Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

Alignment of Tasks and Activities in English Communicative Course Material with Learners' Communicative Needs: The Case of First Year Regular Students at Rift Valley University, Chiro Campus

By:
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A Thesis Submitted to the Department of English Language and Literature in Partial Fulfillment to the Requirements of the Master's Degree of Arts in TEFL

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Declaration

I, the undersigned, declare that this thesis is my original work, not presented for any degree in any universities and that all the sources used for it are fully acknowledged.

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Abstract

The purpose of this study was to identify the alignments of the tasks and activities in English communicative course material with learners' communicative needs. The study adopted descriptive research design which makes use of both quantitative and qualitative methods. In doing so, data were collected from 30 students who were selected randomly from 68 accounting students; moreover, included one teacher. Relevant data became collected through questionnaire, interview and analysis of the course material in use. Then, the problems the tasks in communicative course material, the learners' expectation to perform in their profession were identified. The finding revealed that the students were not satisfied with the tasks in the course material because the course designers and teachers did not design relevant activities in terms of learners' professional needs. It was discovered that the mismatch appeared between the students' communicative needs and the tasks in communicative course material is due to the students' lack of effective communication proficiency. This is because the tasks in communicative English course offered do not equip with learners' specific communication skills. Thus, it was found that the communicative course material is not adequately aligned with the learners' communicative needs. Based on the finding, it was recommended that syllabus designers and English teachers should prepare specific communicative course for students considering their academic and occupational needs which were identified in this study. In addition, Rift Valley University curriculum revisers and English teachers should analyze the tasks in communicative course material to align them with learners' communicative needs and make an adjustment in which the students will be provided with specific communicative course.

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List of Abbreviations

RVU: Rift Valley University

NA: Needs Analysis

ESP: English for Specific Purposes

EFL: English as a Foreign Language

EGP: English for General Purpose

ESL: English as a Second Language

TSA: Target Situation Analysis

PSA: Present Situation Analysis

EAP: English for Academic Purpose

EOP: English for Occupational Purpose

Chapter One

Introduction

1.1 Background of the Study

Nowadays, English is used not only as a means of communication with native speakers but also as a language of wider communication among non-natives for a variety of purposes like commerce, politics, education etc. Most of the people around the world use it either as a native language or Second / foreign language. In relation to this, Crystal (1997) forwarded that English is the language that links the world all together.

In Ethiopia like in many other countries, English is taught as a foreign language. English is taught to be used as a means of communication. It also serves as a language of instruction in secondary and higher education. According to the Federal Ministry of Education (2007), "English is a corner stone in the development of Ethiopians' commerce, communication system, technology and education. Most significantly, in the field of English language learning, this growth has called attention on English for specific purpose as of 1960's.

English for specific purpose as an approach for English language learning and teaching has been considered as the most "innovative and vibrant area of language learning and teaching" (Hyland, 2000, p. 297). Along with ESP, its two principal branches: English for occupational purposes (EOP) and English for academic purposes (EAP) have also gained importance with the focus on the particular purposes of language courses either on professional or academic career.

In this regard, needs analysis was introduced into language teaching through the ESP movement. From the 1960s, the demand for specialized language programs grew and applied linguists began to employ needs analysis procedures in language teaching and materials preparation (Richards, 2002). Thus, to design ESP materials in particular or when talking about ESP in general, needs analysis seems mandatory. It is, as scholars like Dudley Evans and St. John (1998:45) assume, the backbone of ESP. It is useful because "It asks questions about students' needs and wants the expectations of the institution, the features of the actual teaching situation" (Ibid). Richterich and Chancerell (1987), cited in Basturkmen (1998:2), also strengthen this point when they say, "Not only to identify needs but to establish relative importance to find out what is indispensable necessary, or nearly desirable." As a result, it is

possible to deduce that, needs analysis is difficult to separate from the preparation of ESP courses.

However, whether all students in different fields of studies take the same English communicative course while they need the skills for different purposes is the great question to be raised. It is supposed that students from different field of specialization need different English communicative courses as they need for different purposes. Therefore, offering them specific English communicative courses that can help them in their real life situation is very important. If they do not take specific English communicative courses which help them for their practical purpose, it is obvious that they encounter communication problem in their field of study. Lau (2003) confirms that if students lack fundamental skills, especially in four language skills, they face problems to cope with their normal course workload.

English communicative course develops learners' ability when they are met with learners' needs. Biggs (1996) argued that the term "alignment" focuses on the mechanisms which create the coherence between the essential components of a course objectives, contents, assessments and learning activities. From an instructional design point of view, teaching strategies/methods and selected teaching content are the main components of learning activities; there should also be a clear alignment between the selected contents and methods with learning objectives and assessments. Biggs (2003) noted that the alignment aspect refers to what the teacher does, which is to set up a learning environment that supports the learning activities appropriate to achieve the desired learning objectives.

Therefore, this study intended to assess the alignment of the tasks and activities in English communicative course material with learners' communicative needs in Rift Valley University at Chiro Campus.

1.2. Statement of the Problem

The emergence of communicative approach, according to Widdowson (1978), gave birth to English for specific purpose in which English language needed for one group of learners is quite different from others as the context in which the language used is different. Scholars pointed out that the language we speak and write varies considerably in number of different ways, from one context to another. If language varies from one situation of use to another, it is possible to determine the features of the courses given to learners. Variation of English language based on context in which the language is used shows that learners in different field

of studies need different English for different purposes. Concerning this, Hutchinson and Waters (1987, pp. 86) say ''Tell me what you want English for and I will tell you the English that you need''. This indicates that the kind of English language course a particular group of students need depends on the purpose for which the language is required. In addition, Richards (2001) supports that students in different field of study have different language needs and what they are taught should be restricted to what they need.

In the same way, the communicative course essential for particular group of students will be different from the other group of students. For instance, English communicative course given to accounting students has to be different from that of nursing students if we want to meet the students' specific needs in terms of the use of the target language (English). Giving students specific English Communicative course that depends on their specific need will make them perform effectively in the tasks arranged by their field of study or work situation. In view of their specific needs and interest in designing the course also encourages them to take part actively in the learning process.

First year accounting students in Rift Valley University, like in other universities in the country, enrolled in different departments like accounting, management, nursing etc. are given common courses like communicative skill courses that are intended to develop their specific communicative skills. However, it is thought that these courses are not designed on the basis of the needs of the students. As a result, the researcher intended to investigate the alignment of tasks and activities in English communicative course with learners' communicative needs in Rift Valley University at Chiro campus. He tries to explore students' tolerance towards attending the lessons in classroom. He also tries to attest the impact of the medium of instruction to their ways of understanding to the lessons presentations.   In addition, he tried to verify the teachers' preparations of lessons whether they do it well or not. He also tried to examine their impressions towards the syllabus objectives and also whether are aware of the contents of the course.

Therefore, conducting research on analysis of students' communicative needs is mandatory so that the communicative course will be designed in a way it meets the learners' specific needs. Regarding with this, certain local researches conducted a research on students' needs, for instance, Tagel Elias (2007) conducted a research entitled "An Investigation into the English Language Course Needs of Electricity Students of Dilla TVET College." The researcher collected data from first and second year regular accounting learners, subject area

instructors and English instructors using questionnaire, structured interview and document analysis. In his finding, he stated that the most frequently needed skills to pursue their academic study in the college are explained in terms of different skills. From writing: taking notes, writing laboratory reports and essays, making notes from books and summarizing texts. Similarly, from reading: reading handout and reference materials, reading magazines and examination papers. From listening: listening to lectures, and listening to instructor's instructions and from speaking: asking and answering questions, giving oral reports, and participating in discussions.

Abebe (2010) studied the writing needs of business management students in relation to sophomore English course offered at Dilla University. The researcher collected data from business management students, instructors and graduates using questionnaire, interview and document analysis. The finding of the study revealed that there was clear gap between English writing course that the students were taking and their writing needs. Therefore, th researcher concluded that since the English writing course did not address the learners' writing needs in their study and occupational environment, appropriate writing course has to be designed.

Fitsum (2005) made investigation on communicative language needs of commerce students at Saint Mary's College using questionnaire, structured interview and document analysis to gather information from extension students of accounting, market management and secretarial science and office management and instructors who were offering major courses to the learners. The result of his study showed that the learners had serious problem in using English for their study. This was because the language activities in the course did not prepare the learners to communicate effectively in the language. Thus, it was suggested that the English course students were being offered should be revised.

Solomon (2001) investigated the relevance of business English course at Addis Ababa commercial college to the needs of employing organization. The researcher collected data from graduates of the institution who are working at Commercial Bank of Ethiopia in various capacities such as Foreign Exchange Office, Branch Managers, Supervisors through questionnaire and semi-structured interview. Document study was also another data collection instrument used. After analysis of the data, the finding showed that the language proficiency of the graduates did not adequately meet the job requirement, which indicates that Business English Course which the students were taking did not prepare them to

communicate effectively in the target situations. The researcher, it was concluded that appropriate Business English Course that fits the leaners' needs should be designed.

Yezabwork Merga (2016) conducted a study on Investigating the perceived English Language Need of Information Technology Students of Technical and Vocational Education Training Colleges in Oromia, Ethiopia. The purpose of her study was to identify the specific English language skills needed to enable information technology students to succeed in academic settings. In her finding, the four skills: such as listening, reading, speaking and writing skills are the back bone for the rest language parts for the students' study purpose and very important to succeed in their education.

To summarize, all the researches have common findings, that is, English language needs of different groups of learners were not addressed by the English courses offered to them. This implies that all material, time and financial resources were wasted on English courses that did not help learners to develop specific language skills. Therefore, the findings tell us that the learners have to be provided with specific English courses that help them develop specific language skills. However, the majority of the investigations conducted on business so far were concerned with business management, secretarial science and marketing students ignoring the accounting class even if the studies focused on the four language skills. The present study; therefore, differs from the past in that it investigates the alignment of tasks and activities in attach with accounting students with respect to their needs in practice of the communicative skills. Moreover, it differs from the previous studies regarding population size and type of target groups and data collection instruments it comprises.

1.3. Objectives of the Study
1.3.1 General Objective

The general objective of this research is to assess the alignment of the tasks and activities in English communicative course material with learners' communicative needs at Rift Valley University, Chiro Campus.

1.3.2 Specific Objectives

The present study attempted to:

1. Determine whether the tasks and activities in the communicative course material meet learners' needs.
2. Find out the students' views towards the communicative course material.
3. Identify tasks and activities that address the learners' needs in their learning situation.
4. Compare the contents of the course material with the learners' communicative needs.

1.4 Research Questions

The study tried to address the following research questions:

1. What kind of the tasks and tasks in the communicative course material meet students' needs?
2. How do the communicative tasks relate to the students' needs?
3. Do the contents of the course material match with the learners' communicative needs?

1.5 Significance of the Study

This study will have benefits for learners, teachers and other researchers. It shows the teachers of the communicative English course what kinds of skills they should teach to satisfy the needs of the learners for their professions. It also directs them why and how to make needs assessment or analysis. The learners, on the other hand, will benefit from this study through getting the activities in English communicative course that satisfies their needs in their professions. Furthermore, the study will serve as a ground for future investigation in the area of communicative needs.

