

English Language Needs of Bule Hora University Community

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Abstract

In analyzing English language needs of a university community in line with English language improvement center (ELIC) objectives, questionnaire was administered to 210 students and 30 teachers using systematic random sampling. For obtaining data that could not be elicited through questionnaire interview was held with 34 staff. Structured questionnaires' data were analyzed quantitatively using SPSS software while semi-structured questionnaire and interview data were analyzed thematically. The results revealed that respondents had common sense on the need to participate on English language improvement training. The results also indicate trainings on courses that support other academic (first year students), research report writing and presentation skills, academic writing skills (for second year students), and Communicative grammar and English for research purposes (for teachers) should be prioritized. The result also indicated that Self-access centre and English language clubs should be opened. Accordingly, courses of actions for starting training were indicated.

Key words: Bule Hora, university community, English Language, Language Needs

INTRODUCTION

English has become language of wider communication in many parts of the world and the cornerstone in Ethiopian development (Fenech, 2012a). Particularly, the language plays decisive roles in the education system of the country: It has been taught as a subject starting from first grade and medium of instruction in post primary education since 1994. Despite such roles of the language in the education system of the country, the quality of English is not promising (Taye, 2008). In fact, poor quality of English has been reported for some years now. To date, McNab (1989) found out that Ethiopian students had difficulties in understanding subjects taught in English. Recognizing low confidence of students, Hailom (1993) has made many recommendations among which the need for English department to offer language improvement courses was invaluable one. Ministry of education (MoE) has also paid due attention to this issue.

The concept of needs analysis (NA) was introduced to language teaching through ESP movement that has become a vital and innovative activity within the teaching of EFL/ESL since 1960s (Stern, 1983). The demand for specialized language program grew and applied linguists begun to employ NA procedures in language teaching and material preparation (Richards, 2001). Thus, NA is the backbone of ESP and it is a

part of curriculum development and normally required before a syllabus can be developed for language teaching and in refining and evaluating the ongoing courses (Long, 2005).

In context of language education, needs is one of the complex terms to deal with (Hutchinson & Water, 1987; Purpura & Graziano, 2003; Stern, 1983). Consequently, Hutchinson and Waters make clear distinction between target situation needs (what people do with language) and language learning needs (how people learn). The authors look at target situation needs in term of *necessities*, *lacks* and *wants* with a little bit differences. The need determined by the demand of the target situation — *necessities (objective needs)* — refers to what society expects from their learners either at a work place or social communicative needs. The language skills or function that learners are unable to use but which is their requirement is termed as *lacks or proficiency gap*. The training offered after needs analysis usually targets to fill this gap. On the other hand, *wants* refers to what learners personally believe they need (subjective needs). The second category of needs identified by Hutchinson and Waters —learning needs —which refers to analysis of how people *learn* to do what they do with language surveys the learners' beliefs about their language learning goals, attitude, motivation, expectation and learning style. Purpura & Graziano (2003) further distinguish *real*, current needs from *future* hypothetical needs or what students may want the language for at sometimes in the future.

Needs analysis has become increasingly sophisticated term over years. The early definition of NA focused largely on objective needs that aim to determine priorities of skills (writing, speaking, listening and reading) and situation (e.g. speaking on telephone or writing minutes). Later on, the concept of NA was expanded to include deficiency analysis (lacks), strategies analysis (Preferred approaches and methods in teaching and learning) and means analysis or challenges and opportunities (Basturkmen, 2010). NA shouldn't be seen as something which can be done objectively: 'It will be analyst's job to identify needs, administer tests and generally the diagnosis [because] learners' expertise is by no means guaranteed'(Long, 2005:20). The author compares this with the strand of life particularly patients and physician relationship where the patients are referred to only for few beginning questions and the tasks of diagnosing is mainly left for the physician. However, we have other complementing sources and methods such as published and unpublished literature, learners themselves, applied linguists, domain experts and triangulated sources (Long, 2005).

