CHAPTER ONE

INTRODUCTION

1. BACKGROUND TO THE STUDY

With the development of socio-economic and cultural situation in the epoch of globalization, there is a growing demand for highly qualified staff with the ability to communicate in foreign languages, of which English is given much priority. This competence is needed both to be successful in the study process and later on, at work. One of the ways to facilitate learners in their reaching a high level of English competence is to work out and provide them with an English for Specific Purpose program that can favor the development of students' language skills.

It is not an exception for the students in the Faculty of Electricity and Electronics Engineering in the University of Communications and Transport (UTC), where English is taught as one of the compulsory subject. Since 2001, the teachers in English Section have been participating in teaching English for special purposes (ESP), among which is English for Telecommunications Industry. The main objective of English for Telecommunications Industry course is to provide the students with ESP knowledge and skills up to the expectation of their future employment.

With that ambitious goal, much attention has been paid to the so-called ESP language teaching. However, due to the limitation of English language environment outside classroom, students can mostly accumulate and enrich their ESP knowledge and skills through materials given by teachers. Therefore, reading skill is considered as the fundamental source for the development of other language skills.

So far, the ESP reading course has been applied for the fourth-year students who start their specialization after two terms (150 periods) learning English for General Purposes. The total 60 periods (45 minutes each) ESP reading course is to consist of a reading Part, a Language-in-use Part and a Practice Part. The syllabus is also aimed at Translation skill.

Being a member of the teaching staff and aware of the importance and necessity of an ESP reading syllabus for the fourth-year students, the researcher of this study decided to do an intensive research on language syllabus design. What she hopes to perceive in doing this research is to gain rational guidance and orientation in designing an ESP reading syllabus, which satisfies the needs of fourth-year students majoring in Telecommunications industry.
2. AIMS OF THE STUDY

The researcher defined the major objectives of the study as follows:

- to identify the fourth-year Telecommunications students' academic and professional needs as well as the degree of satisfaction which the current syllabus meets.
- to discover and analyze the attitudes and expectations of the teaching staff toward an ESP reading syllabus.
- Therefore, the main aim is to formulate an appropriate 60-hour Telecommunications Industry reading syllabus for the fourth-year students based on the findings of the study.

3. SCOPES OF THE STUDY

There are many steps to carry out in designing a syllabus especially for ESP learners. Within the scope of this study, the researcher wishes to identify the appropriate theory of syllabus design, which helps enhancing the design of an English reading syllabus for the fourth-year students of UTC, who study English as a foreign language and have learned their subject matters in their mother tongue. The syllabus the researcher intends to design will take up 60 classroom periods in response to the requirement of the ESP reading course. With such a limited time, the proposed syllabus could only suggest a basic insight into Telecommunications Industry as well as provide technical terms related to this topic. Therefore, a wide range of reading and language exercises is also in focus to help students improve their reading skills in particular and their English in general.

4. METHODS OF STUDY

In order to successfully fulfill the tasks and achieve the objectives of the study, attention should firstly be paid to the kind of syllabus, which would be appropriate for the target students. Qualitative method is employed in this research with means of survey questionnaires, informal interviews and document analysis.

To identify students' needs and expectations, the useful topics and appropriate learning tasks and activities in the ESP course to facilitate the design of a Telecommunications Industry English reading syllabus for the 4th year students majoring in Telecommunications Industry, two survey questionnaires are administered to the targeted students and the teaching staff of the English Section who are now teaching ESP.

To clarify information collected by survey questionnaires and to get a paramount picture of the learning and teaching situation, informal interviews with the targeted students as well as the teachers will be conducted.
In addition, document analysis is used to get background literature related to the study. It is also useful for the researcher in the selection of materials for the proposed syllabus.

Last but not least, constant discussions with the supervisor and colleagues are of great significance.

5. RESEARCH QUESTIONS

1. What is the students’ expectation of the Telecommunications Industry reading syllabus?

2. What kind of Telecommunications Industry Reading syllabus meets the course objectives and the students' needs and interests?

6. ORGANIZATION OF THE STUDY

The study is composed of 5 chapters. Chapter I, states the aim of the study as designing an ESP reading syllabus for the fourth-year students majoring in Telecommunications Industry in UTC depending on the students' needs, wants and contributions. Also in this chapter, the scope and limitations to the study are expressed. Chapter II reviews relevant literature on ESP approaches to syllabus design and various approaches to Needs Analysis. Chapter III presents situational analysis of ESP teaching and learning in UTC and specifies the method of data collection through preparing and applying questionnaires for the students and the teaching staff. Chapter IV includes the analysis of data collected and the interpretation of the results. In Chapter V, the approach for the syllabus design is selected and presented according to the students' needs and interests. The chapter also includes the overall design adapted for the ESP reading syllabus. A brief summary of the study and significant conclusions, in this last chapter, are expressed. Finally, the thesis includes appendices related to the study.
CHAPTER TWO

LITERATURE REVIEW

This study bases its theoretical background on the syllabus design theories given by Breen (1987), Dubin & Olshtain (1985), Nunan (1988), Yalden (1987), White (1988), Wilkins (1974; 1976), whose concepts, and procedures for designing syllabus have paved the ways for those who are concerned with the art of language teaching materials development and syllabuses design. What these researchers have in common in the theories of syllabus design is that the work must be based on the analysis of learners’ need, objectives of the course, the methodology and the material for the course.

This section of the study also discussed the ESP theories and approaches to ESP syllabus design proposed by Hutchinson & Alan Waters (1984). It is hoped that the Review of Literature could provide the researcher sufficient theoretical background so as to identify appropriate approaches for the designing of the English Reading Syllabus for Telecommunications Industry for students of UTC.