1.6. Delimitation of the Study

This study is restricted to Rift Valley University at Chiro Campus in the class of 2013 E.C. academic year. The university became selected as it was the only one found in the Zone where the researcher works and due to easiness of access for the researcher; furthermore, as it was thought that authentic data could be gotten because of presence of some instructors in the campus whom the researcher knows. The study is delimited to the tasks and activities in English communicative course as to meeting with communicative needs of first year regular accounting class and their teacher as to the way he offers the lessons; hence, thirty students and one teacher became subjects of the study. The students got selected by means of a simple

random sampling technique. Since there is only one teacher, he became included in the study without the need of any lottery technique.

1.7. Limitations of the Study

This study has met some limitations. First it is focused only at the Rift Valley University, Chiro campus. It didn't take in concern the other campuses of the same university at other places; hence, the outcome relies only to this campus which means the findings cannot be generalized to other campuses. Second, thirty students, out of the total sixty-eight, became selected as subjects of the study. This is because in relation to time constraint that the researcher assumed that he might mainly meet time insufficiency to interpret and analyze data collected from the whole sixty-eight; thus, reduced the amount by half. Also one English teacher became accounted in the study. As he was the only one offering the course in the same department, he became chosen for this purpose. Yet there was another one who was offering the course to the nurse department. However, assuming that the approaches and methods which each follow might be different, in addition to that in relation to the objectives of the study, the researcher selected this English instructor.

1.8. Operational Definitions of Key Terms

Activities: Activities refer to the things that are the learners and teacher will be doing during the lesson.

Alignment: Alignment is the connection between learning objectives, learning activities or tasks and learners' communicative needs.

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

Needs analysis: Needs analysis is a procedure for collecting information about learners and classroom activities to design a syllabus.

Tasks: tasks refer to the piece of classroom work which, as far as possible, resembles activities that our students or other people carry out in everyday life, thus reproducing processes of everyday communication.

Target situation analysis: Target situation analysis is 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.

Present situation analysis: Present situation analysis concerns where the learners are and refers to information about learners' current proficiencies and ambitions.

Needs analysis: Needs analysis is a procedure for collecting information about learners and classroom activities to design a syllabus

Chapter Two

Review of Related Literature

2.1. Introduction

This chapter discusses the concept of alignment, communication, tasks, communication skills, English for specific purpose, English for Academic Purposes, needs and needs analysis. The details are provided in the following sections:

2.2. The Concept of Alignment

The concept of alignment as stated in some resources has various definitions in the literature. Different researchers offer different definitions of the term. While some consider it as the match of topics between subject areas and grades, some regard it as an organizational issue. Still some other researchers use the term to characterize the agreement among components of the instructional system. Alignment is the connection between learning objectives, learning activities and communicative needs. An aligned course means that learning objectives, activities and tasks match up so students learn what they intend and they accurately assess what students are learning.

Collins Cobuild English Language Dictionary (1992) as cited in Sebate (2011) explains that if you "align" something, you place it in a certain position in relation to something else, usually parallel to it. If this is made applicable to the alignment between teaching, learning and assessment it can be concluded that there should be a close relationship between teaching, learning and assessment. La Marca (2011) as cited in Sebate (2011) alignment refers to the degree of match between the content of the assessment task and the content of the subject area that has been identified by the educational standards. The manner in which teachers plan and teach their subjects has a great influence or impact in what the learners learn. It is therefore of great significance that in lesson planning the teacher must develop or use appropriate learning outcomes which are consistent with the assessment standards, learning and teaching activities and the assessment exercises. The lesson outcomes, the learning and teaching activities and the assessment exercises should mirror the prescribed assessment standards.

Scholar who claims that alignment is the match among the components in the teaching system is Biggs (1999). He believes that the components in the teaching system, especially the teaching methods used and the assessment tasks should be aligned with the learning activities assumed in the intended outcomes (Biggs, 1999). According to Biggs (2003) alignment refers to what the teacher does. That is, to set up a learning environment that supports the learning activities that are appropriate to achieving the desired learning outcomes. The most important thing in this regard is to ensure that the teaching and learning activities, the assessment standards and the assessment exercises are aligned. Biggs (2003) says, when all these are integrated and aligned, the learner is "trapped" and cannot escape without learning what must be learned. He further states that, when teachers align their content, they specify the assessment standards that have to help them achieve the particular learning outcomes of the specific content.

According to Anderson (2002) the term refers to the alignment among the components of the process of teaching, including assessments, standardized tests, textbooks, assignments, lessons, and instructional techniques. In other words, according to him it is how well and to what extent a school or teacher has matched the content with the academic expectations described in learning standards.

They then develop the teaching and learning activities guided by the specified assessment standards in the level of understanding that they want the learners to achieve. Hereafter they set up an environment in which the learners will be able to be actively involved in the activities designed to achieve the learning outcomes. Lastly, the teachers develop assessment exercises around the assessment standards that lead towards the attainment of the intended learning outcomes. This means that the delivery of content and whatever the educator assesses must be guided by the assessment standards. Biggs (2009) says teachers call this best practice because it increases learners' learning. What Biggs (2009) is saying is that alignment requires consistency among all the core components of the lesson, namely, the learning outcomes, the assessment standards, teaching and learning activities and the assessment exercises. Assessment standards as one of the core parts of the lesson help in the achievement of learning outcomes, and inform both the teaching and learning activities as well as assessment exercises. When these core parts consistently revolve around assessment standards, there is alignment of teaching, learning and assessment. When the teaching, learning and assessment process is aligned, learners' learning is maximized, and the goals or learning outcomes are achieved. Biggs (2009) states that when the lesson is aligned, it

will require a higher level of cognitive processing and the assessment exercises will similarly require higher order thinking skills and not the mere recall of information.

2.3. The Importance of Alignment

Biggs (1999) emphasizes the importance of alignment of assessment with the course objectives. He agrees with Ramsden (1992), who says that assessment is the curriculum as far as the students are concerned. To some extent, the student will learn what is being assessed as much as what is in the curriculum. Biggs (1999) asserts that assessment should be designed in such a way that "if students focus on the assessment, they will be learning what the objectives say they should be learning" (p. 68). When learning activities relate directly to learning objectives and assessments accurately measure what students are learning, it is easier to hit your targets. If objectives, activities and assessments are not in alignment: the course may be fragmented and ineffective, students receive mixed messages about what they should learn, students spend time on activities that do not lead to intended goals and you may overestimate or underestimate the effectiveness of instruction.

2.4. Aligning Communicative Activities with Learners' Needs

The communicative activities are the desired learning outcomes instructors set for students. The activities are supposed to evaluate whether or not students have achieved their needs. In order to avoid the ineffective evaluation process, it's critical for instructors to match the activities with the learning needs. Alignment between the essential components of a curriculum: intended learning outcomes (i.e., curriculum objectives), teaching and learning activities, and assessment activities is vital for the effectiveness of a program (Wang et. al, 2013) as cited in Tekir, S (2016). If learning tasks, objectives, teaching strategies/methods and selected teaching content, learning activities, and assessments are closely aligned, they can reinforce one another and students' needs can be met. For example, if one of the communicative course material objectives is: At the end of this course students will be able to write business letters in the correct formats and, if the activity assessment is a multiple choice exam, students may feel frustrated because the assessment (a multiple choice exam) does not meet their needs of writing business letters.

2.5. The Concept of Communication

Communication is complex. As a result, scholars and linguists defined it differently. For instance, Hybels and Weaver (1998) state that communication is any process in which people share information, ideas, and feelings to construct, establish relations and build

understanding. Halliday (1978) remarks that communication is more than an exchange of words. Communication is viewed as the process of understanding and sharing meaning. Communication composes sets of activities that operate in the perception, interpretation and comprehension of meaning of verbal and nonverbal behavior of individuals (Pearson and Nelson, 2000).

Rahman (2010) ESP, defines communication as a dynamic, interactive process that involves the effective transmission of facts, ideas, thoughts, feelings and values. Therefore, communication is understood as a dynamic and systematic process of sharing meaning and understanding meaning through verbal and nonverbal exchange between individuals in interaction within a given context (Platter, 1981).

Communication skill simply concerns the proficiency or quality of one's communicative performance. Communication skill is one of the most extensively and intensively studied of all aspects of human behavior, in part because it is fascinating in its own right, but also because communication skill is vitally important to one's well-being: Skillful communicators are happier and healthier, enjoy more satisfying interpersonal relationships, and perform better in school and in their jobs (Littlejohn, 2009).

2.6. The Concept of Tasks

In the literature, numerous definitions of tasks can be found. The following definitions are selected to indicate the changes in people's conception about tasks or task based language teaching. According to Prabhu, (1987), task is an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate that process.

(Long, 1985), on his part, defines task as a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form or buying a pair of shoes. In other words, task refers to the hundred and one things people do in everyday life, at work, at play and in-between. Long's definition emphasizes authenticity, which is a close reference to real life activities. Nunan (1999) identifies these tasks as `target ' or `real world' tasks. Similarly, Crookes (1986) defines task as a piece of work or an activity, usually with a specified objective undertaken as part of an educational course or at work. The definitions of (both target and pedagogic) task and task type used by Long and Crookes focus on something that is done, not something that is said.

In Breen's (1987) opinion, a task is any structured language learning Endeavour which has a particular objective, appropriate content and a specified working procedure. It is also a range of work plans that have the overall purpose of facilitating language learning-from simple and brief exercise types to more complex and lengthy activities such as group problem solving or simulations and decision-making. According to this definition, task includes all sorts of activities that can facilitate language learning. Candlin (1987) defines task as one of a set of differentiated, sequenced, problem posing activities. It involves learners and teachers in some joint selection from a range of varied cognitive and communicative procedures applied to existing and new knowledge in the collective exploration and pursuance of foreseen or emergent goals within a social milieu.

In Nunan's (1989) perspective, a task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act on its own. In analytical terms, tasks will contain forms of input data which might be verbal (for example, a dialogue or reading passage) or nonverbal (for example, a picture sequence) and an activity which is in some way derived from the input and which sets out what learners are to do in relation to the input. The task will also have (implicitly or explicitly) a goal and roles for teachers and learners.

Nunan (1999) indicated the difference between task and exercise. A task has linguistic and non-linguistic outcomes, while an exercise has a linguistic outcome. The success of doing a task is measured in both linguistics and non-linguistic terms while the success of doing an exercise will be decided in linguistic terms.

Tasks as defined by Skehan (1996) are activities that have meaning as their primary focus. Success in task is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real-life language use. Skehan's focus is on meaning or purpose with a product at the end. Willis (1996) notes that tasks are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome. Willis' emphasis is on understanding, conveying meanings in order to complete the task successfully, and using the language meaningfully. Recently, Bygate (2003) has defined a task as an activity that requires learners to use language, with emphasis on meaning, to

attain an objective. Tasks are intended to be holistic which bring together different number of skills. Tasks help students to practice language through reading, listening, writing etc.

Bygate's definition focuses on holistic, integrated skills of language teaching. A task is a work plan that requires students to process language pragmatically to achieve an outcome. A task has objective, content and a working procedure. To this end, it requires them to give primary attention to meaning and to make use of their linguistic resources in the process of communication. In other words, tasks invite the student to act as language user.

Accordingly, the communicative task facilitates meaningful interactions and offers the student many opportunities to process meaningful input and produce meaningful output to achieve certain communicative objective. As shown above, different definitions of "task" abound in language-teaching literature. Some writers take the broad, inclusive view that a learning task is any activity that students engage in for learning a language. Within this definition, a distinction may then be made between "communication tasks", in which the learner's attention is focused on meaning, and. "enabling tasks", in which the focus is on items of language.

