English Language Sub-Skills Needed by Diploma Theology Students in their Academic and Professional Lives

[1]Wakgari Deressa*, [2] Yohannes Tefera, [3] Adege Alemu

[1]Department of English Language and Literature, Mettu University, Ethiopia
[2, 3]Department of English Language and Literature, Jimma University, Ethiopia
* Corresponding author: adegealemu@gmail.com

Abstract

The study assessed the needs of diploma theology students' English language sub-skills and tasks in their academic and professional areas. The study is a descriptive survey that makes use of a mixed method approach. The data were collected using a questionnaire, interview, and content analysis. The participants of the study were first and second year diploma theology students, the former theology students, theology instructors, and EFL teachers. Additionally, one unit of the teaching material contents were evaluated using the checklist. For the evaluation of the unit, the researcher prepared checklists which were adapted from the literature and gave them to the two coders. Then, based on that, they evaluated the sample unit. In this line, the researcher collected quantitative data using a questionnaire and coding form, and he collected qualitative data using interviews. The data were analyzed both qualitatively and quantitatively. The study indicated that the most needed sub-skills for theology students were identified according to their order of importance: speaking (1.284), listening (1.494), reading (1.95), writing (2.191), vocabulary (2.23), and grammar (2.513). Based on the findings, the ELT materials hardly meet the needs and interests of diploma theology students. Finally, the researcher recommended that the teaching material has to be revised as it lacks the sub-skills that are perceived by diploma theology students as the most needed.

Keywords: EFL teachers, ESP, sub-skills, teaching material, Needs, Seminary

Introduction

Any language has a great role in the religious area as it is the tool used to preach and teach. According to Ugot and Offiong (2013), language becomes the most essential tool through which God's faithful can speak friendship or cooperate with Him and with others. The study conducted by Woods (2004) addressed two issues in Australia's ethnic churches. The first one is that the language is used by the people in various ways to increase how they relate to God. The other one is based

on the people's perception of their God. They may decide to use a particular language to show the nature of this relationship. One may even use many languages to different degrees to express this. These factors are greatly affected by the value of an individual. Additionally, the level of understanding, respect, and worship is addressed as being an issue in the language an individual uses for religious expression.

In the religious area, language use can often not be distinguished from how it is used in the community, nor can it be distinguished from the attitudes that are attached to it in a wider society. Different scholars like Bamgbose (2000) and Garrett (2010) support the view of the significance of language attitudes and ideology and the results on the language preferences made by people in different areas. On the other hand, one way of bridging the language gap in a linguistically diverse setting is by using English as a lingua franca. However, a single lingua franca debatable facilities communication among people of different languages, cultures, and backgrounds, whereas, it is seen as a danger to other, particularly minority languages (House, 2003).

Purgason (2010) on the other hand, added that English as a Foreign Language (EFL) and English as a Second Language (ESL) teachers have lagged behind those in other settings in theological environments in access to networks of support and materials for students of varying backgrounds and levels of skill. Until recently, theological English has lacked some expressions and patterns of dialogue compared to other English for specific purposes like business, medicine, engineering, and other fields. Students in religious contexts also require efficient and motivating academic approaches to learning English in preparation for religious pursuit.

According to Pierson (1999), although several books have been written and published in their local languages, and others are engaged in translating additional publications, several resources available are extremely limited for even a minimal Bible and theology program. Concerning theological resources, Snow (2001) adds that more works of Christian theology and literature exist in English than in any other language. Pierson (2003) also expresses that the need for English language instruction in their Bible schools and seminaries, desiring that their students have access to information available only in English. This indicates that the move from English for General Purposes (EGP) to ESP is often activated by an aspiration to improve language provision via offering a curriculum that can meet learners' needs (Kaewpet, 2009).

Besides, Nagarajan (1988) defines learners' needs in terms of the reasons for which the learners desire to learn English and the kind of English they will have to use in the future. These aspects are very important in an ESP course design; therefore, needs analysis can determine the type of English which would be needed to be taught, based on the criteria of the learner's subject specialization. Thus, the ESP world emphasizes relevant materials according to the needs, (e.g. medical texts for medical students, engineering English for the engineers, theological English for theology students, and so on). The students should be inspired and encouraged by the obvious relevance of their ESP materials (Gardner & Lambert, 1972). As a result of the students' needs of English for Bible and Theology, the English language has got due attention in many Bible schools and seminaries. Similarly, according to many scholars' suggestions, the English language has a long history with the expansion of Christianity. For example, in the teaching of English, one of the educational scopes is utilizing English language teaching to assist missionaries (Muhsinin, et al, 2017). According to Anwarudin (2011), the teaching of the English language and Christianity has been connected specifically since the beginning of missionary work. Snow (2001) has confessed in his book, English Teaching as a Christian Mission. Teaching English is considered as one of the Christian services, and it is seen as a mission itself. All these statements indicate that the English language and the expansion of Christian missions have been connected for a long period.

