URN etd-0407109-183718-1479
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Statistics This thesis had been viewed 42 times. Download 0 times.
Department
Year 2004
Semester 1
Degree Master
Type of Document Master's Thesis
Language English
Title A Study on Applied English Department Students' Needs for Taking English for Specific Purposes Courses and Students' Perceptions of an "Effective ESP Teacher"
Date of Defense 0000-00-00
Page Count 114

Keyword
ESP
teaching competence
reflective teaching belief
learner-centered language teaching

Abstract
The aim of this study is to investigate the relationship among the English proficiency level of juniors' and seniors', their needs when taking English for Specific Purposes (ESP) courses, and their expectations of an effective ESP teacher. There were six key points probed in this study. They were (a) learners' target needs, (b) learners' present strengths and weaknesses of English ability at public and private universities of technology, and (c) the discrepancy of learners' language ability at public and private universities of technology (d) students' perceptions of an effective ESP teacher, (e) whether the ESP curriculum fitted with the students' job requirements and (f) how the overall curriculum of Applied English Department's answers to students' needs of language learning and employment.
In the first phase of the study, the researcher conducted interviews with ESP teachers and with juniors and seniors of 4-year programs at institutes and universities of technology in which applied English Departments were established before 2001 and where ESP courses were developed for at least five years. After analyzing the contents of interviews, the researcher drafted questionnaire based on the theories and studies of ESP savants like Munby's (1978) CNP theory (communicative needs process), Hutchinson & Waters' (1987) framework for needs analysis, Robinson's (1991) guideline for ESP practitioners and Dudley-Evan & St John's (1998) multi-disciplinary approach to ESP teaching, as well as ESP teachers' and students' thoughts. Before establishing the content of questionnaire and ensuring its correctness and reliability, the questionnaire was administered to 24 juniors in the pilot study. After the pilot study, the reliability was calculated as .915 which means the contents of the questionnaire was consistently reliable. In the third phase of the study, the formal questionnaire was established and administered to the juniors and seniors at National Formosa University, National Yunlin University of Technology, Southern Taiwan University of Technology and Shu-Te University whose ESP teachers had accepted the interviews and allowed students to participate in the survey. Based on this purposive sampling, the questionnaire was distributed to 420 ESP students. There 345 valid returned and completed questionnaires and the response rate was about 82%. The results were further analyzed with percentage counts, cross-tabulation, independent t-test and One-way ANOVA analysis.
The findings of the interviews and survey were (a) learners' target needs for taking ESP courses were being able to apply the four language skills (listening, speaking, reading, and writing) in a

business context; (b) the learners' strongest English abilities were in listening and reading but their speaking and writing skills were weaker; (c) the seniors and juniors from National Universities of Technology were more confident about their language skills than those from the Private Universities of Technology ; in particular, NYUST students estimated their four language skills as the best among the four universities; (d) over 87 % of participants agreed that an effective ESP teacher as one who is able to interact successfully with native speakers in written and spoken English. In addition, they should possess a wide range of pedagogical knowledge and needs analysis skills as well as flexibility and adaptability with which to plan courses and instruct learners, helping learners resolve the difficulties of language learning and providing them with practical strategies for using English in their work field; (e) about 24% of participants were dissatisfied with the ESP curriculum and recommended that advanced ESP courses like International Commerce and Business English Writing should be offered and internship and certificate ESP courses should be provided. Moreover, cross-department collaborative courses should be designed and the professional ESP faculty should be ensured.

The above research results conclude that an ESP curriculum should have a more learner-centered design and aim to develop cross-department collaborative courses. Moreover, applied English departments should offer the remedial speaking and writing courses for seniors who will soon enter the job market. In addition, applied English departments should develop a much closer relationship with industries through cooperating over internship courses in order to help students gain experience of a working environment and become more competitive. Notably, ESP teachers need to develop their teaching skills and should not restrict themselves to one specific field. Eventually, an ESP teacher should serve as a bridge for students between academia and industry.

Advisory Committee Dan Chin Nio - advisor

Files No Any Full Text File.

Date of Submission 2005-08-18