Several studies were made on English language needs of higher education institutions (HEIs') community worldwide. In order to identify English language needs of Hong Kong Polytechnic University students, Chan (2001) utilized questionnaire and interview. The ability to communicate at conferences for academic and professional purposes was reported as one of the major needs of students.

Purpura and Graziano (2003) made investigation on EFL needs of students at Columbian University to evaluate the degree to which these needs are being met. They utilized document analysis, test and classroom

observation in the first phase for contextual analysis that helped them by providing wealth of information to the institution. The structured interview in the second phase allowed the researchers to explore relevant issues from several perspectives. The result indicated the minimum requirement of an upper intermediate level of foreign language proficiency may not be enough to equip students' foreign language skills they will need in their careers. Chaudhury (2009) studied English Language needs using questionnaire, classroom observation and teachers evaluation of students' classroom performance and written assignment. The teachers' evaluation of students' classroom performance and written assignment indicated that students have difficulties in all skills; the teachers' questionnaire revealed that students have difficulties in all language skills except reading while students perceived that they have enough language proficiency.

Studies that indicated linguistic and rhetoric difficulties of post graduate students are reported in Basturkmen (2010). The first study was conducted at Hong Kong and indicated that supervisors ranked difficulties in expression of idea as the most chronic problem in addition to difficulties with surface level grammar. The second study showed that English as second language (ESL) post graduates students faced serious challenges in sequencing and development of ideas.

In Ethiopian context, Habtamu reports study conducted at Commercial College of Addis Ababa University to assess the relevance of English courses to the needs of employers. The result indicated that the language proficiency of the graduates didn't satisfy the language needs of employers. In his term Habtamu (2008) conducted research to identify language needs of fine arts students at Mekelle College using questionnaire, interview, focus group discussions, and text material analysis. Students need English for academic purpose (EAP) more than English for professional and private life. Within EAP itself the participants rated the skills of speaking, writing, and reading as most important to them in the listed order.

The students need English both for academic and specific purpose. For one thing, since English is medium of instruction, knowing it is a matter of pass or failure in content subjects itself for university students; they need English for attending lecture, writing senior essay, classroom reports, and so forth. Even after graduation, students need to be proficient not only in the subject area but also in English because they may get scholarship or job in other countries which require competences in English, or they may be employed in organization (e.g. banking, private real states, telecommunication and in others institutions) that use English as working language for which proficiency in English is must (Amlaku, 2010). Ethiopian universities' staff need English for several reasons due English is medium of instruction and communication. In order to deliver their subject area contents through English well, instructors need proficiency in EAP. From ESP view point, conducting research, writing it up, presenting and publishing highly require instructors to possess enough competence in English. In short, Ethiopians need English as globalization is today's agenda. However, the status of English in Ethiopia does not reflect this fact (Amlaku, 2010; Taye, 2008). This shows that there is commonly felt gap between HEIs' proficiency and what is expected from them.

This would be especially true for Bule Hora University staff that are dominantly young and on the way to professional development. It is the objective of this study to assess the communicative and learning needs of Bule Hora University community in line with ELIC objectives.

As part of Ethiopian government's initiative to enhance the use of English throughout the country, British council was asked to contribute to the project aiming at upgrading the language proficiency of Ethiopian teachers in 2002. This led to the establishment of the ambitious English Language Improvement Program (ELIP) in 2003. ELIP program has had huge impacts: over 150,000 primary and secondary school teachers have received 120 hours of phase to phase language improvement training. The project has been started after the preliminary survey was made in 2002. Three years later, Ahmad, Almaz and Altshul (2005) made survey on Ethiopian teachers' evaluation of ELIP training while Ahmad (2005) examined Jimma zone teachers' attitudes towards ELIP training. The results of both studies indicated that teachers had positive attitude towards the training. In 2009, Belete investigated the impact of ELIP training on teachers' behaviors and classroom performance in two schools at Mattu town, and he reported that the training had improved their confidence in using English in the classroom.