Similarly, Darquennes and Vandenbussche (2011) listed three issues that associate language with religion. The primary issue is language as well as Holy Scriptures and translations. Here, the focus is on Holy Scriptures such as the Bible, the Qur'an, etc. The second point is that spiritual languages and scripts study the role of particular languages or different languages in the history and expansion of religion. For instance, the Geez is associated with Ethiopian Orthodox Christianity and the Arabic language is associated with Islam. Finally, the third issues are unique technical words used during worshiping, praying, preaching, and singing, and theological contexts and the setting of religious experiences like witness and negotiation, as well as the day-to-day activities like blessing and cursing, are considered. Thus, the English language serves as a medium to worship, to thank or praise, and to know the commandments of God.

Therefore, assessing learners' needs to design and implement effective English courses to improve students' English language skills is an important issue that assists theology students to successfully achieve their objectives. For instance, in the predictable future, according to Pierson and Bankston (2013), a quality

practical strategy to address the described needs is the instructions of ESL/EFL in Christian institutions of higher education, mainly in non-English speaking countries where institutions' learners enter their theological education with at least two to four years of background in general-purpose English instruction. Therefore, by the time they begin their biblical and theological courses, their needs will be based on the foundation, particularly in the skills areas that students are highly motivated to improve.

1. Statement of the Problem

There are different reasons why English is chosen as a medium of instruction in the seminaries and theological colleges. One of the reasons can be the status that the English language has in the world. Thus, according to Evangelical Theological College Student Handbook (2013), one of the major missions of Theological College is "training students with different methods of communicating the Gospel to people of different cultures. It provides students with courses that expose them to various challenges of outreach ministry and planting churches".(p.7) This mission, therefore, includes outreaches also found outside of Ethiopia where there is no common language that helps the students to communicate with people with different cultures and languages.

Similarly, Resane (2016) states that teaching theology needs both assertion and language technical application expertise. Theology is similar to any social science in that it needs to use academic expressions. Theology learners should know the 'theology-specific meaning of its technical words." "A technical term is a word that, when used in a particular subject, has a specific meaning" (Le Roux 1993, p 164). Since there are some countries where the English language has been dominantly used as a medium of communication, it is important to know ESP theology learners' needs when designing the teaching materials. In this regard, Nunan (1989) argues that teachers' knowledge and skills can be passed on to learners when teachers know students' needs and perceptions in terms of how they learn, process, and engage with the content.

On the other hand, the current researcher observed a lot of problems as he was teaching a participant in different seminaries. The problems were students' low level of English proficiency, low level use of the English language in the class and outside of the class, and the materials lacked theologically related terminologies. He also observed that when priests, pastors, and evangelists failed to preach the Bible in the English language and translate the English preaching into local languages.

That is why Sally (2007) states that authentic materials help learners link the gap between the classroom and the outside world. To design this type of material, identifying students' needs and their goals are the issues that have to be considered. Besides, according to Sarjit and Alaa (2010), English is needed in a developing country for specific purposes, and courses need to be designed based on the needs of ESP learners. Therefore, before the teaching materials are designed, it is a crucial point to gather learners' needs. However, if there are no learners' participation in designing teaching materials, there are also no learners' motivation and positive attitudes toward the language contents. Therefore, in this study, the researcher was initiated to assess English language sub-skills needed by diploma theology students in their academic and professional lives.

Thus, this study answers the following research questions.

1. Which English language sub-skills are needed by diploma theology students in their academic and professional lives in the seminaries and theological colleges?

2. What type of tasks and activities should be designed for diploma theology students that assist them to develop their language skills in both academic and professional contexts?

3. To what extent do the sub-skills in the teaching and learning material comply with the academic and professional needs of seminaries students?

3. Materials and Methods

3.1. Research Design

This study was designed to assess the English language teaching material in line with their academic and professional needs. Thus, the researcher used a descriptive survey that makes use of a mixed method design. In a mixed-method approach, qualitative and quantitative data can be mixed to answer exploratory questions that cannot be answered by others (Creswell, 2014; Hull, 2015).

3.2. Study Context

Nekemte Christian Education College is found in East Wellega Zone, Nekemte Town, Ethiopia. It was established by the Ethiopian Evangelical Church Mekene Yesus to train ministers in theological education at diploma level.

