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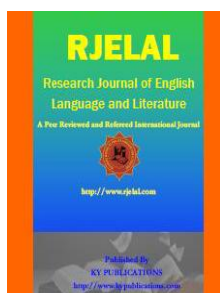


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## “THE STUDENTS’ LEVEL OF ENGLISH LANGUAGE PROFICIENCY IN ENSURING QUALITY EDUCATION WITH PARTICULAR REFERENCE TO HAWASSA UNIVERSITY”

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### ABSTRACT

The main goal of this research was to investigate the second year students’ status of English language proficiency in ensuring quality education with particular reference to Hawassa University. The study is largely designed quantitatively pursuant to the linear correlation statistical model. For the purpose of triangulation, however, qualitative data were collected through semi-structured interviews. The results of the questionnaire revealed that 31.79% of the students rated their English Language proficiency as “good” whereas, 27.05 very good and the rest 17.5% poor. Regarding ability to comprehend lectures conducted in English, 77% of the students could understand 50\_74% of the lectures delivered to them in English Language. Only 3.97% of them were able to make out 90\_\_100% Of the lecture conducted in English Language. The rest 19.03% had severe difficulties to comprehend all lectures conducted in English Language. The results of the interviews similarly indicated that the English Language proficiency of majority of the students was not up to the required standard. Besides, 66.6% of the respondents disclosed that they had difficulties to comprehend lectures conducted in English Language. This result suggested that the English Language proficiency status of more than 40% of the students in the university under investigation was below the required standard to ensure quality education. This implied that further remedial actions are required from English Language instructors, the management bodies at universities, teacher training colleges, teaching material developers and language policy makers of the country to improve the existing standard of most students’ English Language proficiency.

**Key Words:** medium of instruction, language proficiency, quality education, general English, modern EFL pedagogy

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## INTRODUCTION

### Background to the Study

The present researcher is of a strong belief that there is a consensus among we all Ethiopians: we all unequivocally need to see Ethiopia, which is economically, socially, culturally, etc., developed and whose name shall never be raised with stereotypic expressions such as poverty, famine, starvation, destitute and the like. If the above vision is what we all are aspiring and striving for, then the best weapon is education. Knowledge and information are the ingredients of education. Behind any technological or scientific advancement, we find the growth of knowledge and information.

When we say education is our best instrument for our overall progress, we cannot detach it from quality. The major reason is that unless the education that we provide to our citizens is up to the required standard, the medical service we render, the bridges or factories that we build, the teachers we train, our endeavour in the agro-economic area will take us to quagmire instead of scaling up the existing life condition of our people. As a plethora of research studies conducted on the current Ethiopian education status witness, with regard to its expansion, there are promisingly great achievements. In the light of its quality, however, the situation is extremely precarious. That is why the government itself has considered it as one of the top agenda of the day.

In an effort to disseminate quality education to citizens, there are such barriers as the quality of the curricula, the medium of instruction, adequacy of teachers' training, teachers commitment to the profession, availabilities of facilities, class-size, which impede its excellence. Among all factors mentioned above, the conspicuous one is the instrument, through which knowledge and information are transmitted and received, that is, the medium of instruction. Unless the fighters are equipped with appropriate and effective weapons, it is unthinkable to defeat enemy. Similarly, without alleviating the challenges affecting the students' English language proficiency, no English-medium educational system has ever achieved excellence and the required overall progress. This brings us to the conclusion that

everyone who has connection with the Ethiopian educational practices has his/her own assignment either for success or failure in the educational practices in general, in the English Language skills development in particular.

### Statement of the Problem

The English language is an influential language throughout the world in areas like academics, science and technology, media, diplomacy, and the like. Marsh et-al (2002) uphold the above view remarking: "The English language is continuing to establish itself as a global lingua franca in a period of unprecedented globalization." In his substantive evidence he cites that during 1995-2005 the educational systems worldwide have shown interest in adopting the English Language as their medium of instruction.

In a country where the English language is employed as the medium of instruction, both teachers in all fields and students must have good competency and proficiency in the language. In the context of this study, 'English language proficiency' is meant, the ability of students to use the English language to communicate meaning appropriately both in spoken and written contexts. Proficiency in the above skills is not only significant in providing students with a variety of benefits during their pre-service training but also crucial when they join the professional world in the future. Because the international trade, investment, and office communications in various international offices whose seats are here in the country require employees who can effectively interact with others in English.

