An Analysis of Ethiopian Federal TVET Institute Trainees' Academic and Professional Needs of the English Language

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Abstract—**The present study was intended to analyze the Ethiopian Federal TVET Institute trainees' academic and professional needs of the English language and its relevance to their needs. In the study, descriptive design was employed and data collection tools, namely close-ended questionnaires, semi-structured interviews and content analysis were used. Eighty trainees and 30 former graduates were included using simple random sampling technique to fill in questionnaires and for interviews two major course trainers and two former graduates among those who filled in the questionnaires were selected using the same sampling technique, and all the available (4) Communicative English Skills course instructors were included. Moreover, Communicative English Skills I and II course materials/modules were also analyzed to examine the relevance of the courses to meet the trainees' academic and professional needs. The questionnaires data were analyzed quantitatively and qualitative data were analyzed using thematic data analysis methods. The study showed that reading technical course books, lecture handouts and examination papers, taking lecture notes, writing organized paragraphs concisely, exam answers, term papers and researches, presenting project reports and seminars orally in the classroom, and listening to lectures and technical conversations are the most frequently needed English sub-skills by the trainees. The findings also showed that most of the language contents are not compatible with the trainees' English language needs. Thus, the teaching material currently in use lacks topical/thematic relevance to the trainees' fields of study in almost all the units. The findings might have implications for ESP material developers and course designers.**

Index Terms—**English language, needs analysis, Federal TVET Institute trainees, relevance**

I. Introduction

In Ethiopia, Technical and Vocational Education and Training (TVET) teacher education takes place largely within general teacher education qualifications offered at higher education institutions and there was no specific curriculum for TVET teachers. As result, the TVET colleges have been recruiting pure Engineering graduates having CoC (Certificate of Competency) as trainers. Such trainers have been offered induction trainings by their respective colleges as they graduated with non-teaching background. Thus, this approach, according to MoE (2008), has not addressed the actual competence needed in the economy, as most programs are characterized by low quality and theory-driven approaches due to resource constraints and lack of skilled TVET teachers. This depicts that a systematic integration of TVET with the job market need has not yet been achieved. Therefore, the needs of different target groups have to be addressed through different forms of learning environments considering their aptitudes and personal ambitions, specific competence needs and other specific requirements (MoE, 2008, p.17).

On the other hand, in the TVETs, the English language common courses have been offered to the trainees having the same purpose within other academic disciplines (social sciences, Engineering and Education). It is believed that enabling trainees to be competent in using English in their academic and future occupational contexts is crucial. In other words, the English language proficiency skill based on needs analysis in cooperation with a program of vocational training promotes the specific field itself. Based on this view, in Ethiopia, the Federal TVET Institute trainees are given Communicative English Skills courses mainly for academic and professional purposes. They are mostly required to write their theses, project proposals and reports. They are also expected to read academic materials, make oral presentations and learn the courses using English. Upon the completion of their first degree, the graduates are also expected to train learners in TVET colleges using English as a medium of instruction. In the occupational context, the

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trainers are also expected to deliver work related communication skills. Therefore, English is considered as one of the most useful subjects in TVETs to enhance the trainees' communication competence.

In the context of this research, Communicative English Skills course is offered to all first year students of the Federal TVET Institute. This means, although the students/trainees are from different field of studies having different needs, the course material is used commonly with less consideration of learners' specific language learning needs. This is to mean that the learners are usually provided with general purpose English. However, focusing on English for specific academic purpose (ESAP) which is oriented to students from a particular academic field is important (Hidayat, 2018). So, it is the needs of the learners which determine the purpose and the contents of the English course curriculum at tertiary levels where the learning goals (academic and occupational) are clearly defined.

English for Academic Purposes (EAP) arose as a term in the 1960's as it became increasingly aware that *General English (GE)* courses frequently did not meet trainees' or employers' needs. In contrast, in the context of ESP, English is taught for specialized learners with some specific vocational and educational purposes in mind. In line with this, Hutchinson and Waters (1987, p.53) say that what distinguishes ESP from GE is not the existence of a need as such rather an awareness of the need. However, the literature indicates that the line between where GE courses end and ESP courses start has become very vague indeed. For example, vocationally oriented language learning (VOLL) is designed for learners who are prepared for a range of semi-skilled employment or occupations, which require English as an additional competence (Vogt & Kantelinen, 2013, as cited in Widdo, 2015). EAP is in-sessional English language support offered at universities or TVET institutes where English is the language of instruction. EAP refers mainly to the academic needs of students and of future professionals who would seek a career in the academic environment (Ypsilantis and Kantaridou, 2007, as cited in Hadjiconstantinou & Nikiforou, 2012). This approach encourages using the language in academic environments for academic purposes. So, EAP is taught generally within educational institutions to students needing English in their studies. Supporting this, Hamp-Lyons (2001) confirms that in the context of EAP, learners of English are learning it for academic or professional advancements.