2.1. SYLLABUS DESIGN

2.1.1. Syllabus

"What do we mean by a syllabus?"- This seems to be regarded as an unimportant question to most language teachers. But in fact, it is not an easy task to attain a perfect definition of 'Syllabus' in current literature because of the disagreement about the nature of 'the syllabus'. All the same, the notion of 'syllabus' has been defined in some different ways by many different authors.

Traditionally, the notion of 'syllabus' was seen simply as a statement of content. Hutchinson, in his book (1987:80), stated, "At its simplest level a syllabus can be described as a statement of what is to be learnt." Regarding the matter in the same point of view, Yalden (1987:87) also defined a 'syllabus' as an approximation of what will be taught, a "summary of the content to which learners will be exposed". In addition to this view of defining the nature of a 'syllabus', Wilkins (1988) pointed out: "syllabuses are specification of the content of language teaching which have been submitted to some degree of structuring or ordering with the aim of making teaching and learning a more effective process".

Thus, generally, a 'syllabus' is primarily concerned with 'what' is to be learnt, however it is more than just a detailed list of items. These authors only focused on the 'what' in the learning and teaching process when defining the notion of 'syllabus'. They completely separated the nature of a syllabus from the 'how'. In their point of view, syllabus was
purely the linguistic representation not the linguistic performance. In other words, 'methodology' was not taken into consideration in the work of the 'syllabus designers'.

In contrast to such point of views, some other representatives of language teaching methodology believe that "the traditional distinction between syllabus design (specifying the 'what') and methodology (specifying the 'how') has become blurred". (Nunan, 1988:52), Yalden in his book (1987:86) stated his opinion on the nature of syllabus as "an instrument by which the teacher, with the help of the syllabus designer, can achieve a certain coincidence between the needs and aims of the learner, and the activities that will take place in the classroom. In such view, Yalden regarded syllabus in a broader view. He considered both the outcomes and the process of a language teaching and learning material. He also took the benefit of the target learner- the client of teaching program into consideration. He emphasized that "the syllabus for a second language program is not a guide for private use by the teacher. It concerns the object of the instruction and its social purpose"(1987: 85).

Obviously, the 'syllabus' in Yalden’s and some other authors' view must be the combination of 'what' and 'how' language will be instructed to the learner. More importantly, the 'who' was paid attention to when constructing language-teaching materials, especially materials for ESP learners.

Since the appearance of ESP teaching and learning, more consideration about the definition of syllabus were taken into account. Typically, Hutchinson and Waters stated a definition, which seemed to be satisfactory to the term 'syllabus for ESP',

"An ESP syllabus is expressed in terms of aspects language which (a) are important and appropriate to a specific academic or occupational situation and (b) meet the needs of the learner"(Hutchinson and Waters, 1988:13).

In short, a universal definition for "syllabus" therefore seems impractical, since different educational theories and approaches differ on syllabus goals and functions. What can be said is that syllabi tend to be representations, reflecting the originator's ideas about language learning. In other word, every syllabus is a particular representation of knowledge and capabilities. And this representation will be shaped by the designer's views concerning the nature of language, how the language may be most appropriately taught or presented to learners, and how the language may be productively worked upon during learning. (Breen, 1987:8).

In summary, how the term "syllabus" is defined in the literature of methodology has been reviewed. It is quite hard to come to a conclusion which definition is more profound and satisfactory than the rest. After all, what lightens in the researcher's practical experience is that no matter what the designers will select to form a syllabus, it must combine the appropriate language content for the target-learners and the methodology which can help the learners perceive the most of what the syllabus means to be. Equally important, the
needs of the learners must be taken in focus due to the fact that syllabus is designed in respond to what the learners wish to obtain. Those mentioned criteria seem to lay a foundation for the researcher's understanding of what is meant by "syllabus".

2.1.2. Approaches to Language Syllabus Design

So far, there have been several approaches to syllabus design within literature. Breen (1987:81) classified the designing of a syllabus according to two main paradigms, one of these being established and prevailing (termed 'propositional'), and the other recently emerging (termed 'process'). In second language learning the established paradigm is typified by formal and functional syllabi and interprets language through a propositional plan and a formal, system-based statement of the knowledge and capabilities required when studying a new language. The emergent paradigm is concerned with how something is done (Breen, 1987: 160), including how to communicate in the classroom and how to learn to communicate, and is typified in task-based and process syllabi:

“In essence, each type of syllabus offers alternative answers to the question: What does a learner of a new language need to know, and what does a learner need to be able to do with this knowledge?” (Breen, 1987: 85)

Long & Crookes (1993), paralleling Breen's attention to paradigms, suggest a distinction between "two super-ordinate categories, analytic and synthetic syllabi" (1993:11 cf. Wilkinns, 1974; 1976). The term 'synthetic' refers here to structural, lexical, notional, functional, and most situational and topical syllabi, in which acquisition is a process of gradual accumulation of separately taught parts, building up to the whole structure of the language. The learner is exposed to a deliberately limited sample of language at any time, and has to "re-synthesize the language that has been broken down into a large number of small pieces with the aim of making this learning task easier" (Wilkins, 1976:2). Thus synthetic syllabi:

“...rely on learner's (assumed) ability to learn a language in parts (e.g. structures and functions) independently of one another, and also integrate, or synthesize, the pieces when the time comes to use them for communicative purposes." (Long & Crookes, 1993:12).

In 'analytic' syllabi, prior analysis of the total language system into a set of discrete pieces of language is largely unnecessary: "Analytic approaches are organized in terms of the purposes for which people are learning language and the kinds of language performance that are necessary to meet those purposes" (Wilkins, 1976:13). Thus 'analytic' refers not to what the syllabus designer does, but to the operations required of the learner. "Since we are inviting the learner, directly or indirectly, to recognize the linguistic components of the language he is acquiring, we are in effect basing our approach on the learner's analytic capabilities" (Wilkins, 1976:14). Analytic syllabi present the L2 in chunks, without linguistic interference or control, and rely on the learner's ability to induce and infer
language rules, as well as on innate knowledge of linguistic universals. Procedural, process and task syllabi are example of the analytic syllabus (cf. Long & Crookes, 1993:11).