3.3. Participants of the Study

The population of this study was first and second year diploma theology students, EFL teachers, theology instructors at Nekemte Christian Education College, and former theology students. The number of first year students was 14, and the number of second year students was 12. Again, five (5) former theology students who are now on duties were considered to be the population of the study. Totally, 31 1st year, 2nd year, and former theology students were the study's population for the questionnaire. In the same way, the number of EFL teachers who were teaching at Nekemte Christian Education College was two. And the number of subject teachers who were teaching theological courses was 10. The above information can be summarized as follows using the figure below.
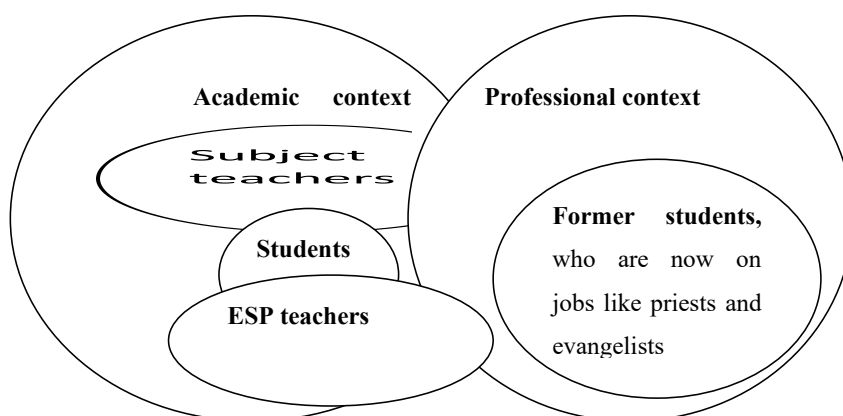

Figure 1. Summary of the Research Participants

Slightly adapted from Chatsungnoen (2015)

3.4. Samples and Sampling Techniques

In order to choose the sample students for the questionnaire and sample EFL teachers for the interview, the researcher used a comprehensive sampling technique. This was done because the nature of a comprehensive sampling technique is that when the population of the study is small in number and easily manageable, all samples will be chosen. That means all 26 students were chosen using a comprehensive sampling technique, and five former theology students who were working as priests and evangelists were chosen using a snowball technique to fill out the questionnaire for this pilot study. Both EFL teachers were taken as they

were, and two theology instructors were chosen purposefully out of ten for interview. Totally, four teachers, or instructors, were interviewed.

3.5. Instruments of Data Collection

The researcher used different instruments to collect the data, which helped him for triangulation purposes. The first tool was a questionnaire for diploma theology students and for former theology students. The second tool was interview for EFL teachers and theology instructors. The last was a content analysis of the current English language teaching materials for diploma theology students.

3.5.1. Questionnaire

The questionnaire is one of the data elicitation methods used for securing relevant information for the study. According to Morrison (2007) and Richards (2003), questionnaires are frequently applied tools in collecting necessary information in need analysis since they are simple to prepare, and can be easy to utilize within many respondents and to get the information which can be quickly tabulated and analyzed. Since the participants of the study were second and third-year diploma theology students and former theology students who have been serving in different local churches, sufficient and relevant information was obtained.

3.5.2. Interview

To get detailed information about the learners' needs for ESP and what they expect about language learning, the interview questions should be built on questionnaire questions (Christensen, 2010). The interview intended to get deep and detailed information from the respondents on English language skills needed for academic and professional needs and interests of diploma theology students. In this line, the researcher recorded the responses of both EFL teachers and theology instructors during interviews for later transcription. The interview questions were adapted from Chatsungnoen (2015) and some of them were adapted from review literature, and their reliability and validity were checked by using a pilot study.

3.5.3.Content Analysis

For this study, the researcher applied five procedures to assess and evaluate the teaching material which has been used in seminary. These elements were unitizing, sampling, recording or coding, reducing and narrating data to make it manageable.

The activity in this study was determining the units which were observed and how to rate or record the observed contents. To place them in more particular terms, units are specific language activities that go together in a chapter. In this line, the English language teaching material that the seminary has been using to teach English. During the data-gathering stage, four units out of eight units which means (50%) were selected for the analysis of the study. In this case, first, the coders identified the context units in the teaching material that refers to skills like speaking, reading, writing, listening, grammar and vocabulary; recording units that refer to the sub-topics of each context unit, for instance, in speaking, asking and giving advice, in listening, listening to cultural issues, etc. Following the sampling unit identification, context units were the specific language contents or lessons which were grouped to be studied against the recorded unit. These recording units are the units that were identified for specific narration, transcription, recording, or coding while sampling units were identified for inclusion in or exclusion from an analysis (Krippendorff, 2004). Besides, in this study, the main idea of each lesson was taken as a recording unit. Therefore, the recording units like word, sentence, paragraph, theme, and whole-text were used (Weber, 1990).

Finally, to evaluate the English language teaching material which has been used by diploma theology students in the seminary, the rating scales were adapted and prepared by the researcher from different review literature. Next, to select the units for analysis, systematic sampling was used. That means, out of the total number of eight units, the researcher took only four units from the material using the lottery method. He wrote the odd and even numbers which represented the units to include or exclude from the sampling units.

In the teaching material, there are different language contents. For instance, in each unit speaking, listening, writing, reading, vocabulary, and language awareness are included. These skills are repeated in each unit with different language contents and components. In this line, all skills were found in each unit of the teaching material of the sampling unit was considered as context units. In another way, the sampling unit was the unit which was identified 'for selective inclusion in an analysis, whereas context unit was the detailed issues embodied in the sample units, (Yohannes, 2015, p.106)'. This content analysis was done by the two coders after they took short orientation from the researcher.

