2. English for General Academic Purposes (EGAP)**

The content of EGAP is mainly based on common core element, which is generally associated with study skills. In the past, EAP and study skills were often regarded as synonymous; however, according to the recent majority view, despite the close relationship between language and study skills, they are not regarded as the same thing. Language skills form the basis of study skills.

However Study skills, which are regarded as the key component of EAP courses, differ from language skills with some additional features such as a ‘general academic English register incorporating a formal, academic style, with proficiency in the language use



(Jordan, 1997, p. 5). Therefore, study skills form the basis of EGAP courses content rather than language skills. In order to make EGAP course content more clear, study skills should be defined briefly, since they should be developed to an appropriate level for the subject to be studied, in conjunction with the development of language proficiency. Study skills are simply defined as “abilities, techniques, and strategies, which are used when reading, writing, listening, or speaking for study purposes (Richards, Platt & Platt, as cited in Jordan, 1997, p. 6). The term study skills is used for the different aspects of study such as reference skills, the use of the library, skimming, scanning, reading for the gist, the layout of dissertations and so on. As Robison states all these skills need to be taught not only to the native speakers of English but also to non-native learners in order to be successful in academic studies (as cited in Jordan, 1997). The same study skills may form the basis of different language skills. For instance, note taking, which is taught extensively in most EAP courses as an important study skill, may form the basis of different language skills due to the inevitable integration between language skills. According to Jordan (1997), receptive skills provide the necessary input for productive skills. Therefore, the same study skills can be used for different purposes on different occasions.

Note taking, which is regarded as a joint skill in listening and reading, i.e. receptive skills, may also be frequently used in speaking and writing, i.e. productive language skills. For instance, students may be asked to write a reflection paper on a topic, which they have listened to from a tape recorder and taken notes while listening to it. As in this example, the application of study skills on receptive skills may provide the required input for the productive activity. For different study situations or activities, different study skills may be required.

### **2.5.3. English for Specific Academic Purposes (ESAP)**

The content of ESAP differs mainly from study skills due to its focusing on the language needed for a particular academic discipline such as Economics, Medicine, Engineering, Law. EGAP course content not only includes the language structure, vocabulary, the particular study skills needed for the subject, but also the appropriate academic conventions. Once the students have developed their language and study skills

required for their subject matter, they are introduced to the academic code of their field of study through appropriate authentic materials. In terms of the length of time, EAP courses are classified under three headings: pre-sessional EAP courses, in-session EAP courses, and long-term EAP courses. Pre-sessional EAP courses are given in L1 countries such as America, Australia and Britain. The basic aim of these courses is to equip the students with the study skills required for their subject matter. The content is based on the immediate needs, i.e. Objective needs of the learners. In order to include the relevant aspects in course content, the focus is put on the essential language and a prioritization is made among the study skills appropriate to the purpose of learners. They are merely based on the "target situation," in which students will actually perform these skills when required (Munby, 1978, p. 3)

In-session EAP courses are given within the term as a service for students. Unlike pre-sessional and long-term EAP courses, for which students are required to pay tuition, they are free for students who have already registered for their disciplinary courses. The content of these courses are usually geared according to immediate and known needs of students. Courses are given usually at time intervals when students are free from their department studies. They are generally given in two-hour sessions, in which the focus is on one area of need. Throughout these courses, students are given opportunities to do adequate practice on the target study skills, which they will actually require in their academic studies.

Long-term EAP courses are given at least in three terms and students are given certificates if they pass the examination given at the end of the course. Since these courses are given over a longer period of time, their content significantly differs from the pre-sessional, and in-session EAP courses. By determining the level of students prior to the course, the syllabus is designed around language and study skills. The lower the level is the more general English is incorporated into the course content. In the first term, students do more practice mainly on language skills. Only one third of the course time is allocated for EAP study skills. Once students have made progress on language skills, more focus is put on EAP study skills in the second term and two thirds of the course content are based on study skills. In the last term, students only do practice on EAP skills appropriate to their purposes. The main components of these

courses are determined by conducting a needs analysis. With the information gathered, the course content is designed by prioritizing of skills, in which students experience more problems. In such courses, content can be designed in a variety of ways by considering the learner profile and their specific needs.

With regard to the contexts, EAP courses may take place in a variety of settings. These include entirely English speaking contexts such as Australia, Canada, England, Ireland, New Zealand or the USA. International EAP courses are developed not only to prepare native speaker learners, who may not have adequate competence such as in research skills, for their academic studies but also for students planning to attend Universities in these countries to study their majors and need some special academic courses. Therefore, the students in a long term EAP course may need English for their higher education studies in their own countries, e.g. for reading academic texts or for writing these, or for higher education in L1 countries, e.g. all skills may be needed. They may also use EAP in pre-departure courses in their own countries before studying abroad. These courses aim at providing students with language and study skills that will be used in their content based studies given in English. Apart from these contexts, EAP courses are also provided in countries where English is taught as a Foreign Language. (EFL) or medium of instruction in schools such as Singapore.

## **2.6. Needs Analysis**

Different scholars have tried to explain needs based on their own perspectives. Let us see some of the definitions. Hutchinson and Waters (1987) define needs by dividing them into two basic parts. There are target needs and learning needs. Target are knowledge and abilities students need to perform the required degree of competence in the target situation (needs that target situation demands). These scholars have viewed target needs in terms of necessities, lacks and wants. Necessities refer to what learner has to know in order to function effectively in the target situation necessitates. Wants concerns with the learners views and attitude towards taking a course. The second basic division of needs is learning needs that refer to what the learner needs to perform so as to learn. It focuses on how the target needs can be achieved.

Thus, according to Hutchinson and Waters, both target needs and learning needs are important grounds for course design. Brindley (1989) cited in Robinson (1991) defines needs as objective needs and subjective needs. Objective needs refer to needs that are derived from information about learners, their use of language in real-life situation, their current language proficiency and language difficulties they face in communication. Subjective needs, on the other hand, refer to needs derived from information about affective and cognitive factors like personality, confidence, attitudes learner's wants and expectations with regard to the learning of English and their individual cognitive styles and learning strategies. And Robinson (1991) points out that mostly, objective needs are perceived by the teachers and subjective needs are perceived by learners. However, many ESP students have a clear understanding of some of their objective needs though they may not notice, for example, the need to develop self-confidence, which the teacher can see it easily. This tells us that it is important to collect data from both teachers and students while assessing particular learners' need.

Robinson (1991) also tries to define needs in five different ways. Firstly, needs are the students' study or job requirements. Secondly, needs are what the user institution or the society at large consider as necessary to be learnt from the language course. Thirdly, needs are what learners have to do to acquire the language. Fourthly, needs are what learners would like to learn from a language course. Lastly, needs are what learners do not know or cannot do in English.

According to Dudley-Evans and St. John (1998) necessitates, what Busturkmen (2010) calls the destination of the students' journey, are regarded as objective needs since both refer to needs that target situation demands. And they use subjective needs instead of "wants" in order to refer to attitude and perception learners have towards taking an English course. Hutchinson and Waters (1987), Jordan (1997) On the other hand consider "lacks" (what the students do not know or cannot do in English) as objective needs or present deficiency.

Definition given by Robinson (1991) in the first and second points can be considered as objective needs because they are needs that target situation demand from the learners and the rest definitions given in third and fourth points are learning needs. And learning

needs are subjective needs since every individual student has his/her own needs and interest in case of way of learning language. Therefore, based on the above definitions given by different scholars. This study is thus attempts to identify objective needs and subjective needs.

### **2.6.1. Definition of Needs Analysis**

In foreign and second language teaching, one of several consequences in the increasing importance of careful studies of learner needs as prerequisite for effective course design (Long, 2005). Long goes on saying no medical intervention would be prescribed before a thorough diagnosis of a patient, so no language- teaching program should be designed without a thorough needs analysis. Every language course should consider a course for specific purposes, varying only (and considerably, to be sure) in the precision with which learner needs can be specified in minute detail in the cause of occupationally, academically, or vocationally- oriented programs for most adults. This implies that analyzing students' specific needs in the foundation for ESP course design.

Different scholars defined need analysis in different ways. Brown (1995) defines that needs analysis is “the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation” (p. 36 ).

For Burstukmen (2010) and Dudley- Evans and St. John, (1998), need analysis is the identification of skills, texts, linguistic forms, communicative practices a particular group of students need to function effectively in their discipline of study, professionals or work place to determine and define the context of ESP course. Burstumen goes on saying needs analysis is also the identification of difficulties and standard situations through observation of participants functioning in a target situation combining with interviews and questionnaire. Chambers (1980) also describes that need analysis has to be concerned with the establishment of communicative needs and their realization, resulting from an analysis of the communication in the target situation.

### **2.6.2. The Purpose of Needs Analysis**

To Richards (2001), the first step in concluding needs analysis is to decide exactly the purpose or purposes of the study. Thus, the scholar identifies different purposes of need analysis in language teaching. Firstly, needs analysis find out language skills learners need in order to perform a particular activity in work places or studies. Secondly, it identifies the learners' current language proficiency and problem they experience in real situations so as to find a gap between what the students are able to do and what they need to be able to do. This helps to determine which students from a group are most in need of training in particular language skill. Thirdly, it helps to determine if an existing course adequately addresses the needs of potential students. Fourthly, it helps to determine the attitude of the students towards learning English language.

### **2.6.3. The Users of Need Analysis**

A need analysis may be conducted for the following different users as to Richards (2001). The first users of needs analysis are curriculum developers who may use the information to evaluate the adequacy of existing syllabus, curriculum and material. Teachers and students who use the curriculum for teaching – learning process are also the users of needs analysis.

