

Investigating the relevance of ESP (English for Specific Purpose) for TVET (Technical and Vocational Education and Training) Colleges in Ethiopia

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Abstract

This study is mainly conducted to investigate the relevance of ESP (English for Specific Purpose) for TVET (Technical and Vocational Education and Training) Colleges. The research, therefore, asked the following basic research questions: Is ESP relevant for TVET trainers? What are the rationales for English courses to be omitted from training curriculum? What measures are to be taken to prepare ESP for TVET trainees? And How much is the need of trainees, trainers and training coordinators exists or English Course to be offered in TVET institutes? To find out the answers for these research questions trainers, trainees, and training coordinators of TVET Colleges and poly-technique institutions in the selected region (Oromia) and the training coordinators at regional and federal levels are selected as target population of the study. Questionnaires, semi-structured interviews and focus group discussions were employed to gather data from the target population. Finally, the following were found out: it is very essential to review the existing outcome based curriculum in relation to relevance of English Language which is important during and after training. Besides, creating awareness of implementers on any paradigm shift especially of training curriculum is paramount necessary in the way that all can understand the merits and demerits of ongoing program. This helps bring solution for gap created. Likewise, as the recent TVET program entails global competency of the training standards as well as the intelligibility of respective trained manpower through this program, the introduction of ESP (English for Specific Purpose) becomes an unquestionable agendum.

Keywords: ESP, Vocational, technical etc.

1. Introduction

1.1 Back ground of the study

Ethiopia has adopted various TVET Policies and strategies since three decades ago. Before 1980's the country had run vocational trainings in only few poly technique institutions like Winget and Tegbarared. In 1980s additional TVET institutions were opened in different parts of the country and the program was conducted hand-in-hand with academic programs (i.e. trainees were expected both to be competent in the vocational training and to succeed in the ESLCE). As of 1994 E.C the TVET program has been detached and re-organized in several governmental and private institutions. Currently, the country is running the TVET program in which a number of young people are involved so as to enable them to be productive and self-employed. The aim of the program also involves producing middle level skilled man power and promoting technological transfer as well as incubating the trained man power towards indulging in entrepreneurship.

It is believed that enabling trainees to be competent in English in their training place and later in the work place can be done, better, in various ways. According to Crandall (1985) the VESL (vocational English as a Second Language) is one of the ways as it involves language education with instruction in job specific skills and as it enables trainees to emphasize clerical duties such as ordering supplies, taking telephone messages, etc in occupational contexts. In other words, English skills based on need in cooperation with a program of vocational training promotes the specific field itself. Dudley-Evans and John (1998) elaborate that English for occupational purposes (EOP) played an important role in this era or the massive expansion of business had led to a huge growth in the area of English for business purpose. Accordingly, the English used for academic purposes need to be specified in the light of the need of each field of training be it law, business, health, etc.

1.2. Statement of the problem

In the current vocational trainings where the trainees are expected to be skillful and knowledgeable as well as effective communicators in their specific fields of study,

the common course -English seems to be given little emphasis contrary to what is expected to be achieved by the particular trainees. The particular observation and experience of the researchers also reveals that there exists a wide range of communicative incompetence with the trainees and failure in the current assessment of summative occupational competence and continuous occupational assessment where English is a medium of instruction and assessment.

Currently, English is not offered at any TVET institutes or colleges at all levels of training. But, recently as the experience of the researchers is concerned, the TEVET graduates are required to succeed in entrance exam prepared by higher public learning institutes to enroll the trainees as their student. One of the entrance exams is English and the question is to be prepared from grade 11 & 12 textbooks which these trainees hadn't learnt. The decision seems paradox. Therefore, this research is going to investigate whether English for Especial Purpose is important for TVET trainees or not.

1.3. Objective of the study

The main objective of this study is that to investigate the relevance of ESP to TVET and Poly-technical Institutions and to point out considerations to be made to design appropriate English course materials for TVET programs.

1.4. Research questions

On the basis of the objectives set the study will be committed to answer the following basic questions.