3.6. Methods of Data Analysis

The researcher used both quantitative and qualitative methods to analyze the data. In descriptive survey methods, mixed research methods were utilized.

3.7. Ethical Consideration

Research that involves human beings should get permission from and explain to the research participants based on the research objectives and on how their responses would be kept confidential and anonymous (Heiman, 1999). To this end, permission was obtained from the participants to collect the necessary information from them. Regarding the privacy of the information, the participants will be guaranteed that the information they provide will be kept confidential, and that their personal information will not be publicized without their permission.

3.8. Agreement of the two Coders' Results on the Content Analysis

In order to calculate the level of agreement of the two coders' results, the researcher entered the items that each coder chose. Then, each coder's choice was compared using the Pearson Correlation. The following Table 1 and Table 2 discuss the descriptive statistics summary and the Pearson Correlation, respectively.

Descriptive Statistics

Table 1: Descriptive Statistics Summary

	Mean	Std. Deviation	N
c1	1.3000	.47016	20
c2	1.4500	.60481	20

The table shows the number of the coders and the mean and standard deviation. There were two coders involved in the coding process. The coders evaluated the contents of the teaching material that the students were using (see Table 4 below). The mean value of the first coder was 1.3, and the mean score of the second coder was 1.45. This indicated that the mean score of the first coder and the second coder were almost closer or similar. Thus, one can conclude that the checklists that the two coders used to evaluate the teaching materials were reliable.

Pearson Correlation

Table 2: Correlation between Vectors of Values

		C1	C2
c1	Pearson Correlation	1	.241
	Sig. (2-tailed)		.307
	N	20	20
c2	Pearson Correlation	.241	1
	Sig. (2-tailed)	.307	
	N	20	20

NB: C1 means the first coder, C2 indicates the second coder

Perry, et al. (2005) state the following ideas that match with the above table as follows:

The joint variability is referred to as the sum of products and will be the largest one when high values of one variable are matched with high values of the second variable. It will be a negative value when the correlation is negative. If the joint variability matches the individual variation in the scores, then these values will be equal, so one divided by the other will result in r = 1 (or −1 if the sum of products is negative). If there is no joint variability, the scores do not correlate at all, and r will be zero, p, 297.

Thus, the table above indicates that the Pearson correlation, which correlated the two coders' results used during the content analysis. The table shows that the two coders' results were 1 for both coders. This indicates that the checklists were reliable, and they measured and evaluated the contents of the sample unit of teaching materials.

4.Discussion

4.1. Needs of Theology Students of English Language Sub-skills

The results, which were obtained from 1st and 2nd year Nekemte Christian Education College students about their English language sub-skills needs were summarized in the following table as follows: The table consists of six different skills with their sub-skills.

Table 3: Descriptive statistics of Needs of Theology Students Language Sub-skills

No	Listening sub-skills	Mean	Std. Deviation	N of respon.
7	Receiving spoken instructions/advice	1.2217	.79026	23
8	Listening to preaching and discussions in churches, meetings/ seminars/conferences	1.8261	.98406	23
9	Listening to pastors, evangelists and teachers	1.3478	.71406	23
10	Identifying the main points or important information in discourse	1.2531	.7853	23
11	Understanding explicitly stated ideas and information	1.3461	.7325	23
12	Eliciting the meaning through understanding word formation and contextual clues in utterances and spoken text	1.4274	.8428	23
13	Recognizing phonological features of speech	1.4863	.8732	23
14	Listening to radio or television spiritual programmes and other English media	2.0435	1.14726	23
	Mean	**1.494**		
	Speaking sub-skills			
15	Students practice managing a conversation by making responses, asking for a response or introducing a new topic or idea	1.3652	.72777	23

16	Asking and answering questions during the group or class	1.2826	1.08530	23
17	Introducing yourself and others in a variety of situations	1.4087	.72232	23
18	Preaching Gospel/ Giving a presentation in English	1.5652	.99206	23
19	Stating opinion or ideas about different topics during class activities	1.2696	1.09977	23
20	Speaking to foreigners about words of God	1.3522	1.11227	23
21	Making requests (i.e. for further information or confirmation)	1.1739	1.19286	23
22	Students practice speaking with a logical flow without planning or rehearsing.	1.0435	.97600	23
23	Students use specific phrases for purposes like giving advice, apologizing, talking over the phone, etc	1.0870	1.34547	23
24	Students practice using words, structures and pronunciation accurately	1.2174	.99802	23
	Mean	**1.284**		
	Reading sub-skills			
25	Reading spiritual reference books, reports	1.5217	.99405	23
26	Reading exercise/test questions	1.8261	.65033	23
27	Reading textbooks	1.5652	.84348	23
28	Reading academic journals / publications related to theology	2.0435	1.10693	23
29	Reading manuals, instructions, or product descriptions	2.3043	1.01957	23
30	Reading office documents e.g. business letters	2.3043	1.14554	23