The other users of needs analysis are staffs or tertiary institution who are interesting in knowing what the expected level will be of students and what problem they face. Likewise, writers who prepare text books are the users of needs analysis. The scholar goes on to say that with small – scale needs analysis such as that carried out by a single teacher or his or her class, the audience might consist of the teacher, other teachers, and the program coordinators. In cases of large- scale needs analysis, there will be multiple audiences for the results of needs analysis. Determining the likely audiences is therefore an important first step in planning a needs analysis in order to insure that the information the audiences need is obtained from result of the study and that the needs analysis will have an impact it is designed to have.

#### **2.6.4. Target Needs Analysis**

The very nature of need analysis starts with a focus on who is the target population and what are the needs of the population, not on what the program does. Here, target population refers to the people about whom information will be collected. In language program, target population will be learners, but other can be involved based on whether they can provide information useful in meeting the purpose of the needs analysis (Richards, 2001). Learners are indeed able to provide useful and valid information about their present and future needs.

Nevertheless, better and more readily information may be available from language teachers who have prior experience with learners in the program, graduates of the program or field concerned, who have employed in the occupation for which the perspective learners are preparing, subject – area specialists, employers, and documents such as course materials and job descriptions (Long, 2005).

According to Robinson (1991), target population, who are the source of information for needs analysis, are potential students, specialist academic department, the language teaching institution (Chanceral, (1987) quoted in Hutchinson and Waters (1987), the target population used as source of information are learners themselves, the language teaching establishment, and the host institution (the learners places of works)

In needs analysis conducted on writing problems encountered by foreign enrolled in American Universities, information was obtained from samples of students writing, test data on students' performance, reports by teachers On typical problems students face, Opinions of experts, information from students through interview and questionnaires, analysis of text books used in teaching writing and related literature (Richards, 2001).

#### **2.7. Approaches to Needs Analysis**

the focus of ESP on the purpose for which students need a language prompted the development of approaches to needs analysis. These approaches are helpful to analyze language that particular learners' needs. Among various approaches, the most common ones are target situation analysis, present situation analysis, learning centered approach, strategy analysis, means analysis and language audits (Dudlely – Evans and St John (1998); Jordan, 1997). In the words of Jordan (1997), in certain exhaustive needs analysis, each

approach makes a paramount contribution. However, needs analysis should first decide which approaches they follow before embarking on the actual task since dealing with all approaches seems impossible. Thus, this study primarily focuses on target situation analysis(TSA) and present situation analysis(PSA).

### **2.7.1. Target Situation Analysis**

Chambers (1980) defines target situation analysis as it is the process of identifying the target situation in which the learners will use the language they are learning and then carrying out a rigorous analysis of the linguistic features of that situation before designing ESP course.

Robinson, 1991; Hutchinson and Waters, 1987) also define TSA as “ the type of needs that is determined by the demands of a target situation by analyzing what learner or expert communicator has to know in order to function effectively in a given situation.”

Robinson goes on saying it is analysis that focuses on students’ needs at the end of a language course. Target situation analysis, according to Munby (1987), involves determining the types of situation in which learners will be using English the task or activities they perform in the target language and their existing language skills or abilities with regard to what situation demands. Thus, the target needs and target level performance are established by investigating the target situation, and needs analysis is central to ESP, indeed the necessary starting point in material or course design.

Berwick, (1989) cited in Richards (2001) holds similar view that target situation analysis concerns with the nature or effect of target language communications in particular situation (in content area classrooms or in workplaces). Target tasks the learners will have to carry out in English in their educational or occupational setting are identified. Once the target tasks have identified their linguistic characteristics and demand for the tasks are determined as a basis for language course design. The underlining reason for target needs analysis is therefore identifying elements of students’ target English situations and using them as the basis of ESP instruction providing students with the specific language they need to succeed in their courses and future careers (Johns, 1991 cited in Benesch, 1996; Busturkmen, 2010).

This means , tasks or activities the target situation demands are identified and the kind of language used to carry out the tasks in that particular situation is defined so that the



learners will be equipped with necessary language skills so as to function effectively in that given situation.

Thus, target situation analysis (TSA) related to communication needs rather than learning needs; and it involves mainly objective data: identifying the contexts of language use, observing the language events in this contexts, and collecting and analyzing target genres (Dudley – Evans and St John, 1998). Thus, target situation analysis involves register analysis, discourse analysis and genre analysis.

Register is the name given to a variety of language according to its use in different situation (Widdowson, 1978). This means the concept of register analysis is based on the belief that English in one field study constitutes a special register that is different from other field of study (Richards 2001). Thus, register analysis studies the language of fields such as economics, accounting, management, journalism, computer, and the like for their distinctive patterns of occurrence of vocabulary, verb patterns, forms, noun phrases and tense usage.

Accordingly, register analysis in which the grammatical and lexical features of a particular field are analyzed and recognized with the aim of making the contents of the course more relevant to learners' needs (Dudley – Evans and St John, 1998; and Tomlinson, 22003). Hence, Swales (1988) states that its primary goal is to identify the grammatical and lexical features occurring more frequently in Specific English course than general English.

ESP courses in the 1960s have depended on the prior analysis of the register or of the language form and vocabularies that were more frequent in the discipline. Such analysis focused on language use at word and sentence level. However, in order to identify the linguistic structure of longer samples of text or speech, different and new (discourse or rhetoric) approach to language analysis came to existence (Richards 2001; Dudley – Evans and St John, 1998).

Discourse analysis refers to the evaluation of language use by members of speech community beyond a sentence or an utterance. In other words, it is concerned with describing language and its form at text or speech level that is perceived to be longer than sentence. To (Richards (2001: 31) “conversation, paragraphs, letters, and the like can be examples of the language at which discourse analysis studies language.”

Discourse analysis is different from register analysis in that it goes beyond looking at grammar and words at sentence level. It attempts to study both language form and functions (Hammer, 2001; Brown, 2007). Thus, to Brown and Yule (1983) discourse analysis is the analysis of language in use rather than a mere description of linguistic forms without considering the purpose and function of they are meant to serve. Since the central concern of ESP is to enable learners communicate effectively in specific study or work related setting, description of specialist discourse that deals with the communication the language use in the specialist field is the core building block of ESP course design ( John and Dudley Evans, 1991). The main advantage of discourse analysis is therefore to reduce difficulties learners face in using the target language for communication by helping them identify the typical patterns of use because the more students are able to identify typical patterns of use, the better their abilities to write, speak, read and listen become improved (Harmer, 2001). West (1998: 5-6) claims: one might distinguish two kinds of abilities that an English course at this level should aim at to developing . the first is ability to recognize how sentence are used in the performance of facts of communication and the ability to understand the rhetorical functioning of language in use. The second is the ability to recognize and manipulate the formal devices used to combine sentences to create continuous passage of prose. We might say that the first has to do with rhetorical coherence of discourse and the second with the grammatical cohesion of text.

Bruce (2008) also states that in discourse analysis, linguistic features like grammar, vocabulary and their functions used in a particular discipline are identified. Thus, teaching students in a particular field of study the linguistic knowledge with pragmatic knowledge and conventionalized forms of communication help the learners write extended prose that is both accurate and appropriate. This helps learners develop discourse competence, which has always been included as an essential component of communicative competence.

Target situation analysis also involves genre analysis. Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations.

Genres are characterized by their communicative purposes and their patterns of structures, styles, contents and intended audience ( Swales 1990 cited in Dudley – Evans and St John (1998). West (1998) states that genre analysis and discourse analysis are similar in that they both deal with text instead of sentence or utterance. Their difference is discourse analysis involves the study of cohesive links between sentence or the structure of texts, but genre analysis emphasizes on the regularities of one form of language structure that distinguishes one text from another. To Robinson (1991) there are many genre types in different discipline

These are business letters, expositions, academic articles and brochures of various types. Specially, in academic context there are often four types of genre: narrative, descriptive, expository and argumentative.

The advantage of genre analysis is to help course developer in designing appropriate course for a particular discipline. In course design, first, key genres used in specific discourse community are identified and then language description as well as context in which the language is used in that discourse community is provided. In this case, learners able to understand what they read/ listen and produce their own written and spoken language in a better way. Students who are trained about the moves of various genres are better communicators than those who are not ( Harmer, 2001: Busturkmen, 2006). Shortly, Swales (1990) states that genre analysis in ESP is used to identify the genres used in the target situation and to offer description of language to the second or foreign language learners.

#### 2.7.2. Present Situation Analysis

Present situation analysis concerns where the learners are and refer to information about learners' current proficiencies and ambitions. These are: what they do and do not know and can and cannot do in relation to the target situation demands (their strength and weakness); what they want at the beginning of a course; their skills and perceptions; their previous experience; their familiarity with special subject; and what they know of its demand and genres. Essentially, it refers to needs that enable students to learn and per -sue their language goals as the course progress and to know the end needs (Robinson, 1991; Dudley – Evans and St John, 1998; Busturkmen, 2010). As to Robinson, 1991, and Hutchinson and Waters, 1998) the source of information can be why the

learners are taking the course, the students' current ability, their resources( financial and technical), their view towards language teaching and learning, the host institutions' (place of work) attitude towards learning English and using it.

In explaining the relation between target situation analysis and present situation analysis, ( West, 1997) states that in analyzing students' English language needs, information is sought to identify the gap between what students know and can do at present time and what they need ideally to be able to do in the target situation. The information yielded is used to design a language course bridging the gap between the two points. Robinson (1991: 9-10) also puts the following.