White in his book (White, 1988:59) proposes another approach to syllabus design, known as 'interventionist' and 'non-interventionist'. He makes a distinction between Type A and Type B syllabi, which being respectively concerned with the "What?" and the "How" of learning. Type A syllabi focuses on content and the pre-specification of linguistic or skill objectives, and Type B on an experiential, 'natural growth' approach, which “aims to immerse the learners in real-life communication without any artificial pre-selection or arrangement of items” (Allen, 1984:65). In this approach, White classifies language syllabus types into content-based, skills-based, and method-based syllabi, which can be seen in the figure below:

![BASES FOR LANGUAGE SYLLABUS](image)

After a careful consideration about different approaches to syllabus design, an elective approach with much focus on the combination of TOPIC-BASED and TASK-BASED relevant to the needs of the target-learners will be adapted to the development of an ESP reading syllabus for students of UTC majoring in Telecommunications Industry.

### 2.1.3. Types of Syllabus

In this part, due to the aim and limitation of the graduation paper, types of syllabus will only be mentioned following the classification given by White (1988), which is known as topic-based, skilled-based and task-based syllabuses.
2.1.3.1. Topic-Based Syllabus

With content-based instruction, learners are helped to acquire language through the study of a series of relevant topics with each topic being exploited in systematic ways and from different angles. Topical syllabi are a common and convenient method of organizing ESL/EFL textbooks, and share the motivational potential of situational syllabus, especially if selection is based on needs identification performed in terms of topics. The learners, therefore, are exposed to the language in various topics relevant to their needs. However, they also share the difficulties of defining and distinguishing situations and topics, dealing with the broadness of the concepts in material design, predicting grammatical forms, and grading and sequencing of content. As Long & Crookes (1993:20) point out, "there is in principle no way to grade situations in terms of difficulty or as to which ones need to be 'learned' before others.". Moreover, how does a syllabus designer ensure that the topics and texts chosen will give a sufficient exposure to the language that is a representative of the target situation? This is an important question related closely to the concept of linguistic coverage. How can adequate and balanced coverage be assured? The syllabus designer must, in all fairness, produce a syllabus that is accountable to sponsors, testers, future employers, and of course the learners themselves.

2.1.3.2. Skill-Based Syllabus

The content of the language teaching is a collection of specific abilities that may play a part in using language. Skills are things that people must be able to do to be competent in a language, relatively independently of the situation or setting in which the language use can occur. Skill-based syllabuses group linguistic competencies (pronunciation, vocabulary, grammar, and discourse) together into generalized types of behaviors, such as listening to spoken language for the main idea, writing well-formed paragraphs, giving effective oral presentations, and so on. The primary purpose of skill-based instruction is to learn the specific language skill. A possible secondary purpose is to develop more general competence in the language, learning only incidentally any information that may be available while applying the language skills.

2.1.3.3. Task-Based Syllabus

Task-based Syllabus reflects an emphasis on "How" rather than "What", and has been widely known since the appearance of the Bangalore project (1979-84) and Breen' article of 1987. Since then, the concept of "language task" has become "a basic building block within the curriculum" (Nunan, 1988:44), and "a central pedagogical tool for the language teacher as well as a basic unit for language syllabus design and research (Williams & Burden, 1997:168), with a focus on learning or learner.

As with the term "syllabus", the form and function of the language learning "task" has so far been interpreted in different senses by syllabus designers and language teachers, to the
extent that many would claim to be "task-based", whatever their ideological persuasion, "task" being "anything the learners are given to do (or choose to do) in the language classroom to further the process of language learning" (William & Burden, 1997:167). So far, there have been a number of definitions of "task" in the literature attest to widely differing views on how to use this particular unit of syllabus design in language learning; from the view in which everything is subsidiary to the task as a "unit of teaching", to the view in which tasks are "a vital part of language instruction, but ... are embedded in a more complex pedagogic context" (Skehan, 1996a: 39).

In his book, Long (1985a: 89) simply defines "task" as "... a piece of work undertaken for oneself or others, freely or for some reward. ...In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play, and in between. Tasks are the things people will tell you to do if you ask them and they are not applied linguists."
Sharing the same point of view, but a little bit closer to the field of language learning, Crookes (1986:1) defines it as "... a piece of work or an activity, usually with a specific objective, undertaken as part of an educational course or at work."

Different views on the term "task" result in different approaches to the selection of task on the job of syllabus designers. However, no matter what "tasks" are defined the task-based syllabus consists of a series of complex and purposeful tasks that the learners' want or need to perform with the language they are learning. The tasks are defined as activities with a purpose other than language learning, and the performance of the tasks is approached in a way that is intended to develop second language ability. Language learning in this sense is subordinate to task performance, and the teaching of language occurs only as the need arises during the performance of a given task. Tasks combine language and other skills in specific settings of language use. A major concern when applying task-based teaching is that it has a goal of teaching learners to understand the task and draw on a variety of knowledge such as: forms, functions, and skills, often in an individual and unpredictable way, in completing the tasks.

In conclusion, one syllabus type is the leading one around which other types of syllabus are arranged. With an effort to design a suitable syllabus for students of English for the students of Telecommunications Industry in UTC, an elective syllabus will be chosen with content or topic-based and skill-based as the leading features. Content of the reading syllabus, therefore, is of crucial importance and focus on specific problems that students are likely to encounter in their everyday lives in the ESP field. To meet such demand, topic-based syllabus has shown its strength in a way that it provides the learners with various topics relevant to their needs in systematic ways and from different angles.
2.1.4. Needs Analysis in Syllabus Design

The term *analysis of needs* is understood as the concept to cover what learners would be required to do with the foreign language in the target situation and how learners might best master the target language during the period of training. Today, needs analysis (NA) "… is crucial to conduct an in-depth needs assessment before planning and implementing a curriculum and material" (Johns, 1991; Robinson, 1991), especially in the context of ESP, in which ESP is viewed as a cover term for teaching and learning English for multiple specific purposes.