English for academic purposes strives to explicitly match teaching content to the language and study needs of the learners (Dvoretskaya, 2016). He further divided EAP as English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP). EGAP focuses more on common core study skills, while ESAP is more subject-specific (Dvoretskaya, 2016). ESAP focuses on developing professional and academic skills through content which is appropriate to the discipline the course is designed to serve (Hyland, 2006; Hadjiconstantinou & Nikiforou, 2012). This approach encourages use of the language for studying in academic environments focusing on skills that are essential to academic activities (Gnutzmann, 2009).

Needs analysis in broad terms can be described as identifying what learners will be required to do with the foreign language in the target situation, and how learners might best master the target language during the period of training (Richards, 2001); it benefits the learners as the curricula are then designed based on their true needs. Moreover, it is the process of determining the needs for which a learner or group of learners requires a language and also arranging the needs according to the priorities (Abdullah, 2005). One of the main concerns of educational specialists is the relevance of their programs to the graduates' success on the current competitive labor market. In this case, the type of English needed has to be related to the learners' current study and future roles. Thus, it is the language needs analysis that serves as a useful tool to clarify and confirm the true needs of trainees in the two contexts. Astika (1999) explains that needs analysis is not only the starting point for materials development, but also guides selection of contents, assessment and classroom activities. This implies that needs analysis is necessary to design the English curriculum which is aligned with a set of competencies needed by the students.

The Ethiopian Federal TVET Institute has not succeed in training trainers specifically using English as a medium of instruction in teaching content subjects at TVET colleges where the trainers are assigned as instructors. The possible factors to this are that the competencies are not well identified; the organization of modules is found weak; teaching methods employed are highly dominated by the traditional lecture methods which do not consider the learners' work environment, and not yet aware of movement of higher education institutions (HEIs) towards competence-based curricula (MoE, 2018). This is also proved by the present researchers' experience as well as concerned stakeholders, namely assessors, supervisors, college deans and other officials who always complain that both the trainers' and trainees' English language proficiency is not satisfactory. Ahmed et al. (2017) also claim that the trainers of the TVET programs as well as the trainees themselves fail to feel confident and comfortable in their proficiency level in the language of instruction. Moreover, many trainees, even including trainers who failed to pass a theoretical exam: CoC (Certificate of Competency) associate their problem with their low English language ability to comprehend the questions very well. Indirectly, supporting the aforementioned claim, Singh et al. (2019) argue that not only do TVET graduates need to excel in technical skills, but they also need to be equipped with other essential skills such as communication skills especially English language competency. However, in the current vocational trainings where the trainees are expected to be skillful and knowledgeable as well as effective communicators in their specific field of studies, the common course (English) seems to be given little emphasis contrary to what is expected to be achieved by the particular trainees. In the same vein, Ahmed et al. (2017) also say that there is a great demand for a new English language program which suits to the TVET contexts.

The researchers believe that unless the trainees gain field related language input and practice it accordingly during their stay in the institute, they could not be able to communicate effectively in their current study and future carrier. As the trainees' learning needs in this research context are different across field of studies, the teaching-learning material should be prepared considering this context. This could be achieved through aligning the language input to the trainees' respective field of studies to better succeed in their academic studies and future career. The researchers agree that the courses should be designed and given based on the specific contexts. This is because a set of standards developed to enhance English language teaching (ELT) in one context cannot be applied to other contexts (Mahboob & Tilakaratna, 2012).Yan also argues that the investigation of the learning demands of target learners provides references for English course design and teaching students of different disciplines (2016).

It is clearly indicated above that the trainer-graduates incompetency in English language and how this affects the TVET training programs. This is mainly because the English courses are offered without conducting the English language needs analysis (ELNA). This shows that little is known about the English language needs of the learners in the Ethiopian Federal TVET institute since the program has been launched recently.