First, the precise language skills needs to carry out specific jobs are determined, thereby establishing a target profile of language skills as part of a job description and facilitating in selection of personnel for new positions. In order to draw up this profile the analyst must find out tasks or activities people perform in their job ... next, a profile of a present ability needs to be established, showing the extent to which present ability match up to their job requirement ... Finally, the assessor must determine how much language training is needed(in terms of time and facilities required) to bridge the gap between the learners' ability profile and target profile.

The above idea indicates that the first step in needs analysis is to identify particular tasks or activities learners perform in target situation ( at their workplaces or in their study) and then find out language skills needed in order to carry out these tasks or activities. Next, the students present language proficiency is analyzed so as to see whether their present language ability helps them perform the tasks or activities that they are expected to do in the target situation. This helps to find out the gap between the learners' current language ability and the ability that the target situation demands. Lastly, language training needed is determined in order to bridge the gap so that the learners able to perform jobs that the target situation requires.

Dudley – Evans and St John (1998) summarize that language needs analysis incorporates learners' background, their current language proficiency, their reason taking the courses, their teaching and learning preferences, the situation they need to communicate in, and

the genres most often employed in them. This shows that need analysis embraces both consideration of the present situation starting where the students are and looking at what they can do now, and of the target situation, their future roles and the linguistic skills and knowledge they need to perform those roles. Therefore, to Johns (1991) the rationale for needs analysis is to identify elements of students' target English situations and use them as the basis of ESP instruction, provide students with the specific language they need to succeed in their courses and future careers. As a result, this study considers both present situation analysis and target situation analysis.

To recapitulate the above sources about needs analysis in general, Dudley – Evans and St. John (1998) cited in Busturkmen(2010) claims that the current concept of needs analysis assessment in ESP requires determining the following points. The first point that have to be determined are professional and personal information about the learners. Professional information about the learners refers to tasks and activities they are or will be using English for in target situation(target situation analysis and subject needs). This is the identification of tasks and activities students are expected to carry out in the target situation so that language and skill necessary to carry out those tasks and activities are determined. And personal information about learners refers to factors that may affect the way they learn language such as previous learning experience, cultural information, reason for attending a course and expectation of it, attitude towards learning, English (wants, means, and subjective needs).

In addition, English language information about learners has to be determined. This is finding out the learners' current language proficiency (present situation analysis). In analyzing of the learners' present language proficiency in accordance to the ability that target situation demands, a gap may appear between students' present language ability and the ability that target situation demands and this gap is referred as learners' lacks or deficiency. Brindly (1989) cited in Robinson (1991) calls this as "what the students do not know or cannot do in English." Therefore, needs analysis also needs to identify the learners language deficiency, which helps to find ways in which learners' language ability can be improved.

In order to bridge the gap between the learners' current ability and the ability needed by target situation, it is vital to find out the language skills the learners need and how they are used through analyzing linguistics, discourse and genre used in that target situation (identifying how to communicate in English in the target situation ). This is concerned with what learners need to do to acquire the language , and Hutchinson and Waters (1998) states it as how students learn to do what they do with the language, in addition, what learners need from a course is another necessary point to be determined in needs analysis. A language course should provide learners with lacks that reflect the real world ones so that the language and skills they manipulate to carry out the tasks in classroom are transferred to their real life situations. Thus, whether the language course meets the learners' language needs is determined in needs analysis.

There are some point that should be understood concerning needs analysis. In ESP learners' needs are described in terms of performance, that is, in terms of what learners will be able to do with the language at the end the course of study. Hence, the goal of ESP is to prepare the learners to carry out a specific task or set of tasks. Since students of ESP are usually studying to perform specific tasks to Robinson (1991, the measure of success of students learning English for a particular purpose is whether they can perform convincingly particular tasks in English (through speaking or writing). This indicates that particular tasks students carry out using English in target situation and difficulties they face in doing the tasks should be indicated. However, ESP course is often not long enough to cover all the learners' needs; therefore, we need information that will help us select and prioritize both at the needs analysis stage and when we meet the learners or the sources of information (Dudley Evans and St John 1998).

In the work of Richards (2001), it is indicated that in carrying out needs analysis, a large number of potential needs may be identified, but these needs will have to be prioritized because not all of them may be practical to address in a language program.

In addition, we have to make a distinction between language needs and course needs of learners (Dudley Evans and St John, 1998; Jordan, 1997). Language needs of learners are concerned with the reason for learning English language, and it attempts to answer the question 'what do learners need from the course?'). But, course needs of learners

tries to answer the question ‘what do learners need from the course? In other words , this refers to what kind language course students’ should be provided with so that their language needs can be met.

Since the aforementioned points are important in needs analysis for evaluation and design a language program, they were considered in this study.

## **CHAPTER THREE**

### **3. RESEARCH METHODOLOGY**

#### **3.1. Research Design**

Descriptive survey research was used for the study to assess the academic English language needs of level three and level four ICT students of Alamata TVET College. Descriptive survey research solves the problem of various aspects of school i.e teaching method, learning objectives and the likes. As a result, using this research method was use full to identify the problem, Y.K. Singh (2006).

To this effect data were collected from different stake holders (students, instructors, and the Dean of the TVET college ) through instruments like questionnaires, Interview and Classroom observation. The study therefore, attempted to investigate the needs of students from the view points of different sources that are believed to have some worthwhile contribution to make the research complete in every aspect.

#### **3.2. Sampling Procedure**

In this study the researcher used different techniques since dealing with all members of data source with large amount of time and resources. Accordingly, from the 5 TVET colleges in southern Tigray the researcher intentionally selected Alamata TVET college using purposive sampling techniques for the study. The researcher selected this College because no research has been conducted in this college except one on Accounting students so far. This helps instructors to be aware of the English language course and learners' language needs so that they support the learners accordingly. Most significantly, it was believed that there would be cooperation from the college during the data collection as the researcher knows the training staff in particular and the college community in general.

Concerning sources of data, Robinson (1991) suggests that the sources of information in needs analysis are potential learners, specialist academic departments, the language teaching instruction ( students and administrators), individuals who will be concerned with students' study situations. Based on this, subjects of the study level three and level four



students of Almata TVET college , subject area Instructors and Dean of the college were selected for providing related information to the study .

Concerning students, there were four groups namely: first year, second year, third year, and fourth year students in the college and the total number of students in the college were 1052 including the extension students . from the existing students, the researcher left out the two levels (level one and level two) and then, the researcher selected level three and level four students using purposive sampling because the number of students were unmanageable and they might not have the same understanding about the needs of the English language course comparing with level three and level four students who were well experienced.

### **3.3. Data Collection Instruments**

During the assessment of the English language course needs of Alamata TVET college students , both quantitative and qualitative data were gathered. For the quantitative data a questionnaire, and for qualitative data interview and classroom observations were used. Using different methods for triangulating the data collected, ( collecting information from several sources) this is believed to be vital for the researcher to obtain a more reliable and comprehensive data (Richards, 2001).accordingly, Molle and Prior (2008) cited in Basturkmen(2010) identified that a questionnaire, Interview and Observation are the main sources for data collecting used in needs analysis. To Dudley- Evans and St John (1998), instruments used in needs analysis include questionnaire, deep interview, observation , analysis of course text and assessment are among the main.

Based on the above Scholars' idea, the researcher used the following data gathering tools.

#### **3.3.1. Questionnaire**

The researcher used a questionnaire which was adapted from Yezabwork's former study as the main data gathering tool. This was because Richards (2001) suggests that a questionnaire is one of the most common instruments in which a large number of subjects and draw out information about many issues like language usage, language difficulties, classroom activities, attitudes and belief and preferred styles. Thus, it is likely

that questionnaire is used to get information about present situational analysis and target situational analysis. The researcher employed questionnaire as a main data tool since major and large data are obtained through it.

Quantitative data were used as the main data for the study because sufficient information was expected to be found through questionnaire. Qualitative data were also used to back up data gained from the quantitative one. Concerning this Patton(1990) cited in Densten and Gray (1998) suggests that data were significant responses obtained through quantitative methods, it is often helpful to support the responses through in- depth study using qualitative methods to give substance to the area of focus. The data for this study were collected from level three and level four regular and extension students in ICT department, Instructors of the major subject area and the Dean of the college consider as the subject of the study. As the students have the major responsibility in determining their needs, their views were considered and analyzed with a great attention.

The researcher of this study employed questionnaires, structural interview and classroom observation in order to gather relative data for the study.

As one cannot offered to ignore the view of English language Instructors in determining the students interest ( needs ), a set of questionnaires were used to collect data on their opinions about their students needs. Similarly, structural interview was also used to interview the Dean of the college to see in to effective whether the Dean of the college has any institutional English language needs to their students.

Data gathered from both students and Instructors were analyzed quantitatively, using the SPSS software 20 and data were analyzed in the form of percentage and frequency.

The questionnaires include close- ended questions that were constructed in the form of 5 point likert scales. The questionnaires were used to collect data from students, subject area Instructors . They were prepared in a 5 - point likert scale modified from Abebe (2010) and Beyene (2007).

The questionnaire was prepared for the selected 48 students based on students current language needs, language difficulties in their academic setting. English language

skills help for social and private life, English for their future careers (professions) and the purpose of English language for their academic study and their preferences.

### **3.3.2. Questionnaire for Instructors**

These questionnaires were administered to the selected Instructors who were 11 in number. The questionnaire includes close-ended questions. These questions included students' general language ability, how do they rate their students' language proficiency, how often they perform language activities in their academic study, how often their students need to use English language skills in their academic study and their students' preferences.