Many writers and official syllabuses restrict the term "task" to activities in which the language is used for a communicative purpose. Tasks are then often contrasted with "exercises", which focus on learning the separate elements of language. This twofold distinction has led to much uncertainty about which activities count as tasks. While the definition of TBL has not been agreed upon, it can generally be said that TBL methodologies "share a common idea: giving learners to transact [sic], rather than items to learn, provides environment which best promotes the language learning process" Foster (1999). Thus, a task comprises both linguistic and non-linguistic outcomes. Therefore, the concept of TBLT goes beyond knowledge of language and reflects the ability to use language appropriately in educational or professional language settings.

Nunan (1989), in his explanation about learning tasks, mentions six components of task: goals, input, activities, teacher role, student role and settings. Briefly, according to Nunan, goals serve as a guideline in the overall process of task performance and provide a point of contact between the task and the task participant. Therefore, goals the explicit statements used in directing task participants to work on a given activity, and imply what the results of a certain task activity will be. Input refers to verbal or non-verbal information, which task participants have to deal with when performing a task. Activities involve the things

participants will be doing in a given setting. Setting refers to a certain environment, in which a task is performed. In relation to classroom arrangements, the different ways in which learners might be grouped based on individual, pair, small group, and whole class mode. The roles indicate the actions and activities assigned to the teacher and the students. The roles for teacher and students are closely related to the successful implementation of the task.

2.7. Communicative Task

Over the last 25 years, the communicative task has evolved as an important component within curriculum planning, implementation, and evaluation (Nunan,1991). In TBLT, syllabus, content and instructional processes are selected with reference to the communicative tasks that learners will (either actually or potentially) need to engage in outside the classroom and also with reference to theoretical and empirical insights into those social and psycholinguistic processes which facilitate language acquisition. In fact, there are two types of task in TBLT. One is communicative task, and the other is learning task or enabling task (Estaire & Zanon, 1994). The latter type of task mainly focuses on language form (grammar, vocabulary, pronunciation, sentence structure). Generally, the concept of communicative task has not received proper attention in discussions of TBLT.

A communication task is a piece of classroom work which, as far as possible, resembles activities that our students or other people carry out in everyday life, thus reproducing processes of everyday communication (Estaire & Zanon, 1994). It is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right (Nunan, 1989).

Communication tasks are pedagogic tasks that operate through a planned diversion in the information held by learners, and which usually approximate to some degree to a real world task that learners may have to complete outside class. The need to share information requires learners to communicate functionally in a second language, and the real-world connection allows them to acquire task-specific language and skills. When tasks are well planned, communicate actively on topics of interest and relevance to them (Lambert, 2004).

2.8. Activities

Activities refer to what participants do with the input, which forms the point of departure for the learning tasks. Nunan (1989), proposes three general ways of characterizing activities 1) rehearsal for the real world (authenticity); 2) skills use 3) fluency and accuracy of all the four skills (listening, speaking, reading and writing). In his characterization, speaking seems the most important activity; people who know a language are referred to as "speakers" of the language. There are three principal types of activities according to Prabhu, (1987), and those are:

1. Information Gap Activity.

This activity involves a transfer of given information from one person to another. One example is pair work in which each member of the pair has a part of the total information and attempts to convey it verbally to the others.

2. Reasoning Gap Activity.

This activity involves deriving some new information from given information through process of interference, dedication, practical reasoning, or perception of relationships or patterns.

3. Opinion Gap Activity.

This activity on the other hand involves identifying and articulating a personal preference, feeling or attitude in response to a given situation an example would be

story completion.

2.9. Basic Communicative Language Skills

From the four basic communicative skills, speaking and listening receive the main emphasis; reading and writing also get a considerate attention in communicative language skills. According to Thompson (1996), communication does not only take place through speech, and that it is not only the speaker (or writer) who is communicating. Communication through language happens in both the written and spoken medium. Thus, communicative language skills do not mean teaching only speaking. Similarly, Larson Freeman (1986:134) explains the interactive nature of reading and writing as "Just as oral communication is seen to take place through negotiation between speaker and listener, so too is meaning thought to be derived from the written word through an interaction between the reader and the writer".

Therefore, learners reading a text silently are taking part in communication just as much as they are talking to their friends.

2.9.1 Speaking

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question. However, this is not true in a real communication (Bygate, 1987; Little wood, 1981 and Johnson and Morrow, 1981).

The purpose of real communication is to accomplish a task such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have (Bygate ,1987and Little wood, 1981). Therefore, to create effective classroom speaking activities that will develop communicative competence, teachers need to incorporate a purpose and an information-gap activities and allow for different forms of expression. However, quantity alone will not necessarily produce competent speakers.

2.9.2 Listening

In a communicative approach, listening is an active skill that demands the active involvement from the hearer. According to Little wood (1981), "in order to reconstruct the message that the speaker intends, the hearer must actively contribute knowledge from both linguistic and non-linguistic sources". This active nature of listening leads hearers to have a communicative purpose. Atkins et al (1995) describes this as "effective listening involves listening for purpose. That is, we do not listen merely to practice language skills-we listen for social purposes or to transfer or exchange information". Similarly, Brumfit et al. (1994) states that teachers should direct their students' attention to the purpose of the listening task in order to provide them suitable framework for accessing the spoken message.

Regarding the types of listening activities, Little wood (1981) identifies three groups according to the kind of response that the learner must produce. These are:

1. Performing physical tasks (e.g. selecting pictures)
2. Transferring information (e.g. into tabular form)

3. Reformulating and evaluating information

2.9.3 Reading

Reading is the most important activity in any language class. It is not only a source of information and a pleasurable activity, but also a means of consolidating and extending one's knowledge of the language (Rivers, 1981).

Effective reading involves understanding how language operates in communication, and learners should have a purpose for reading the written text. Ronald (1978) in Johnson and Morrow eds. (1981) state that reading is carried out for a purpose other than reading the language itself. Just as we read message in order to be able to do something else, so too the students who are learning a foreign language should be less concerned with the language than with the message used to communicate. That is, their interest will be in use rather than usage, with function rather than form. Learners want the language to do something   not simply learn it (Johnson and Morrow eds. 1981).

According to Rivers (1987), as cited in Endalkachew (2006), to integrate reading experiences with developing language control, reading should be linked with purposeful communication. In doing this, the teacher should:
a. provides students with meaningful tasks associated with reading;
b. develops activities that encourage students to communicate without making graphic or oral demands beyond their competence in the new language;
c. gives students' freedom to experiment with the language they possess, and
d. creates a classroom environment in which students feel free to express the ideas that have been stimulated by their reading. (Endalkachew, 2006)

2.9.4 Writing

Writing for the purpose of communication is a better way to develop writing ability. In a communicative writing practice, the focus is on the information content transferred. Hence, this practical writing has both a clear purpose and a specific audience (Raimes,1983).
According to Raimes (1983), the types of writing activities that involve any one in real-life communication include: messages, forms, invitations, letters and instructions.

Johnson and Morrow (1981) also suggest two principles of teaching writing. These principles are information-gap and jigsaw principles. According to Johnson and Morrow, we can create

information-gap in the classroom by giving student 'A' with the information that we hold it from student 'B'. Then, communication as the bridging of this gap takes place when student 'A' passes this information in a written text to student 'B'. The second principle, jigsaw principle, allows all students to be both senders and receivers of information. Here, we give student 'A' some information and student 'B' another information.

2.10. English for Specific Purpose

2.10.1. Definition of English for Specific Purpose

Giving acceptable and universal definition of ESP had been a great problem because what is specific and appropriate in one part of the world may not work in other parts. Even today, there is a big on-going debate as to how to specify what exactly ESP constitutes (Robison, 1991; Stevens, 1977; Belcher, 2006; Dudley-Evan & St. John, 1998; and Anthony, 1997 cited in Brunton, 2009). Thus, it is difficulty to produce a worldwide applicable definition of ESP.

However, different scholars have given definition of their own. For example, Munby (1978) Writes: "ESP is a course where the syllabus and materials are determined in all essentials by the prior analysis of the communicative needs of the learner, rather than by non-learner centered criteria such as the teacher's or institution's predetermined preference for general English or for treating English as part of a general education".
Hutchison and Waters (1987) define ESP is an approach to language teaching in which all decisions as to content and method are based on learner's reason for learning. ESP course design is therefore based on the question ''why do the learners need to learn a foreign language''? This shows that identifying language needs of the learner is the foundation in ESP course design.

Robison (1991) on her part defined ESP in term of criteria and characteristics in order to understand it instead of giving direct definition. The first criteria for ESP is that it is goal oriented, which means students study English because they need English for study or occupational purpose not because of they are interested in English language. The second one is that an ESP course is based on need analysis, which intends to specify what exactly students have to do using English. In the same token, there are two characteristics of ESP, which the scholar used to define it. Firstly, there is specific period when the course objectives should be specified and put into practice. Secondly, students on ESP course are likely to be

adults who are in tertiary education, experienced members of the workforce or already studied EGP (English for general purposes) for some years rather than children.

Streven (1988) also defines ESP in terms of absolute characteristics and variable characteristics. The absolute characteristics comprises of language teaching that it is designed to meet specified needs of the learner; related in content to particular occupation; centered on the language appropriate to those disciplines or occupations; and designed in contrast with General English. On the other hand, the variable characteristics of ESP may be restricted to the language skills to be learned (for example reading only); and may not be taught according to any pre-ordained methodology.

2.10.2. Emergence of ESP

Different scholars have put different reasons for emergence of English for specific purpose. To begin with, Hutchinson and Waters (1987) suggest that there were three reasons for the emergence of English for specific purpose. The first was the demand for a brave new world, and this comprises of two historical forces that played an important role to ESP occurrence. First, at the end of the Second World War, there was high expansion of scientific, technical and economic activity on international scale, for various reasons, most notably the economic power of the United States in the post-war world and the role of international language fell to English. As a result, people highly needed learning English language to be familiarized with the new technology and commerce. Second, the oil crisis of the early 1970s resulted in massive flowing of Western money and expertise into the oil producing countries. During that moment, the limitations of money and time created a need for cost-effective course with clearly defined goals.

The other reason that had tremendous impact on the emergence of ESP was the occurrence of major change in the field of linguistics. Traditionally, the aim of linguistics had been to describe the rules of English usages. However, new language studies were shifted away attention from describing formal features of language usage to discovering the way in which language is actually used in real communication Widdowson, (1978). One finding of the studies was that language we use varies from one situation of use to another. If language varies from one situation of use to another, it should be possible to determine the features of specific situation and then use these features as a base for learners' course design. English required by students in certain field of study could therefore be identified by analyzing the linguistic characteristics of their specialist area of study or work.

The third point that contributed for the growth of ESP was the new development in educational psychology that considers the learners and their attitude to learning (Rodgers, 1969 cited in Hutchison and Waters, 1987). As to Rodgers, rather than simply focus on the method of language delivery, more attention was given to the ways in which learners acquire language and the differences in the ways language is acquired. Learners were expected to employ different learning strategies, use different skills, enter with different learning experience, and are motivated by different needs and interests. This led to a focus on learners' need and designing specific courses to better meet individual needs. To this day, the catchword in ESL is learner-centered or learning-centered.