Thus, the main purpose of this study was to analyze the English language needs of trainees' in the Ethiopian Federal TVET institute and investigate whether or not the English language taught meets their needs. The specific objectives of the study were to:

- Find out the Federal TVET Institute trainees' English language needs;
- Investigate whether the English language taught at the Federal TVET Institute is in line with the trainees' academic studies and future occupation needs.

To this end, the study set the following research questions:

- What are the English language needs of the Ethiopian Federal TVET Institute trainees?
- Does English language taught at the Ethiopian Federal TVET Institute meet the trainees' academic and professional needs?

II. Methodology

A. Research Design and Approach

A descriptive design with mixed-methods research approach was applied in this study. A mixed-methods approach helps to get an in-depth opinion from study participants since it allows the use of quantitative and qualitative methods in combination to conduct an in-depth analysis (Dawson, 2007; Creswell, 2012).

B. Sampling Techniques

Availability sampling technique was employed to select the institute as the study setting which is the only institute apart from its satellite campuses. In this sampling technique, as the name suggests, sampling units are selected based on who are available as samples as the researcher does not have any option (Singh, 2007). Eighty participants out of 805 second and third year trainees who had already taken the English language courses and 30 participants out of 147 former graduates were selected through systematic random sampling techniques to fill in questionnaires. All the English language teachers on duty (4) were made to take part in the interview. Many needs analyses are conducted using availability samples - informants available and willing to participate.

C. Data Collection Tools

In this study, data triangulation was achieved through different data collection tools, namely questionnaires, document analysis and semi-structured interviews. In relation to this, Dawson (2007, p.35) writes "a combination of methods can be desirable as it enables you to overcome the different weaknesses inherent in all methods".

Two forms of close-ended questionnaires were designed in English: one for the trainees and the other for the former graduates. Focusing on the objectives of the study, the questionnaires were produced taking into account the framework suggested by Hutchinson and Waters (1987) and questionnaires proposed by Basturkmen (2010), and referring to several studies conducted on students' English language needs analysis (Abuklaish, 2014; Richards, 2001; Chatsungnoen, 2015; Yilmaz, 2004; Taşçı, 2007; Tilahun 2003; Saleh Al-Shoaib, 2016; Mohammed, 2016; Ebadi & Naderifarjad, 2015; Alfehaid, 2011). In relation to this idea, Long (2005) and Leary (2001) say that closed items provide standardized, easily coded and quantified data. Cronbach's alpha which was computed to ensure the reliability of the questionnaires produced 0.97 alpha values for the trainees' questionnaire and 0.93 alpha values for the former graduates' questionnaire. In order to achieve validity, the questionnaires were commented by relevant experts and the project supervisors focusing on the contents and clarity of the items.

In order to examine the fitness of the English language course materials (Communicative English Skills I and II modules) to the trainees' needs and field of studies, content analysis checklist (evaluation criteria/guidelines) was adapted from Ebadi and Naderifarjad (2015) and Ur (1999). Such documentary evidences provide information on relevant issues and problems under investigation.

Semi-structured interviews were also conducted with two former graduates, two major course teachers and four English language teachers to enrich data collected through the questionnaires and document analysis. The content of the interviews was similar to that of the questionnaires thematically.

D. Data Collection Procedures and Ethical Considerations

The questionnaires were distributed to the study participants and the aim of the study in general and the questionnaires in particular was explained to the participants before the questionnaires were administered. During the completion of the questionnaires, to avoid any misunderstanding of the questions, general orientation was also given orally in Amharic language when necessary as it is the language that majority of the participants speak. Then, document analysis was carried out to evaluate the Communicative English Skills course materials in terms of relevance to the trainees' academic and professional needs. Lastly, interviews were conducted. While conducting the interviews, the investigators made careful attempts to probe the participants in order to obtain in-depth information and their responses were recorded. The participants were communicated that their identity would be kept anonymous and the information they provide would only be used confidentially for the research purpose. The essence of anonymity is that information provided by participants should in no way reveal their identity. A participant or subject is, therefore, considered anonymous when the researcher or another person cannot identify the participant or subject from the information provided (Newuman, 2007). The researchers also told the participants that if they did not want to participate in the study, they had the right not to participate.

E. Data Analysis Methods

Quantitative data gathered via the questionnaires were analyzed by using SPSS 20.00 to produce descriptive statistics, namely frequencies, percentages and mean values. Qualitative data gathered through document analysis and interviews were analyzed qualitatively using either in narrative or descriptive modality according to the situation. In analyzing the interviews data, thematic analysis was done. That is, themes were identified from the data until no further themes could be identified. Identified themes, then, were compared with each other in order to make sure that there were no overlaps.