2.1.4.1. What Do We Mean by Needs?

Definitions of needs analysis are various depending on the approach that researchers followed in the work.

Hutchinson and Waters (1993) state that learner’s needs should be considered in the process of planning the content of a language program. ‘All language teaching must be designed for the specific learning and language use purposes of identified groups of students’ (Johns, 1991:67).

Research up to now has examined the concept through various perspectives and proposed various interpretations accordingly. In this regard, needs are described as *objective and subjective* (Brindley, 1989:65), *perceived and felt* (Berwick, 1989:55), *target situation goal-oriented and learning, process-oriented and product-oriented* (Brindley, 1989:63); additionally, there are also *target-learning needs* presented by Hutchinson and Waters (1987:55).

First, ‘*Perceived needs*’ viewed by Berwick (1989:55) as those that the educators make judgments about in other people’s experience, while ‘*Felt needs*’ are viewed as the ones that the learners have. Brookfield (1988:221) defines ‘*Felt needs*’ as wants, desires and wishes of the learner. Brindley (1989) and Robinson (1991) consider all factual information about the learner - language proficiency, language difficulties, use of language in real life - to form ‘objective needs’, whereas cognitive and ‘affective needs’ of the learner in language learning - confidence, attitudes, expectations - are considered to form ‘subjective needs’. Hutchinson and Waters (1993:54) define target needs as the ones that “the learner needs to do in the target situation”; these are necessities, lacks, and wants, and “what the learner needs to do in order to learn” are his learning needs. Peck (1991) categorizes the concept in terms of academic, social, and emotional needs.

Richterich and Chancerel (1987:9) point out that due to the fact that needs vary too much from person to person, the system should be continually adapted. Porcer (1983:129) emphasizes, “To speak of a need (language or other) is not the same as speaking in general what is lacking. A need does not exist prior to a project; it is always constructed”. The researcher also believes that the process of learning is obviously affected by the attitude of the learner towards the teaching itself. Therefore, the relationship between the learner and
the content of learning should be considered as a prerequisite in specifying and analyzing the needs of a learner.

**2.1.4.2. The importance of implementing a Needs Analysis**

It is a matter of fact that the learners and teachers may have different needs. Robinson (1991) believes that needs analysts should be cautious in collecting information from various sources due to the multiplicity and diversity of the views on prerequisites for an ESP course. The sources of pre-course needs were identified by Richterich & Chancerel (1987) as: students (their needs and proficiencies), students’ employers, and academic organization. However, “needs as interpreted by the sponsors may indeed conflict with the needs felt by the learner.” (West, 1992:12); and "there is no necessary the relationship between necessities as perceived by a sponsor or an ESP teacher, and what the learners want or feel they need”, stated Hutchinson and Waters (1993). In addition, they suggest that learners’ perceived wants and wishes should be considered carefully, and due to objective and subjective reality of needs, each learning situation should be considered uniquely and systematically.

Bearing in mind a wide range of needs due to the influence of different social and cultural factors on the student’s learning (Peck, 1991), a needs analysis is considered as a prerequisite in any course design (Richterich and Chancerel, 1987). According to Knox (1997:56), a needs assessment enables researchers to justify their assumptions whether or not potential educational needs are sound, to design a program in terms of topics, materials so as to be responsive to the needs of participants. This can maximize the likelihood of students' participation. Finally, such focus on satisfying learner needs will help the learners to learn and apply what they learn. Richards (1990) deal with this issue from the point of curriculum development, and he holds that the data to be collected from learners, teachers, administrators, and employers in the planning process will help to identify general and specific language needs and content of a language program.

**2.1.4.3. Approaches to Needs Analysis**

To find out students’ needs for my research, I followed the Needs Analysis approach presented by Potočar (1998), which is illustrated in the below figure. It can be seen clearly from the figure that not only students and teachers but also employees would have interesting things to say about students’ needs: teachers as facilitators of learning from different perspectives, needs can better be recognized and defined and thus provide a more objective database. Therefore, three different questionnaires should have been designed aiming at working out: Learning needs, wants for students, ESP - teaching /learning needs, and lacks for teachers, target learning situation. However, within the scope of the thesis, two questionnaires: one for teachers and the other for students were actually carried out.
2.2. AN OVERVIEW OF ESP

2.2.1. What is ESP?

The term 'ESP' has been defined so far in the literature by different authors. In a more detail approach to characteristics, Strevens (1988: page?) defined ESP by identifying and making a distinction between its absolute and variable characteristics:

\textit{i. Absolute characteristics}: ESP consists of English language teaching, which is:

- designed to meet specified needs of the learner;
- related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities;
- centred on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse;
- in contrast with General English.

\textit{ii. Variable characteristics ESP may be, but is not necessarily}:

- restricted as to the language skills to be learned (e.g. reading only);
- not taught according to any pre-ordained methodology (pp.1-2).

It is noted that there has been considerable recent debate about what ESP means despite the fact that it is an approach which has been widely used over the last three decades (Anthony, 1997). At a 1997 Japan Conference on ESP, Dudley-Evans (1998:4-5) offered a modified definition. The revised definition he and St. John postulate is as follows:

\textit{i. Absolute Characteristics}

- ESP is defined to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the discipline it serves;
• ESP is centred on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

ii. Variable Characteristics
• ESP may be related to or designed for specific disciplines;
• ESP may use, in specific teaching situations, a different methodology from that of general English;
• ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
• ESP is generally designed for intermediate or advanced students;
• Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

The definition Dudley-Evans offered is clearly influenced by that of Strevens (1988), although he has improved it substantially by removing the absolute characteristic that ESP is "in contrast with 'General English'" (Johns et al., 1991:298), and has included more variable characteristics. The division of ESP into absolute and variable characteristics, in particular, is very helpful in resolving arguments about what is and what is not ESP. From the definition, we can see that ESP can be, but not necessarily concerned with a specific discipline, nor does it have to be aimed at a certain age group or ability range.