- 1) Is ESP relevant for TVET trainers?
- 2) What are the rationales for English courses to be omitted from training curriculum?
- 3) What measures are to be taken to prepare ESP for TVET trainees?
- 4) How much is the need of trainees, trainers and training coordinators exists or English Course to be offered in TVET institutes?

1.5 Delimitation

The study will be focused on analyzing the relevance of English Course in TVETs and the need of the community of an institute to have English in their training curriculum. The study is delimited to some selected TVET institutes and colleges in selected TVET institutions in Oromia Regional State.

1.6. Significance of the study

It is believed that the successful accomplishment of the study will assist decisions to be made by various stakeholders of the program such as curriculum designers, TVET institutions' trainers, business organizations and so on. It may also serve as a steppingstone for further investigations.

2. Materials and Methods

2.1 Research Design

This study adopted a mixed methods research design. 'Mixed methods research is a procedure for collecting, analyzing, and "mixing" quantitative and qualitative data at some stage of the research process within a single study in order to understand a research problem more completely' (Ivankova and Creswell, 2009: 156). The assumption is that the supplementary findings of a mixed methods study can produce a fuller picture of the topic or issues being investigated, expanding the scope and breadth of the study (Dornyei, 2007: 164). Richards (2001: 297) advocates this strategy in investigating ESP courses, arguing that 'both quantitative and qualitative approaches to collecting information are needed because they serve different purposes and can be used to complement each other'. Given the complex reality of language needs, the objective knowledge and conclusions about the language course and the limitations associated with any research method, it was believed that using mixed methods would strengthen the study design.

2.2. Population

The target populations of the study were the trainers, the trainees, and training coordinators of TVET Colleges and poly-technique institutions in the selected region (Oromia) and the training coordinators at regional and federal levels. The target population size of the study was 4600 TVET trainees- 1150 trainers from selected colleges in Oromia.

2.3. Sample and Sampling Techniques

The samples were selected using stratified random sampling technique for the trainees and purposive sampling method for trainers and training coordinators. Thus, level four trainees of different occupations from different colleges were represented by two trainers, one training coordinator from Oromia TVET agency and one training coordinator from Federal TVET agency and concerned personnel from MOE.

2.4. Instruments

Questionnaire, interview and focus group discussion (FGD) have been used in this study. Pilot test was deployed particularly on questionnaire to test the validity of the questions and the reliability of the instrument. In addition, the researchers engaged in document analysis but this was automatically changed it in to interview as a result pilot study result. We did not found any document to analyze.

2.4.1 Interview

Interview was meant to replace document analysis and it was conducted with purposively selected training

coordinators of selected colleges, region and federal TVET agencies. Therefore, 5 coordinators of colleges, one training coordinator at Oromia Region TVET Agency and one training concerned person from Federal TVET agency were involved.

2.4.2. Questionnaire

Questionnaire was distributed among all aforementioned target groups. It was administered to the trainees to identify their needs; to the trainers to assess their perceptions and experiences regarding the problem.

2.4.3. Focus Group Discussion (FGD)

This instrument was useful to solicit the need of participants through open discussion. It was deployed to assess the need of the target groups and to triangulate the results. Therefore, data gathered through interview and data collected from questionnaire were verified and triangulated through the FGD.

2.5 Procedure

The design of the study implemented a procedure in which the current English language policy of TVET of Ethiopia was critically evaluated in line with the needs of the subjects and scholars' views analysis in relation to the trainees' communicative competence. It was conducted through eliciting ideas through, interview, questionnaire and semi- structured focus-group discussion, and policy document and ESP theory analysis. Moreover, the researchers visited all elected TVET institutions physically to obtain reliable and valid data.

2.6 Data analysis

Both qualitative and quantitative data analysis method were applied. The data gathered through questionnaire was tabulated and described in percentage. The data gathered through interview and FGD were discussed qualitatively against the theory of ESP.

4. Results and discussion

4.1 Findings of the survey

The data gathered through questionnaire, Focus Group Discussion, and Interviews are presented as follows and the discussion is also done in a block style, i.e. every result is followed by discussion. In the first place, findings of the questionnaire are presented in eight tables and discussed. Next, data resulting from the FGD are contextualized and analyzed; meanwhile, the interview scenario follows in the same manner.