III. RESULTS AND DISCUSSION

This section presents the results and discussion of the study for each research question.

A. Research Question 1: What Are the English Language Needs of the Federal TVET Institute Trainees?

Results of Trainees' Questionnaire

TABLE 1
READING SKILLS

Items: Reading Sub-skills Needs	NN	RN	SN	FN	VFN	Mean
Read and understand quickly for specific piece of information	2.5%	7.5%	18.8%	28.8%	42.5%	4.0
Read descriptions which accompany charts, graphs, diagrams and tables	1.2%	5%	15%	33%	45%	4.1
Read specifications and value chain of the new technology	11.2%	10%	17.5%	32.5%	38.8%	3.9
Read procedures of project work and technology proposal writing	2.5%	3.8%	21.2%	32.5%	40%	4.0
Read technical books, academic journals and lecture handouts	1.2%	2.5%	7.5%	41.2%	47.5%	4.3
Read instructions, safety precautions, materials specifications and manuals	-	2.5%	11.2%	48.8%	37.5%	4.2
Read texts related to specific disciplines/field of studies	1.2%	2.5%	23.8%%	32.5%	40%	4.0
Read and understand home works and assignments	-	5%	13.8%	31.2%	50%	4.2
Read and understand examination papers	1.2%	3.8	-	27.5%	53.8%	4.2
Read and understand the main ideas in a text	-	5%	21.2%	31.2%	42.5%	4.1

Key: NN = never needed   RN = rarely needed   SN = sometimes needed   FN = frequently needed   VFN = very frequently needed   Note: Grand Mean (GM) = 4.1

As indicated in Table 1, 53.8% and 41.2% of the participants considered reading and understanding examination papers as the very frequently and frequently needed skills respectively. These were followed by 'reading and understanding home works and assignments' which is very frequently needed by 50% and frequently needed by 31.2% respondents, and reading technical course books, journals and lecture handouts were considered to be very frequently needed by 47.5% and frequently needed by 41.2% of the respondents.

Table 1 also indicates that reading description and notes which accompany charts, graphs, diagrams, tables etc. are very frequently needed by 45% of the trainees. Reading quickly for specific information and to extract main ideas from a text are also very frequently needed by 42.5% and frequently needed by 31.2% trainees. Reading specifications and value chain of the new technology and texts related to their disciplines is also very frequently needed sub-skill as reported by 40% of the respondents. Reading and understanding instructions, safety precautions, manuals and how to operate machines are the sub-skill of reading which is very frequently needed by 37.5% and frequently needed by 48.8% of respondents. In the same table, it is indicated that 38.8% of the trainees very frequently need reading specifications and value chain of the new technology; 32.5% of them need it frequently. Generally speaking, almost all the sub-skills of reading are frequently needed by the respondent-trainees. However, nearly one-fourth of the trainees need reading texts related to their discipline, procedures of project works and technology proposal guidelines, scientific terms and basic concepts and reading to identify the main idea of a text sometimes.

Moreover, the mean scores in Table 1 indicate that almost all the reading sub-skills are found to be frequently needed (mean scores range from 4.0 to 4.3). Based on the mean values, reading technical course books, journals and lecture handouts is the most needed skill (mean value = 4.3). The frequently needed reading sub-skills also include reading and understanding instructions and manuals, safety precautions and how to operate machines, examination papers and home works and assignments (mean value = 4.2) which are related to their field of studies.

Lastly, reading sub-skills, namely reading texts related to their discipline, reading for specific information and reading procedures of project work and technology proposal writing guidelines are frequently needed by the trainee-respondents (mean value = 4.0) and reading specifications and value chain of the new technology is found to be the least frequently needed reading skills (mean value = 3.9). According to the results in Table 1, it seems that all the reading sub-skills are found to be almost equally needed skills with slight differences (mean scores range from 4.0 to 4.3).