### **3.3.3. Interview**

Richard (2001) suggested that interview allows us to make more in-depth exploration of issues as compared to a questionnaire though it is only feasible for small groups. Denscomber (2007) stated that semi-structured interview allows a certain degree of flexibility in exploring a wide range of issues that may arise during interview. It helps that Interviewer reflect to information given and seek clarification when required. It also partly help the respondents to talk freely. This indicates that semi-structured interview helps the interviewer to guide the respondents in the way focused data can be obtained by giving them partial freedom to express their opinion. And this semi-structure interview was adapted from Habtamu (2008) and Abebe (2010).

Accordingly, the semi-structured interview was used to gather data from college Dean. The interview was used to identify the purpose of giving English language course for the TVET college students. English language proficiency level of TVET students, what opinion does the Dean have about the ignorance of the English language course in the TVET colleges by now, which language skills are more important for TVET students, and what materials should be (resources, equipments) available for designing English language course for TVET students.

### **3.3.4. Observations**

For the design of the observation checklist, Hutchinson and Waters (1987), Dudley – Evans and John (1998), Ephrem (2004) and Richards (2001) were consulted. The

observation was made in all available subject area classrooms (five in numbers) ten times (two observations for each classroom). The observation was conducted in order to identify English related classroom activities, learners difficulty in using English language in class room participation or discussion, asking and answering questions in class and listening and understanding to course lecture and to identify which skill is dominantly used in class and the role of specialist vocabularies.

### **3.4. Data Collection Procedures**

First, the researcher gave clear explanation about the objectives of the study for the sample students in the class. The students' questionnaire were translated in to their mother tongue so that students can understand questions easily. Next, the instructors were given the questionnaires to fill it out in two days time attentively. The researcher used the questionnaire first, because it is the main data gathering tool while the other tools were used for triangulation, and this helped the researcher to validate the data and increase the creditability of the data interpretation. After that, interview was conducted with the TVET college Dean.

#### **3.4.1. Validity and Reliability of data gathering Instruments**

The precision with which things are measured in a study is expressed in terms of validity and reliability. These two are related because if the measure is valid then it is reliable. Validity represents how well a variable measure what it is supposed to measure. Reliability refers to the extent to which the data collection techniques or analysis procedure will yielded consistent findings (Saundres et.al. 2003)

Apart from adapting the comment on the appropriateness of the items if they were fit to measure the target objective of the study. Then based on the comments and criticism gained, made the necessary modification like leading words and vague terms. Furthermore to develop appropriate instruments for the study, the researcher administered piloting the instrument at Timuga TVET center, which is 12 kms away from Alamata (the study area) on 30 trainees and 6 instructors. Purposively because the number of respondents were manageable since they were 30 students in a class.

The collected data were analyzed to determine the reliability of the questionnaire and gain insights for the main study. The reliabilities of both questionnaires were calculated by Cronbach's alpha using SPSS, it resulted in number between 0 and 1. Then, from the descriptive statistics the reliability coefficient of the teachers questionnaire was found to be 0.753 Cronbach's alpha, while the reliability coefficient of the students questionnaire was found to be 0.653 Cronbach's alpha. So both the students and teachers questionnaires were reliable.

### **3.5. Methods of Data Analysis**

Data obtained from different sources were analyzed using quantitative and qualitative data analysis procedures. Therefore, the data collected on the bases of the purpose of the study through questionnaire, interview and observation were organized and framed to suite the analyses. Response obtained from learners and Instructors through questionnaire were tallied and summarized, and the data were interpreted using descriptive statistical analysis that is frequency and percentage. The qualitative data collected through semi-structured interview and observation were analyzed and presented in paragraph. Then the overall findings obtained were cross checked to come to the conclusion.

## CHAPTER FOUR

### 4. DATA ANALYSIS AND DISCUSSION OF RESULTS

In this chapter, an analysis of data gathered from students, instructors and the college dean through questionnaire, interview and observation are presented and discussed to find out the English Language course needs of the TVET students in Alamata TVET college. This is to mean that assessing students learning needs and target situations need is the central objectives of the study. To achieve this, data were gathered and analyzed both quantitatively and qualitatively. The qualitative response was triangulated with the quantitative result. Simple percentage was used and results presented in tabular form.

#### 4.1. Quantitative Data Analysis and Discussion

In this section, analysis of data obtained through questionnaires was presented. Both the students and the Instructors were asked to rate the degree to which they agree to the statements based on the given scales.

Que. Rank the extent to which the important of the four macro skills for your academic study

Table 1 Importance of the four language skills for students academic study.

Students were asked to rate the four language skills according to their degree of importance and then the responses were calculated in percentage as shown in the table below.

Language skills	S	1		2		3		4		Rank
		F	%	F	%	F	%	F	%	
Listening		19	39.6	16	33.3	7	14.6	6	12.5	1 <sup>st</sup>
Speaking		15	31.3	12	25	12	25	9	18.7	3 <sup>rd</sup>
Writing		10	20.8	11	22.9	20	41.7	7	14.6	4 <sup>th</sup>
Reading		18	37.5	15	31.3	10	20.8	5	10.4	2 <sup>nd</sup>

Key: F= Number of respondents

S= Students

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

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

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

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

As the Table.1 revealed, the majority of the students (39.6%) gave the 1<sup>st</sup> most importance to listening skill. A significant number of students (37.5%) reported that reading to be the 2<sup>nd</sup> most importance skill in learning other courses. 31.3% and 20.8% of the students reported that speaking and writing are the 3<sup>rd</sup> and the 4<sup>th</sup> most important skills respectively to attend other courses. The result of the observation was also in line with the students' response. The result shows that the respondents agreed that the importance of all the language skills in general. It can be calculated that listening was out weight the other three skills. 39.6% of the response indicated that listening was the 1<sup>st</sup> most important skill for the successes of their academic study.

In terms of importance of listening skill, the result of the present study was well – matched with Alem's (2007) and Hailemariam's (1993) study.

As the dean reported their students proficiency level in productive skills were very poor. The result of observation was also in line with the later findings.

Que. Indicate how often you need to use the English language activities in your academic study

Table 2. Students' response on use of English language activities

	English Language Activities	Always		Often		Sometimes		Rarely		Never	
		F	%	F	%	F	%	F	%	F	%
	Listening Activities										
1	Following lecture	22	45.8	17	35.4	7	14.6	2	4.2	0	0
2	Following questions and answers in class	17	35.4	12	25	10	20.8	9	18.8	0	0
3	Listening class presentation	18	37.5	16	33.3	8	16.6	3	6.3	3	6.3
4	Listen to instruction for assignments	21	43.7	15	31.2	9	18.75	3	6.25	0	0
	Speaking Activities										
5	Giving speech presentation	0	0	5	10.4	8	16.6	15	31.3	20	41.

											7
6	Participating in class discussion	6	12.5	5	10.4	10	20.8	20	41.7	7	14.6
7	Asking questions in class	3	6.3	13	27	19	39.6	8	16.7	5	10.4
8	Giving answers in class discussion or questions	17	35.7	12	25	9	18.8	6	12.5	4	8.3
	Writing Activities										
9	Writing business letters	0	0	0	0	10	20.8	26	54.2	12	25
10	Writing personal letters	4	8.3	6	12.5	10	20.8	12	25	16	33.3
11	Taking notes from lecture	11	22.9	15	31.2	19	39.6	3	6.3	0	0
12	Writing exam and test answers	19	39.6	10	20.8	10	20.8	5	10.4	4	8.3
13	Writing assignments	15	31.3	25	52.2	5	10.4	3	6.3	0	0
	Reading Activities										
14	Reading text books	12	25	9	18.75	20	41.7	7	14.6	0	0
15	Reading different software	8	16.7	16	33.3	17	35.4	5	10.4	2	4.2
16	Reading course handouts	25	52.1	13	27.1	10	20.8	0	0	0	0
17	Reading manuals	9	18.8	22	45.8	12	25	5	10.4	0	0

The Items in table 2 were used to gather information from students regarding how often they used the English language activities, namely Listening activities(item 1-4), Speaking activities item 5-8). Writing activities (item 9- 13) and Reading activities (item 14-17).

Table 3. How often you need to use the following listening activities.

	Which type of listening do students do?	Stu.	Always		Often		Sometimes		Rarely		Never	
			F	%	F	%	F	%	F	%	F	%
1	Following lecture		22	45.8	17	35.4	7	14.6	2	4.2	0	0
2	Following question and answer in the class room		19	39.5	15	31.3	10	20.8	2	4.2	2	4.2
3	Listening to class presentation		18	37.5	16	33.3	8	16.6	3	6.3	3	6.3
4	Listening to instruction for assignments		21	43.7	15	31.2	9	18.75	3	6.25	0	0

As shown in item 1, in table3, 22(45.8) and 17(35.4%) of the students responded always and often, respectively, frequented using the listening activities for listening to lecture was most frequently used activity followed by following question and answer in the class, Listening to instruction and for assignments was (43.7%) and listening class presentation (37.5%) respectively. The remaining 7(14.6%) and 2(4.2%) of the students



reported that they sometimes and rarely, respectively needed the activities for the purpose indicated.

Listening for the purpose of the following questions and answer in the class 18(37.5%), 16(33.3%) and 8(16.6%) of them reported that they always, often and sometimes, respectively needed the listening activities. That means, they respectively used this activities for the purpose indicated in the items. The remaining 3(6.3%) and 3(6.3%) of them reported that they rarely and never, respectively used this activities for the purpose indicated.