4.1.1. Data gathered through questionnaire

The target respondents of the first tool, questionnaire, were C Level TVET trainers and Level V and Level III

trainees as these group were considered to gain ample experiences in their stay on the program. This assumption was based on the recent TVET trend that those trainees who succeeded in the assessment by COC (Center of Occupational Competence) at regional level are allowed to become trainers in the same program. Hence, the questionnaire duplicated and distributed to 120 respondents who are the middle of the target aforementioned earlier. Out of the distributed data gathering tool, 97 were properly completed and returned. Accordingly, the data presented in the eight tables below are the results of the responses.

With regard to the cluster of the items: the first group of questions (1-5) were committed to gather data regarding the respondents' opinion as to the importance of English Language skills in TVET program; the next cluster of items (6-17) were meant to expose the actual situations in which English Language is utilized in TVET contexts; item 18 was to differentiate the extent to which the target respondents did think useful regarding the mode of delivery of the language under discussion if it was to be delivered in TVET program at all; item 19 was to rate their current level of English Language proficiency corresponding to their needs in the training area; item 20 provoked ideas whether the respondents were aware that they engaged in manipulating the language skills in either of the ways (as a course or embedded) and if in the later, how useful it has been; item 21 was again presented to get data if their own personal and the training they had in the program has got a significant role in their mastery of the language skills; item 22 was to know the extent which the respondents faced difficulties language in English language skills; and lastly item 23 was meant the extent to which it would be useful to offer English language courses in various modes in relation with not offering the course at all in the program.

- 1) Do you think that English language program is necessary in TVET program?
- 2) Do you think your previous English courses are sufficient for your training success in the current TVET?
- 3) Do you think English language instruction is useful in your career?
- 4) Does your level of English language proficiency affect your competency in training?
- 5) Have you encountered communication barrier between you and your trainees due to English a medium of training?

Table 1: The importance of English in TVET program

	N	Minimum	Maximum	Mean	Std. Deviation
1	97	0	1	.89	.319
2	97	0	1	.79	.407
3	97	0	1	.89	.319
4	83	0	1	.76	.430
5	93	0	1	.87	.337
Valid N	81				

According to the table above, the mean value show that for all the five items exceeds 0.5 and the grand mean is .84. This indicates that the respondents believe that English Language courses are important in the curriculum of TVET.

Since the grand mean which is 0.84 is closer to one, the value indicates the importance of English. All standard deviations per item is less than 0.5, this in turn enunciate that there is no significant differences among the responses.

The summarized data are in response to the various situations provided to be rated as per utilization of English at TVET programs. The situations are: To interact with your trainer in the training area ,To perform instructions during training, To comprehend notes references and materials in the library, To work in groups, To shop, To accomplish institutional assessments, To sit COC assessment, To perform kaizen principles, In cooperative trainings.

Table 2: Situations in which English language is utilized

	N	Minimum	Maximum	Mean	Std. Deviation
6	96	1	6	2.53	.739
7	97	1	3	2.61	.531
8	97	1	3	2.58	.626
9	97	1	3	2.49	.631
10	94	1	3	2.30	.745
11	95	1	3	2.38	.622
12	96	1	3	2.30	.809
13	94	1	3	2.24	.729
14	96	1	3	2.25	.781
15	94	1	3	2.43	.726
16	94	1	3	2.54	.562
17	94	1	3	2.46	.580
Valid N	87				

As depicted in the table, the mean values of all responses are above 2.5 and this implies that in all the related with the trainees' activities and situations, English is highly important. The very important point is that the trainees confirmed that English essential in all activities of training.

The next item elicited the extent to which the modes of English language delivery may suit to the training program.

How useful do you think are the following if English language program should be offered in TVET?

- a. General Academic English
- b. Vocational English
- c. Work-related English

Table 3: Preference of Mode of Delivery

	N	Minimum	Maximum	Mean	Std. Deviation
18a	90	1	3	2.50	.675
18b	91	1	3	2.67	.539
18c	96	1	3	2.72	.556
Valid N	86				

The replies collected from the respondents reads in the table above that the mean values exceed 1.5 in (since the scales are three) all the three modes. When the mean values three modes of delivery are compared to each other, work related English followed by Vocational English stands first(m=2.72); while there is no wide gap between General Academic English (2.72, 2.67, 2.5). Accordingly, the responses are regarded to be whatever the mode of English language delivery could be implemented among the three, the course is vital (grand M= 2.63).