TABLE 2
WRITING SKILLS

Items: Writing Sub-skills Needs	NS	RN	SN	FN	VFN	Mean
Write term papers with organized paragraphs concisely	-	3.8%	22.5%	32.5%	41.2%	4.11
Write test/exam answers	-	3.8	15%	40%	41.2%	4.19
Write answers to home works and assignments	1.2%	3.8	15%	42.5%	37.5%	4.11
Write cooperative training and research reports	1.2%	5%	17.5%	36.2%	40%	4.09
Construct and label diagrams/tables/graphs/charts	1.2%	11.2	21.2%	35%	31.2%	3.84
Describe specifications of machines and hand tools	1.2%	5%	6.2%	38.8	48.8%	4.29
Write a summary of a text or an idea in the text	2.5	5	12.5%	36.2%	43.5%	4.14
Write CVs, business letters, e-mails, etc.	-	3.8%	22.5%	42.5%	31.2%	4.01
Write to take lecture from handouts/books/notes.	1.2%	6.2%	11.2%	40%	41.2%	4.14

Key: NN = never needed RN = rarely needed SN = sometimes needed FN = frequently needed VFN = Very frequently needed

As Table 2 depicts, 48.8% and 43.5% of the respondent-trainees respectively reported that describing specifications of machines, hand tools, etc. and writing a summary of a text are the very frequently needed skills. Next to these two sub-skills, writing organized paragraphs concisely, taking lecture notes and writing test/exam answers are also very frequently needed sub-skills of writing as 41.2% of the respondents disclosed.

Writing answers to assignments (homework) and writing drafts for practical purposes (CVs, business letters, e-mails, etc.) are identified as the frequently needed skills by the trainees as 42.5% of them reported. Generally speaking, more than 80% of the respondent-trainees reported that they need writing to take lecture notes, summarize a text and describe specifications of machines, hand tools, etc. frequently or very frequently.

The table also shows that 22.5% the respondent-trainees sometimes need writing to produce organized paragraphs concisely. About 11% of the trainees rarely need this skill to construct and label diagrams, tables and graphs and explain and compare between them. To conclude, majority of the trainees need writing sub-skills that encompass writing for study and professional purposes, including taking lecture notes, writing test/exam answers and writing answers to assignments (homework) and writing drafts for practical purposes. As to the mean values, it is found that describing specifications of things like machines, hand tools, etc. (mean score = 4.29), writing examination/test answers (mean score = 4.19), and writing a summary of a text and taking lecture notes from books/handouts (mean value = 4.14) are perceived to be the most frequently needed sub- skills.

As indicated in Table 2, the respondents frequently need writing to write term papers with organized paragraphs concisely and answers to assignments/homework (mean value = 4.11) followed by their need to write company training and research reports (mean score = 4.09). Writing CVs, business letters, e-mails, etc. for practical purposes (mean scores = 4.01) and constructing and labeling diagrams, tables, graphs and charts (mean value = 3.84) are viewed to be the least frequently needed skills (compared to other sub-skills). In conclusion, writing lecture notes, exam answers, workshop and cooperative training reports and notes from books become some of the most important writing sub-skills in studying the major courses.

TABLE 3
SPEAKING SKILLS

Items: Speaking Sub-skills Needs	NN	RN	SN	FN	VFN	Mean
Present projects, seminars, reports or topics orally in the classroom	-	3.8%	8.8%	45%	42.5%	4.26
Speak to continue daily conversations	3.8%	1.2%	17.5%	38.8%	38.8%	4.12
Participate in classroom oral presentations	1.2%	1.2%	25%	38.8%	33.8%	4.02
Speak to discuss with trainers/classmates in class	-	6.2%	22.5%	41.2%	41.2%	4.06
Speak to ask and answer questions in class	2.5%	6.2%	10%	33.8%	33.8%	4.03

Table 3 shows that 42.5% the study participants consider presenting project reports and seminars orally is a very frequently needed sub-skill of speaking. Making daily conversations and participation in oral presentations in the classroom are also perceived as equally very frequently needed skills as reported by 38.8% of the trainees. The table also demonstrates that asking and answering questions in class is frequently needed by nearly half of the trainees (47.5%); 33.8% of the respondent-trainees perceive asking and answering questions in the class as a frequently needed sub-skills of speaking; presenting projects, seminars and reports orally in the classroom are frequently needed by 45%

of the trainees. Table 3 also ranks the sub-skills of speaking according to their mean values. The values vary from 4.02 to 4.26, indicating all the sub-skills pertaining to speaking fall under 'frequently needed' or 'very frequently needed'. Therefore, it can be concluded that oral presentations, discussion with classmates and asking and answering questions in the class are found to be the frequently needed sub-skills of speaking.

It can be inferred that presenting projects, seminars and reports in the classroom and discussing with trainers and classmates in the classroom are the most frequently needed sub-skills of speaking. Although there are differences among the study participants, presenting projects reports and seminars orally in the classroom and participating in daily conversations are the most frequently needed skills of speaking (mean value = 4.3).