When we catch a glimpse at the recent Education and Training Policy set up by the Ethiopian Government in 1994, it prescribes that though the medium of instruction up to primary schools is mother-tongue, English is taught as a subject. At the secondary level, the medium of instruction shifts to English, which continues as the primary medium of instruction at tertiary level. According to the current trend, in all universities in the country, it is a language of instruction, research, and publications. As a result, success in academics in higher learning institutions is strongly linked with good proficiency of the English language. Hence, if

the use of English as medium of instruction creates a 'language problem' then it is necessary to find out solutions which are implementable across the instruction and curricula. In the same way, if English as medium of instruction results in enhanced overall learning, then it is equally necessary to identify the conditions which are responsible for achieving success and communicate these across each educational sector. As a result, it is unquestionably essential to deal with the nitty-gritty realities connected to the proficiency of students at university level. By the same token, the present study is designed to answer the following basic questions:

1. How do second year students at Hawassa University rate their English Language proficiency in the light of the four basic English Language skills?
2. To what extent second year students at Hawassa University comprehend lectures delivered in English Language?
3. How is the attitude of students towards using the English Language as a medium of instruction?
4. What are the major constraints which impede the students' comprehension during lecture deliveries, if any?

#### **Major Objectives of the Study**

The main objective of this study is to investigate the role of the English language in ensuring quality of education with particular reference to Hawassa University second year students in the Southern, Nations, Nationalities and Peoples' Regional State (SNNPRS), Ethiopia.

#### **Specific Objectives**

The specific objectives of this study are to

1. examine the students' English Language proficiency in the light of the four basic English Language skills
2. evaluate the extent to which second year students at Hawassa University comprehend lectures delivered in English Language
3. investigate the attitude of students towards using the English Language as a medium of instruction

4. find out the major constraints which impede the students' comprehension during lecture deliveries

#### **Review of the Related Literature**

##### **English Language and Globalization**

A large number of scholars agree that English is a language of the globalized world. It is dynamically establishing itself as a global lingua franca in a period of unprecedented globalization. In other words, these days, it is difficult to separate globalization from Englishization and the vice-versa. There is also a scientific prediction that the English language shall remain with its power for the forthcoming fifty years Morel (2006).

In fact, as some educationalists think, the adoption of English, for non-native speakers, is self-defeating. They frame it, impetuously, as "the killer language". As Swales (1990), for example, suggests in some economically less developing countries in the world, using English as the medium of instruction in schools is directly connected to educational exclusion and failure. In others, using the English language as a medium of instruction has brought about confusion, despair, and high dropout rates.

Though it is a global divisive issue, English Language has been embarking upon the higher education landscape across the world. The current trend in most educational practices is symbolized by the teaching of a growing number of courses in universities through the medium of English. As realities and experiences in some countries witness, using the English language as a medium of instruction along with appropriate educational principles led them to great success and sustainable overall development.

As we can observe from reality, these days the practice of converging technologies due to globalization is resulting in the formation of a new global structure affecting many societies rapidly. This convergence forced many societies to have a shared linguistic medium Marsh et al (2002). In this case, the English language is assumed to take its pinnacle as the language of communication within the new linguistic global order. Why the English language has been chosen as a lingua-franca of the globe? Different scholars see the issue from two vantage angles. One group is of the opinion that it is

a conspiracy designed by those countries, which are under a steadily developing socio-economy. For the other group, it is the reasonable compulsion which emerged from the need to have a single common utilitarian language. Generally, when we examine the contemporary realities in the world, developing the English Language proficiency is a question of survival.

#### **Language policies in Ethiopia**

The English language has prominent role and long history in the Ethiopian educational system. It has been taught as a subject and served as a medium of instruction along with the introduction of modern education in the country. It has been introduced in Ethiopia as a medium of instruction partly to counterbalance the problem of children arriving in school with different first languages. In our long-term plan our destination is not only to merely compete with domestic university graduates but also to be top rankers in the international student market. Hence, to attract both local and international students, almost all universities in Ethiopia opted to employ English as a medium of instruction. Due to this reason, all universities in the country use English as a language of instruction, research, and publications. In other words, success in academics in higher learning institutions is strongly linked with good proficiency of the English language.