If you already use English language in your trainings, what is your level of ability in English?

This item was meant to enable the respondents to rate their level of English Proficiency as per the description corresponding to Basic lower, Basic upper, Intermediate lower, Intermediate upper, and Advanced levels as follow.

Table 4: Level of Proficiency

	N	Minimum	Maximum	Mean	Std. Deviation
Lev19	97	1	5	1.67	.851
Valid N	97				

The respondents' self-ratings in the table reads that it falls between Basic Lower and Basic Upper (M=1.67). This implies that the trainees demonstrate insufficient level of proficiency in English language. This would significantly affect negatively their achievements in the training program. This holds true as the entire interaction in the training environment, including all the operational instructions, is performed through English, the medium of training and instruction.

a)If you currently engage in studying English Language skills, how is the course delivery?

- 1) It is offered as a course
- 2) It is imbedded in other major training course
- 3) I have no idea

Table 5: Trainees information about the way English Language is being delivered in TVET Program

a.	Frequency	Percent	Valid Percent	Cumulative Percent
As a course	24	24.7	24.7	24.7
Embedded	15	15.5	15.5	40.2
No idea	58	59.8	59.8	100
Total	97	100	100	

As revealed in the table, the data shows that most of the respondents replied that they do not have an idea whether the course is delivered in different modes or not though the course is not delivered at all. This implies that the emphasis is not given and the trainees do not have even knowledge about it.

b) If it is offered as in (ii) above how important is this mode of delivery?

Table 6: Trainees’ attitude towards embedment

	N	Minimum	Maximum	Mean	Std. Deviation
b	15	1	3	2.40	.632
Valid N	15				

This item was meant to identify what the respondents felt about the embedment mode of delivery if they believed that this mode is useful. Accordingly, even though it was only few respondents (15/97) believed that the target language skills are embedded into other occupational standards (target study areas), these number of respondents witness that the embedment is still useful.

To what do you attribute your current level of English ability?

- a. The training I have had in my TVET institution
- b. My own effort

Table 7: The role of self-effort and TVET program in English language skills

	N	Minimum	Maximum	Mean	Std. Deviation
21a	93	1	3	2.35	0.761
21b	92	1	3	2.26	0.677
Valid N	89				

The data above are in response to the trainees’ belief towards the role of the TVET training and their own personal effort for their current level of proficiency in English language. This item is again cognizant with item 19 where the same respondents attributed their level of English Language proficiency between Lower Basic and Upper Basic, which is an insufficient level to handle the training materials and effective communication with their trainers (both domestic and some foreigners). Hence, the data indicate on one side that there is no significant difference between the trainees’ personal effort and the training they had in the program (m=2.35, 2.26); on the other hand, the data imply that both personal effort and the language skills delivery in the TVET program should have played a positive role in the trainees English language improvement.

How often do you have difficulty with these skills in your training?

Table 8: Trainees’ Level of Difficulty across English Language Skills

	N	Minimum	Maximum	Mean	Std. Deviation
22a	96	1	5	4.15	1.105
22b	94	1	5	4.02	0.973
22c	95	1	5	3.86	1.326
22d	95	1	5	3.75	1.271
22e	95	1	5	3.63	1.329
22f	95	1	5	3.53	1.359
Valid N	94				

In this item, the respondents were requested to rate the extent to which they faced difficulty in various skills (Listening= 22a, Speaking=22b, Reading=22c, Writing=22d, Grammar=22e, Vocabulary=22f) of the language of instruction. The data depict quite significant mean values (4.15, 4.02, 3.86, 3.75, 3.63, and 3.53, respectively). This clearly shows the trainees faced high difficulty in both macro skills and micro skills of the target language. The least values of SDs also confirm that the responses are evenly distributed. The implication is that having faced these high levels of difficulties in the language of instruction significantly negatively affects the trainees’ achievements in the program.

