

ENGLISH FOR SPECIFIC PURPOSES (ESP) SYLLABUS DESIGN FOR THE  
DEVELOPMENT OF TEACHING MATERIALS FOR THE TECHNOLOGY.  
STUDENTS OF DE LA SALLE UNIVERSITY-DASMARIÑAS

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by

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## ABSTRACT

This study attempted to design a course syllabus and sample instructional materials that would respond to the specific language needs of the technology students of the College of Technology of the De La Salle University Dasmariñas, Dasmariñas, Cavite by using the ESP (English for Specific Purposes) approach developed by Hutchinson and Waters (1987).

Specifically, the study sought answers to the following questions:

1. What is the current language proficiency level of the students in terms of oral fluency, grammar, vocabulary, and discourse?
2. What are the language needs of the students identified by the instruments according to:
  - (a) macro and micro language skills;
  - (b) tasks and functions of language;
  - (c) learning styles and teaching preferences;
  - (d) type of materials to be used for instruction; and,
  - (e) syllabus coverage; and,
3. What approach should be adopted in designing the syllabus for the particular group of learners?

The descriptive type of research was used in this study, with the census survey questionnaires focused on needs analysis, as the primary instrument in

gathering the needed information from the subjects. Related pieces of information were also gathered by examining the students' textbooks.

The data gathered revealed that majority of the student respondents are males with a total of 111 or 87.40% of the population and only 16 are females which is 12.60% of the population. Most of them are 17 to 18 years old which account to 68 or 53.50%. The respondents are enrolled in the following courses: Electronics Technology with 44 students or 34.60% of the population; Computer Technology with 41 students or 32.30%; Automotive Technology with 25 students or 19.70%; and, Electrical Technology with 17 students or 13.40%. Work is found to be the most important motivating factor for the students in learning English. Compliance to course requirement comes next, socialization comes third, and for home use is the last factor.

The students, generally, have low level of language proficiency in all of the major areas of language, particularly, in communicating technical information in both oral and written forms. They prioritized development of the reading skills as the major language skills to be learned followed by listening, speaking and writing skills, in that order. In addition, the students prefer to learn English as applied in the context of technology over General English and Literature. As to teaching methods, they favored role-playing in the development of speaking skills, and application for all other skills, however, they also welcome an integration of the various teaching styles so long as they are properly guided in the accomplishment of tasks and activities and in the use of English in a real situation.

Supportively, the teacher respondents pressed for the need to use authentic and semi-authentic texts in developing their instructional materials, and with the adoption of the integrated and skills-based approaches to syllabus design.

Based on the above information, a specific course syllabus which reflect the said language needs was designed. The syllabus contains specific language functions, tasks and activities aimed at developing the students reading, listening, speaking, and writing skills applicable to the general and specific situations. Further, the syllabus provides opportunity for the integration of a wide variety of teaching methods that involved learners in activities focused in a workplace.

The researcher recommends that the course syllabus be tried and tested to the technology students for whom it is intended. In due time, the Languages Department should evaluate the course design and the result of which should become the basis for further revision or improvement.

It is recommended further that teachers who intend to use this course syllabus should work in harmony with the course objectives and outline. However, they have to bear in mind that the syllabus is not a "divine writ" but a flexible working instrument used to maximize the aims of learning.

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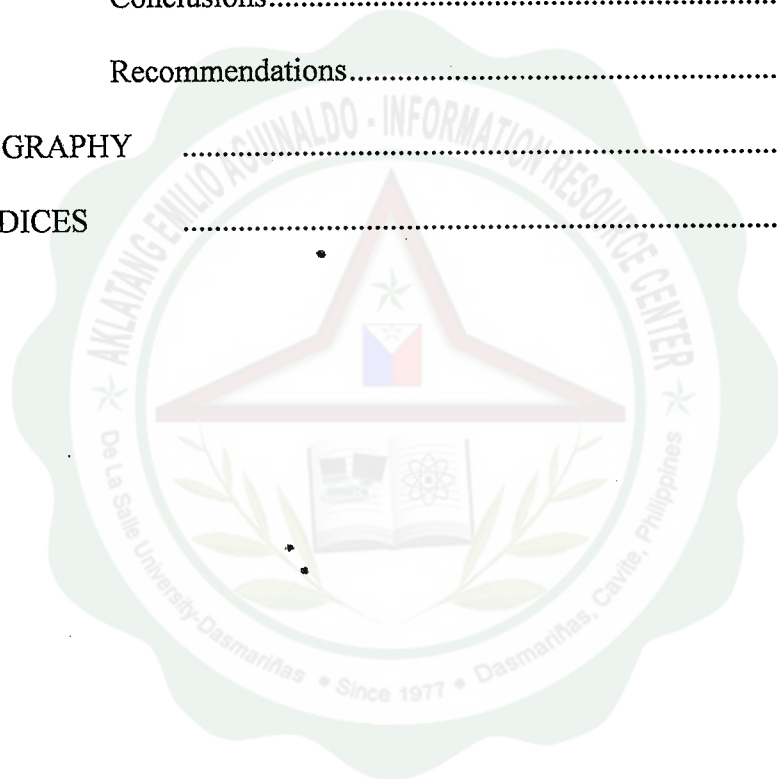
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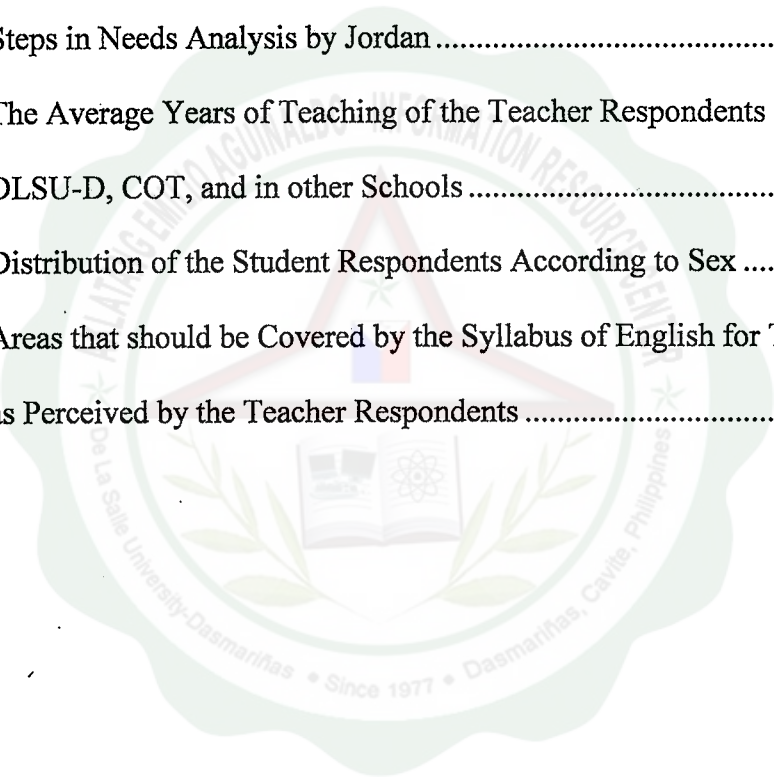
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