The Education and Training Policy, which is a derivation of the constitution addresses the language use issues in education and communication as follows: Regarding the right and benefit of mother-tongue, it states that cognizant of the pedagogical advantage of the child in learning in mother tongue and the rights of nationalities to promote the use of their languages, primary education will be given in a nationality's language. The other worth mentioning point included in the policy is the right and power of nations and nationalities in deciding the language use in their area. In like manners, it delineates that making the necessary preparation, nations and nationalities can either learn in their own language or can choose one from among convenient ones based on their national and countrywide distribution. In connection to teacher training institutions, it points out that the

language of teacher training for kindergarten and primary education will be the nationality's language being used in the area. When it comes to the determination of common language for work at national level and medium of instruction at secondary and higher learning level, it reveals that Amharic shall be taught as a subject basically for the purpose of countrywide communication and English will be taught as a subject starting from Grade One prominently to serve as the medium of instruction at secondary and higher education level. Articles (3.5.1\_\_\_\_3.5.7)

#### **Research Design and Methodology**

The study is largely designed quantitatively pursuant to the linear correlation statistical model specifically with Pearson's correlation coefficient. Nevertheless, for the purpose of triangulation, qualitative data which required thematic analysis were employed. Regarding methodology, the researcher opted to employ the mixed method of research. The main reason was to deal with the research issue in line with the principles of both research paradigms.

#### **Subjects of the Study**

In collecting data for this study, the researcher used students from College of Social Sciences and Humanities, Institute of Technology and School of Business and Economics. From the College of Social Sciences and Humanities, students from English Programme, psychology and anthropology involved. From the Institute of Technology, students from civil engineering, hydraulics and mechanical engineering took part and from School of Business and Economics, students from the Department of Economics, Management and Accounting were included.

#### **Research Tools**

The major research tools used to conduct the study were questionnaires administered to 478 students of second year attending their education in College of Social Sciences, Institute of Technology and School of Business and Economics. The second tool was semi-structured interviews conducted with 9 students, i.e. 3 students, selected from each college, institute and school mentioned above. To measure the students' level of proficiency, the researcher employed the model suggested by the

Institute of International Education Enhancing the Quality of English (IIEEQE: 2012).

**Method of Data Analysis**

In analyzing and interpreting the data from the questionnaires, the researcher preferred to employ the linear regression statistical analysis model. When it comes to the data collected through semi-structured interviews, they were analyzed in

accordance with the principles of qualitative data analysis, that is, by coding the responses, identifying categories or themes and explaining their meanings based on the research questions stipulated in the study.

**Interpretations and Discussions of Results**

**Discussion of Students' Questionnaire**

**Table 1: Students' self-evaluation of their English Language Proficiency Scales for Measurement**  
 $\geq 85$ =excellent,  $75-84$ =very good,  $65-74$ = good,  $50-64$ =fair,  $\leq 49$ =poor

Self-rating	Listening		Speaking		Reading		Writing		Average
	No	%	No	%	No	%	No	%	
excellent	0	0	0	0	0	0	0	0	0
Very Good	56	11.71	201	42.05	165	34.51	95	19.87	27.05
Good	117	24.47	210	43.93	194	40.58	96	20.08	31.79
Fair	180	37.65	55	11.50	63	13.17	160	33.47	23.94
Poor	125	26.15	12	2.51	56	11.71	127	26.56	17.25
Total	478		478		478		478		

**Students' self-reported comprehension level of EMI courses r value  $p < 0.01$**

- Self-evaluation of English listening proficiency 0.022\* 0.000
- Self-evaluation of English speaking proficiency 0.035\* 0.000
- Self-evaluation of English reading proficiency 0.032\* 0.000
- Self-evaluation of English writing proficiency 0.0217\* 0.000

As the results in the above table show, 27.05% of the students rated their English Language proficiency as very good, 31.79% of them, "good", 23.9% fair and 17.25% poor. In further analysis, we observe from the data that their proficiency at macro-skill level can be placed in its descending order as: speaking, reading, writing and listening respectively. This suggests that although the subjects in this study generally had better performance in speaking and reading, they were seriously deficient in listening and writing skills. The above statements bring us to the conclusion that more than 40% of the students were not proficient enough in English Language to receive education. Hence, further remedial actions are required from everyone concerned in improving the current English Language status of the students at university level.

Based on the data given in the table (the data are presented in the main study), 50.20% of the students strongly agreed to learning other courses in English Language. The other 42.05% similarly expressed their agreement saying that the English Language should continue to serve as a medium of instruction in the university's teaching/learning

systems. On the other hand, only 4.39% of the respondents disagreed to the statement. This implied that vast majority of the respondents were in a position that they need English Language to continue as a medium of instruction in the context of Ethiopian higher education. Thus, it is possible to conclude that if more favourable situations are created for them, an overwhelming number of students have interest to improve their English Language skills and use them for various purposes. This decision may have emanated from the influential role of the language in the global world.