Munby (1978) also puts three main reasons for the rapid growth of ESP programs. One of the most significant reasons was the spread of higher and further education that resulted in increasing demand for English language by science students who needed to gain knowledge of science and technology. The second reason was an alteration in the status of English from medium to subject in some countries, which dropped standards of English for a better course demand. The third one was the attraction to specially made courses in English that will enable learners to do their job or pursue their studies rather than the irrelevant general English course.

Dudley-Evans and St John (1998) try to summarize that the study of language for specific purpose (ESP) has had a long history going back to the Roman and Greek Empires. Since the 1960s, ESP has become a vital and innovative activity within the teaching of English as a foreign or a second language movement. The original flowering of the ESP movement resulted from general developments in world economy in the 1950s and 1960s. This was the time when there came into being the growth of science and technology, the increased use of English as the international language of science, technology and business, the increased economic power of certain oil rich countries and the increased number of international students studying in the United Kingdom, United States of America and Australia.

The overall outcome of ESP development mention above was to put pressure on language teaching professionals to design specific English courses that meet the learners' needs. Stevens, (1988) claims that the rationale for the need of ESP may partly be due to the fact that ESP, as compared to English for General Purpose (EGP), is time and cost effective, relevant to the learners, successful in facilitating learning and related to content (that is in its

themes and topics) to particular disciplines, occupations and activities. In advocating this idea, Nunan (1998) comments that adult learners learn best when the content is relevant to their experiences or present concerns and the learning process is relevant to their life experiences. And if English course, according to Hutchinson and Waters (1987), is based on the learners' need and interest, it would help improve their motivation and thereby make English learning better and faster.

Busturkmen (2010) also tries to put why ESP courses should be more effective than general ESL courses. First, since ESP courses cater to students' interests and needs, they are more likely to produce high levels of motivation, and students will be more interested in topics and texts related to their work or study areas. If students are more motivated, then learning is more likely to occur. Second, ESP courses are more efficient because they have more limited objectives than general ESL courses. Limited and highly specified objectives are more likely to be achievable.

In general, according to the above sources, English for specific purpose came to presence in attempt to equip learners with specific communicative language proficiency needed to perform activities in a particular field of study or occupation. This is because it was believed that general English couldn't satisfy the learners specific needs since it has no limited and specific objective as in the case of ESP. What the learners do with the language was the main concern before offering them English course.

2.10.3. Classification of ESP

ESP is traditionally divided into two main categories: English for Academic Purposes (EAP) that help learners to pursue their academic studies and English for Occupational Purposes (EOP) that help them to function in their workplaces (Hutchison and Waters 1987; Robison, 1991; and Munby, 1978). The growth of English as the leading language for the dissemination of academic knowledge has transformed the educational experiences of countless students by helping them gain necessary skills to understand their disciplines and to be successfully in their learning. The response of the language teaching profession to these demands has been the development over many years of a new field in the teaching of English as a Second/ Foreign Language in universities and other academic settings (Hamp Lyons and Hyland (2002).

To begin with, EAP is defined as teaching English communicative skills required for study purpose in educational setting (Jordan, 1997 and Dudley-Evans and St John, 1998).

Hamplyons and Hyland (2002) also states that English for Academic Purposes refers to language research and instruction that focuses on communicative needs and practices of particular groups in academic contexts. It means grounding instruction on understanding of the cognitive, social and linguistic demands for academic disciplines. This takes practitioners beyond preparing learners for study in English to developing new kinds of literacy: equipping students with the communicative skills to participate in particular academic and cultural contexts.

When we come to the branches of EAP, Coffey (1984) states two major approaches have emerged in area English for academic purposes: common-core English course and subject specific course. The former refers to English for general academic purpose (EGAP) that focuses on study skills. The latter, however, refers to English for specific academic purpose (ESAP) that emphasizes on examining the language features of individual discipline. Thus, it is teaching of the language that are related to demand for a particular discipline or department, which includes the language structure, vocabulary particular skill needed for the discipline and appropriate to academic convention.

English for Occupational Purposes (EOP) focuses on the language abilities that a particular job requires (Dudley-Evans and St John, 1998). To Black and Hernadez (2009) EOP is teaching English that prepare learners for a particular job. This is providing students with opportunities to transfer and experience the application of skills and concepts learned in educational setting to real world situations. The purpose is thus to help students develop skills, perception and concepts that can be transferable to the real world of work. According to Busturkmen (2010), EOP is also divided as English for General Occupational Purposes (EGOP) and English for Specific Occupational Purposes (ESOP). English for Specific Occupational purposes is further divided as English for Business Purpose (EBP), English for Medical Purpose (EMP), and English for Legal Purpose (ELP) and so on.

In the area of ESP, English for Business Purpose emerged at the time when English use as international business language improved because of massive expansion of business throughout the world. At the beginning, ESP work was dominated by English for science and technology, however, in the 1990s, the largest area of growth became Business English. Within ESP, the largest published materials are also that of Business English. The growth of English for Business Purposes has coincided with the development of economy in many countries around the globe (Dudley-Evans and St John, 1998).

In the fast growing business nowadays, Business English has also become very important in helping people develop business communication skills that make them communicate in business situations. In supporting this, Johnson and Morrow (1981) suggest that English for Business Purposes is a course that provides students with the practical language skills needed to communicate effectively in business situations. Kushal (2009) and Walker (2010) verify that in business world, nothing can be achieved without effectively communicating with employers, employees, clients, suppliers and customers.

Within business communication, the effective communication is the most important skill that business students should possess. This is because business learners do a lot of writing in their study and do more at their workplaces (Soles, 2010). For instance, Macian (2010) point out that communicative activities business professionals are expected to communicate include commercial correspondence (the exchange of letters in business dealing with) enquiries, offers, orders, delivery, acknowledgements, payment, complaints, credit, applications and insurance. They also communicate other genres of texts which are produced to provide business information such as reports, proposals, memos, minutes, CVs, contracts, agreements, and recommendations.

2.10.4. The Importance of ESP

ESP has become an essential activity in the area of English language teaching. The English that is used in the ESP classroom should be to the point and relevant to the work they are going to engage with. Dudley-Evans and John (1998:9-10), likewise, describe the main importance of ESP in introducing an ESP course where learners have specific needs. They quote Steven's (1988) idea summarizing the importance of ESP with the following four points:

- Being focused on the learner's needs, it wastes no time.
- It is relevant to the learner;
- Successful in imparting learning;
- It is cost- effective.

Wright (2001) in a similar mode puts the importance of ESP in three points. First, ESP brings a fast learning of essential language items. This is because ESP follows a model of native speakers' learning of a language for specific purposes in which they learn what they need, when they need it and in content-based context. They improve the model through giving a

chance to learn in an accelerated and intensive context. This results in fast learning. Second, in an ESP course, trainees make the optimum use of their learning resources, all of which are brought on top of learning specific and pre-identified language items and skills by means of needs analysis. This brings about learning efficiency. Thirdly, when trainees complete on ESP course, they are ready to use English appropriately and correctly, in the job related tasks that have been identified prior the course by means of needs analysis. After they completed the ESP course, the learners will use it in their future employment situation. With this important concept of ESP, the researcher is interested to conduct a research in the alignment of tasks and activities contained in English communicative course meet with learners' communicative needs mentioned before.

2.10.5. Language learning theory and ESP

English for specific purpose focuses on specific communicative needs and practices of social groups, and it is aimed at preparing students to study or work effectively in target environment. It has consistently been at the cutting-edge of both theory development and innovative practices in applied linguistics, making a significant contribution to our understanding of varied ways language is used in particular communities (Hyland, 2007). To Dudley-Evans and St. John (1998), the emergence of communicative language teaching was associated with the development of English language courses specifically targeted at preparing students to work in different professions. The development of these courses later led to the appearance of ESP in which focus has been given to language use in a specific situation. This shows that language-learning theory in ESP is to help learners develop their communicative competence in a particular situation.

In ESP, as to Hyland (2007), therefore, students are exposed to specific situations where they need to use English in order to perform certain activities. Therefore, situations that reflect the target environment are created using task or disciplinary based contents so that the learners use the language to carry out the activities, and in doing so, they develop their specific communicative skills that assist them to do activities in the target settings. In supporting this, Rodgers and Richards (2001) claim that ''activities in which language is used for carrying out meaningful tasks promote learning.'' Basturkmen (2006) also suggests that ESP makes extensive use of task-based and content-based approaches. In task-based approach, for instance, students are provided with tasks that reflect the kind of work the ESP learners will do in the target discourse community (tasks that they will undertake in their workplaces or

academic environment). These tasks help learners use language meaningfully and that through struggling to use the language to complete the tasks, they acquire the language.

In content-based approach to instruction to Basturkmen (2006), students are presented with disciplinary based texts, and target language is viewed as the vehicle through which subject matter content is learnt. Here, teaching activities are specific to the subject matter being taught and are geared to stimulate students to think and learn using the language. It also involves the integration of language skills, for example, writing for example follows on from listening and reading, and students are often required to synthesize facts and ideas from multiple sources as preparation for writing. The success of this approach in ESP is reported by Parkinson (2000) cited in Basturkmen (2006), that is, the learners are able to build on their previous knowledge, are exposed to contextualized uses of language, and are able to prepare for the eventual uses to which the language would be put. The above sources indicate that language learning in ESP is presented in specific contexts in which learners able to manipulate language that help them to study or work effectively in the target environment.

Other theory of language learning in ESP to Basturkmen (2006) is that learning arises from and through social interaction. Learning is seen as first social and then, second individual. For example, learners may face a task s/he is unable to complete with his/her present knowledge and skills. During this time, s/he works on the task in collaboration with a more knowledge or skillful individual. Through this collaboration, students acquire the concept needed to do the task. Later, the learner will able to work independently on similar tasks.

2.10.6. Approaches to ESP Course Design

It is very clear that ESP course design is very important to make a suitable English course that goes in line with the needs of the learner and the teaching context. According to Brumfit (1983) and Littlewood (1992), a course design mainly aims at making objectives, syllabus, materials, and classroom activities consistent with the view of language and learning, the goal of language and learning, and what is known about the learner. Hutchinson and Waters (1987) also write that: "Course design is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experience, whose ultimate aims is to lead the learners to a particular state of knowledge."

ESP courses are often designed either for academic purposes (EAP) or for occupational purposes (EOP). According to Kennedy and Bolitho (1984), "EOP is taught in a situation in

which learners need to use English as part of their work or profession and EAP is taught generally with in educational institutions to learners needing English in their studies." However, this cannot be considered a clear distinction as it is possible to work and study at the same time.

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

Hutchinson and Waters (1987) identify three approaches to ESP course design: language centered, skill-centered and learning centered approaches. However, according to Hailemariam (1993), the first two approaches can be categorized under Widdowson's (1984) goal oriented approaches and the later as process oriented ones. In the same way 'contexts', 'skills' and 'language centered' are likely to be grouped under goal oriented approaches to ESP course design, while method and learning centered approaches roughly refer to the process oriented approach.

2.11. English for Academic Purposes (EAP)

English for Academic Purpose was wrongly used interchangeably with study skills (Robinson, 1980; McDonough, 1984; Coffey, 1984 as cited in H/ Michael, 1993). Now it is accepted that they are not the same; study skills are the major part of EAP (Kennedy and Bolitho, 1984; Hutchinson and Waters, 1987). The purpose of EAP is to acquaint learners with language skills, study skills and cognitive/ learning skills.