In short, the presented definition of ESP shows that meeting the needs of the learners is the first priority in the teaching of ESP. For this obvious focus, 'ESP' course designers should base on learners' needs analysis to determine the content of the syllabus, the materials and the teaching method to make the course valuable.

2.2.2. Classifications of ESP

![Figure 3: ESP classification by experience](Taken from Robinson, 1991:3-4).
The term "English for Specific Purposes" is actually an umbrella term that applies to several categories of courses, which differs according to the learner's needs. Traditionally, ESP has been divided into two main areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Robinson (1991) provides the above tree diagram for the distinction between these two areas.

The division of ESP into EAP and EOP is of great importance, as they will affect the degree of specificity that is appropriate to the course.

Another typical tree diagram for ESP, which divides EAP and EOP according to discipline or professional area, is shown in figure 4.

![Figure 4. ESP classification by professional area](image)

2.2.3. Is ESP Different from General English?

In his definition, Steven (1988) pointed out in the absolute characteristic that "ESP is in contrast with General English". In fact, it may raise a matter of concern for the readers 'What is the difference between the ESP and General English approach?' Hutchinson et al. (1987:53) answer this quite simply, "in theory nothing, in practice a great deal". When their book was written, of course, the last statement was quite true. At the time, teachers of General English courses, while acknowledging that students had a specific purpose for studying English, would rarely conduct a needs analysis to find out what was necessary to actually achieve it. Teachers nowadays, however, are much more aware of the importance of needs analysis, and certainly, materials writers think very carefully about the goals of learners at all stages of materials production. Perhaps, this demonstrates the influence that
the ESP approach has had on English teaching in general. Clearly, the line between where General English courses stop and ESP courses start has become very vague indeed.

2.2.4. The ESP Practitioner

In practice, although many 'General English' teachers can be described as using an ESP approach, basing their syllabi on a learner needs analysis and their own specialist knowledge of using English for real communication, many so-called ESP teachers are using an approach that is in some extent different from that described above. Coming from a background unrelated to the discipline in which they are asked to teach, ESP teachers are usually unable to rely on personal experiences when evaluating materials and considering course goals. At the university level in particular, they are also unable to rely on the views of the learners, who tend not to know what English abilities are required by the profession they hope to enter. The result is that many ESP teachers become slaves to the published textbooks available, and worse, when there are no textbooks available for a particular discipline, resolve to teaching from textbooks, which may be quite unsuitable.

Dudley Evans describes the true ESP teacher or ESP Practitioner (Swales, 1988) in a sense that they are in capability of performing five different roles. These are: 1) Teacher, 2) Collaborator, 3) Course designer and materials provider, 4) Researcher and 5) Evaluator.

Both 'General English' teachers and ESP practitioners are often required to design courses and provide materials. One of the main controversies in the field of ESP is how specific those materials should be. Hutchinson et al. (1987:165) support materials that cover a wide range of fields, arguing that the grammatical structures, functions, discourse structures, skills, and strategies of different disciplines are identical. More recent research, however, has shown this not to be the case. Hansen (1988), for example, describes clear differences between anthropology and sociology texts, and Anthony (1998) shows unique features of writing in the field of engineering. Unfortunately, with the exception of textbooks designed for major fields such as computer science and business studies, most tend to use topics from multiple disciplines, making much of the material redundant and perhaps even confusing the learner as to what is appropriate in the target field. Many ESP practitioners are therefore left with no alternative than to develop original materials. It is here that the ESP practitioner's role as 'researcher' is especially important, with results leading directly to appropriate materials for the classroom.

The final role as 'evaluator' is perhaps the role that ESP practitioners have paid least attention. As Johns et al. (1991) describe, there have been few empirical studies that test the effectiveness of ESP courses. For example, the only evaluation of the non-compulsory course reported by Hall et al. (1986:158) is that despite carrying no credits, "students continue to attend despite rival pressures of a heavy program of credit courses".
2.2.5. Characteristics of ESP Courses

The characteristics of ESP courses identified by Carter (1983) are highlighted here. He states that there are three features common to ESP courses: a) authentic material, b) purpose-related orientation, and c) self-direction.

Firstly, Dudley-Evans' (1997) claim that ESP should be offered at an intermediate or advanced level, use of “authentic materials” is entirely feasible.

Next, “Purpose-related orientation” refers to the simulation of communicative tasks required of the target setting. Carter (1983) cites student simulation of a conference, involving the preparation of papers, reading, note taking, and writing. At Algonquin College, English for Business courses involved students in the design and presentation of a unique business venture, including market research, pamphlets and logo creation. The students presented all final products to invited ESL classes during a poster presentation session. For the foreign language program, students attended a seminar on improving their listening skills. They practiced listening skills, such as listening with empathy, and then employed their newly acquired skills during a fieldtrip to a local community center where they were partnered up with English-speaking residents.

Finally, “self-direction” is characteristic of ESP courses in that the " ... point of including self-direction ... is that ESP is concerned with turning learners into users" (Carter, 1983:134). In order for self-direction to occur, the learners must have a certain degree of freedom to decide when, what, and how they will study. Additionally, Carter (1983) states that there must be a systematic attempt by teachers to teach the learners how to learn by involving learning strategies. Is it necessary, though, to teach high-ability learners about learning strategies? It is argued that it is not. Rather, what is essential for these learners is learning how to access information in a new culture, new field of study.