Similarly, 21(43.75%), 15(31.15%) and 9(18.75%) of the students reported that they often, always and sometimes, respectively listen to instructions for assignment. That means a total of 45(21+15+9)students responses in this regard were positively indicated. The remaining 3(6.25%)students also reflected the students listening problem, which need to be they rarely frequently use listening for the purpose mentioned.

Generally speaking, the student's response to items 1-4 is positively indicated because the items are about the receptive skills activities which students are more relaxed with than the productive skills. This finding was also in line with that of observation. When the teacher observed at the classroom, students gave more attention for their teacher's explanation and they tried to give response for questions frequently. This implies that, students relaxed in listening skill. In terms of using listening activities in English frequency, the result of the present study is well-matched with Alems' (2007) study.

Table 4. How often you need to use the following speaking activities in your academic study.

	What type of speaking do students do?	Stu.	Always		Often		Sometimes		Rarely		Never	
			F	%	F	%	F	%	F	%	F	%
5	Giving spoken presentation		0	0	5	10.4	8	16.6	15	31.3	20	41.7
6	Participate in class presentation		6	12.3	5	10.4	10	20.8	20	41.7	7	14.7
7	Asking questions in class using English language		3	6.3	13	27	19	39.6	8	16.7	5	10.4
8	Answering questions in English language		17	35.4	12	25	9	18.8	6	12.5	4	8.3

As table 4 revealed, giving spoken presentation seems a difficult task for the students and keeping away from doing it when conditions allow. For example, of the 48 respondents 20(41.7%) and 15(31.3%) said that they never and rarely speak, respectively did it. Which means 35(20+15) of them almost didn't frequently practicing it. The rest 8(16.6%) and 5(10.4%), sometimes and often, respectively did give spoken presentation. Which means only 13(8+5) or (16.6%+10.4%) respectively were taking part in spoken presentation in different rate. Similarly, with regard to participating in class discussion in English seems to be a challenge for the respondents for 20(41.7%) and 7(14.6%) of them confirmed that they rarely speak and never, respectively, took part in discussion in English language. That is 27(20+7) or (56.3%) almost did not engage in discussion using English language. However, a fair number 10(20.8%), 5(10.45%) and 6(12.3%), sometimes, often and always, respectively participated in discussion using English language. From a total of 48 students, only 21(10+5+6) or (20.8+10.4+12.3) respectively were active participants in discussion using English. The following positively responded items in speaking section is about asking questions using English language in class. From 48 respondents, 19(39.6%) and 13(27%) of them said that they sometimes and often speak, respectively asked questions in English in their classroom with varying frequency. This really revealed how students had got frequent experience to things like classroom questions make interest in them and their confidence. The rest 16(3+8+5) or (6.3%+16.7%+10.4%) of them said that they always, rarely and never speak, respectively asked questions in English in classroom. However, of the total number of respondents, one third(16), their responses revealed that they had no confidence to ask questions in classroom when they used up most of their school time. 1/3rd

From all the speaking sub-skills, the one most positively replied by the respondents is answering questions in English. As shown in the table 17(35.4%), 12(25%) and 9(18.8%) of respondents said that they always, often and sometimes, respectively answered questions in English with different frequency. It means that, a total of 38(79.2%) of them were engaged in such activity to a varying degree. This shows that how students' frequent experience to classroom questioning interest in them. This finding was also shown that in line with that of observation. This implies that asking and answering

questions in classroom shows that the positive effect of describing students to different skills on their interest and even though the degree is different, there is communication among students and teachers in the classroom. This interaction between teachers and students may help for students gradually to be good users of the language. On the other hand, few of them 6(12.5%) and 4(8.3%) said that they rarely and never spoke, respectively and not engaged in such activity. Those students might not be ready to collaborate and join in classroom lesson presentations. If not, it seems impossible for them to keep away from answering questions in classroom as far as the instruction were there. In terms of using speaking activities in English(asking and answering in English), the result of the present study is in line with Yezabwork(2004) study.

Table 5. How often do you use the following writing activities in your academic study.

	What type of writing do students do?	Stu.	Always		Often		Sometimes		Rarely		Never	
			F	%	F	%	F	%	F	%	F	%
9	Writing business letters		0	0	0	0	10	20.8	26	54.2	12	25
10	Writing personal letters		4	8.3	6	12.5	10	20.8	12	25	16	33.3
11	Taking lecture from lecture		11	22.9	15	31.2	19	39.6	3	6.3	0	0
12	Writing exam/test answers		5	10.4	10	20.8	10	20.8	19	39.6	4	8.3
13	Writing assignments		15	31.3	25	52.2	5	10.4	3	6.3	0	0

As Table 5 showed that most of the students replied to items(9-10)to writing be more of negatively inclined. Of the 48 students involved in filling the questions 26(54.2%) and 12(25%)rarely and never, respectively wrote business letter. That means the majority of the respondents (38=26+12) said that they couldn't write letters while the remaining few could with different rate. This finding was also in with the interview with the dean of the college. As he said that students in the institution are very weak in writing activities. For example, 10(20.8%) of them said sometimes. This indicates that the less participation of students in writing letters might have resulted from their inability to write in English and lack of practice to write or lack exposure for writing activities. If they have little time to practice writing, students may not develop their writing skill. Therefore, they might have defense mechanism to make free themselves from writing. Whereas a balanced negatively and positively responses of students can be seen with regard to writing

personal letter. Of the 48 respondents 16(33.3%) and 12(25%) of them said that they never and rarely , respectively wrote personal letter. That means, 16+12=38 students were negatively disposed. The remaining students 4(8.3%), 6(12.5%) of them were writing personal letter. But, still the students' negatively inclined responses are indicators that they have lack of knowledge and skills of writing personal letters which they might not have exposure to practice writing during their stay in the college. This finding was also shown that in line with the response from the college dean in interview.

The table revealed that students' reply seems to be excited in relation to taking lecture notes. It is usually understood that students were effectively taking notes during lecture but some of them , 3(6.3%)said that they rarely take notes in English during lecture. They might have replied to this way to reveal their difficulties they faced in organizing their notes. Taking notes, evidently, is a skill which students can develop through practice which can be comprised as one of the sub-skills in teaching writing in English. This occasion, nevertheless, is ignoring in the TVET students' training. The response of the students, therefore, might have resulted from the students common sense thinking that they were continually taking notes during lecture. Thus, were sometimes, often and always, respectively. Taking notes during lecture more or less, both positively and negatively inclined responses students need to keep English and the support they need within the lecture. This finding was note shown that during class observation. In terms of writing activities(taking lecture notes) in English, the result of the present study is in line with Hailemariam(1993) study.

The other responses are reported to the students' skill of writing for the duration of exam or test. It is comprehend that there are writing answers to exam or tests. But some 19(39.6%)and 4(8.3%)of them confirmed that they rarely answer and never, respectively wrote in English during exam and test. This does not have the suggestion that they were not writing during exam. This indicates that they had great difficulty in organizing their answer effectively in English while answering to questions during tests and exams. So what can we conclude from this, students need more help in this regard. Some 5(10.4%), 10(20.8%) and 10(20.8%) Of the respondents said that they always, often and sometimes respectively write in English during test and exams. They might have left

that they were writing because they had no alternative. They replied to the questions in their understanding whatever they thought. So, they left they were writing regardless of their responses in what they were writing. Their response reveals that the need of the English language and the assistance they need with it as learners of the ICT in the TVET college. This result was also checked using their exam results during class observation. However, the result of the present study was different from the finding of Yezabwork (2004) study.

Although students' response in the negative inclined in the negative response are also important for their implication. As table 5 showed , 25(52.2%), 15(31.3%) and 5(10.4%) of the students reported that they often, always and sometimes, respectively did their assignment in English. As a whole, the majority ( $25+15+5=45$ ) of them left that they frequented using English language while doing their assignments in group, but some 3(6.3%) of them left that rarely used English for the purpose indicated. Even though their number is small, those students' answers have great implications. That is the students had serious problem even in using English for their assignments in group discussion. Although the majority of them have positively inclined their necessities for English language with reference to doing their assignments, few also have shown their need for support with English language by teaching negatively. This finding was also matched with the observation. When the teacher observed the students' classroom discussion to do their group work, the majority of the students were initiated to use English language to do their assignment

Table 6. How often do you need to use the following reading activities in your academic study.

	Which type of reading do students do?	St.	5		4		3		2		1	
			F	%	F	%	F	%	F	%	F	%
14	Reading text books		12	25	9	18.75	20	41.7	7	14.6	0	0
15	Reading software		8	16.7	16	33.3	17	35.4	5	10.4	2	4.2
16	Reading handouts		25	52.1	13	27.1	10	20.8	0	0	0	0
17	Reading manuals		9	18.8	22	45.8	12	25	5	10.4	0	0

As table 6 revealed, of the 48 respondents, more number of the respondents reported that 20(41.7%), 12(25%) and 9(18.8%) of them reported they sometimes, always and often respectively read notes from their references or text books. As it shown in the table above it only 7(14.6%) of them said that they rarely read their text books. Generally speaking, majority of the respondents reported that they used speaking activities different rate for the purpose indicated. Still 17(35.4%) , 16(33.3%) and 8(16.7%) of them felt that they sometimes, often and always, respectively read different software. But 5(10.4%) and 2(4.2%) of the respondents reported that they rarely and never read different software. Although majority were in the habits of reading different software positively with different rate, there were also few of them who rarely and never, respectively read different software rather they read hard copies. One possible reason for this could be either lack of access to the software or lack of experience on how to read the software. In the same way, of the 48 respondents 25(52.1%), 13(27.1%) and 28(20.8%) of them said that always, often and sometime, respectively and need to read their handouts. Almost all of them were in need of doing one of their college regular activities.