Asking and answering questions (mean value = 4.03) as well as participating in class discussion (mean value = 4.06) are perceived as nearly equally needed. In the same table, it is indicated that the participant-trainees consider daily conversations as the second most frequently needed skill (mean value = 4.12) and discussing with trainers and classmates in class as the third frequently needed skill (mean value = 4.06). Asking and answering questions in class and participating in classroom presentations are perceived as the least frequently needed sub-skills of speaking (mean values = 4.03 and 4.02 respectively). Therefore, it could be inferred that giving oral reports (mean value = 4.26), speaking to continue daily conversations and asking and answering questions are some of the most important (very frequently needed) sub-skills of speaking for succeeding on major courses. In occupational settings, giving presentations, reports, papers and instructions are some of the important speaking activities.

TABLE 4
LISTENING SKILLS

Items: Listening Sub-skills Needs	NN	RN	SN	FN	VFN	Mean
Listen to lectures in a class	1.2%	2.5%	17.5%	30%	48.8%	4.23
Listen to seminars and presentations in class	1.2%	7.5%	17.5%	33.8%	40%	4.4
Listen to oral instructions and explanations	1.2%	8.8%	10%	33.8%	46.2%	4.15
Listen and understand technical conversations	1.2%	3.8%	12.5%	33.8%	48.8%	4.25
Listen to the main idea in the educational programs	0	3.8%	18.8%	32.5%	45%	4.19
Listen to follow question-answer sessions in a class	2.5%	1.2%	18.8	36.2%	41.5%	4.2

Table 4 shows listening to follow question-answer sessions in class is a frequently needed skill as disclosed by 36.2% of the trainees and very frequently needed as reported by 41.5% of trainees.

Surprisingly, listening to seminars and presentations, oral instructions and explanations and listening and understanding technical conversations are considered as frequently needed sub-skills equally by more than one-third of the trainees (33.8%). It is revealed that almost all the sub-skills of listening are frequently needed by the majority of the trainees and only a few (nearly 18%) respondents reported that they need the above skills rarely.

In addition to the frequency analysis, the mean values show that listening and understanding technical conversations are perceived to be the most frequently needed skills for the trainees' academic study (mean value = 4.25) followed by listening to lectures (mean value = 4.23) and listening to follow question-answer sessions in class (mean value = 4.20). The other sub-skills of listening, namely listening to the main idea in class and to oral instructions are also found to be frequently needed skills (mean values = 4.19 and 4.15, respectively). Whereas, listening to understand seminars and other presentations are perceived to be the least frequently needed skill (mean value = 4.04).

When the grand mean of the sub-skills of the four macro skills are compared, it becomes 4.17, 4.10, 4.10, and 4.09 for the sub-skills of listening, writing, reading and speaking respectively. This indicates that the sub-skills of listening are most frequently needed in the academic environment, followed by the sub-skills of reading and writing. The sub-skills of speaking are viewed to be the least needed skills.

Generally speaking, the results of the interview held are consistent with the results of the questionnaire. That is, it is found that listening to lectures, taking notes, writing reports and term papers, reading lecture hand-outs and technical reference text books, presentations and asking and answering questions are the very frequently needed English language skills by the trainees.

This study supports the findings of previous studies conducted abroad. Some of these studies include Abuklaish (2014), Gozuyesil (2014), Chatsungnoen (2015), Şahan et al. (2016) and Fadel and Rajab (2017). There are also some local studies conducted before, namely Tagel (2007) and Belachew (2008). These research works also came up with similar findings.

B. Research Question 2: Does the English Language Taught at the Ethiopian Federal TVET Institute Meet the Trainees' Academic and Professional Needs?

No.	Communicative English skills courses:	Extent of agreement/disagreement					Mean
		SD	DA	N	A	SA	
1	contributes to academic study	1	10	13	25	31	3.93
2	provides knowledge for disciplinary studies	4	8	17	20	31	3.82
3	Included contents which are relevant to major courses study	3	9	16	23	29	3.82
4	meets language needs of trainees in academic contexts	3	11	7	25	34	3.95
5	included materials which are relevant to the academic field of studies	1	6	17	21	35	4.03
6	promotes studying major subjects	3	3	9	33	32	4.1

Note: Grand mean=3.94
Key: SD = strongly disagree; DA = disagree; N = neutral; A = agree; SA = strongly agree