2.2.6. ESP Course Design

Course design is the process by which the data perceived from needs analysis is taken into consideration and interpreted to produce an integrated series of teaching-learning materials to meet the needs of specific groups of learners. In practice, therefore, course and syllabus design is a substantial and important part in the teaching program of ESP practitioners.

Hutchinson and Waters (1987: 22) regard ESP course design as "fundamentally a matter of asking questions in order to provide a reasoned basis for the subsequent processes of syllabus design, materials writing, and classroom teaching and evaluation." There appears a wide range of questions both general and specific or theoretical and practical need that taking into consideration. These can be viewed as follows:

"Why does the student need to learn?"
Who is going to be involved in the process? This will need to cover not just the student, but all the people who may have some effect on the process: teachers, sponsors, and inspectors etc.

Where is the learning to take place? What potential does the place provide? What limitations does it impose?

When is the learning to take place? How much time is available? How will it be distributed?

What does the student need to learn? What aspects of language will be needed and how will they be described? What level of proficiency must be achieved? What topic areas will need to be covered?

How will the learning be achieved? What learning theory will underline the course? What kind of methodology will be employed?"

These questions of factors affecting ESP course design and their relationship are summarized and presented as follows:

Figure 5: Factors affecting ESP course design

Clearly seen from the above diagram, ESP course design is the final product of a process involving three fundamental factors such as: Needs analysis, Selection of Materials, Learning and Teaching Methodology. These factors will lay foundation for the researcher in the completion of designing an ESP reading syllabus.
2.3. CONCLUSION

In this chapter, the theory of ESP, including a close look at different definitions of ESP, the distinction between ESP and EGP, approaches to ESP course and syllabus design and the role of the ESP practitioners have been discussed considerately.

Besides, much attention has been paid to the theory of Needs Analysis due to its importance in the formulation of any course, curriculum and syllabus design, especially ESP program, in which the syllabus, contents and methods mostly rely on the needs of learners’ specialized subjects.

The process of an ESP course design or ESP syllabus design comprises of 3 steps: Needs analysis; Selection of Materials; Learning and Teaching Methodology, which will be discussed in the next chapter.
CHAPTER THREE

THE SITUATION OF TEACHING, LEARNING ESP READING, SYLLABUS AND MATERIALS IN UTC AND THE RESEARCH METHODOLOGY

In this chapter, the current situation in the university of Communications and Transport be taken in close-up. Research methodology for needs analysis will also be discussed, followed by the results of the survey questionnaire and conclusion about students’ needs.

3. 1. THE TEACHING OF ESP IN THE UTC

3.1.1. The ESP teaching staff in the UTC

The English section has 19 teachers, fifteen of which have M.A degrees, the rest are attending M.A courses. All the teachers participate in teaching basic English which is divided into English A1 and English A2. ESP is called English A3. There are five branches of ESP in English section: English for Economics, English for Telecommunications Industry, English for Civil Engineering, English for Mechanics and English for Informatics.

All of the teachers are teachers of English. None of them has been trained in teaching ESP. As a result, they have to self-study ESP through books, Internet or from other specialized teachers. In terms of teaching experiences and language competence, teachers of English in UTC can meet the University administrators’ demand for teaching. However, their ESP knowledge should be better improved in order for them to satisfy the requirement of the subject. Therefore, only 5-year experience teachers are allowed by the English section to compile ESP lessons and teach it. The rest of the teachers are in progress of training and improving their teaching methodology.

3.1.2. The ESP teaching methodology in UTC

Those who teach ESP in UTC have been equipped with a lot of knowledge in teaching Basic English as well as ESP by attending M.A courses and conferences. However, they do not have opportunity to apply these methods in teaching for the following reasons: (1) the language level of the students is low, (2) their study motivation is not high, (3) the time allotment for an ESP term is limited (only 60 class hours).

ESP teachers usually employ the traditional method of teaching in ESP reading lessons. Classes are usually conducted in the form of lectures, with most of the time the teacher playing the key role in the classroom, being the main speakers working through the text. The teachers explain every new word, new structures and even translate the text into
Vietnamese. Students are passive listeners, they only ask teachers questions whenever they meet with difficult structures or words that they cannot find in the dictionary.

3.2. THE ESP LEARNING SITUATION OF THE STUDENTS SPECIALIZED IN TELECOMMUNICATION IN UTC

The Electrical and electronics Engineering Faculty in UTC has some training sections among which is Telecommunications Industry. The students specialized in Telecommunications Industry are to study two English terms which are English A1 and English A2 with the total of 150 class hours in their third year. After two terms, their English level is equivalent to B levels set by the Ministry of Education. In the first term of their fourth-year, those students move up to study a 60-class-hour ESP course. However, their English level is apparently lower than the requirement of the ESP course. Therefore, to realize students’ ability and their weakness is of great importance for designers of Telecommunication Industry syllabus.

3.3. THE SYLLABUS

All the ESP lessons are compiled by the teachers in English section. While designing syllabus, ESP authors are consulted by specialized teachers in specialized Departments about which book to choose. Next, books with grammar items equivalent to B level and a basic ESP knowledge are selected and compiled. The authors of ESP syllabus directly use it as a teaching source and after each year they adjust the syllabus. However, the ESP-syllabus-adjusting process in English section does not follow any basic syllabus designing rules. The designed syllabi are not based on any analysis of learners’ needs for content or time allotment. In fact, syllabus designers only consider book source and course objectives when designing syllabus.

3.4. ASSESSMENT AND TESTING

For an ESP term, students have to undergo two tests; one mid-term test and one final-test. The score of the final one is counted as the final assessment. The aim of the mid-term test is to enable students to get acquainted with the final one.