The assumption in the recent TVET paradigm shift in Ethiopia, from “input-based to outcome-based” is that trainees join the program and attend the program through their mother tongue. This is because of the fact that the Occupational Standard oriented approach has been adopted from East Asian countries where the medium of instruction and training remains mother tongue as of primary level, and least emphasis is given to English language. To this end, with these levels of in English language, the situations in which the TVET trainees utilize the language in trainings (those mentioned before in item numbers 6-17:table 2) remain unsuccessful.

How important do you think is useful delivering English:

Separately in TVET (23a), Embedding English courses in other major courses (23b), not offering English courses in TVET at all (23c), Training English Language Skills in short term (23d)

Table 9: Trainees’ belief towards the mode of delivery English Language in TVET

	N	Minimum	Maximum	Mean	Std. Deviation
24a	93	1	3	2.66	0.58
24b	94	1	4	2.24	0.812
24c	93	1	4	1.83	0.855
24d	92	1	3	2.13	0.801
Valid N	92				

The data in this table are in response to the above item in which the trainees were required to rate the extent to which it is useful to deliver in English language in the modes provided. The mean values read that it would be useful to deliver the target language skills either as a separate course (m=2.66), through embedment in the major occupational standards (2.24), or at least through short term trainings. Not offering English courses remains with the least mean value (m= 1.83) which means this negatively affects their success in the program.

4.1.2. Results of Data gathered through FGD

In this investigation, the researchers purposively selected TVET trainers who are currently engaged in the program

for the sake of the FGD. Here are the questions used to provoke ideas from the respondents and their corresponding replies:

- 1) Before some two years, English language course has been banned from TVET courses; what is your opinion towards this decision?

In response to this question, the participants raised several points relevant to the case of banning English language program from TVET. As per the participants of the FGD, the assumption was that English language skills have been embedded into other areas of competency and trainers of other occupational standards were expected to handle trainees' mastery of the language skills in an embedded way; and the same holds true with math. However English language is a medium of instruction in the training and all the training materials are manipulated through the language, English language has been banned from the program without any research findings. The other major point posed by the participants was even though the current trainees are expected to be trainers having passed the assessment by COC they significantly lack the language skills. Hence the participants demonstrated dissatisfaction with the exclusion of English language course in TVET programs.

- 2) What opinion do you have concerning the current trainees' mastery of communicating in English in Relation with their competency in the training?

In this regard, the participants reflected that the current trainees have faced challenges in the areas of effectively comprehending training materials, using the internet, manipulating various instruments and equipment following the instructions in English language. The other point is, due to lack of sufficient macro and micro skills of the target language, trainees face barrier of communication between them and their trainers. Due to these obstructions, sometimes trainers use the trainees' mother tongue and tend to engage in translation elements. The extreme face of lack of the mastery of English language skills raised by the participants was that the same problem faces the C-level trainers (those who completed Level III and Level IV training program and hired as trainers in the same program) in the areas of session plans and training module preparation, and effectively delivering the training through English.

Moreover, in most of the cases in competency assessment, trainees frequently fail the theoretical assessment which usually accounts 35% due to lack of English reading skills. Likewise, the trainees' failure in English proficiency leads to missing becoming globally competent and even getting employment opportunities in various organizations.

- 3) If you believe English language course is important and useful for TVET trainees which mode of delivery do you suggest? What is your justification?

- a. As a separate course
- b. Embedded in major courses (integrated form)
- c. As a short term training
- d. Other, if any?

The participants responded to this idea raising various proposals as per the delivery of English language courses. First, no matter how embedment of the language skills could be important, the trainers of other occupational areas cannot effectively deliver and emphasize the language skills due to various factors including attitude; so the training of the language skills need to be offered language teachers. They also emphasized that separate English language courses purposefully designed for vocational programs are vital to suffice the trainees' mastery of the language skills. Generally speaking, they suggested general vocational English or work related English is necessitated in all the TVET programs.

- 4) If you believe English language course is not important for TVET trainees, what are your justifications?

Among the entire participants in the FGD, no responses supporting that English language skills are not important were raised, directly or indirectly.

- 5) If you suggest English course is important for TVET trainees which areas of language skills do you recommend getting attention?