**Students' comprehension level of Lectures Delivered in English Language**

From the data described in the table ( the data are presented in the main study) only 10.87 % of the students responded that 90% of the lecture was clear to them. The other 16.94% had the feeling that they understood 75-89% of the lecture. The rest 50.33 % comprehend 50-74% of the lecture. In further investigation we observe that 21.33% comprehended only 40% of the lecture delivered to them in English Language. Hence, it is possible to reach an agreement that the largest majority of the

students comprehended less than 74% of the lecture delivered in English Language. From the same data it is possible to further understand that 21% of the students had difficulties in understanding 60% of the lecture. Moreover, when we look into the data with some details, we can deduce that to guarantee successful English-medium instruction, various course instructors need to always devise a strategy which enables them to check the extent to which their lecture is clear to majority of their students during each lecture sessions. In conclusion, the results seem to further suggest that especially the students' listening skill is the most important attention seeking area if students are to succeed in English-medium education.

#### **Attitudes towards the Use of the English Language as a Medium of Instruction**

In response to the item which requested the students to decide whether EMI helped them to acquire the subject matter and improve their English Language skills, the data in the table displayed that 95% of the students had the perception that the instruction in English did not only help them learn the course content but also played a great role in improving their English language proficiency. This implied that the students are eager enough to augment their English Language skills along with the course contents they acquire from various course instructors. This view in turn takes us to the understanding that course instructors themselves need to have a good English Language proficiency to deliver lectures and thereby improve their students' English Language proficiency.

#### **Results of the Semi-structured Interviews Conducted with Students**

##### **Students' Self-evaluation of Their Proficiency**

When the students were asked to self-evaluate their proficiency, almost all of them except one, responded that they were not as proficient as the required standard from university students. For example, one student explained his proficiency level saying: "**It is what I am always aspiring for but my dream remained in the air.**" This remark indicated that most of the students, including higher achievers in their field of study, have deficiency in their English Language proficiency.

##### **Self-evaluation on the Four Language Skills**

In self-evaluating the four language skills, eight of the respondents agreed that they had most serious challenges in descending order as: listening, writing, reading and speaking respectively. One of the respondents, however, listed his proficiency in the four language skills in descending order as: speaking, listening, reading and writing. When he explains his reasons, he remarked that he often listens to various English broadcastings so that he has improved his listening skills. Regarding the development of his speaking skills, he explained the reason that his uncle is an English teacher; as a result, he used to always motivate him to speak in English with him before he joined the university.

##### **Students' Interest to Learn the English Language**

Based on the data obtained from the interviewees, 6 of the respondents (66.6%) of them expressed that they have strong interest to learn and improve their English Language skills. Their major reasons are the dominance of the language in the area of technology, science, diplomacy, business and medium of instruction. Since it is difficult to lead a successful life detaching oneself from the above listed requirements of the world, improving the English Language skill substantially is a question of either living in dark place or striving for life being in bright sunlight.

##### **Comprehension Level of EMI Courses**

In deciding their level of comprehension, 6 of the respondents had the view that they were in difficulties to understand lectures conducted in English Language due to English Language deficiency and the complexity nature of some courses. In their further explanation they noted that though they took both Communicative English Skills and Basic Writing Skills as service courses to improve their overall English Language proficiency, still they had problems in listening to lectures and taking relevant notes. When they were asked to list out the major causes, they indicated that first when they learn both common language courses mentioned above, their focus was to get pass mark. In other words, they were not striving to improve their language skill proficiency. Secondly, the classroom assessment techniques and examinations largely required them to be accurate in the form of the language. Thirdly, because of time and class-size, the common course

instructors were not able to help each student individually, especially female students. Fourthly, most instructors, except foreign instructors, were frequently translating what they taught into Amharic for them. Thus, they were not in a position to worry about the development of their English Language proficiency.