Having analyzed the present situation of the teaching/learning of ESP at the English Section in UTC, the researcher realized there exists an urgent demand for the improvement of students' reading skill, especially reading for Specific English mainly related to the field of Telecommunication Industry. In so doing, the researcher hopes that the proposed syllabus can facilitate the students’ acquisition of ESP as a whole.

In conjunction with the importance of reading comprehension, a well-selected and designed ESP reading syllabus is indispensable in enhancing the teaching/learning English in general and ESP in particular. Importantly, consideration should be taken in examining
the existing ESP reading materials to have an insight on its strengths and weaknesses and to make a ready preparation for the development of a proposed ESP reading syllabus.

### 3.5. RESEARCH METHODOLOGY

Having analyzed the present situation of current ESP teaching/ learning in TLC, the researcher would take into account the Target Needs Analysis to find out the needs perceived from both ESP practitioners and students- the subject of teaching program. In this section, the research methodology is based on qualitative analysis while discussion helps to draw main conclusions and suggestions for the proposed syllabus.

#### 3.5.1. The Subject

##### 3.5.1.1. The students

One hundred out of 115 fourth-year Telecommunication Industry -major students in academic course No 43 took part in the study for the rest have not attended the lesson. Those who were selected as the representatives of student population major in Telecommunication have just finished their unique semester with the completion of English reading syllabus related to English for Telecommunication Industry. Therefore, they can help with practical and valuable comments and suggestions.

##### 3.5.1.2. The teachers of English

Also contributing to the completion of this study was firstly 3 teachers of the English Department who taught the above-mentioned students. They are between 30 and 43 have been teaching English at UTC for at least 7 years. Two of them are Master of Linguistics holders. They were willing to collaborate with the researcher to discuss the teaching and learning of English for Telecommunication Industry reading module, the procedure of selecting materials as well as completing survey questionnaire. Also helping in the study were all teaching staff of the English Section, who showed great concern for the improvement of Telecommunications Industry reading syllabus. Therefore, a feasible Telecommunications Industry Reading Syllabus can be a useful means of reference for their ESP teaching.

#### 3.5.2. Methodology

To achieve the aims of the study and to address the two proposed research questions, qualitative approach has been used by means of survey questionnaire and informal interviews to gain the necessary information for Data Analysis.

##### 3.5.2.1. Questionnaires

Based on the analysis of the teaching and learning of ESP at the English Section of UTC and with reference to the existing ESP syllabus at other institutions where ESP has been
studied, the researcher proposed two survey questionnaires (Questionnaire 1 and Questionnaire 2) as a means of Data Collection Method. They were administered to the subjects of the study consisting of the target students and some teachers of English Section.

Questionnaire 1 (see Appendix A) was given to the students right after they had finished the subject in hope of obtaining their fresh comment and opinions. The researcher had in person meeting with different groups of students in or outside class to make explicit all the questions by clarifying, explaining the words or terms that the students might get confused. The questionnaire consists of five questions aiming at:

- exploring the students’ expectation of the English Telecommunications reading syllabus. (Question 3)
- searching the students suggestions of the appropriate topics for the proposed syllabus. (Question 4)
- searching the students opinion about the consolidation of grammar in the reading syllabus. (Question 5)
- asking for the students’ preference for the kinds of reading exercises based on their usefulness. (Question 6)

Questionnaire 2 (see Appendix B) was given to all of the 20 teachers of the English Section. Gratefully, most of them showed their concern about the study and willing to complete the survey with helpful comments, constructive recommendations as well as helpful advice. This questionnaire also comprises of 6 questions covering the following area:

- asking for their ranking in order the importance of Telecommunications reading syllabus. (Question 4)
- searching for their comment on the topics appropriate for the syllabus. (Question 5)
- identifying their respond to the consolidation of grammar in the reading syllabus. (Question 6)
- searching for their recommendation of the necessity of various reading exercises. (Question 6)
- asking for their suggestions for the improvement of the syllabus. (Question 7)

3.5.2.2. Informal interviews

Beside the above techniques, the data needed for the study has also been gathered by means of interviewing and discussion with the target students and teachers to gain more validity of information. Informal interviews were conducted several times when the researcher has difficulty in analyzing data and information from the survey questionnaires. Both teacher and students’ responses in the informal interviews would surely help the researcher clarify and confirm information for the study.

3.5.2.3. Document Analysis

The researcher also referred to the method of Document Analysis to gain insight for Literature Review, Data Analysis and for the formation of the proposed syllabus.
## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION

#### 4.1. STUDENT SURVEY RESULTS AND DISCUSSION

Analysis of students’ needs plays the central role in the procedure of Needs Analysis for they are the subjects of teaching process and for them the proposed syllabus is designed.

**Question 4:** To analyze the students ranking in order of importance of the objectives of the syllabus

1st – 7th (First Priority – Seventh Priority)

<table>
<thead>
<tr>
<th>Items</th>
<th>Objectives</th>
<th>1st (%)</th>
<th>2nd (%)</th>
<th>3rd (%)</th>
<th>4th (%)</th>
<th>5th (%)</th>
<th>6th (%)</th>
<th>7th (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To accumulate your English Telecommunications vocabulary used in books and newspapers</td>
<td>46</td>
<td>29</td>
<td>15</td>
<td>6</td>
<td>45</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>To have insight in the field of Telecommunications</td>
<td>5</td>
<td>7</td>
<td>2</td>
<td>8</td>
<td>30</td>
<td>40</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>To read and understand English materials in telecommunications</td>
<td>20</td>
<td>37</td>
<td>25</td>
<td>10</td>
<td>5</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>To consolidate English grammar used in Telecom documents</td>
<td>4</td>
<td>0</td>
<td>11</td>
<td>30</td>
<td>10</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>To enrich your knowledge of telecommunications industry</td>
<td>10</td>
<td>25</td>
<td>7</td>
<td>30</td>
<td>28</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>To communicate in English at working place</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>30</td>
<td>65</td>
</tr>
<tr>
<td>7</td>
<td>To be able to do English-Vietnamese translation of Telecommunications documents</td>
<td>15</td>
<td>1</td>
<td>40</td>
<td>12</td>
<td>20</td>
<td>10</td>
<td>2</td>
</tr>
</tbody>
</table>

*Table 1: The students’ ranking the objectives of the syllabus in order of importance.*
Students were asked to place, in order of importance, the objectives of the syllabus in terms of its usefulness, appropriateness to their needs as well as attractiveness. Seven items have been listed and students were asked to rate them in order from the most important to the least (from 1 to 7).