Likewise, large number of them 22(45.8%), 12(25%) and 9(18.8%) of them often, sometimes and always respectively to read manuals about WIP inventory, progressive taxation, Regressive taxation etc. It was 5(10.4%) of them that though they used it rarely for the purpose indicated. However, the data showed, the majority of the respondents used reading activities positively with different rate for the purpose of reading technical manuals, journals and different reference books.

Generally speaking, the report presented about reading activities indicated that students read printed materials like text book, handouts and notes taken from class and library. This result was also in line with the result of observation. This implies that the students need more support to improve their English using reading activities.

Que. To what extent do you ( students) face difficulty in using English to carry out different English language activities?

Table 7. Students' and Teachers' responses for assessment of the difficulty in using English language to carry out different English language activities.

	Language Difficulties	Res	5		4		3		2		1	
			F	%	F	%	F	%	F	%	F	%
1	Understanding lecture	S	6	12.5	20	41.6	9	18.8	10	20.8	3	6.3
		T	2	18.2	5	45.5	2	18.2	1	9	1	9
2	Taking lecture notes	S	8	16.7	15	31.2	9	18.8	16	33.3	0	0
		T	7	63.6	3	27.3	1	9.1	0	0	0	0
3	Asking questions in English language	S	20	41.7	10	20.8	13	27.1	5	10.4	0	0
		T	6	54.5	2	18.2	2	18.2	1	9.1	0	0
4	Answering questions in class	S	4	8.3	12	25	19	39.6	8	16.7	5	10.4
		T	2	18.2	2	18.2	7	63.6	0	0	0	0
5	Understanding exam questions	S	18	37.5	15	31.3	10	20.8	3	6.3	1	2.1
		T	4	8.3	6	54.5	1	9.1	0	0	0	0
6	Understanding books and references	S	11	22.9	11	22.9	8	16.7	18	37.5	0	0
		T	0	0	3	27.3	8	72.7	0	0	0	0

As table 7 showed a large number of the students had difficulties in understanding lecture. 41.6% of them agree that they had difficulties while 20.8% of the students reported that they had no difficulties in understanding lecture. On one hand, 12.5% of the students reported that strongly agreed that they had difficulties in understanding lecture. However, the reports of the instructors disagree with the reports of the majority of the students. 45.5% and 18.2% of the teachers agree and strongly agree respectively that their students had great difficulty in understanding lecture. The remaining 18.2% of the teachers remained in different on their students difficulties in understanding lecture (see table7). The finding of class observation was also in line with the above result. For this reason, Instructors had been seen to translate the idea of the lesson into their mother tongue.

The table also showed that 33.3% of the students disagree, but (63.6%) of the Instructors reported that they strongly agree that their students have great difficulties in taking lecture notes from Over Head Project use in the class while 9.1% of them remained in different on the indicated point. 27.3% of the teachers report that their students have difficulties in taking lecture notes. Classroom observation also proved the same situation that students were faced with great difficulty when they were observed writing miss spelt words from the Over Head project. In terms of taking notes from lecture in English, the result of the present study related with Beyene's(2007)study.

As it is indicated in table 7, 41.7% and 20.9% of the students said that they 'strongly agree' and 'agree' respectively that they have difficulty in asking questions in English language in class while 27.1% of them remained in different. Only 10.4% of the students 'agree' that they have difficulty in asking oral questions in class using English language. The same is true that the report of the instructors show that 63.6% and 27.3% strongly agree and agree respectively that

their students have difficulty in asking questions in class using English language. Regarding this, the Instructors reported that when students want to ask or answer they usually use their mother tongue. The result of observation was also in line with the students and the Instructors findings. The rest 9.6% of the Instructors remained indifferent.

Regarding to understanding exam questions, 37.5% and 31,3% of students' strongly agree' and 'agree' respectively that they have great difficulty in understanding exam questions. The remaining 20.8% of the students reported undecided. On the other side, 54.5% and 36.4% of the instructors 'agree ' and 'strongly agree' that their students have their difficulty respectively while 9.1% of the teachers remained indifferent. The result of the observation from their exam paper approved this point. Most of the students got less mark. This may result from their misunderstanding of the core points of the exam.

As table 7 showed, 37.5% of the students reported that they disagree that they have difficulty in understanding the idea of the text books and reference books while 22.9% of the students 'strongly agree' and 'agree' that they have difficulty in understanding the idea of books and references in their academic study respectively. 16.7% of students



remained in different. 72.7 % of the teachers remained undecided. While 27.3% of teachers agree that their students have difficulty to understand the idea of the books they use and some references. The result of the class observation remarked in the contrary. Hence, the learners have great difficulties in understanding the lecture, asking and answering questions in English, and taking part in group discussion using English language. Instead they were speaking using their mother tongue to ask and share their ideas. In terms of difficulty in understanding the idea of the text books, reference books and manuals, the result of the present study in line with that of Yezabwork's(2004)study.

In general, based on the above questionnaire analysis, it is possible to say that both students and teachers perceive that the students accomplish the given activities in English language with different level of difficulty. Perhaps, this problem may come from lack of practicing the language or lack opportunity to use the language in their area of study.

Que. How do you rate your proficiency level in English language?

Table 8. Students' proficiency in the language skills and language area

	Skills	S	Very good		Good		Average		Poor		Very poor	
			F	%	F	%	F	%	F	%	F	%
1	Listening		0	0	19	39.6	8	16.7	6	12.5	15	31.2
			0	0	4	36.4	5	45.5	2	18.1	0	0
2	Speaking		5	10.4	8	16.7	6	12.5	22	45.8	7	14.6
			0	0	0	0	3	27.3	6	54.5	2	18.2
3	Reading		8	16.7	12	25	20	41.6	8	16.7	0	0
			0	0	3	27.3	7	63.6	1	9.1	0	0
4	Writing		0	0	3	6.2	14	29.2	21	43.8	10	20.8
			0	0	0	0	1	9.1	8	72.7	2	18.2
5	Vocabulary		0	0	6	12.5	18	37.5	15	31.2	9	18.8
			0	0	3	27.3	6	54.5	1	9.1	0	0
6	Grammar		0	0	8	16.7	15	31.2	17	35.4	8	16.7
			3	27.3	3	27.3	5	45.4	0	0	0	0

As table 8 showed about the listening skill that 39.6% and 16.7% of the learners reported that their proficiency in listening was good average respectively. In addition to that 31.2% and 12.5% of the learners reported that they were very poor and poor at

listening respectively. This result of learners report at listening skill is almost comparable to the instructors response who reported in the questionnaires that the receptive skill of the learners were average(45.5%) and good(36.4%) respectively.

Regarding to speaking skill, 45.8% and 14.6% of the learners reported that they were poor and very poor at speaking skill respectively. Whereas 16.7% and 10.4% of them reported that they were `good` and `very good` at speaking respectively. The remaining 12.5% of them said that they were average at speaking. This finding is similar to the report of instructors who reported in the questionnaire (54.5%) and the Dean of the college in the interview which rated poor the proficiency level of their students in speaking skill. Moreover, they were observed using inappropriate pronunciation of some words (Eg. Cell phone, technical, Microsoft, and so on) and less confident to use the language for this purpose. An effective oral communication is built on language, skill and confident, Dudley Evans and John(1998).

Regarding to the purpose of the students on their ability at the reading skill, 41.3% of the respondents reported that they were average at reading skill, 25% and 16.7% of the respondents reported that they were good and very good respectively at the indicated skill. The remaining 16.7% of the respondents reported that they were poor at this skill. Therefore, we can conclude from the discussion that the learners` performance level in reading was an average. This report also agrees with the subject area instructors in answering the questionnaire and the Dean of the college in interview who felt that the receptive skill of the learners was better than that of their productive skills.

As table 8, showed above, (43.8%) of the learners reported that they were weak(poor) in writing skill. Whereas 29.2% of them said that they were in average. However, the instructors` report regarding this skill was controversial. The instructors` report said that their learners proficiency level of the writing skill was very poor(72.7%). They put the proficiency level of their learners from high to low level as listening, reading, speaking and writing. This result was also related with the result from the observation. The researcher tried to check students` exercise book in relation to this, the left and right margins, space between lines, capitalization were not in proper ways. So we can conclude that learners` proficiency level in writing is less than that of listening, reading, and speaking skills.

Perhaps, this problem may come from the habit of lack of practicing or lack of the chance to have the contents which invite them to practice in their area of study.

As table8 revealed, 37.5% of the learners report that their proficiency level of vocabulary was in average. However, 31.2% and 18.8% of them reported that they were poor and very poor respectively. The rest 12.5% of them said that they were good. Similarly speaking, the subject area instructors strongly agree that their students level of proficiency in vocabulary was average.

Regarding to grammar, the table revealed that 35.4% and 16.7% of them said that their proficiency level of grammar was 'poor' and 'very poor' respectively. Whereas, 31.2% of them said that they were average. The remaining 16.7% of them reported that they were 'good' at grammar. In general, the proficiency level of the students' in vocabulary and grammar was poor. The report from the subject area instructors support that their students' proficiency level in both vocabulary and grammar was average(45.4%). Therefore, we can conclude that students in productive skills are poorer than receptive skills as we observed from the table above which was from high to low level of proficiency (listening, reading, speaking, writing, vocabulary, and grammar). This also tells us students faced difficulties in productive skills than receptive skills.