#### **Attitude towards EMI Courses**

As could be understood from the data, all respondents were of the attitude that learning each course in English Language was of multifarious contribution to their university life and their future life in the world of work. When they were asked to explain their view in detail, they stated that in the present globalized world, success is possible when someone is only capable of expressing his/herself in clear English. Secondly, most reference materials are in English; thus, having strong proficiency in this language is mandatory. Thirdly, it is difficult to select one local language which can serve as a medium of instruction for all universities in our country as we are within multi-lingual society. In explaining the situation in detail, one student, for example, expressed his attitude towards the benefit of using the English Language as a medium of instruction in Amharic as follows: “በእንግሊዘኛ ባልማርኖሮ በደሴት ውስጥ የምኖር ይመስለኝ ነበረ።” The English equivalent goes as “Had I not been learning other courses in English Language, I would have felt as if I was living in an island.” Nevertheless, when the students were asked to determine either General English or English for Academic Purposes course as a common course, majority of them (66.6%) of them had the feeling that the later is more important for them than the former one. In explaining further, they suggested that the vocabularies, the contents of the passages and oral communicative activities hardly helped them to grasp the knowledge delivered through lectures and written in various publications. In its nutshell, the data showed that majority of the respondents were in favour of English as a medium of instruction policy in higher learning institutions.

#### **Constraints Students Encountered in Using English as a Medium of Instruction**

As could be observed from the responses, all of them had disclosed that they had their own

challenges while learning any course in English. The first one was problems related to deficiency in reading and understanding some concepts which often emanated from shortage of vocabulary and reading experience. The second one was expressing ideas in written English as clearly as possible. Especially, the medium and low achievers dully witnessed that they had severe problems in organizing ideas and employing standardized language. Thirdly, as they further explained, the pronunciation of some instructors during lecture was not clear. As a result, they faced challenges to grasp the main concepts of their explanations. The other worth mentioning point was the case of Xenoglossophobia which resulted from their cultural background and anxiety that stemmed from wrong perception about foreign language learning. As some of the respondents viewed, even if they have ideas, it is cumbersome for them to express them in front of their classmates in the classroom. In their opinion, the major cause was failure to get opportunities to express oneself in front of people since lower grades.

#### **Improved English Language Skills after Learning Other Courses in English**

When the students were asked to explain the language skills they improved in their descending order, their response varied from respondent to respondent. Two students, however, provided similar answers saying: listening, speaking, writing and reading respectively. When the whole responses were examined, the most improved language skill was speaking. The major cause could be the repetitive exposure they had to lectures, instructions and group discussions.

#### **Conclusions**

As the results of the questionnaire showed 31.79% of the students rated their English Language proficiency as “good”, 27.05% very good, 23.94% fair and 17.25% poor. When it comes to the specific language skills, the students had better performance in speaking and reading, their listening and writing skills were really at precarious stage. In its nutshell, by and large, more than 40% of the students had problem in receiving education through English language. Hence, the students’ English Language

proficiency level has its own serious impact in deterring the provision of standardized education.

Based on the data from questionnaires and semi structured interviews, 95% of the students (65.48% strongly agree and 29.47% agree) confirmed that learning other courses in English Language was of several advantages to them. In their further explanation, they capitalized that to be successful in the academic struggle and competent in the world of work, learning and developing the English Language skill is nonnegotiable issue.

Regarding their level of comprehension from lectures delivered in English Language, both results from the questionnaires and the semi-structured interviews showed that vast majority of the students, i.e. 77% understood 50\_74% of the lectures delivered in English Language. From this data it is possible to further understand that more than 30% of the students had challenges in understanding 25% of the lecture conducted in English Language. This data further suggested that there are a lot of remedial actions that should be taken by all concerned bodies regarding the improvement of the English Language at university level. Otherwise, the quality of education will enormously be trapped due to English Language deficiency.

#### Recommendations

Based on the findings and conclusions made in this study, the following recommendations have been drawn.

1. New candidates who are recruited to get training to teach the English Language at primary schools should be recruited based on their interest to teach the language and their result at secondary schools and national examinations. Moreover, the training they get at college level should be of higher quality standard
2. English language instruction at secondary school should give special attention to writing and listening skills and the testing system of the national examination organization should be rectified by creating situations in which the students are practically tested

3. For students to survive with English-medium courses at universities, they need to be taught with course materials that focus more on English for academic purposes than general English
4. Along with what language or educational policy-makers decide, it is the social microcosm of the classroom which reacts to the successes or failures of any nation's citizens in the future. Where success is envisaged, it has an irreplaceable role. Thus, the methodologies employed in English-medium contexts ranging from primary schools to higher education institutions should be more efficient and research-oriented. To this effect, there should be a system in which the English Language skills of all teachers is upgraded and tested at least every academic year and incentives or supports are given to them based on the result they achieve.
5. Most of our students are showing huge demands toward improving their English language performance. In one way or another, the impacts can be felt by all of us here and beyond. So the issue of enhancing English language education in this country is worth discussing at any time and everywhere.