The idea of establishing an English Language Improvement Centre (ELIC) at HEIs was emerged from this positive impact of ELIP and Ahmad's recommendation, and it resulted in the setting up of ELIC program based at the MoE in 2005. The objectives of ELIC are to: develop the use of English for different purposes, encourage instructors make reflective practice, create a link among HEIs instructors and help them share experiences, and develop staff and students' confidence in using English (Ahmad, Almaz and Altshul, 2005). The present survey was conducted in line with these objects. Since its establishment, ELICs' positive impacts have been reported. Empirically, in order to examine the roles of ELICs established in HEIs in improving English language proficiency of its trainees, Husen (2011) conducted a study on Adama University ELIC trainees' attitude towards ELIC training. The results indicated that although there were materials and classroom arrangements defects users had positive attitudes towards training at the centre.

Generally, there has been a widespread complaint about low quality of English in Ethiopia. We have personally observed that most students in our university can hardly express themselves in English. Moreover, we currently hear the condemnation that many university teachers lack the required level of proficiency in English (Amlaku, 2010). Practically, instructors in the university were found using local language dominantly in delivering content subjects. One effective way of coping with the circumstance approved, for improving language proficiency of HEIs community, is establishing an ELIC. And for setting up it, making a survey of English language learning needs, which was the main objective of this study, was found prerequisite.

The specific objectives of the study were to:

- Identify language needs of the university's students and staff
- Prioritize the language needs of the groups for scheduling the activities of the center
- Determine the types of course to be offered and design appropriate materials

2. RESEARCH METODOLOGY

In this study, descriptive survey method was used. Out of 2000 Bule Hora university community (1750 students and 250 staff), 240 were the respondent of questionnaire. In selecting 210 student respondents, the students were divided into strata of first and second year population consisting of 1340 and 290 students from which representative sample of 176 and 34 were randomly taken respectively. The sample of 30 academic staffs randomly selected from all departments was used as the participants of the study. In order to cross-check students' identification of their areas of difficulties, six English language instructors were interviewed.

The tools focus on four analysis areas: present English proficiency, learning difficulty, learning needs, and means. Questionnaire was the main tool of data collection which was developed for all types of the respondents and pilot tested. It has two main parts: background and main body which consists of structured and semi-structured sections. The structured questionnaire items asked respondents to rate their levels of agreement to statements with five-point Likert scale: strongly disagree, disagree, undecided, agree and strongly agree while the semi-structured section and interview asked them to respond to seven key questions. Closed-ended questionnaire data was analyzed quantitatively using SPSS 16.1 software in terms of frequency and percentage while interview and semi-structured questionnaire data were analyzed qualitatively thematically.

3. RESULTS AND DISCUSSION

The analysis of the questionnaires and interview responses are made complementarily — triangulation. In discussing the results, the scales *strongly disagree* and *disagree* are reported as disagree by adding the figures of the two while agree and strongly agree are reported as agree for simplicity of discussions. As they would have different needs, the analyses of staff and students' data are made separately.

3.1 Analysis and Discussions of Academic Staffs' Responses

The number of academic respondents to the questionnaire is 34. Regarding the English language difficulty, the results in Table 4.1.1 show that large portion of respondents (43.3%) agreed that they have enough language proficiency while the second portions of the respondents were unsure about it. The results of semi-structured questionnaire also confirm this fact: 20 respondents of semi-structured questionnaire (66.7%) agreed they have enough English language proficiency. However, more than half of the interview

respondents report that they don't have enough language skills. Correspondingly, the result of item 1.2 in the structured questionnaire indicates that the teachers face some sort of difficulty while using the language as the majority of the respondents (63%) agreed to it. The responses of the teachers to item 1.3 and 1.4 confirm the point: Only two respondents disagreed to item 1.3 and no one agreed to item 1.4 which was stated conversely for validating the responses (Table 4.1.1). The same result is found from the semi-structured questionnaire responses: 28 (96.7%) respondents replied that they need English language improvement training.

Table 3.1.1 Results of teachers' response English language difficulty and learning needs.