Que. Do you feel the need for redesigning the English language course?

Table 9. Students and Instructors response as regard to the need for the designing of English language course.

		YES		NO	
		F	%	F	%
	S	38	79.2	10	20.8
	T	48	100	0	0

As table-9 showed that 100% and 79.2% of the respondents reported that they strongly needed to design the English language course for their academic study.

Que. How would you like the new English language course to be constructed?

Table 10. Students and Instructors response regarding to the needs of language content in the new English language course .

		Most important		Important		Have no idea	
		F	%	F	%	F	%
Topics from Technical English	S	8	16.7	40	83.3	0	0
	T	7	63.6	4	36.4	0	0
Topics from General English	S	30	62.5	18	37.5	0	0
	T	4	36.4	7	63.6	0	0
Topics from both	S	41	85.4	7	14.6	0	0
	T	9	81.8	2	18.2	0	0

As table-10 revealed, 85.4% of the respondents respectively, said that they need an English language course to be compiled topics for a balance between general English and technical English. Moreover, the dean of the college also suggested that the new English language course should include some contents from general English in order to that learners can learn language that help them converse in all aspects of their life and should match with their needs. He added to this point, syllabus designers should choose activities which can draw learners` attention.

Que. Rank the four macro skills and area of knowledge in order to priority in the new English language course.

Table 11. Students response regarding to the need of four language skills and area of knowledge in the order of priority in the new English language course.

Skills and Language area	S	1		2		3		4		5		6		Rank
		F	%	F	%	F	%	F	%	F	%	F	%	
Listening		14	29.1	15	31.3	9	18.8	5	10.4	3	6.3	2	4.1	3 <sup>rd</sup>
Reading		20	41.7	12	25	6	12.5	12	25	6	12.5	4	8.3	1 <sup>st</sup>
Writing		15	31.3	12	25	12	25	5	10.4	4	8.3	0	0	2 <sup>nd</sup>
Speaking		3	6.3	6	12.5	7	14.6	8	16.7	10	20.8	14	29.1	6 <sup>th</sup>
Vocabulary		8	16.7	8	16.7	6	12.5	12	25	6	12.5	4	8.3	5 <sup>th</sup>
Grammar		10	20.8	17	35.4	7	14.6	7	14.6	4	8.3	4	8.3	4 <sup>th</sup>

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

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

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

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

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

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

As table 11 showed that 41.7% of the respondents said that reading should be the primary emphasized skill. The rest respondents ranked writing, listening, grammar, vocabulary and speaking skills are most desired skills respectively.

According to Grellet, (1981), reading comprehension is the prominent sub-skill that plays a significant role and dominate an effective way of learning language. As a result, the students` capacity or competence to read and grasp efficiently, written materials are very useful in the academic success. This ability or competence includes understanding main idea, information, meaning of unfamiliar words or expressions, inferring basic references, understanding writer`s intention and evaluation texts.

## **4.2. Qualitative Data Analysis and Discussion**

### **4.2.1. Interview with the Dean**

When the dean was asked or interviewed about the proficiency level of the students in the four language skills and language area, the dean underlined that learners were good at listening, reading and grammar but weak at speaking, writing and vocabulary respectively. The response of the dean was in line with those of the learners and the Instructors in which the majority of them showed that they were weak in productive skills(speaking and writing) and vocabulary.

The next question asked to the dean was rating the degree of importance of the English macro-skills are very important. However, according to their importance the dean ranked that the speaking and writing skills are the most important skills respectively followed by listening and reading.

When the dean was asked about the relevance of the course to the TVET learners, the dean reported that English is the medium of communication in the world of teaching, the purpose behind conducting the course was to develop the proficiency level of the trainees to help them to understand the subject area of the course. The dean added that

the other purpose of offering the language course was to prepare the students for their future studies at University. If the course is given considering the students' need, students can be beneficiary to get more knowledge and skill. Moreover, the course helps them to communicate in all aspects of their lives.

Finally, the dean was asked to report about to what extent do students face difficulties in using English language to carry out the activities. The dean reported that a large number of students are passive to express themselves in English language. Still there are a large number of students who face difficulties to understand exam questions properly, to write reports in English. For them the two productive skills are the most problematic skills. He added that this problem may come from lack of chances they have. They have no English language program to practice the language either inside or outside the classroom. He added again that not only English but also maths is very important subject or course as ICT students are very concerned with these two very subjects at TVET colleges. The instructors also highly agree with that of the deans' response.

Despite insignificant differences the dean's report was in line with that of the students' and the Instructors' report.

#### **4.2.2. Data Analysis and Discussion from Observation**

Ten observation sections were conducted in one major course (ten sections for five ICT classrooms). The observation aimed to identify English macro skills is/are dominantly used, English activity important in training areas in which learners faced to difficulties in training. The observation was based on checklist filled by the observer in the classroom which was adapted from Beyene(2007).

##### **4.2.2.1. Domain of macro skill in subject area classroom**

The observation in all sitting revealed that the majority of the activities in the classroom were subjected by listening skill. The trainees were observed listening to lecture, to teachers' question and answer, class discussion. In the second place the most main macro skill next to listening was writing. In regard to this, the students were observed writing lecture notes. They were also taken on to writing notes from Over Head project. They also discussed in group, they tried to give the answers in English when their teacher

asked them to check their understanding. These findings correspond to the result from the students' and the teachers' questionnaire which graded listening as the most important macro skill in the classroom observation.

#### **4.2.2.2. Activities important with regard to subject area classroom in relation to English language skills**

In all sections, different activities were seen being carried out even though they are different in degree of frequency. Of all the activities, listening activities were observed to be the most dominant activity in the classroom while the lecture was given. In the second place, the observation revealed that writing activities were the second dominant next to listening activities. It was observed that learners make most note from lecture, discussion, and from Over Head projector and other related materials.

On the other hand, the students were given the reading assignments which was aimed to develop what they had already learned in the class. That is they were assigned to read different materials like ; course materials, journals and other related materials. According to the information obtained from the college dean's interview, the reading activities carried out frequently. Their instructors frequently facilitate conditions for their students to read references from the library which is assigned as an e-library(facilitated with software)by giving assignments.

Regarding to speaking activities, the observation expressed that the speaking skill was needed for presentation, discussion and asking and answering questions. In this regard, students presented their individual or group reading assignment to the class. The observation indicated that participating in class were the frequented activities. Even though the speaking skill ranked the third of the macro-skills, the activities in the area of the speaking were not insignificant comparing with the other macro-skills.

#### **4.3.2.3. Learners' English Language Difficulties**

As regard to language difficulties , in using English language as a means of communication the observation showed that in all classes the students faced in a serious problem to use English in different activities related to their subject area of the study. To the extent that listening activities are concerned, some students seemed to be

confused to understand their Instructors' lecture and explanations. Those students were seen asking their instructors for more explanation on the point they listen to in English.

As to speaking activities, the observer noticed that most of the students tried to ask questions in English whereas the majority tried it in local language(Amharic or Tigrigna). One important event observed during the observation that when the students arranged to discuss in group they often slip to their local language (mother tongue) to convey their idea. In addition, they were observed using unsuitable words and less self-confident to use the language for their purpose. In this regard, Dudley-Evan and John(1998:12)say that an effective oral communication is built on language skills and confidence.

To conclude that, the researcher was also checked their exercise book and identified that students were very weak in written competence. The analyses showed that they were unsuccessful to keep the academic writing rule in capitalization, miss spell, punctuation, subject-verb agreement. This indicated that the students had low or average experience to do the writing activities, this implied that they had lack of competence, what students do not know and can't do in English(Hutchinson and Water, 1987; Robinson, 1997; Dudley-Evan and St. John, 1998). The students are expected to write the writing activities effectively , but they lack the expected writing ability to do so.



## **CHAPTER FIVE**

### **5. SUMMARY, CONCLUSSION AND RECOMMENDATION**

#### **5.1. Summary**

This study was began to assess the importance of the four macro- skills of language in students` academic English language needs, language activities in students` academic study, language difficulties and preference of academic English language course of the ICT students.

Regarding to this, level three and level four ICT students of the Alamata Technical and Vocational Education Training (TVET) college had been the center of this research. To complete this study, Instructors of the college and the Dean had also been taken into consideration. Through a questionnaire a variety of activities were selected and presented to students and Instructors. They were asked to rate the importance of the four macro-skills and language activities in their academic study. The interview was conducted with the Dean of the college and the class observation was also conducted by the researcher as the third instrument using checklist.

The summary of the finding is drawn at from the analysis of data and are presented below.

1.As far as the importance of the four macro-skills of English language are concerned, the finding indicated that the receptive skills(listening and reading) are the most important skills followed by the productive skills(speaking and writing). As reported in the analysis, they had more exposure to listen lecture, to take notes during teacher explanation.

2.With regard to the English language activities in each of the four macro-skills, the findings indicated the main language activities :-

A. Listening activities- following to lecture, following questions and answers in the class, listening class presentation and listen to instruction for assignments.

B Speaking activities- giving spoken presentation, participating in class discussion, asking questions in class using English language, answering questions in English language.

C. Reading activities – reading text books, reading software, reading handouts, reading manuals.

D. Writing activities – writing business letters, writing personal letters, taking notes from lecture, writing exam or test questions and answers, writing assignments.

3. According to the information gathered almost all respondents felt the need for designing a new English language course having topics taken from both general and technical English.