31	Reading signs, rules, and notices	2.0870	1.16436	23
	Mean	**1.95**		
	Writing sub-skills			
32	Writing spiritual sermons, reports or assignments	1.5652	.94514	23
33	Writing research papers, articles, and reviews for scientific journals	2.1304	1.17954	23
34	Writing grant or business letters like job applications	2.3043	1.32921	23
35	Writing product descriptions	2.1304	1.05763	23
36	Taking notes	2.0870	1.12464	23
37	Writing a resume/CV	2.4348	1.12112	23
38	Describing diagrams, tables and graphs	2.4783	1.37740	23
39	Writing instructions, narrative, argumentative, expository and descriptive essays	2.3913	1.19617	23
	Mean	**2.191**		
	Vocabulary sub-skills			
40	General vocabulary	2.5913	1.19617	23
41	Technical terms especially Gospel related terms	1.8696	1.14035	23
	Mean	**2.23**		
	Grammar sub-skills			
42	Grammatical structure for general communications e.g. tenses aspects, modality, etc. tenses, aspects, modality	2.5174	1.12640	23
43	Grammar structures frequently used in scientific discourse e.g. present participles, passives, conditionals, etc.	2.5100	1.04447	23

Mean	**2.513**		

N.B: 1. Most needed 2. Moderately needed 3. Rarely needed 4. Not needed 5. Can't decide

The above table presents the descriptions of different English language sub-skills. Receiving spoken instructions or advice, listening to pastors, evangelists, and teachers, and listening to preaching and discussions in churches, meetings, or seminars were considered as the most needed listening sub-skills. Similarly, identifying the main points or important information in discourse, understanding explicitly stated ideas and information, eliciting the meaning through understanding word-formation and contextual clues in utterances and spoken texts, and recognizing phonological features of speech were also seen as the most needed listening sub-skills. However, the responses given to item number 14 about listening to radio or television spiritual programs and other English media were reported as moderately needed.

Regarding the speaking sub-skills, the majority of the respondents responded that practice managing a conversation by making responses, asking for a response or introducing a new topic or idea, asking and answering questions during the group or class, and introducing themselves were considered the most needed speaking sub-skills. Similarly, preaching the Gospel or giving a presentation in English, stating opinion or ideas about different topics during class activities and speaking to foreigners about words of God, and making requests (i.e. for further information or confirmation), practicing speaking with a logical flow without planning or rehearsing, using specific phrases for purposes like giving advice, apologizing, talking over the phone, etc, and practicing using words, structures, and pronunciation accurately were also reported by diploma theology students as the most needed speaking sub-skills.

Reading sub-skills are also other sub-skills that are needed by diploma theology students. Thus, the students responded to the questionnaire items related to reading sub-skills like reading spiritual reference books or reports, reading exercise, and reading textbooks, which were considered moderately needed reading sub-skills. Similarly, reading academic journals or publications related to theology, reading manuals, instructions, or product descriptions, reading office documents, for example, business letters, and reading signs, rules, and notices were also seen as moderately needed reading sub-skills by diploma theology students.

Writing related sub-skills like writing spiritual sermons, reports, or assignments were reported as moderately needed sub-skills. In the same way, writing research papers, articles, and reviews for scientific journals, writing grant or business letters like job applications, writing product descriptions, taking notes, writing a resume or CV, describing diagrams, tables, and graphs, and writing instructions, narrative, argumentative, expository, and descriptive essays were seen by the diploma theology students as moderately needed writing sub-skills.

Vocabulary sub-skills like general vocabulary and technical terms, especially, Gospel related terms, were reported as moderately needed sub-skills by the theology students. Finally, the sub-skills which were listed under grammar, such as grammatical structure for general communications, e.g. tenses, aspects, modality, and grammar structures frequently used in scientific discourse like present participles, passives, conditionals, were also reported as rarely needed sub-skills by diploma theology students.

In addition, the responses obtained from one of the respondents during an interview about diploma theology students' English sub-skills needs and interests were summarized as follows:

They had great interests in all skills and sub-skills because they wanted to be competent enough with in all English sub-skills, but the problem was the teaching material that was not suitable for them due to their background and the context in which this teaching material was prepared.

In general, the results obtained from the informants during the questionnaire and interview as well as from content analysis results indicated that students needed different sub-skills in the field of theology. Thus, based on their responses, it is possible to say theology students interested in learning all English sub-skills listed above in their field of study although their degrees of interest in different sub-skills were varied.

4.2. The Type of Tasks and Activities in English for Theological Purpose

The tasks and activities that have to be designed in the English for Theological Purposes should assist students for both academic and professional needs and interests of diploma theology students, and it addresses research question number 2, "What type of tasks and activities should be designed for diploma theology students that assist them in both academic and professional areas?" The responses were summarized as follows:

Well, the tasks and activities that should be designed must include the English that is used in the day-to-day activities, and the English that assists them in their field of specialization, which means theological related English. To get these, the learners' needs should be assessed first. After making need analysis, identifying their situation need analysis, and targeting need analysis if the empirical evidence shows they have a gap in the common course, designing remedial English courses is common everywhere. Beginning with easier tasks and activities, and then, moving to the complex one, is important. Additionally, during designing tasks and activities, both general English and theological English should be entertained equally as the theologians need English for their day-to-day activities as well as for preaching or serving God.