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Appendices A: Questionnaires for Students

Hawassa University  
College of Social Sciences and Humanities  
School of Language and Communication Studies

Dear Respondent:

The purpose of this questionnaire is to gather data which would be later analysed and incorporated into my research entitled *The Students' English Language Proficiency Status in Ensuring Quality Education with Particular Reference to Hawassa University*. Thus, the extent to which you are willing to provide genuine and accurate response to each of the items determines the quality of the ultimate findings of this research. Therefore, I courteously request you to respond to each item carefully and honestly. Please note that any information that you give to each item of the questionnaire is kept confidential and thus I request you to feel free and respond to each item without any reservation. For this reason, you are not required to write your name.

Thank You Very Much!

Mesfin Aberra (PhD)

**Instruction:** Below are questionnaire items on your self-evaluation judgment of the four basic English language skills (listening, speaking, reading and writing). Read each of the items carefully and then put a tick in the grid.

**NB.** Before you decide the level of your proficiency in each language skill:

1. read the criteria provided against each English Language skill here below very carefully
2. remember back the results you attained during and by the end of the delivery of the courses Communicative English Skills and Basic Writing Skills last year

**Listening**

**Excellent:** skills to listen to highly complicated subject matters understand them without difficulty and personalize the content

**Very good:** Skills to listen to most complicated subject matters, understand them with lesser difficulty, breakdown the subject matter into pieces and synthesize it into a whole

**Good:** Skills to listen to more important points of the subject matters understand them and give them one's own personal logical meaning

**Fair:** Skills to listen to few important points and respond to few concept-checking comprehension questions

**Poor:** Failure to listen to most important points of the subject matter and answer most concept-checking questions

**Speaking**

**Excellent:** Skills in generating most relevant contents, organizing in logical manner and expressing them with high level sentence accuracy and pronunciation

**Very Good:** Skills in generating stronger contents, organizing ideas coherently and expressing them with strong sentence accuracy and pronunciation

**Good:** Skills in generating clear contents, organizing them in an understandable way and expressing them with clear sentences and pronunciation

**Fair:** Skills to generate few relevant contents, organizing them in fairly acceptable way and expressing them with partially clear sentences and pronunciation

**Poor:** Failure to generate relevant ideas, organize them in an understandable way and express them in clear sentences and pronunciation

**Reading**

**Excellent:** Skills to read highly complicated subject matters analyze and personalize them

**Very Good:** Skills to read complicated subject matters compare and contrast them with personal experience

**Good:** Skills to read partially complicated subject matters, answer some concept-checking questions

**Fair:** Skills to read texts of least complication and answer few concept-checking questions

**Poor:** Failure to read any sort of text and react to it

**Writing**

**Excellent:** Skills to generate highly complicated subject matters organize them logically and write them with high level of surface features accuracy

**Very Good:** Skills to generate strong subject matters organize them logically and write them with limited surface features accuracy

**Good:** Skills to generate clear subject matter organize them in an understandable way and express them with intelligible surface features

**Poor:** Failure to generate clear ideas, organize them clearly and express them in an intelligible language

**Part One: Self-evaluation in Each Basic Language Skill**

Self-rating	Listening	Speaking	Reading	Writing
excellent				
Very Good				
Good				
Fair				
Poor				
Total				

**Instruction II: Put a Tick against Your Own Level of Comprehension of Lectures Delivered in English Language**

Item	Responses
I understand 90% and above of the lecture conducted in English Language without difficulty	
I understand 75% -89% of the lecture conducted in English Language without difficulty	
I understand 50% -74% of the lecture conducted in English Language without difficulty	
I understand less than 40% of the lectures conducted in English Language without difficulty	

**Instruction III: Mark a Tick Based on Your Attitude towards the Use of the English Language as a Medium of Instruction**

Item	StAg	Agree	Stdisag	Disag	Not Decided
English Language need to continue as a medium of instruction in Ethiopian Higher learning institutions					
Instead of English, a another local language need to be selected and used as a medium of instruction					

**Instruction IV: Read Each of the Statement Given in the Table Below and Put a Tick against Your Choice**

Item	StAg	Agree	Stdisag	Disag	Not Decided
EMI helped me not only to learn the content of the course but also to improve my English Language proficiency					
Though EMI helped me to learn the content of the course, it did not help me improve my English Language proficiency					