Study skills refer to abilities that are useful to the learners' academic success. Study skills are " ... abilities, techniques, and strategies which are used when reading, writing or listening for study purposes" (Jordan, 1992). Study skills include note taking, summarizing, using dictionary, using library, preparing for examinations, remembering, research techniques, etc. Academic activities require different strategies and techniques in language skills. For example, the study skills that are required for academic writing include, "planning, writing draft, revising; introducing and concluding, summarizing, using academic style, logical thinking, using quotations, analyzing evidence, using data, ... and writing quickly" (Jordan, 1997).

Speaking for academic purposes include skills like making presentation (making and using notes, introducing the topic, discussion, summarizing and concluding), controlling the discussion (leading the discussion, changing the speed of presentation), participating in the discussion (asking questions, giving suggestions), listening and note taking and planning talk. For reading and listening skills, too, we can have various techniques and strategies that are useful for academic setting. Learning activities, exercises, contents and topics that equip learners with such techniques and strategies should be included in EAP syllabus and course. One aim of EAP is to equip the learners with such skills.

Language skills, on the other hand, refer to proficiency in language. They are abilities to communicate using writing, reading, speaking, listening, grammar and vocabulary. Language skills are used to perform the activities of study skills. For example, preparing for examination needs reading and writing skills. Reading for academic purpose encompasses various skills such as identifying an argument through critical reading and identifying specific information by scanning and skimming. Writing skills for academic purpose may include planning, organizing ideas, revising, editing and proof reading. Use of integrated skills is also required in academic activities. For example, note making requires the use of reading and writing skills. (Jordan, 1997).
source)

Another important skill, which is important for academic success, is Learning skills. Learning skills or cognitive skills refer to the abilities to learn independently. Producing independent language learners is one of the major goals of modem education. This is achieved by equipping the learners with tools/ techniques that help them to learn by themselves. For example, it is impossible to teach the meaning of every word of English because there are too many words in English. Besides, words obtain meanings in their contexts. So, the best alternative to teach vocabulary is to teach students how to guess the meaning of a new word from the context, how to use the internal structure (prefixes and suffixes) of the new word than presenting the lexis in list form.

We should teach students the techniques (learning skills) of reading such as scanning, skimming, extensive reading, intensive reading, critical reading and guessing the meaning of new words. These reading skills are not discipline specific rather they are universal; they are used for any text written in any language depending on our reading purpose. The purpose of EAP is, therefore, to equip learners with language skills, study skills and learning skills.

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

During 1980s, both EAP and EOP were grouped together. This is seen when Carver (1983) identified three types of ESP (English for Specific Purposes): (i) English as a restricted language, (ii) English for Academic and Occupational Purposes, and (iii) English with specific topics. It is noted here that EAP and EOP are categorized as the similar type of ESP. This idea is in line with Hutchinson and Waters"s (1987) view in which they argue that EAP and EOP is not a clear-cut difference as people can work and study simultaneously. Therefore, it can be implied that both EAP and EOP are geared towards the same purpose or outcome – to prepare learners for their future professions. However, this idea is not accepted by some ESP researchers like Sabariah and Rafik-Galea (2005) and Jordan (1997).

Jordan (1997) divides ESP clearly as two main strands: English for Occupational/ Professional Purposes (EOP) and English for Academic Purposes (EAP) as stated in the previous section. Under the strand of EAP, there are two sub-strands: English for Specific Purposes (EAP) and English for General Purposes (EAP) (Blue, 1988a cited in Jordan, 1997). An example is given to distinguish EOP and ESAP. For instance, English for doctors are put under EOP whereas English for medicine is listed under EAP or specifically EAP.

In the EOP, training for the doctors will be focusing on the practice of doctor-patient interaction during consultation. On the other hand, under EAP, practice is specially designed for medicine students to carry out academic tasks such as reading medical journals and writing clinical reports. Accordingly, EOP is the language needed in a real working environment; and subject-specific English or EAP is the language required for a particular academic subject, e.g. medicine and law, where its contents include the language structure, genres, vocabulary, the particular skills needed for the subject, and the appropriate academic conventions (Jordan, 1997).

Since its place at the intersection of applied linguistics and education, and following a more reflective and research oriented perspective, EAP has come to highlight some of the key features of modern academic life. Among them are:

- Communication practices are not uniform across academic disciplines but reflect different ways of constructing knowledge in teaching and learning.

- These practices are underpinned with power and authority which work to advantage or marginalize different groups and to complicate teaching and learning.

- The growth of English as a world language of academic communication has resulted in the loss of scholarly writing in many national cultures (Hyland,2006:8) English for Academic purpose (EAP) courses deal with teaching English with specific aim of helping learner to study, conduct research or teach in that language.

2.12. Needs

Different scholars have tried to explain needs based on their own perspectives. Hutchinson and Waters (1987) define needs by dividing them into two basic parts. These are target needs and learning needs. Target needs 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. Lacks refer to the gaps between what learner knows already and what the target situation necessitates. Wants deals with the learner's 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 in order to learn. It focuses on how the target needs can be achieved. Thus, according to Hutchison and Waters, both target needs and learning needs are important grounds for course design.

Brindley (1989), cited in Robison (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, refers to needs derived from information about affective and cognitive factors like personality, confidence, attitudes, learners' wants and expectations with regard to the learning of English and their individual cognitive styles and learning strategies. Robison points out that mostly, objective needs are perceived by teachers and subjective needs are perceived by learners.

As Brindley (1984), cited in Richard (2001), states, "the term needs refer to wants, demands, expectation, motivations, lacks, constraints and requirements". This implies that needs refer to the deficiencies of something that is describing the difference between what is being done

now, what exists now, what should be done and what should exist in the future that satisfies the present needs.

Robison (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 had to do to acquire the language. Fourthly, needs are what the 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. In addition, they use subjective needs instead of 'wants' in order to refer to attitude and perception learners have towards taking an English course. Hutchison and Waters (1987) and 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.

All linguists acknowledge that it is fundamental to determine wants, lacks and needs of the learner. "Needs are those skills which a learner perceives as relevant to him; wants are a subset of needs, those which a learner puts at a high priority given the time available, and lack is the difference a learner perceives between his present competence in a particular skill and the competence he wishes to achieve" (Dickinson, 1991).

2.13. Needs Analysis

Needs analysis is a procedure for collecting information about learners and classroom activities to design a syllabus (Nunan, 1988). It is an important part for designing a language course. When a language course is designed well, it is important for a teacher to have reliable information on their learner interest so that it can reduce any gap among learners, teachers, and teaching materials.

In foreign and second language teaching, one of the several consequences is the increasing importance of careful studies of learner needs as a 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 case of occupationally, academically, or vocationally oriented programs for most adults. This implies that analyzing students' specific needs is the foundation for ESP course design.

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". For Busturkmen (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 workplace to determine and refine the content of ESP course. Busturkmen goes on saying that 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.

Needs analysis carried out to establish the 'what' and 'how' of a course, is the first stage in ESP course development, followed by curriculum design, materials selection, methodology, assessment and evaluation (Paltridge & Starfield, 2013). This refers that needs analysis helps us to identify what course is needed and the purpose of addressing the needs or interests. After this, we determine the goals and contents of the course that we are going to design. Following this, determining the contents, organizing the contents and activities, choosing teaching and assessing methodology and constraints, implementing, evaluating and adjusting components as necessary are respectively done to design a course based on the learners' needs/interests. In addition, in designing a course, the methods and strategies of the course should be based on the learners' needs to satisfy their needs.

Needs analysis is the activities involved in gathering information that will serve as the basis for developing a curriculum that meet the learning needs of a particular group of students (Brown, 1995). The information gathered through the assessment activities is the base for designing curriculum that can address the learners' learning needs in a particular situation for a particular purpose. Brown (1995) also added that needs analysis aims at determining the needs for a defined group of people, while an evaluation determines to what extent a program

meets these needs. This mean that the aim/objective of needs analysis is to address the learners' needs on designing course materials.

The course book that is designed based on the learners' learning needs should also be evaluated to check the extent of addressing their needs/interests. In the early days, needs analysis focuses largely on necessities or objective needs representing the destination of the learners' journey. These analyses aimed to determine priorities such as which skills (reading, writing, listening, speaking) and which situations or tasks, such as speaking on the telephone or writing minutes from meetings were more or less important in target situation (Basturkmen, 2010).

According to Richard (2001), needs analysis may take place prior to, during or after a language program. In other words, needs analysis can take place before the program begins, that is pre course analysis, while the course is given or progressive/ongoing analysis and summative/end analysis/assessment. This stage of analysis is done in order to check the appropriateness of the language/course program designed to address the learners' needs in the target situation. Richard also defined needs assessment assures a flexible, responsive curriculum rather than fixed and it provides information to the instructor and learner about what the learner brings to the course (if done at the beginning), what has been accomplished (if done during the course) and what the learner wants and needs to know next.

2.13.1. 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 the 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 of tertiary institution who are interested in knowing what the expected level will be of students and what problem they face. Likewise, writers who prepare new textbooks are the users of needs analysis. Richards goes on to say that with small-scale needs analysis such as that carried out by a single teacher on 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

needs analysis in order to ensure 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.

2.13.2. The purpose of need analysis

Richards (2001) identified different purposes of need analysis in language teaching. Firstly, needs analysis finds out language skills learners need in order to perform a particular activity in workplaces or studies. Secondly, it identifies the learners' current language proficiency and problems they experience in real situations. This is essential to find a gap between what the students are able to do and what they need to be able to do. This in turn helps to determine which students from a group are most in need of training in particular language skill. Thirdly, needs analysis also helps to determine if an existing course adequately addresses the needs of potential students. Finally, it helps to determine the attitude of the students towards learning English language.

2.13.3. Target population in needs analysis

Target population refers to the people about whom information will be collected. In language course, target population will be learners, but others can be concerned 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 Robison (1991), target population, who are the source of information for needs analysis, are potential students, specialist academic department, the language teaching institution (teachers and administrators), past students who graduated in the field concerned and others who are or will be concerned with students' specific job or study situation. To Richterich and Chancerel (1987), quoted in Hutchison and Waters (1987), the target populations used as sources of information are learners themselves, the language teaching establishment, and the host institution (the learners' places of work).

2.14.4. Approaches to needs analysis

The focus of ESP on purpose for which students need a language encouraged the development of approaches to needs analysis these approaches are useful to analyze language that particular learners' needs. Among various approaches, the most common ones are target situation analysis, present situation analysis, learning centered analysis, strategy analysis, means analysis and language audits (Dudley-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 analysts should first decide which approaches they follow before embarking on the actual task since dealing with all approaches seems impossible. Therefore, this study primarily focuses on target situation analysis (TSA) and present situation analysis (PSA).

2.14.4.1. Target situation analysis

Chambers (1980) defines target situation analysis as 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. Robison,1991 ; Hutchison 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 has to know in order to function effectively in a given situation''.