- A. Writing skill B. Listening C. Speaking D. Reading skill E. Others

In this regard the ideas of participants of the FGD can be summarized in to ways; one is the training of English language skills needs to cover all the macro skills and sufficient vocabulary related to each are of competency; the other is the training needs to involve trainers who are currently involved in the TVET program as they also demonstrate prominent proficiency problem. They also suggested that this investigation needs to be conducted in others regions too.

To sum up, the investigation through the FGD effectively provoked the trainers' expectations and feelings regarding the significant role of English language in the TVET program and their assumption was: even though the previous academic English courses designed for preparatory level students, yet, also implemented in TVET programs were not as such relevant, new vocational English courses need to be designed specifically for the TVET program under implementation. This was due to their close observations to the limited performances and achievements of their own trainees and even critical self-evaluations regarding their competences in the language of instruction: English.

4.1.3. Data Collected via Interview

An interview was meant to gather information about cancellation of English Language course from the

Ethiopian TVET curriculum and its contemporary demand of the training coordinators.

Accordingly, the researchers conducted an interview with training coordinators at colleges, regional TVET agencies and the Ministry of Education. The respondents were one person selected purposively at each level. Therefore five training coordinators from Mettu, Nekemte, Bedelle, Agaro, Jimma and Wolliso TVET colleges were involved. Next, one concerned person of the TVET training program at Oromia TVET Agency and one concerned practitioner from Federal TVET Agency were interviewed. Lastly one concerned expert of English Language expert of English Language Curriculum Division at the Federal Ministry of Education was contacted.

The central aim of the interview was to get concrete justifications about the banning of English Language course from TVET curriculum and consecutively to know the demand existing currently and to check the relevance of the course.

To begin with the response five coordinators of training at selected TVET colleges, they all confirmed that the importance of the language for communication during training and after training (at work area). The point most of them raised was that since the training materials are prepared in English and English is an instructional medium, most of the trainers are incapable of imparting sufficient knowledge and skills to their trainees because of incompetency of English. As a result of this, they switched to local language to instruct their students. On the other hand, according to their response, some of technological terms are not suitable to translate to equivalent meaning in local language. Therefore, it is creating communication gap between trainers and trainees which highly affects trainees' competence level. The other important issue they raised was that their students underscore the theoretical part of competency examination because of incompetency in English language. Elaborating all these, the coordinators have no ample information why English Language is banned from the curriculum. But they tried to pinpoint that the issue of embedment which is according to their opinion is not sufficient for the program. The response from coordinators implies that English Language course was important for the training but under considered.

The next stage is interview conducted with Oromia TVET training coordinator. The person was very delighted for the questions raised and tried to explain about embedment of English Language from TVET curriculum. According to his response, the banning happened due to the shift of national TVET curriculum from German approach to East Asian countries' approach especially Philippine's TVET curriculum which exclude English Language courses and other common courses like Mathematics and Civic & Ethical Education. He added that some communication skills are included in the training syllabuses at various levels.

A response from Federal TVET practitioner was cognizant with information raised from Oromia TVET. At

this level, he tried to explain very clearly that the communication skills designed at various levels are meant to develop trainees' communication skill during training and at work areas. But still he is complaining that emphasis given for communication skill is less and hence trainers and trainees are not aware of the skill. The very reason of awareness is that the trainers by themselves have no communication skill trainings so that they do not try to develop their trainees' communication skill. The other reason is that the skill is implicitly included in the syllabus and this in turn makes trainers not to give attention.

The last interviewee was s personnel from Federal Ministry of Education and the short answer he provided was he had no idea about the banning of English Language course from TVET curriculum. His department is not working on the language curriculum of TVET but for general education. Therefore the researchers could not get enough information from the department (English Language Curriculum Division at MOE).

Another important in the interview was the relevance and the demand of the English Language Curriculum. All respondents at various levels explicitly claimed that English Language course which is relevant for vocational training is essential and should be designed. In addition, on job training of English communication skill for trainers is very important and should be addressed as English is the medium of instruction at all TVET colleges.