Table 5 indicates 32 (40%) of the trainees responded that they strongly agree and 33 (41.3%) of them replied that they agree that the Communicative English Skills courses contribute for their academic studies. On the other hand, 3 (3.8%) of them disagree and 3 (3.8) of them strongly disagree with this idea, whereas 9 (11.3%) of the respondent-trainees took neutral position. In the same table, 31 (38.8%) of the respondents strongly agree and 25 (31.3%) of them agree that the courses provide knowledge for the trainees' disciplinary studies, while 13 (16.3%) of the trainees hold neutral position (undecided) and 10 (12.5%) of the respondents disagree with the idea that the courses provide knowledge for their disciplinary studies. In Table 9, it is also depicted that 31 (38.8%) and 20 (25%) of the participants strongly agree and agree respectively that the contents of the English courses are relevant to the major courses study.

On the other hand, 17 (21.3%) of the participant-trainees took neutral position (undecided), 8 (10%) disagree and 4 (5%) strongly disagree as to the relevance of Communicative English Skills courses contents to major courses study. This result indicates that only 15% of the trainees perceived that the English course contents are not relevant to major courses study. In addition to this, 17.5% (nearly one fifth) of the participants perceived that the Communicative English teaching themes do not cover the right topics of the content area courses. In the current study, a significant number of trainees (32.5%) perceive that the Communicative English teaching themes/contents do not cover the right topics and are not relevant to major courses study.

Moreover, 29 (36.3%) and 23 (28.8%) of the trainees strongly agree and agree respectively that the Communicative English Skills courses meet their language needs in the academic context. On the other hand, 16 (20%) of the trainees took neutral position (undecided), 9 (11.3%) disagree and 3 (3.8%) strongly disagree on the idea which states that Communicative English Skills courses provide knowledge for their disciplinary study. In the same table, it is shown that 34 (42.5%) and 25 (31.3%) of the respondent-trainees strongly agree and agree respectively that the Communicative English courses materials are relevant to their field of study. However, 7 (8.8%) of them took neutral position (undecided), 11 (13.8%) disagree and 3 (3.8%) strongly disagree that the Communicative English Skills course materials are relevant to major course study. Table 9 also shows that 35 (43.8%) of the participants strongly agree and 21 (26.3%) of the participants agree that the courses promote the study of major courses. Similarly, 17 (21.3%) of them took neutral position (undecided), 6 (20%) disagree and only 1 (3.3%) strongly disagree that the Communicative English Skills course materials are relevant to major course study.

In the same table, 7.5 % of the trainees responded that the Communicative English course contents do not contribute for their academic study, whereas 13.8% do not perceive that the courses provide knowledge for disciplinary study. Hence, it can also be interpreted that 15% of the trainees perceive that the courses do not meet their language needs; 17.5% of the respondents perceive that the course materials are not relevant to their field of study and 8.7% of the participants accept that the courses do not promote the study of major courses. This means almost a total of 62.5 % of the trainees perceive that the English courses they are taught do not address their academic needs.

In the assessment of the Communicative English Skills materials in use in relation to the trainees' needs, there seems to be some agreement. That is, the English courses trainers reported that the courses concentrate on general English. Therefore, this type of English does not meet the academic/occupational needs of the trainees. The mean score also indicate majority of the participant-trainees perceive that Communicative English Skills courses address the needs of the trainees in the academic context. The mean values in Tables 5 reveal that the trainees perceive that the Communicative English Skills courses do not address their needs in the academic setting (the means range from 3.82-3.4.01). The grand mean is also 3.94. This implies that the courses do not meet the maximum needs of the trainees as the grand mean score is below 4.00 (expected high mean = 5.00). In conclusion, the results reveal that the students perceive that Communicative English courses do not address their academic needs.

TABLE 6
FORMER GRADUATES' QUESTIONNAIRE RESULTS ON WHETHER OR NOT THE ENGLISH TAUGHT AT ETHIOPIAN FEDERAL TVET ADDRESSEES
TRAINEES' OCCUPATIONAL NEEDS

No.	Communicative English skills courses:	NP	Extent of agreement/disagreement					Mean
			SD	DA	UN	A	SA	
1	include adequate instruction for future occupational needs	30	1	2	7	10	10	3.8
2	consider trainees' professional needs	30	2	3	4	11	10	3.8
3	cover contents on occupation related topics	30	1	2	7	11	9	3.8
4	prepare the graduates for future work	30	2	3	5	11	9	3.7