Robison goes on saying that it is analysis that focuses on the students' needs at the end of a language course. Target situation analysis, according to Munby (1978), 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 and effect of target language communication 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 demands for the tasks are determined as a basis for language course design. The underlying reason for target needs analysis is

therefore identifying elements of students' target English situations and using them as the basis of ESP instruction, proving 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 recognized and then the kind of language used to carry out the tasks in that specific situation is defined so that the learners will be equipped with necessary language skills in order 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 these 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 analysis is the name given to a variety of language according to its use in different situation (widddowson, 1978). This means the concept of register analysis is based on the belief that English in one field of 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 accounting, economics, 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 is defined as analysis in which the grammatical and lexical features of a particular field are analyzed and organized with the aim of making the contents of the course more relevant to learners' needs (Dudley-Evans and St John, 1998; and Tomlinson, 2003). Hence, Swales (1988) states that its primary goal is to identify the grammatical and lexical features occurring more frequently in specific English course than in general English.

ESP courses in the 1960 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 language functions (Harmer, 2001; Brown, 2007). Thus, to Brown and Yale (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 and 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) 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 analysis 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 sentences 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 Robison (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.

2.14.4.2. Present situation analysis

Present situation analysis concerns where the learners are and refers to information about learners' current proficiencies and ambitions. These are: what they do and do not 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 specialist subject; and what they know of its demands and genres. Essentially, it refers to needs that enable students to learn and pursue their language goals as the course progress and to know the end needs (Robison, 1991; Dudley-Evans and St. John, 1998; Busturkmen, 2010). As to Robison, 1991 and Hutchison and Waters, 1998, the source information can be why the learners are taking the course, the students' current language ability, their resources (financial and technical), their views towards language

teaching and learning, the host institution's (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. Robison (1991) also puts the following.

"First, the precise language skills needed 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 what 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' present ability profile and the target profile."

Dudley-Evans and St John (1998) summarize that language needs analysis incorporates leaner 'background, their current language proficiency, their reason for taking the course, their teaching and learning preferences, the situations they need to communicate in, and the genres most often employed by 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 linguistics 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) claim that the current concept of needs analysis assessment in ESP requires determining the following points. The first points 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 target situation.

Chapter Three

Research Design and Methodology

3.1. Introduction

This chapter provides a description of the research design, research site, population of the study and sampling technique, data collection instruments, data collection procedure, methods of data analysis and ethical considerations used in this study.

3.2. Research Design

For this study a descriptive survey design involving both quantitative and qualitative methods was employed. It is selected descriptive design for the reason that it enables the researcher to obtain current information about the alignment of the tasks and activities in communicative course with learners' communicative needs at Rift Valley University, Chiro Campus. Sharma (2000) describes that a descriptive survey is helpful to identify present conditions and points to present needs. Besides, it is useful in showing immediate status of a phenomenon.

The researcher used quantitative data obtained from questionnaire and qualitative one from interview and course material analysis. Quantitative data were used as main data for the study because adequate information was expected to be found through questionnaire. For qualitative data, thematic data analysis was used to enable the researcher to interpret the data collected through structured interview.

3.3. Research Site

The study was conducted at Rift Valley University, Chiro Campus. Chiro is located at West Hararghe Zone, Oromia Regional State. The University is in Chiro town, the capital of West Hararghe, which is located to East of Jimma University about 674 km and East of Addis Ababa at 326 km. This university was chosen purposively because of the researchers' familiarity with the participants of the study and proximity of the site.

3.4. Population of the Study

The target population of this study was first year regular accounting students and their English communicative course teacher at Rift Valley University Chiro campus. The total

number of students attending the course was 68. They are divided into two groups: thirty-six students found in section A, and thirty-two in section B. There exist two English teachers at the campus offering the same course in the regular class. The researcher; however, depended on the instructor from the accounting class as to meeting directly with the objectives of his study. Assuming that need of students attending at different departments may differ, he disregarded the instructor at the nurse class that the approach and the methods he uses may show variation from the one applied to the accounting class. Therefore, the researcher clung to explore more in the department his study concerned and focused only on the one offering to the accounting class.

3.5. Sample Size and Sampling technique

The sampling unit in this study was students and a teacher at Rift Valley University, Chiro Campus. Simple random sampling technique became employed so as give equal opportunity to the whole population during selection of sample. Accordingly, out of the total 68 students, 30 out of which 18 are male and 12 female became selected for filling in the questionnaire. In addition, 10 students became selected for the interview by means of purposive sampling. The only English teacher offering the course in the department also became part of the study.

3.6. Data Collection Instruments

In the present study, questionnaires, interview and document analysis were used to get suitable and valid data.

3.6.1. Questionnaire

For this study, questionnaire was the important data collecting instrument. It uses as would be the data collecting instrument to get sufficient primary data. Close -ended questions were developed for students. The questionnaire helped to collect a great deal of information within the time limit and helped to reach large group of research subjects Kothari (2004). The researcher used questionnaire to collect quantitative data related to the alignment of the tasks and activities in English Communicative course material with learner's communicative needs. The researcher prepared 32 close-ended questions and distributed to the participants in the study.

3.6.2. Interview

The other instrument used to gather primary data for the study was an interview. Interview is a very useful instrument to understand why and how things happen (Douglas 1985: 79). Interview questions were prepared for both students and a teacher. Structured interview was used to get in-depth information from the students and a teacher. The rationale behind using structured interview is to gather in-depth information about the language skills and about students' perceptions, abilities and expectations. However, the interview was not administered to all of participants; nine interview questions were prepared for 10 students and 7 interview questions for one English teacher.

3.6.3. Document Analysis

Document analysis is way of gathering data by questioning written materials. For this study, the learners' English communicative course material was analyzed. In the analysis, the contents and the tasks were analyzed. That was done to understand the tasks and activities in English communicative course material and to check if there is alignment between the tasks and learners' communicative needs.

3.7. Data Collection Procedure

The data obtained from the questionnaire, interviews and document analysis were organized and edited. The distribution and collection of questionnaire from 30 students and 1 English teacher was made by the researcher himself and from English teacher. The researcher made the objective of the study clear to all of the respondents to avoid confusion, get reliable information, and facilitated the ease of administration. On the other hand, interview data were collected using tape recorder while the interviewees were responding to the interview questions.

3.8. Methods of Data Analysis

Both quantitative and qualitative data analysis methods were used in the study. Quantitative data which were collected from students were organized, tabulated and described using percentage and frequency. The qualitative data; on the other hand, became interpreted on account of interview and analysis of the course material.

Chapter Four

Result and Ddiscussions

This section deals with the analysis and interpretation of the data gathered from first year regular accounting students and a teacher at Chiro Rift Valley University. The researcher prepared 32 questions for 30 students to gather data through questionnaire. Furthermore, the researcher prepared 9 interview questions for 10 students, 7 interview questions for a teacher and 8 questions for document analysis. The data collected through questionnaire, interview and document analysis were arranged, analyzed and presented as follows.

4.1. Data from Students' Questionnaire

Table 4.1: Students' view towards the activities in the communicative course

5= strongly agree 4= agree 3= undecided 2= disagree 1= strongly disagree

Items	S A		A		U		D		S D		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1. The course material is irrelevant to my field of study in its contents, activities and tasks.	13	43.33	10	33.33	7	23.34					30	100
2. The contents of the course don't include my needs.	16	53.34	14	46.66							30	100
3. The course material is not suitable for the level it is expected because it is difficult and unfamiliar.	11	36.66	13	43.33	6	20					30	100

As shown in above table, item 1, out of 30 respondents, 13(43.33) and 10(33.33) of the students replied strongly agree and agree respectively that the course material is irrelevant to

their field of the study. On the other hand, 7(23.33) of the respondents could not decide whether the course material is relevant or not. Concerning item 2, 16(43.33) and 14(46.66) of the students reported strongly agree and agree respectively that the contents of the course material don't comprise their communicative needs. This result implies that majority of the respondents believe that the contents of the course material do not concern their needs. According to item 3, 11(36.66%) and 13(43.33) of the respondents said strongly agree and agree respectively that they considered as the course material does not suitable for the level it is expected. This result implies that the course material was not compatible with the level of the students because its contents, activities and tasks in the course material are difficult and unfamiliar.

Table 4. 2: Students' views towards the alignment of activities with their needs

5= Strongly agree, 4=agree, 2= disagree, 1= strongly disagree

Items	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%
1. The tasks in the course material not align with my speaking skill	12	40	11	36.67	7	23.33	-	-	30	100
2. The tasks in the course material not meet my listening skill.	11	36.66	8	26.67	8	26.67	3	10	30	100
3. The tasks in the course material are irrelevant to my reading skill	16	53.34	14	46.66	-	-	-	-	30	100
4. The tasks in the course material are unrelated to my writing skill	14	46.67	13	43.33	3	10	-	-	30	100
5. The tasks in the course material don't incorporate grammar lessons	11	36.67	8	26.67	5	16.66	6	20	30	100
6. The tasks in the course material don't comprise vocabulary meet with my needs	15	50	9	30	6	20	-	-	30	100

As it can be seen from table 1 above, out of 30 respondents, 12(40%) and 11(36.67%) of the students reported strongly agree and agree respectively that the tasks in the course material do not align with their speaking skill. However, out of 30 respondents 7(23.33%) of them said that disagree that the tasks in the course material do not align with their speaking skill. This indicated that the majority of the respondents considered to identify the tasks in the course material do not align with their speaking skill.

Concerning the listening skill, out of 30 respondents, 11(36.66%) and 8(26.67%) of the respondents reported strongly agree and agree respectively that the tasks in the course material not meet their listening skill. Whereas 8(26.67%) and 3(10%) of the respondents considered disagree and strongly disagree that the tasks in the course material not meet my listening skill. This implies that the majority of the students seemed to identify the tasks in the course material not meet their listening skill.

As to reading skills, 16(53.34%) and 14(46.67%) of the respondents considered it as strongly agree and agree that the tasks in the course material are irrelevant to their reading skill Concerning writing skill, 14(46.66%) and 13(43.33%) of the respondents said strongly agree and agree that the tasks in the course material are unrelated to their writing skill. It is only 3(10%) of the participants who said disagree that the tasks in the course material are unrelated to their writing skill.

When it comes to the grammar lesson, 11(36.67%) of the students replied strongly agree that the tasks in the course material don't incorporate grammar lessons and 8(26.67%) of them said agree that the tasks in the course material don't incorporate grammar lessons. However, 5(16.66%) of the students agree that the tasks in the course material don't incorporate grammar lessons. Similarly, 15(50%) and 9(30%) of the respondents considered strongly agree and agree respectively that the tasks in the course material don't comprise vocabulary meet with my needs.

Table 4.3: Speaking activities students' need to carry out

Key: VFn=Very frequently needed, Fn=Frequently needed, Sn=Sometimes needed, Rn=Rarely needed, Nn=Never needed.

Items	VFn		Fn		Sn		Rn		Nn		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Asking questions		-	13	43.3	10	33.3	7	23.33			30	100
Answering questions		-	16	53.3	14	46.7	-	-			30	100
Giving oral reports	4	13.33	16	53.33	10	33.33	-	-			30	100
Participating in pair/group disc.	7	23.33	10	33.33	11	36.67	2	6.67			30	100

As shown in table 2, out of 30 respondents, 13 (43.33%) of the students replied that asking questions was 'frequently needed, to carry out speaking skill activities while 10(33.33%) of them reported that they 'sometimes needed' asking questions that they to carry out speaking skill activities. However, 7(23.33%) of the students reported 'rarely needed' to ask questions that could help them to carry out speaking activities. As to answering questions, 16(53.33%) of the respondents reported that they 'frequently needed' answering questions such activity to improve speaking skill. However, 14 (46.67%) of them 'rarely needed' to answer questions to carry out speaking activities. This indicated that the majority of the participants considered answering questions as important activity to accomplish speaking skill.