Here, in the above transcript, due attention is given to the needs analysis. Need analysis should be undertaken before deciding any language contents for diploma theology students. The third informant also stated that the students were not fully satisfied with the current teaching materials.

When designing English tasks and activities, the designers should gather information about their academic status. Similar to other academic contexts, if you go to theological college, you can see low achievers, medium achievers, and high achievers. The designed tasks and activities have to entertain all these students. If the task is too complex, they can not understand it, and if it is very simple, they do not consider it as an important lesson. Therefore, the designed tasks that are going to be given as inputs should begin from simpler ones and go to the complex things; for instance, simple conversations are better than memorized speech. The 3P approach might be applicable here. These are presenting a lesson, then making students practice, and finally, asking them to produce. And when designing the materials, the tasks should also address gender equality and ethnicity issues.

The response that was given by the second informant was similar to the first one. He also stressed that needs analysis, students' educational background, academic achievement, equality of gender, and ethnicity are some of the issues that should be considered when designing tasks and activities in English for theological purposes.

4.3. Sample Results of the Content Analysis

Table 4: Results of Content Analysis

Sampling. Unit	Context Units	Recording Units	Checklist items (1-20)	Rating				
				Excellent	VG (4)	good (3)	fair (2)	poor (1)
Module 2: (Unit 2) Famous Personalities	2.1 Section 1: Speaking	Invitations	1. The teaching materials assist the students to open the class with prayer in English.				*	*
			2. The teaching materials invite the learners to preach and pray using the English language.					**
			3. The teaching materials make the learners ready for debating based on theological					**

			issues/ topics.					
	2.2 Section 2: Listening	Kenenisa Bekele	4.Listening skills are practiced effectively in an integrated way through the tasks which are related to target situations of theological areas.					**
			5. The modules have appropriate listening tasks with well-defined goals.					**
			6. Tasks are efficiently graded according to				*	*

		difficulty level by considering theology students' ability level.					
		7. The materials encourage the learners to listen to spiritual music, watch spiritual films, and preach the Gospel in English.					**
2.3 Section 3: Reading	Derartu Tulu	8. The modules develop the learners' reading and communication skills in spoken theological language.				*	*
		9. The materials help the					**

			students to read, and translate theological texts from their mother tongue to English.				
			10. Reading comprehensions relate to theological or biblical issues.				**
			11. The texts in the teaching material are taken from authentic sources for the current and future professional needs of students.			**	
			12. The module assists the students to read theological			*	*

			texts and journals, completing course work, or communicating with their peers.				
			13. The teaching materials are rich enough with theological specialized vocabularies or terminologies.				**
	2.4 Section 4: Vocabulary	**(Auto) biography: Helen Keller at age 66**	14. The materials develop a theological and academic vocabulary that focuses on terminology necessary for theology students.				**

	2.5 Section 5: Writing	**(Auto)biography writing** Biography Writing	15. Writing tasks assist theology students to write different reports related to church issues.					**
			16. The materials develop theology students' writing skills through instruction center.					**
	2.6 Section 6: Lang Awareness	**Pronouns** Personal Pronouns	17. The instructions and apologies in the modules are based on biblical truths about language. The spread of grammar is achievable					**

			for theological purposes.					
			18. The grammar is presented contextually based on biblical contents.				**	
			19. The instructions and apologies in the modules are based on biblical truths about language.				**	
		Indefinite pronouns	20. The spread of grammar is achievable for theological purposes.				*	*

As it can be seen from Table 4 of unit two was the speaking section about 'invitation'. The first rater rated the recording unit whether the teaching materials assist the students to open the class with prayer in English or not, he rated it as fair, but the second rater rated it as poor. However, both raters rated the contents of the teaching materials whether they invite the learners to preach and pray using the

English language and make the learners ready for debating based on theological issues or not as poor.

The second recording unit of module two of unit two was the listening section. The title was about 'Kenenisa Bekele'. Both raters rated this recording unit whether the listening skills are practiced effectively in an integrated way through the tasks which are related to target situations of theological areas, and whether the modules have appropriate listening tasks with well-defined goals or not, as poor. Again, the first rater rated as fair and the second rater rated as poor this recording unit whether the tasks are efficiently graded according to difficulty level by considering theology students' ability level. On the other side, both raters rated this section whether the materials encourage the learners to listen to spiritual music, watch spiritual films, and preach the Gospel in English or not as poor.

