



Adrianna Lemieux¹: The purpose of my work with ATTSVE in Ethiopia as an intern in June-July, 2017 was to collect data pertaining to both English language use and services for special needs students. I conducted interviews with different individuals within the college in order to further plan for the introduction of English Language Clubs (ELC) within the colleges. This information collected will help with training and procuring supplies for the Clubs.

At each college, I conducted interviews with the available department heads (whose numbers ranged from three to five people) and the individuals appointed to be in charge of the Language Club, and conducted two or four focus group discussions with separate male and female student groups. I also conducted an interview with the librarian(s) at each college, and looked at the library holdings.

Findings: It was said that students arrive at the college with little English knowledge, which creates a situation where the instructors must translate the material from English into the local language, Less English is therefore used because there is less understanding of English, which creates a need for English language support, especially for female students. As revealed in the interviews and focus groups, young women are generally more shy and reportedly have lower levels of confidence. There is a need to empower these students as they deserve to develop their skills without worrying about social stigma and societal expectations.

To date, the ELCs have generally not yet been established. There is a need to formulate action plans. Some suggested activities were English Day, movie nights, tutorial classes and communication training. There is also a need expressed for certain materials in order to carry out these activities such as translation dictionaries and language learning tools (books or software).

Desire for change within the colleges was inspiring. Some librarians were more passionate about bringing change into the college, whereas some English language club representatives had already started planning activities they desired to put in place. The importance of regular follow-ups with the In Country Office and McGill during the development of the ELCs was stressed, as well as increasing the awareness of the club and getting the support of the college's administration.

Librarians need training in library management, cataloging and English language. Books often times do not directly support material being taught at the college, and in some cases, access to the books was restricted. An open system is needed where students can access relevant books.

Conclusions: Different English language support systems would be suitable for the colleges. For example, Addis Ababa University's one month of training for newly admitted students into the university in a wonderful initiative. It helps to fill language gaps that students face. Continuous support through the ELC or tutorial classes would also be beneficial as continuous support helps a student better his or her English over time.

Developing their English language skills will open up a world of possibilities for students, whether helping them do market research, go to university or work with internationally involved companies. They have a desire to learn more, and I hope that ATTSVE's initiatives help them reach their goals.

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