Regarding to giving oral reports, 4(13.33%) and 16(53.33%) of the students felt that it was 'very frequently needed' and 'frequently needed' respectively. In contrast, 10(33.33%) of the students said that giving oral reports was 'sometimes needed' for carrying out the activities to achieve speaking proficiency. Similarly, 7(23.33%), 10 (33.33) and 11(36.67%) of the students reported that were very frequently needed, frequently needed and sometimes needed

respectively to they participate in pair or group discussions which could help them to carry out speaking activities. Whereas 2 (6.67%) of the students reported pair or group discussions as a rarely needed activities.

Table 4.4: Listening activities students' need to carry out

Key: VFn=Very frequently needed, Fn=Frequently needed, Sn=Sometimes needed, Rn=Rarely needed, Nn=Never needed.

Items	VFn		Fn		Sn		Rn		Nn		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Listening to lectures	11	36.67	9	30	10	33.33					30	100
Listening to class discussions	11	36.67	8	26.66	7	23.33	4	13.33			30	100
Listening to teacher questions	7	23.33	7	23.33	10	33.33	8	26.67			30	100
Listening to teacher instructions	8	26.67	12	40	10	33.33					30	100

According to the responses presented in table 3, 11(36.67%) and 9(30&) of the students reported listening lectures as a very frequently and frequently needed respectively to carry out listening skill activities. Whereas, 10(33.33) of the students said that they sometimes needed listening lectures to carry out their listening skill activities. This reveals that the majority of the students need to attend teacher's lecture which could help them to improve their listening skill. Concerning listening to class discussion, 11(36.67%) and 8(26.66) of the students reported that they were very frequently and frequently needed to do such activities respectively. However, 7(23.33) of the students said that they were sometimes needed while 4(13.33) of them rarely needed listen to class discussions which could help them to carry out effective listening skill.

Regarding listening to teacher's questions, 7(23.33%) of the students reported that they were very frequently needed and similar percent of the students replied that they frequently needed to do such activities. Moreover, 10(33.33%) and 8(26.67) of the students said that they were

sometimes and rarely needed to listen teachers' questions respectively. When it comes to listening to teacher's instructions, 8(28.67%) and 12(40%) of the students said that they were very frequently and frequently needed to listen to teacher instructions. In contrast, 10(33.33%) of the students said they were that sometimes needed to listen to teacher's instructions.

Table 4. 5: Reading activities students' need to carry out

Key: VFn=Very frequently needed, Fn=Frequently needed, Sn=Sometimes needed, Rn=rarely needed, Nn=Never needed

Items	VFN		FN		SN		Rn		NN		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Reading lecture notes	13	43.33	11	36.67	6	20					30	100
2. Reading course materials	4	13.33	6	20	12	40	8	26.67			30	100
3. Reading test & exam questions	10	33.33	13	43.33	7	23.33					30	100
4. Reading newspapers and magazines			8	26.67	14	46.67	14	46.67	6	20	30	100

With regard to reading lecture notes, 13((43.33%) and 11 (36.67%) of the students reported that they were very frequently and frequently needed respectively to read lecture notes that could improve reading skill. But only 6(20%) of the students said that they were sometimes needed to read lecture notes. On the other hand, 4(13.33%) and 6(20) of the students replied that they wanted to read course materials very frequently and frequently needed that they wanted to do. However, 12(40%) of the respondents felt read course material that they sometimes needed while 8(26.67) of them rarely wanted to do such activity. This indicated that the majority of students considered reading curse material as understand for activity improving their reading skill.

As to reading test and exam questions, 10(33.33%) and 13 (43.33) of the students said that they very frequently and frequently wanted to do such reading to improve their reading skill. Only 7(23.33%) of the students reported that they sometimes needed to read test and exam questions. Likewise, in reading newspaper and magazines, 8 (26.67) and 14(43.67%) of the

students reported that they frequently and sometimes needed to read such materials which could help them to improve their reading skill. However, 6(20%) of the respondents said that they reading newspaper and magazines rarely and never needed respectively which couldn't help to improve reading skill.

Table 4. 6: Writing activities students' need to carry out

Key: VFn=Very frequently needed, Fn=Frequently needed, Sn=Sometimes needed, Rn=rarely needed, Nn=Never needed

Items	VFn		Fn		Sn		Rn		Nn		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Writing notes from lecture	10	33.33	13	43.33	7	23.33					30	100
Making notes from course	5	16.67	8	26.67	7	23.33	10	33.33			30	100
Writing term papers	15	50	10	33.33	5	16.67					30	100
Writing essay & reports	6	20	5	16.67	12	40	7	23.33			30	100

As indicated from the table 5, 10(33.33%) and 13(43.33%) of the students felt they very frequently needed and frequently needed respectively that writing notes from lecture could help them to be carry out their writing skill. But only 7(23.33%) of the students said that they sometimes needed. On the other hand, 5(16.67%) and 8(26.67%) of the students reported that they very frequently needed and frequently needed writing notes from the course. whereas, 7(23.33%) and 10(33.33%) of the students said that they sometimes needed and rarely needed in terms of writing notes from course materials.

Regarding to writing term papers, 15(50%) and 10(33.33%) of the students replied that they were very frequently and frequently needed respectively to write term papers which could help them to be improve their writing skill. And also 5(16.67%) of the students said they were sometimes needed. In addition, 6(20 %) and 5(16.67%) of the students felt that they were very frequently and frequently needed writing essay and reports respectively. Contrarily, 7(23.33%) of the students said that they were rarely needed to write essay and

reports. This indicated that the majority of the respondents believe writing essay and reports are applicable due to improve their writing skill.

Table 4.7: Students' difficulty in using course material to achieve different activities

5= strongly agree 4= agree3= undecided2= disagree 1= strongly disagree

No.	Items	5		4		3		2		1		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	I understand lectures during presentation	4	13.33	6	20	7	23.33	10	33.33	3	10	30	100
2	I take lecture notes	4	13.33	9	30	5	16.67	12	40	-		30	100
3	I ask questions in the class	5	16.67	7	23.33	4	13.33	14	46.67	-		30	100
4	I answer questions	6	20	5	16.67	7	23.33	10	33.33	2	6.67	30	100
5	I participate in class discussions	9	30	12	40	4	13.33	7	23.33			30	100
6	I understand course and references	5	16.67	1	3.33	-	-	11	37.67	13	43.33	30	100
7	I take notes from course	4	13.33	5	16.67	7	23.33	9	30	6	20	30	100

As shown table 7 item 1,4(13.33%) and 6(20%) of the students said that they strongly agree and agree that they had not difficulty of understanding lectures. On the other hand, 10(33.33%) of them disagree and 3(10%) strongly disagree that they had difficulty of understanding lectures. Item 2, indicated that 4(13.33) and 9(30%) of the students reported that they strongly agree and agree that they had not difficulty of taking lecture notes. However, 12(40%) of them disagree that they had difficulties of taking lecture notes. Concerning to item 3, 5(16.67%) and 7(23.33%) of the students said that they strongly agree and agree that they had not difficulty of asking questions in the class while 14(46.67%) of the

them were disagree that they had difficulty of asking questions in the class. This implied that the majority of the students had not satisfied on asking questions in the class.

On the other hand, item 4, 6(20%) and 5(16.67%) of the students reported that they strongly agree and agree that they had not difficulty of answering questions. In contrast, 10(33.33%) and 2(6.67%) of the students replied disagree and strongly disagree that they had difficulty of answering questions. As it is evident from item 5, 9(30%) and 12(40%) of the students felt strongly agree and agree that they had not difficulty of participating in classroom discussion. However, 7(23.33%) of them disagree that they had difficulty of participating in classroom discussion.

On the other hand, item 6 shows that 5(16.67%) and 1(3.33%) of the students reported strongly agree and agree that they had not difficulty of understanding course and references respectively. Whereas 11(37.67%) and 13(43.33%) of them disagree and strongly disagree that they have difficulty of understanding course and references. Item 7, also shows 4(13.33%) and 5(16.67%) of the students reported that they strongly agree, and agree that they had not difficulty of making notes from course. In contrast, 9(30%) and 6(20%) of them disagree and strongly disagree that they had difficulty of making notes from course respectively. This implies that majority of the respondents had difficulty to making notes from the course material.

4.2. Data from Interview

4.2.1. Data from Students Interview

The researcher found ten (10) students as a sample of study and prepared nine relevant questions in order to examine the alignment of the tasks and activities in English communicative course material with learners' communicative needs.

When students asked were about their expectations from the course offered, all of the students decided that they expected it would help them to develop the necessary language proficiency in their professional area. More specifically, the students expected the course to offer them language activities particularly vocabulary related to their field of study, writing

reports and letters, speaking, and reading different texts. When asked which communicative skills they most frequently use in learning other courses, 7 of the respondents reported that

they most frequently use reading and listening. However, 3 of them replied that they like to develop all communicative skills if there are favorable conditions.

When asked to what extent they think the tasks in communicative course currently taking is relevant to their level, eight of the students reported that they couldn't see the relevance of the task. Two of them said that they could encourage as important and it is right for them to study from this course. In regard to their perception towards communicative English, 6 of the participants believed it to be negative perception since they had no good teachers who provide them with basic knowledge related to their professional needs and effective teaching method. In addition, 4 of the participants replied that their English classes were often repetitive, boring, and meaningless, which caused negative perception towards the activities in communicative course.

Concerning the tasks and activities related to their field of studies, ten (10) of them said that the tasks in communicative course are not related to their field of the studies. In relation to the use of teaching aids, all the students agreed that none of their English teacher used teaching aids in the teaching learning process, but the teachers frequently used chalkboard. The students appreciated the occasional encouragements made by English teacher to engage them in pair and group discussions, yet the issues of discussion were not related to their field of study.

With respect to their reactions towards the topics and contents in the communicative course, they said that the topics and contents do not have any relations with their needs. Consequently, they agreed on the renewal of the course in line with their subject areas, which could help them to satisfy their communicative needs. Regarding to the most important of communicative skills, 5 of the participants, writing and reading skills are the most important to achieve their profession. The other respondents agreed that the mentioned skills are more important but puts reading skills first. In academic setting, they showed that reading is the most important skill for them. They implied that students need to read and understand handouts and reference books to get good grades.

4.2.2. Data from English Teacher's Interview

One Communicative English teacher who was offering communicative English skill interviewed to obtain data related to the communicative course was being taught in Rift Valley University accounting students and his responses are summarized below.

First, the teacher was asked about contents he taught in the course, and answers as follow. He said that he taught the four major language skills and the minor skills. The course contents are basically the same as the contents in general English, as the teacher said. This do not appear to meet almost all the learners' professional needs, since the contents are not directly related to their field of study. The teacher also agreed that the course must be revised and re-designed based on proper learners' communicative needs analysis.

The teacher was also asked if the tasks and activities meet learners' communicative needs. The teacher reported that the tasks and activities do not meet the learners' communicative needs. As to whether the organization of the course was related to students' field of study or not, the teacher responded that the course definitely does not entertain learners in any way for it has nothing to do with their professional area. Also the teacher was asked as to how learners react to the topics and tasks in the text. He responded that if the course material is designed on the basis of the students' needs, they actively participate in the activities. The learners' participation is decreased because the topics of the course was unrelated to their field of study.