The third recording unit of unit two was the reading section about 'Derartu Tulu'. The raters rated this section whether the modules develop the learners' reading and communication skills in spoken theological language or not. The first rater rated it as poor, but the second rater rated it as fair. The two raters, again, rated whether the materials help the students to read and translate theological texts from their mother tongue to English, and whether reading comprehensions relate to theological or biblical issues or not, they rated it as poor. Again, they rated the texts in the teaching materials are taken from authentic sources for the current and future professional needs of students or not, the first rater rated it as fair, but the second rater rated it as fair. Similarly, they rated this sector whether it assists the students to read theological texts and journals, completing course work, or communicate with their peers or not, the first rater rated it as poor, but the second rater rated it as fair.

The fourth recording unit of module two of unit two was vocabulary which was about '(Auto) biography: Helen Keller at age 66'. The two raters rated this section whether the teaching materials are rich enough with theological specialized vocabularies or terminologies, and whether the materials develop a theological and academic vocabulary that focuses on terminology necessary for theology students or not they rated it as poor.

The fifth section of this module was writing. It was about '(Auto)biography writing Biography Writing'. Both raters rated this section on whether the writing tasks assist theology students to write different reports related to church issues, and whether the materials develop theology students' writing skills through instruction centered or not they rated it as poor.

Lastly, the sixth recording unit of module two of unit two was the language awareness section which was about 'Personal Pronouns and Indefinite Pronouns'. The two raters evaluated whether the instructions and apologies in the modules are based on biblical truths about language, and whether the spread of grammar is achievable for theological purposes or not they rated it as poor. However, both raters rated this recording unit whether the grammar is presented contextually based on biblical contents or not as fair. Again, the first rater rated whether this section encourages the spread of grammar as achievable for theological purposes or not as poor, but the second rater rated it as fair. In general, it is possible to conclude that the contents in this unit do not meet the needs and interests of theology students. The contents do not assist the students in their academic and professional lives.

4.4 The Contents of Sub-Skills the Teaching Material

Table 5: Contents of Sub-Skills the Teaching Material

No	Sub-skills	The Content of sub-skills		
		Contents	**%**	**Rank**
1	Speaking	10	19.6%	**2**
2	Listening	5	9.8%	**6**
3	Reading	7	13.7%	**4**
4	Vocabulary	6	11.8%	**4**
5	Grammar	15	29.4%	**1**
6	Writing	8	15.7%	**3**
Total		**51**	**100%**	

The above Table:5 shows that the contents of the sub-skills that were presented in the theology students' teaching material. As it can be seen from the table, grammar has taken the highest percentage (29.4 %), whereas the least percentage (9.8 %)

has been covered by listening sub-skills. One can conclude that the material didn't give equal attention for different sub- skills.

5.Conclusions

Thus, based on the major findings, the following conclusions were made. Findings from the questionnaire indicated that the most needed English sub-skills for diploma theology students were identified as speaking (1.284), listening (1.494), reading (1.95), writing (2.191), vocabulary (2.23), and grammar (2.513) based on their order of importance, though the teaching materials gave the highest content coverage to grammar, which is 35.1% (13 of 37), and the least content coverage to listening skills, which means 8.1% (3 of 37). Therefore, it can be concluded that students' needs for English skills and the contents of the skills they needed most in the teaching materials did not match each other. Similarly, the result of the content analysis show that the teaching material that theology students were using did not assist them in their academic and professional lives. Additionally, the material also did not give equal coverage for each sub-skills.

The interview results also indicated that the tasks and activities were not designed in line with the students' needs and interests and did not consider the students' educational background, academic achievement, gender equality, and ethnicity issues. Again, the designed tasks and activities had to entertain all the students. Therefore, the designed tasks should go from simple to complex. Similarly, responses obtained during interviews stressed that the designed tasks and activities should include both general English and theological English. However, the current English language teaching material lacks theological English. Finally, based on the results of the questionnaire, interview, and contents analysis, it is possible to conclude the contents of the teaching material that the Nekemte Christian Education students have been using did not meet their needs and interests.

6.Recommendations

This study aims to assess the English language sub-skills needed by diploma theology students in their academic and professional lives . To accomplish this, needs analysis plays a significant role in the field of ESP course. Dudley-Evans and St John (1998) state that needs analysis are seen as one of the main stages in ESP, the others being the syllabus design, selecting and producing of materials, teaching and learning, and evaluating. Then, after collecting the students' needs using different tools, and assessing the contents of the teaching materials, the

researcher arrived at some conclusions, and finally the following recommendations were made.

1. Different scholars, for instance, Dudley-Evans and St.John (1998), in ESP classes at tertiary levels in non-native English speaking countries have changed from mainly language-focused professional communication, to the integration of skills with the content matter of the target disciplines with the integration of learning the target language and target occupational content matter. Similarly, according to Brinton (2013), in an ESP context, the content-based instruction approach links reading, speaking, listening, and speaking for professional reasons in the teaching and learning process. Thus, as the data indicate that there is a mismatch between learners' English language skills needs for theological purposes and the contents and proportionality of the skills in the teaching materials, the researcher recommended that other teaching materials should be designed to satisfy their needs and interests.