To wind up, it is possible to conclude three important points from interview. The first one is awareness about embedment of English communication skill in the existing curriculum is very less, and as a result of this emphasis was not given by the trainers. The second point is awareness about the change of curriculum at TVET college level is also less and resulted in lack of clarity about the syllabus by the training coordinators at selected TVET colleges and this in turn leads to coordinators' less attention to communication skill. At last, all the practitioners are demanding the syllabus to address English Language competency at all level.

4.2. Summary of Findings

In this investigation, the researchers have tried to answer the research questions based on the findings through the tools utilized: questionnaire, FGD, and interview. Accordingly, the findings of the study revealed that English language courses were omitted from the recent Ethiopian TVET program through the paradigm shift from input based approach to outcome based one, yet this was done without any research findings and justifications that guide to decide so. Nevertheless, the responses from both the target trainees and trainers clearly justified that the role of English language is inevitable provided that the language remains a medium of instruction in Ethiopian education contexts. Moreover, the recent status of trainees' proficiency has become one of the major hindering factors for the success and achievements of the

target trainees in various aspects like effectively understanding the instructional materials, succeeding formative and summative assessments, etc. In addition, the trainers of the TVET program as well as the trainees themselves fail to feel confident and comfortable in their own level of proficiency in the language of instruction. They also demonstrated that there is a great demand for a new English language program which suits to the TVET contexts. On the basis of these findings, the investigation boldly necessitates English for Specific Purpose (ESP) in order to support the trainees' effective interaction both in their training and working areas.

Conclusion and Recommendations

According to the results gathered through various tools (Questionnaire, FGD, and Interview) from the directly involving personalities in the TVET program and particularly: trainees, trainers, and officials of the Oromia Regional Government TVET Commission the researchers would like to come up with the following conclusions and recommendations throughout this investigation which gears to identifying the gaps with the English language needs.

Conclusion

The data presented and discussed in the previous chapter clearly implied that:

- Even though the language courses which were designed for preparatory level students and still delivered in TVET programs until the paradigm shift (1999 E.C. -from 10+3 to Level based system) may not be relevant to the program, banning English language courses without any investigation of the trainees needs and still running the training with the same medium of instruction could negatively affect the trainees achievements
- No matter how the assumption was that the language communication skills were to be embedded in each occupational standard in the current TVET program, the reality was that the trainers of other major occupational standards could not address the intended language skills for two major reasons: lack of emphasis and sufficient background in imparting the desired language skills.
- While adopting the East Asian countries outcome based approach, particularly that of Philippines, consideration was not made regarding the role of instructional language, i.e. in these countries in most of the trends the language of instruction and preparation instructional materials remains the trainees mother tongue; whereas in Ethiopian context English replaces mother tongue particularly in higher educations.
- Since the TVET trainees are expected to upgrade their professional career either in the same professional areas or in other academic institutions

where English is purely a language of instruction, working, and communication those with TVET background would fail effectively to catch up with their academic achievements in the tertiary study.

Recommendations

Mastery of language of instruction plays a pivotal role in learners' academic achievement. In our country Ethiopian English is a medium of instruction in secondary and tertiary levels of education. The same holds true for technical and vocational trainings underway in our country. English, in reality, is the language of technology and is an access to contemporary global technological advancement. Therefore, neglecting English language competency in technical training which is the bridging tool to industrialization of economy seems missing another important and relevant tool. Based on this research, the researchers tried to recommend the following points.

- According to the finding, it is very essential to review the existing outcome based curriculum in relation to relevance of English Language which is important during and after training.
- Creating awareness of implementers on any paradigm shift especially of training curriculum is paramount necessary in the way that all can understand the merits and demerits of ongoing program. This helps bring solution for gap created.
- As far as the need of trainees' and trainers' is concerned, it is better to redesign the syllabus that can address their need of communication skill.
- Though redesigning of the syllabus takes time, it is crucial to design short term on job trainings, for the recent trainers, which can develop their communication skill in the way that they can train their respective trainees based on embedded curriculum. This can better be done by universities English language improvement centers.
- Finally, as the recent TVET program entails global competency of the training standards as well as the intelligibility of respective trained manpower through this program, the introduction of ESP (English for Specific Purpose) becomes an unquestionable agendum.

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