The teacher also asked whether the course material is easy or difficult to work with. And, the teacher declared that some of the activities are difficult to work with. Yet, there are also activities which are in line with the interests of learners and such activities are easy to run. The teacher was asked what teaching aids he used to assist teaching and he answered only used the chalkboard. This indicated that the use of teaching aids is incomplete.

The teacher was asked which skills were emphasized in teaching English; according to him three communicative skills namely, reading, writing and speaking were emphasized. The reading skill is the most important language skill for the students. He said that reading enables students to enrich their communication abilities particularly vocabulary and language use. He also thought that students need to read much to get good grades in their professional courses. Finally, the teacher was required to what English communicative course should be designed for accounting students. The teacher replied that in designing communicative course for the learners, their target situations have to be taken into account if we want the students develop specific communication skills that are essential for the target situations. Thus, specific communicative course that helps them to carry out specific communicative activities in their studies and in their professional areas has to designed for them.

4.3. Analysis of the Course Material

An attempt was made to analyze the communicative course materials using an evaluation checklist developed by Cunningsworth (1995). The checklist containing 8 questions. These questions were employed to check whether or not the course material meets learners' communicative needs.

First, when the researcher tried to see whether or not the course material was prepared based on a careful needs analysis of the learners. Therefore, the researcher analyzed the course material. The researcher finds out that the course material was designed based without analyzing the learners' needs. Thus, the researcher could say that the designing of the material was not based on the learners' communicative needs.

The second question in the checklist was used to see if the tasks and activities in communicative course have objectives and in terms of content and performance; it was found that there were no statements of both general and specific objectives for the tasks and activities in the material. Thus, the students do not know what they are supposed to achieve at the end of a course and lessons.

The next question in the checklist is about contents appropriateness to learners' needs; the contents include nearly all the four skills and two micro skills (grammar and vocabulary). Conceptually, all of the topics in the material do not match with the students' professional area. Thus, the contents of the course do not seem to satisfy the students' communicative needs.

When analysis whether or not there was a body of 'core' specialist language related to the subject area, it can be said that there is no 'core' specialist language related to learners' needs.

Another question in the checklist was designed to see if learners were equipped with the skills and strategies that allow them to use English in professional situation. They prioritized speaking and reading skills. Thus, it looks that this course is unlikely to equip students with the necessarily skills, strategies, and situations which reflect students' profession as it emphasizes mainly of the skills and strategies which help learners satisfy their academic needs.

When analysis whether there was a balance between subject specific language items (grammar, vocabulary) and operational skills and strategies. Here, it could be said that a balance of this kind does not exist as no needs analysis was conducted when the course was designed, and the content could not be based on subject specific language items from learners needs. It could rather be said that only general, non-field specific skills and strategies skills in English language were mainly considered.

With respect to considering the relationship between teacher and students in the design of the material. The material was found not to have a clear explanation of the relationship between teachers and students. In addition, no collaborative approach treatment was encouraged in the text. However, since the course material doesn't seem to involve students' subject area contents, the teachers appeared to act as the only input and feedback providers, organizers and monitors. In short, the core of collaboration in ESP doesn't seem to exist.

As to what extent the learning activities mirror realistic situations through task and skill based activities, though there are tasks and activities in the materials, they are not tasks or activities students do in their professional environment; they are tasks or activities that help learners develop their general communication skills. Therefore, the activities in the course do not reflect the students' real life situations

Generally, the course does not seem to respond to the real needs of the students since it does not satisfy the learners communicative needs. However, the communicative course does not employ a methodology related to a particular profession which differs from English for general purpose. That is, it had been not designed to meet specific needs of the students in the department of accounting; it does not make use of the underlying methodology and activities of the discipline it serves.

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Chapter Five

Conclusions and Rrecommendations

5.1. Conclusions

The purpose of this research was to investigate the alignment of the tasks and activities in communicative course with communicative needs of accounting students at Rift Valley University, Chiro Campus. To this end, data has been collected and discussed. From the data presented and discussed in chapter 4, the following conclusion has been listed:

The English language course given presently at Rift Valley University was organized without considering the needs of students. The students were not happy with the communicative course they were taking as they could not see relevance for their needs. There was a mismatch between the tasks of the course and the needs of the learners. Firstly, the topics are not related to the needs of accounting students'. Secondly, the tasks and activities prepared by teacher and often performed by the students could address just general needs.

It is noted from the results of the study that speaking and writing play major roles in improving the students' communicative activities. It is also considered that listening and reading involve much in the activities of the study of other courses. Students; hence, are noted doing activities in pursuing their academic studies with respect to the following:

- ✓ Giving reports and participating in class discussions orally.
- ✓ Involving in activities of listening to lectures, class discussions, and instructor's instructions.
- ✓ Reading lecture notes, test and exam questions.
- ✓ Taking lecture notes and writing term papers.

5.2. Recommendations

The following recommendations are made based on the findings of the study.

- ❖ The activities and tasks of the course need to be aligned with the learners' needs, and instructors should adapt tasks and activities in the course material so that they could meet the needs of the students' profession.

❖ The communicative course contents and topics ought to be related to the students' field of study. This might entail rewriting the course material to suit to the specific needs of students in the accounting department.

❖ The communicative course activities and tasks have to be aligned with what students have to do in their particular area of study. English teachers should employ activities which the students are able to perform in their subject areas.

❖ Authentic contents based on topics and issues pertinent to the students' professional study need to be incorporated into the course.

❖ EFL teachers as well as students need to involve in decisions pertaining to course improvement and revision.

❖ The university has to supply the required possible instructional resources and facilities.

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Appendix A

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

Questionnaire for learners

Dear learners,

This questionnaire is designed to gather information to investigate the alignment of tasks and activities in communicative course material with learners' communicative needs of students at Chiro Rift Valley University Campus. The information you are required to give in the inquiry is found to be very important in order to make judgment whether the communicative course you are taking meet your needs. Thus, you are kindly requested to respond all the questions attentively and genuinely for the success of the study. You are appreciated for your cooperation in filling out the questionnaire.

Part I: General Information

Sex: _____   Department: _____   Year: _____

Age: _____ Section: _____

Part II: Research Related Questions

Direction: Please indicate your agreement by choosing the appropriate answer according to the following scales.

Table 1: Students' view towards the activities in the communicative course

5= strongly agree 4= agree 3= undecided 2= disagree 1= strongly disagree

Items	S A		A		U		D		S D		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1. The course material is irrelevant to my field of study in its contents, activities and tasks.												
2. The contents of the course don't include my needs.												
3. The course material is not suitable for the level it is expected because it is difficult and unfamiliar.												

Table 2: Students' views towards the alignment of the activities with their needs

5= strongly agree 4= agree 3= undecided 2= disagree 1= strongly disagree

Items	Strongly agree		Agree		Disagree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%
1. The tasks in the course material not align with my speaking skill										
2. The tasks in the course material not meet my listening skill.										
3. The tasks in the										

course material are irrelevant to my reading skill										
4. The tasks in the course material are unrelated to my writing skill										
5. The tasks in the course material don't incorporate grammar lessons										
6. The tasks in the course material don't comprise vocabulary meet with my needs										

Table 3: Speaking activities students' need to carry out

Key: VFn=Very frequently needed, Fn=Frequently needed, Sn=Sometimes needed, Rn=Rarely needed, Nn=Never needed

Items	VFn		Fn		Sn		Rn		Nn		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Asking questions												
Answering questions												
Giving oral reports												
Participating in pair/group disc.												

Table 4: Listening activities students' need to carry out

Key: VFn=Very frequently needed, Fn=Frequently needed, Sn=Sometimes needed, Rn=Rarely needed, Nn=Never needed

Items	VFn		Fn		Sn		Rn		Nn		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Listening to lectures												
Listening to class discussions												
Listening to teacher questions												
Listening to teacher instructions												

Table 5: Reading activities students' need to carry out

Key: VFn= Very frequently needed, Fn= Frequently needed, Sn= Sometimes needed, Rn= Rarely needed, Nn= Never needed

Items	VFn		Fn		Sn		Rn		Nn		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Reading lecture notes												
Reading course materials												
Reading test & exam questions												
Reading newspapers, magazines												

Table 6: Writing activities students' need to carry out

Items	VFn		Fn		Sn		Rn		Nn		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Writing notes from lecture												
Writing notes from course												
Writing term papers												
Writing essay, reports												

Table 7: Students' difficulty in using communicative course to achieve different activities

Key: 5= strongly agree 4= agree 3= undecided 2= disagree 1= strongly disagree

Tasks	5		4		3		2		1		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
I understand lectures												
I take lecture notes												
I ask questions in the class												
I answer questions												
I participate in class discussions												
Understanding course and references												
I make notes from course												

Thank you

Appendix B

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

Interview for students

Dear learners,

This interview is designed to gather information to assess the alignment of tasks and activities contained in communicative course material with learners' communicative needs of students at Chiro Rift Valley University Campus. The information you are required to give in the inquiry is found to be very important in order to make judgment whether the communicative course the learners are taking align their need. Thus, it would be very appreciable if you respond to the interview genuinely for the success of the study.

1. What were your expectations of the communicative course?
2. Which communicative skills do you use most frequently in learning other courses or subjects?
3. To what extent do you think the communicative course is relevant to your level?
4. What were your perception in terms of communicative course?
5. Are the tasks and activities related to your field of studies? If yes, how?
6. What teaching aids do teachers use to assist the teaching?
7. Does the course encourage you to discuss in pairs/groups issues related to your field of study?
8. How do you react towards the topics and contents included in current communicative course?
9. Which communicative skills are more important for student to be successful in their professional area?

Thank you

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

Interview for English teacher

Dear teachers,

This interview is designed to gather information to assess the alignment of tasks and activities contained in communicative course material with learners' communicative needs of students at Chiro Rift Valley University Campus.

The information you are required to give in the inquiry is found to be very important in order to make judgment whether the communicative course the learners are taking align learners' needs. Thus, it would be very appreciable if you respond to the interview genuinely for the success of the study.

1. What are the contents of you teach in this course?
2. Are the tasks and activities in the course related to the students' field of study?
3. How do students react to the topics and the tasks?
4. . Do you think that the communicative course is easy /difficult to work with learners?
5. What teaching aids do you use to assist teaching?
6. What kind of English communicative course should be designed to accounting students?
7. Which communicative skills do you give more emphasis in your actual teaching? Why?

Thank you

Appendix D

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

ESP Text Material Analysis Checklist

(Adapted from Cunningsworth,1995:135)

1. Is the material based on a careful analysis of the learners' communicative needs?
2. Are there objectives for tasks or activities given in communicative course? Are the objectives specific in terms of content and performance so that fit particular learners' communicative needs?
3. Are the contents appropriate to learners' needs?
4. Is there a body of 'core' specialist language related to the subject area?
5. Are the learners equipped with skills and strategies that will allow them to operate effectively in English in professional situation?
6. Is there a balance between subject specific language items (grammar, vocabulary, discourse structure) and operational skills and strategies in language use?
7. Does the material consider the relationship between teachers and students? If so, is collaborative approach encouraged?
8. To what extent do the learning activities mirror real life situations, for example, through task based and skill based activities?