S. NO	Items	SD(1)		D(2)		UD(2)		A (4)		SA(5)	
		N	%	N	%	N	%	N	%	N	%
1.1	I have enough proficiency	1	3.3	1	3.3	11	36.7	13	43.3	0	0
1.2	I face difficulty in using English.	1	3.3	1	3.3	9	30	9	30	10	33
1.3	I need to improve my proficiency	0	0	1	3.3	2	6.7	12	40	15	50
1.4	I don't need any English training	25	83	4	13.3	1	3.3	0	0	0	0

Note: the abbreviation SD= strongly disagree, D = disagree, UD = undecided, A= agree and SA = strongly agree are used throughout this chapter. The decimal point of all percentage is round to the tenth.

Concerning the English language skills that the respondents like to improve, most respondents (93.3%) agreed that they like to improve their speaking skills first (Table 4.1.2). The results of the semi-structured questionnaire and interview where more than half of the respondents preferred improving their speaking skills not only support this finding but also provide justifications like the need for more practice in speaking because of low proficiency, the need to be good public speaker and international employees, importance of speaking in meeting somebody first and its requirement of vocabulary and pronunciation knowledge. Next, 83.3% of teachers rated the training that focuses on grammar as important for them.

Table 4.1.2 Teachers' response of skills they like most to improve first

2	First of all, I like to participate on the training that focuses on:	SD(1)		D(2)		UD(3)		A (4)		SA(5)	
		N	%	N	%	N	%	N	%	N	%

2.1	Practicing speaking skills.	0	0	1	3.3	1	3.3	9	30	19	63.3
2.2	Practicing reading skills.	7	23.3	6	20	3	10	10	33.3	4	13.3
2.3	communicative grammar	1	3.3	2	6.7	2	6.7	16	53.3	9	30
2.4	Learning English vocabulary.	3	10	6	20	1	3.3	16	53.3	4	13.3
2.5	practicing listening skills	2	6.7	4	13.3	3	10	10	33.3	11	36.7
2.6	Study skills and strategies	4	13.3	5	16.7	6	20	12	40	3	10
2.7	writing skills	10	33	9	30	1	3.3	9	30	1	3.3

However, the results of other tools do not support this result; it is the training on integrative skills and writing skills that the respondents preferred as the second most important.

The third construct of the tools used is the clubs that the study participants would like to participate in (Table 4.1.3). The results reveal that self-access centre is preferred by the majorities of respondents (86%) while English language and topical issues clubs appeared to be the second most important to more than half (70%) of the study subjects.

Table 4.1.3 Teachers' response of clubs choice

3	I like if ELIC Open	SD(1)		D(2)		UD(3)		A (4)		SA(5)	
		N	%	N	%	N	%	N	%	N	%
3.1	English language club.	2	6.7	1	3.3	5	16.7	12	40	9	30.3
3.2	Movie (film) club.	3	10	8	26.7	7	23.3	10	33.3	2	3.3
3.3	Topical issues club	1	3.3	1	3.3	1	3	10	33.3	11	36.7
3.4	Reading club.	2	6.7	9	30	5	16.7	9	30	5	16.7
3.5	Girls club.	1	3.3	5	16.7	5	16.7	9	30	6	20
3.6	Self-access study centre	2	6.7	1	3.3	1	3.3	9	30	17	56

As Table 4.1.4 represents, the results of training topic teachers need indicate that the respondents are interested in almost all the topics although there are differences in the level of agreement. The only topic that more than half of the study participant disagreed with is training on business English. All the other topics attracted the interest of more than 70% of respondents.

The topic that almost all (90%) sample teachers agreed to participate on is ‘English language for research purposes’. The topics that more than three-fourth of participants agreed to are training on topics of oral presentation and classroom disciplines, teaching methods, warmers and icebreakers to start classes and training activities , and chairing and speaking in meeting.

Table 4.1.4 Teachers responses of topic of training preference.