2. According to Purgason (2010), students in religious contexts require efficient and motivating academic approaches to learn English in preparation for religious pursuits. In that case, it is mandatory to know that the liturgical language is English, especially for priests, theologians, evangelists, or pastors to give different services in the church. Therefore, it is recommended that the tasks in theological teaching materials should create rooms to practice preaching, praying, translating, and worshiping during the sermon and liturgy that take place in churches.

Declarations

Competing interests

The authors declare no conflict of interest.

Funding

Not applicable.

Availability of data and materials

All the data and materials are free and open access. Everybody can use it easily.

References

Anwaruddin, S.M. (2011). Hidden Agenda in TESOL Methods. Journal of English as an International LanHowatt, A. P. R. (2004). A history of English Language Teaching. Oxford: Oxford University Press. guage, 6, 1, 47-58.

Bamgbose, A., (2000). Language and exclusion: The consequences of language policies in Africa, Lit Verlag, Hamburg.

Brinton, D. M. (2013). Content-Based Instruction in English for Specific Purposes. The Encyclopedia of Applied Linguistics.

Chatsungnoen,P.(2015). *Needs analysis for an English for specific purposes (ESP) course for Thai undergraduates in a food science and technology programme*. Unpublished PhD thesis at Massey University, Palmerston North, New Zealand.

Creswell, J. W. (2014). Research design: qualitative, quantitative, and mixed methods approaches (4th ed.). Thousand Oaks: SAGE Publications.

Darquennes, J.& Wim ,V. (2011). "Language and religion as a sociolinguistic field of study: some introductory notes" in Sociolinguistica. International Yearbook of European Sociolinguistics, Language and Religion.

Dudley-Evans, T. & John, St. (1998). Developments in ESP: A multidisciplinary approach. Cambridge: CUP.

Evangelical Theological College Student Handbook (2013). Addis Ababa, Ethiopia.

Gardner, R. and Lambert, W. (1972). Attitudes and motivation in second language learning. Newbury House Publishers, Rowley Mass.

Garrett, P., (2010). Attitudes to language, Cambridge University Press, Cambridge.

Heiman, G. (1999). Research methods in psychology. (2nd ed.). New York: Houghton Mifflin   Company

House, J., (2003). 'English as a lingua franca: A threat to multilingualism?', Journal of Sociolinguistics 7(4), 556–578. https://doi.org/10.1111/j.1467-9841.2003.00242.x

Kaewpet, C. (2009a). Communication needs of Thai civil engineering students. English for Specific Purposes, 28(4), 266-278.

Le Roux, J .(1993). The Black child in crisis: A Socio-Educational Perspective (Vol 1). Pretoria: Van Schaik.

Milosevic, D. (2017). Using video materials in English for technical sciences: a case study. In

C. Sarré & S. Whyte (Eds), New developments in ESP teaching and learning research   (pp.15-30).Research-publishing.net.https://doi.org/10.14705/rpnet.2017.cssw2017.743

Muhsinin M., Mursid S, Dwi R, & Ahmad S. (2017). The need to develop English for specific purposes (ESP) reading syllabus for students of Islamic education department – Islamic higher education institution. Journal of Foreign Languages, Cultures and Civilizations,Vol. 5, No. 1, pp. 24-33

Nagarajan, K. (1988). Evolving an ESP course for the first year undergraduates of computer science. Unpublished M. Phil. thesis, Department of English, University of Pune, India.Press.

Nunan, D. (1989). Designing tasks for the communicative classroom: Cambridge University.

Perry R. H, Charlotte B, Isabella McMurray & Bob C,(2005) SPSS Explained. 270 Madison Avenue, New York, NY 10016.

Pierson and Bankston (2013).Teaching Theology and Religion, Volume 16, Issue 1, January

Graves, J. 1996. "Russian Protestant Theological Textbook Project." East-West Church and Ministry Report 4, (Fall): 1–5.2013.

Purgason, K. B. (Ed.). (2013). English language teaching in theological contexts Pasadena, CA:William Carey Library, TESOL Journal 4.1, March 2013.

Resane, K,T (2016). The socio-cultural functions of indigenous languages in teaching theology.Theological Journal 2016, Vol 2, No 1, 363–379.

Richards, K. (2003). *Qualitative inquiry in TESOL.* New York: Palgrave Macmillan.

Sally, I. (2007). Professional development fact sheet no 1 authentic.

Snow, D. (2001). English teaching as Christian mission: An applied theology. Scottsdale, Pa.: Herald Press.

Ugot, M.I. & Offiong, O.A., (2013) 'Language and communication in the Pentecostal church of Nigeria: The Calabar axis', Theory and Practice in Language Studies 3(1), 148–154. https://doi.org/10.4304/tpls.3.1.148-154

Weber, R.P. (1990). *Basic content analysis.* Newbury Park, CA: Sage Publications.

Yohannes T.(2015). *Implications of multiple intelligence theory and integrated skills language teaching for textbook development.* Un published PhD Thesis .UNISA.