Key: SD = strongly agree; A = agree; UN = undecided; DA = disagree; SD = strongly disagree; NP = number of sample population; Grand mean = 3.7

As can be seen from Table 6, 10 (33.3%) of the former graduates strongly agree and the same number of respondents agree that the English language instruction is adequate to meet occupational needs. On the contrary, 3 (10%) of them strongly disagree that the English instruction is not adequate to meet occupational needs and 7 (23.3%) of them are not sure about the issue. The same table indicates that 21 (70%) of the former graduates perceive (strongly agree or agree) that Communicative English course materials consider the occupational needs of the trainees. However, the mean scores indicate that majority of the former graduates perceive that the English courses being given do not address the trainees' occupational English language needs to the maximum level.

In the same table, 9 (30%) of the former graduates and 11 (36.6%) of them strongly agree and agree respectively on the view that the English courses prepare them for future careers. On the other hand, 5 (16.6%) of the former graduates perceive that the English courses do not prepare them for that and 5 (16.6%) of them are not sure about it. Thus, from the results in the above table, it can be interpreted that a significant number of the former graduates perceive that the Communicative English courses do not address the occupational needs of the trainees.

Over all, it seems that according to the mean score, the Communicative English courses are not addressing the trainees' occupational needs at maximum level; the mean scores are below 4 (3.7 and 3.8) which is far from the expected highest mean value (5).

With regard to the course contents, the four major skills (listening, speaking, reading and writing) were given equal attention in theory though the practice was so different as far as the findings of study are concerned. The major aim of the course as stated in the course guidebook is to equip students with *study skills* and *academic English* that they can transfer into their domain specific competence courses though contents and tasks in the recommended course material could not serve what it should serve in today's dynamic learning environment.

Communicative English Skills II is a continuation of Communicative English I, and it mainly aims to provide first year university students proficiency with reading, speaking and writing skills. Communicative English Skills-I covers the general teaching contents. According to the checklist regarding the contents suitability to the learners' needs, the contents involved are almost all general topics. From this, it could be said that the topics of the course are appropriate to the general English objectives but do not seem to be related to their subject area. The topics covered do not appear to be in line with the students' subjects or not integrated to the technological issues or lacks vocational orientations towards the trainees' academic and professional areas.

Generally, the course materials do not seem to respond to the real needs of the students, since it do not satisfy many of the elements of content-based instruction (CBI). Studies indicated that content-based language instruction (CBLI) requires the integration of a particular content with a foreign language. This program can be characterized by the specificity of disciplinary language coupled with general language. However, on the current study the document analysis result indicated that the themes/contents of the course are not compatible to the trainees' language learning needs/field of study. In relation to teaching contents/topics, the English course materials seem to be direct adoptions of other universities.

The results of the interviews and document analysis are consistent with the results of the questionnaires. To be specific, the findings showed that the current language courses do not seem to address the trainees' academic and occupational needs. The English language courses taught focus on general English and include general English topics which do not suit the trainees' disciplinary needs.

The present study's findings match with the findings of studies conducted before. To begin with, Tagel (2007) found that the majority of his study participants reported that they could hardly see the relevance of the English language courses offered to them. The study finding of Elleni (2010) also supports this view. This means the trainees learn general English which is not related to content area courses and is not in line with the trainees' needs. In relation to this, scholars such as Abuklaish (2014) recommend that in the technology context, scientific materials are more preferable than general materials. There are also some more studies conducted before such as Şahan et al. (2016) and Widdo (2015) that reported similar findings.

IV. CONCLUSION

Based on the findings of this study, it is concluded that the four macro language skills of English are regarded as important skills for both academic and professional purposes for the Ethiopian Federal TVET Institute trainees. That is,

listening and following lectures in the class and understanding instructions and explanations given in English are the very frequently needed skills for the trainees' success in content area courses. As to reading, reading technical/vocational textbooks, reading safety instructions in the workshop and lecture handouts and study notes are the most frequently needed reading skills. Oral presentations, asking and answering questions and having discussions with classmates are the very frequently needed sub-skills of speaking. Regarding writing, taking notes during lectures and writing cooperative training reports, research papers and projects, and summary and writing for presentations are the most frequently needed skills. It is also concluded that the English language courses offered to the trainees (Communicative English Skills I and II) do not seem to address their academic and occupational needs. The courses focus on general English and contain general English topics which are not related to the trainees' field of studies.

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