NO	As a worker of our university , I need training on:	S.A		D		UD		A		SA	
		N	%	N	%	N	%	N	%	N	%
4.1	ELIC's the roles	1	3.3	2	6.7	5	16.7	12	40	11	36.7
4.2	English for research purposes.	0	0	0	0	3	10	9	30	18	60
4.3	Oral presentation and classroom disciplines.	1	3.3	2	6.7	3	10	15	50	9	30
4.4	Classroom management	3	10	2	6.7	4	13.3	13	43.3	8	26.7
4.5	Participatory approach for training.	2	6.7	1	3.3	6	20	16	53.3	5	16.7
4.6	Teaching methods.	1	3.3	2	6.7	2	6.7	11	36.7	14	46.7
4.7	Business English	0	0	2	6.7	3	10	12	40	13	43.3
4.8	Using Warmers and icebreakers	0	0	0	0	4	13.3	11	36.7	15	50
4.9	Research and report writing	1	3.3	1	3.3	3	10	10	33.3	15	50
4.10	Chairing and speaking in meeting.	0	0	0	0	3	10	14	46.7	13	43.7

4.2 Second Year Students' Data Analyses and Discussions

Out of 34 respondents, 23 agreed that they have enough language proficiency while the second portions were unsure about it (Table 4.2.1).

Table 4.2.1 Results of second year students' English language difficulty and needs.

S.No	Items	SD		D		UD		A		SA	
		N	%	N	%	N	%	N	%	N	%
1.1	I have enough proficiency	1	2.9	7	20.6	3	8.8	16	47.1	7	20.7
1.2	My English is not adequate	2	5.9	1	2.9	2	5.9	17	50	12	35.3
1.3	I need to improve my skills	18	53	6	17.6	3	8.8	4	11.8	3	8.8
1.4	I don't any English training	2	5.9	1	2.9	2	5.9	17	50	12	35.3

In semi-structured questionnaire 20 respondents (66.7%) also agreed they have enough English language proficiency. In converse, the results of item 1.2 indicate students' English language skill is not adequate as the majority of the respondents (85.3%) agreed. The responses to item 1.3 and 1.4 which were stated conversely confirm the point. Only 7 respondents disagreed to item 1.3 and only 3 agreed to item number 4.2.1. The same result is found from the semi-structured questionnaire: 30 respondents (88.2%) replied that

they need English language training. These show that they are much interested in having English language training.

As to skills of interest (Table 4.2.2), 76.5% of respondents agreed that they like to improve their speaking first. In the semi-structured questionnaire it is preferred by the second large population. The response to semi-structured questionnaire show the need to have training that integrates all skills is the third preference. Among the six English language teachers interviewed, one has also suggested integrating skills in the training to be important.

Table 4.2.2 Second year students' response of skills they like.

S.No	First of all, I like to participate on the training that focuses on	SD		D		UD		A		SA	
		N	%	N	%	N	%	N	%	N	%
2.1	Practicing speaking skills.	1	2.9	0	0	7	20.6	15	44.1	11	32.4
2.2	Practicing reading skills.	1	2.9	8	23.5	8	23.5	9	26.5	8	23.5
2.3	Communicative grammar	3	8.8	2	5.9	9	26.5	8	23.5	12	35.3
2.4	Learning vocabulary.	1	2.9	3	8.8	5	14.7	13	38.2	12	35.3
2.5	practicing listening skills	0	0	4	11.8	10	29.4	10	29.4	10	29.4
2.6	Study skills and strategies	0	0	4	11.8	10	29.4	10	29.4	10	29.4
2.7	writing skills	0	0	3	8.8	8	23.5	11	32.4	11	32.4

Respondents were also asked to choose from lists of clubs to be opened at ELIC (Table 4.2.3). English language club with 76% agreement and Movie (film) club and Topical issues awareness building club (AIDS, culture, gender) with 70% opts are the three most preferred clubs. However, all the clubs have received the interest of at least more than half of the participants.