## **5.2. Conclusion**

Based on the result of the study, it can be concluded that:

With respect to the importance of the four macro – skills for the students' study purpose, future profession and academic studies all of respondents together assigned high values. This implies that there is high need for learning the language skills. Here the majority of the students of the respondents believed that all the four skills of English language are very important to succeed in their education. As the report from the Instructors and the Dean in interview reply too, the importance of the target language – English is unquestionable. Moreover, the overall rating of importance of the skills for academic and professional purpose was high as it is approved by Instructors and students. Coming to the students' frequency of English language use, the four skills are ranked as listening, reading, speaking and writing skills in descending order as the report from the observation approved. Similarly, concerning self-rating of students lack of confidence in using English language in presentation, asking and answering questions in English and necessary knowledge to use English for speaking and writing purpose as their level demands much from them when it is compared with the rest macro – skills(listening and reading). This finding is also in line with the Dean's and the observation result. Most

teachers use mother tongue instead of the medium of instruction. This was due to the poor background knowledge of learners as the Instructors reported specifically in the learners language difficulties and abilities in using the English language. This could block the overall activities of the learners including their future chance which can lead them to tertiary level Education as the observation approved. Coming to the preference content of the redesigning English language course, the majority of the respondents (the students and Instructors) believed that the content of the new English language course is preferable if it includes both the General English and content – based syllabus.

### **5.3. Recommendation**

Based on the findings, the following recommendations have been made.

- 1.The four language skills should be treated based on their important for students' academic study needs, specially, the speaking and writing skills(productive skills) should be taken in to consideration by facilitating different activities to practice inside and outside the class.
- 2.It is advisable that the selection of language items and skills should be considered the language activities which are identified in this study. For example, reading and writing activities(report writing, reading activities or assignments, debating activities, dialogues etc...
3. It is recommended that the Minister of Education should be designed the appropriate academic English language course to overcome students' language difficulties and proficiency in their academic study.
- 4.Instructors of major courses should be models for their students to use the instructional language during asking question and teaching the course to use the language instead of using or translating in to their mother tongue.
5. As the study was conducted on level three and four ICT students of the TVET college, the finding describe additional studies to be conducted for other level of students as well to overcome the problem that hinder students' ability to listen, read, speak and write.

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## APPENDICES

**Bahir Dar University**

**Faculty of Humanities**

*Department of English Language and Literature* *Questionnaire for Study*

### **Appendix 1**

**Dear trainees,**

The aim of this questionnaire is to gather information on the English Language Needs of the TVET learners in southern Tigray, Alamata TVET College. Thus respondents of the questionnaire are highly kindly requested to forward honest and appropriate responses. Beside, the researcher guarantees you the confidentiality of your responses other than the purpose already mentioned.

**N.B. No need of writing your name**

**Read each item carefully& respond accordingly.**

**Thank you in advance!**

**Part 1.** The following tables carry items that could of help to assess your English language needs in terms of how often you use the English language skills in your academic setting, English language for future profession, English language for social and private life, your proficiency level of English language skills and difficulty in using English and English language need and your preferences.

Please, indicate your prior response by putting (x) mark in the boxes with regard to the scales given.

1.Indicate how often you need to use the English language skills in your academic study. Please remember to circle numbers 1-5 as appropriate to you.

5. Always            4. Often            3. Sometimes    2. Rarely    1.Never

Skills		5	4	3	2	1
1.1	Learning activities in English					
1	Listen to lecture					
2	Listen to questions and answers in class discussion					
3	Listen to teacher instructions for assignment					
4	Listening class presentations					
1.2	Speaking activities in English					
5	Giving spoken presentation					
6	Participate in class discussion					
7	Asking questions in class					
8	Participating in pair group discussion					
1.3	Writing activities in English					
9	Writing business letters					
10	Writing personal letters					
11	Taking notes from lecture					
12	Writing answers for course assignments or exams					
1.4	Reading activities in English					
13	Reading lecture notes					
14	Reading text books					
15	Reading handouts					
16	Reading technical manuals					
17	Reading news papers and magazines					
18	Exploring the internet					

### *Difficulties in Using English*

2.1. To what extent do you face difficulty in using English to carry out the activities listed below?

To show this, circle numbers 1-4 according to the following rating scale.

4.no difficulty 3.some difficulty 2.great difficulty 1.very great difficulty

Activities	4	3	2	1
Understanding lecture				
Understanding exam questions				
Asking questions in English				
Answering questions in English language				
Writing reports using English language				
Taking part in group discussion on (group projects)				
Understanding course books, references and manuals				

### 3. Proficiency of English Language Skills

3.1.how do you rate proficiency level in English language? To show your response, please circle numbers 1-5 according to the rating scale provided below.

5. Very weak   4.Weak   3.Average   2.Good   1.Very good

Skills	5	4	3	2	1	Rank
Listening						
Speaking						
Reading						
Writing						
Vocabulary						
Grammar						

4.Importance of the four macro skills of language for students' academic study and future career(profession).

Rank the extent to which the importance of the four language skills for your academic study and future career(profession).

1.1<sup>st</sup> most important 2.2<sup>nd</sup> most important 3.3<sup>rd</sup> most important 4.4<sup>th</sup> most important

4.1.listening activities in English	5	4	3	2	1
4.2.speaking activities in English					
4.3.writing activities in English					
4.4.reading activities in English					

### 5. English Language Need

5.1. Do you feel the need for redesigning the English language course? Please circle one

A/YES

B/NO

5.2.how would you like the English language course to be compiled?

a. Topics from technical English

b. Topics from general English

c. Topics from both

5.3.If your answer is yes to the above question, please rank the four language skills in the order of priority you would want them in the new English course to be designed.

Listening .....

Reading.....

Writing.....

Speaking.....

5.4.Which of the four language skills do you need more than the others for your study of major courses? Put them in a rank order according to their importance 1 being most important and 4 the least.

Listening.....

Speaking.....

Writing.....

Reading.....

## Appendix 2

**Bahir Dar University**

**Faculty of Humanities**

**Department of English Language and Literature**

**Dear Instructor,**

The aim of this questionnaire is to gather information on the English language needs of learners in Alamata TVET college. Thus, respondents of the questionnaire are kindly requested to forward honest and appropriate responses. Besides, the researcher guarantees you the confidentiality of your responses other than the purpose already mentioned.

N.B No need of writing your name

Read each item carefully and response accordingly.

Thank you in advance!

### Part 1

1. Please give the following information:

Nationality ..... Sex..... Age.....

Highest degree earned..... field of Specialization.....

### Part 2

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

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

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

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

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

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

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

5. How often do your students need to do the following English language activities during your course at this college? Please use the above scale.

5.1	Listening activities in English	5	4	3	2	1
	Listen to lecture					
	Listen to class discussion					
	Listen to teacher instruction					
	Listening to records					
5.2	Speaking activities in English					
	Asking questions					
	Answering questions					
	Giving oral reports					
	Participating in pair group discussion					
5.3	Writing activities in English					
	Writing lecture notes					
	Making notes from books					
	Making reports, essays					
	Writing other assignments					
5.4	Reading activities in English					
	Reading lecture notes					
	Reading text books					
	Reading handouts					

	Reading technical manuals					
--	---------------------------	--	--	--	--	--

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

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

		5	4	3	2	1
6.1	They find understanding lectures difficult					
6.2	They find taking lecture notes					
6.3	They find asking questions in the class difficult					
6.4	They find answering questions in the class difficult					
6.5	They find understanding exam questions difficult					
6.6	They find understanding books and references					

7.Do you feel the need for designing the English language course for TVET students? Please circle one of the following.

A/Yes

B/No

8.How would you like the new English language course to be compiled?

a. topics from technical English

b. topics from general English

c. topics from both

9.Could you rank the four language skills and knowledge of area in the order of priority you would want them in the new English course to be designed from most relevance to least.(1-4)

Listening ..... Speaking..... Writing..... Reading  
.....  
Vocabulary..... Grammar.....

## **Appendix 3**

**Bahir Dar University**

**Faculty of Humanities**

**Department of English Language and Literature**

**Structured Interview for College Dean**

**Dear Sir,**

This interview intends to gather information about the TVET students English course needs. The data you give will be much helpful to design appropriate English course for TVET students. My questions are concerned with the purpose of offering English course for the TVET trainees.

- 1.What is the purpose of giving English course for TVET students?
- 2.How do you rate the English proficiency level of the TVET students in your Institution? Are they excellent, very good, good, faire or poor? If they are at lower proficiency, why is it so?
- 3.By now the English curriculum is not offered in all the TVET colleges. What is your opinion about the course?
- 4.Do you feel the need for designing the English language course for the TVET learners? Yes/No
5. If your answer is yes, which of the following skills are important for the trainees? Please rank or order them. (From most to least)

▪   Listening                      Reading                      Writing                      Speaking

- 6.Are the following teaching materials/resources/equipments/facilities are available for English designing and teaching of a new course?

Cassettes                      TV sets

Videos

Reference books

Internet sources    journals/articles-photo copies    -magazines/brochures



7. If you have other suggestions or comments, you are welcome.

## Appendix 4

**Bahir Dar University**

**Faculty of Humanities**

**Department of English Language and Literature**

### **1. Classroom Observation Checklist for Subject Area Courses**

Date: .....

Time: .....

Course: .....

Department: .....

Observer: .....

### **2. What activities are relevant in training ICT students?**

Listening to course lectures

Asking and answering questions

Report writing

Note making

Note taking

Discussion

### **3. Which skills are dominantly used?**

Listening

Speaking

Reading

Writing

### **4. Language difficulties in using language activities.**