Table 4.2.3 Second year students' response of clubs choice

NO.	I like if ELIC Open	SD		D		UD		A		SA	
		N	%	N	%	N	%	N	%	N	%
3.1	English language club.	0	0	1	2.9	7	20.6	14	41.2	12	35.3
3.2	Movie (film) club.	0	0	1	2.9	9	26.5	10	29.4	14	41.2
3.3	Topical issues club	2	2.9	0	0	8	23.5	10	29.4	14	41.2
3.4	Reading club.	1	2.9	4	11.8	8	23.5	6	17.6	13	38.2
3.5	Girls club.	0	0	1	2.9	9	26.5	11	32.4	12	35.4
3.6	Self-access study centre	0	0	4	11.8	4	11.8	8	23.5	11	32.4

Regarding the training topics, the participants would like to have at ELIC the results of structured questionnaire (Table 4.2.4) show that second year students have interest for having all the training types listed although the degree of interests vary. It is research and report writing and presentation training that received the attention of the majority (79.3%) while training on library use skills with 73% of respondents' agreement is the second.

Table 4.2.4 second year students' responses of training types

SNo	As a senior student , I need training on	SD		D		UD		A		SA	
		N	%	N	%	N	%	N	%	N	%
4.1	Academic writing skills	3	8.8	3	8.8	5	14.7	16	47	7	20.6
4.2	Research, report writing and presentation skills	1	2.9	1	2.9	5	14.7	15	44	12	35.2
4.3	Library use skills	0	0	2	5.9	7	20.7	12	35.	13	38.

Academic writing is also preferred by more than half (67%) of the subjects. In the semi-structured questionnaire only few students mentioned the need to participate on training that intends to improve their skills of research and reports writing.

4.3 First Year Students' Data Analysis and Discussions

The total population of the study is 176. The results in Table 4.3.1 show that 67% of respondents disagreed to the statement which says 'I have enough language proficiency'. Their response to item 1.2 proves this fact: 80% of the sample students agreed their English language skill is not adequate. The results of item 1.3 and item 1.4 also slightly confirm each other. That is, 105 study population (56.5%) agreed to affirmative statement i.e. item 1.3 whereas their majority (87.5%) disagreed with the negatively stated item 1.4.

Table 4.3.1 Results of first year students English language difficulty and learning needs

SN	Item	SD		D		UD		A		SA	
		N	%	N	%	N	%	N	%	N	%
1.1	I have enough proficiency	61	34.7	40	22.7	37	21	23	13.1	15	8.1
1.2	My English is not adequate	12	6.8	8	4.5	14	8	68	38.6	74	42
1.3	I need to improve my English.	5	2.8	12	6.8	54	30.7	53	30	52	29
1.4	I don't need any English language training	102	58	52	29.5	8	4.5	11	6.2	3	1.7

English language skills that first year students would like to have first at the centre, the results of structured questionnaire (Table 4.3.2) show that they like to improve all their skills. The first three skills with high level of agreement are speaking (66.5%), grammar (59.1%) and listening (56.1%) while the last four are writing (51.7%), Study skills and strategies (50.6%), reading (49.2%) and vocabulary (48.4%). This may indicate the need for integrating skills.

Table 4.3.2 First year students' response of skills they like most to improve.

S No.	I need training on	SD		D		UD		A		SA	
		N	%	N	%	N	%	N	%	N	%
3.1	Speaking skills.	9	5	13	7.3	37	20.7	59	31.3	64	35.2
3.2	Reading skills.	8	4.5	29	16.2	54	30.2	34	19.0	59	30.2
3.3	grammar	23	13.2	7	4	42	23.4	60	34.1	44	25
3.4	Vocabulary.	7	4	23	13.2	60	34.1	42	23.4	44	25
3.5	listening skills	8	4.5	18	10.2	53	30.1	47	26.7	50	28.4
3.6	Study skills	14	8	29	11.9	51	29	44	25	45	25.6
3.7	writing skills	14	8	25	14.2	46	26.1	53	30.1	37	21.6

According to result in Table 4.3.3 the first three preferred clubs are Self-access study centre, English language club and Movie clubs with 62%, 59.7% and 49.8% level of agreement respectively. The results reveal that first year students are less interested than others in participating in different clubs.

Table 4.3.3 First year students' response of clubs choice

NO.	I like if ELIC Open	SD		D		UD		A		SA	
		N	%	N	%	N	%	N	%	N	%
4.1	English language club	9	5.1	18	10.2	44	25	45	25.6	60	34.1
4.2	Movie (film) club.	12	6.8	22	12.5	54	30.7	56	31.6	32	18.2
4.3	Topical issues club	7	4	22	12.5	51	28.8	49	27.7	47	26.6
4.4	Reading club.	12	6.8	25	13.9	61	33.9	35	19.5	45	25.6

4.5	Girls' club.	17	9.4	25	13.9	54	30	50	27.8	34	18.9
4.6	Self-access study centre	3	1.7	15	8.3	45	25.6	53	29	60	33.3

The results in Table 4.3.4 show that (82%) of the participants are interested in training on courses that supports other academic courses like Communicative English skills, Basic Writing Skills and Technical Report Writing. Next, the training that increases fluency and accuracy in practical English skills is found interesting for more than half (67.3%) of study population.

Table 4.3.4 First year students' responses of training needs

No	As a first year student, I need training on	SA		D		UD		A		SA	
		N	%	N	%	N	%	N	%	N	%
4.1	ELIC's roles	8	4.4	15	8.3	45	25	53	29.5	59	32.8
4.2	academic courses tutorial	5	2.8	6	3.3	17	9.4	71	39.4	77	42.8
4.3	Practical English skills	7	3.9	15	8.3	33	18.3	62	36.1	56	31.2
4.4	Study skills	6	3.3	19	10.6	57	31.7	43	23.9	51	28.3
4.5	Writing and reading tips.	11	6.1	19	10.6	50	27.8	41	22.8	55	30.6
4.6	Vocabulary, and grammar	7	3.9	15	8.3	51	28.3	56	31.1	46	25.6
4.7	Topical issues	12	6.8	17	9.6	75	42.4	48	27.1	25	14.1

Thirdly, orientation on an overview of ELIC roles in improving their English language proficiency has received the attention of many respondents (62%).

Lastly, respondents were asked to rate their level of agreement to regular long term and short term interval training time. Regular long term training is commonly preferred by all the study participants though the levels of interest vary in relation to training duration ranging from one-to- three hours per a week.

Conclusions and Recommendations

First of all, it should be noted that making English language needs analysis is prerequisite for elevating the deteriorating quality of English in HEIs. However, though it may not be easy, if not impossible, to find exact needs of much diversified target population of this kind, this descriptive survey will provide better insight than rough estimate from distant.

Although there is discrepancy in identifying their language proficiency, it seems that respondents have varying interest in having training at ELIC for improving their English language skills which ranges from very less interest to highly keen interest. As this could be due to lack of awareness, orientation on an overview of ELIC'S roles in improving their English language proficiency should be given to the community either through conducting seminar or formal letter and notice in the university.

After orientation, training should be offered based on the findings. Training on courses that support other academic courses followed by training that increases fluency and accuracy in practical English skills should be prioritized for first year students. Although second year students have interest in having several trainings, training on research and report writing and presentation skills, library use skills, and academic writing skills should be given in these order. Several training topics should be started for teachers; however, it seems there is a need to give priority to English for research purposes. The other topics to consider opening include oral presentation and classroom disciplines, teaching methods, warmers and icebreakers to start classes and training activities' and chairing and speaking in meeting. Actually, it would be possible to run more than one training at a time if needs arise. Mostly, the respondents preferred improving their speaking, writing skills and integrative skills. Based on the preference of all categories the clubs that should be opened first are drama and theatre, movie, and self-access study centre club. Time deserves consideration as well, and training should be given in regular long term training for two hours training per a week.

This is the brief summary of the survey conducted. Since the study focused only on communities' self-reports of their own needs rather than language proficiency test, the finding may not exactly show their true English language needs. Interested researchers can look at the specific English language needs of the community using additional methods. Generally, this could be good starting point for establishing ELIC on which prospective researchers may examine trainees' perception of ELIC in improving their language proficiency.

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