As data in Table 1 shows, item 1, to accumulate a wide range of vocabulary related to the field of Telecommunications tops the list with a high proportion of 46% prioritizing the most important objective in the reading course. Improvement in reading skill is considered useful by 37% of those who were asked and it ranks second in the list. The third priority is given to item 7 with a percentage of 40% of respondents who wished to be able to do English-Vietnamese translation of Telecommunications documents. It is worth commenting that almost all students show less interest in such items as 2 and 6 because they have studied their subject matters in their mother-tongue.

Obviously, the findings indicate that students are concerned with enriching vocabulary in conjunction with the development of reading related skills. It is worth noticing that these are also compatible with the objectives prescribed by the English Section to the course and should be taken into account in the formation of the proposed syllabus.

Question 5: To explore students’ rating the appropriateness of the topics relevant to the syllabus.

<table>
<thead>
<tr>
<th>Topic 1: Electronical Telecommunications System</th>
<th>Topic 7: Electronic exchanges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 2: Switching</td>
<td>Topic 8: Transmission system</td>
</tr>
<tr>
<td>Topic 3: Computer communication</td>
<td>Topic 9: Local Area network</td>
</tr>
<tr>
<td>Topic 4: Radio communications</td>
<td>Topic 10: International Telecommunications</td>
</tr>
<tr>
<td>Topic 5: Public Data Network</td>
<td>Topic 11: The development of telephone exchanges</td>
</tr>
<tr>
<td>Topic 6: Public Communication Network</td>
<td></td>
</tr>
</tbody>
</table>

Chart 1: Students’ rating the appropriateness of the topics relevant to the syllabus.
Admittedly, the students in UTC are seldom asked what learning materials they prefer and what topics they would like to deal with. The prerogative of choice has always been and still remains in the hand of the university administrator and the teacher.

For a more favorable learning/teaching situation, a list of 11 topics areas for study for students’ assessment was also based on such parameters as usefulness, relevance and attractiveness. The selection of topics for the respondents’ assessment bases on the commonness of the topics related to English for telecommunications, which are presented in telecommunications textbooks available. The researcher also had a close look at the English for telecommunications programme in other institutions for reference. The students merely display very positive attitudes towards most topics in the list except for topics 5, 6 and 7.

What is presented in the chart convincingly illustrates the findings. Students demonstrate extremely favourable reactions towards the usefulness of such topics as 3 (67%), 10 (60%), 1 (55%) and 2 (50%). They rated these topics almost equally in terms of appropriateness.

Besides the topics provided for rating, blank space was also given for further suggestions. Surprisingly, none of the participants recommends any further topics. This is partly because English is not their major.

**Question 6: To search students’ opinion about the consolidation of grammar in the reading syllabus.**

![Chart 2: The students’ comments on the consolidation of grammar in the reading syllabus](image)

As far as grammar is concerned in the reading, students were also asked to express their opinion of whether or not grammatical structures should be paid attention to in the syllabus. The finding is quite surprising that 50% of respondents said the inclusion of grammar consolidation helped them a lot to improve both reading comprehension and language competence; 30% believed they fairly like dealing with grammar in reading. It is most noticeable that few students reported grammar was of little help (15%) or of no help at all for they assumed it belongs to the basic English study.
Based on the majority' comments, the researcher believed that grammar should have a proper position in the syllabus for the acquisition of language as a whole.

**Question 7:** Identify the students’ responses to the application of different types of reading exercises

**Table 2: Students’ comments on the language and reading exercises**

<table>
<thead>
<tr>
<th>Items</th>
<th>Percentage of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Reading exercises</strong></td>
<td></td>
</tr>
<tr>
<td>1. Skimming</td>
<td></td>
</tr>
<tr>
<td>a. choosing the most appropriate title for the text</td>
<td>55</td>
</tr>
<tr>
<td>b. choosing the main ideas of the reading passage</td>
<td>60</td>
</tr>
<tr>
<td>c. choosing the pictures or diagrams that illustrate the text</td>
<td>25</td>
</tr>
<tr>
<td>d. matching which heading fit into which paragraph</td>
<td>87</td>
</tr>
<tr>
<td>e. choosing the correct topic sentence</td>
<td>39</td>
</tr>
<tr>
<td>2. Scanning</td>
<td></td>
</tr>
<tr>
<td>a. scanning the text for specific information</td>
<td>91</td>
</tr>
<tr>
<td>3. Types of questions</td>
<td></td>
</tr>
<tr>
<td>a. true/ false</td>
<td>99</td>
</tr>
<tr>
<td>b. multiple choice</td>
<td>100</td>
</tr>
<tr>
<td>c. closed- ended question</td>
<td>79</td>
</tr>
<tr>
<td>d. open - ended question</td>
<td>83</td>
</tr>
<tr>
<td>4. Other exercises</td>
<td></td>
</tr>
<tr>
<td>a. recognizing implications</td>
<td>70</td>
</tr>
<tr>
<td>b. making inferences and conclusion</td>
<td>79</td>
</tr>
<tr>
<td>c. paraphrasing exercises using given words, different words and grammatical structures</td>
<td>92</td>
</tr>
<tr>
<td><strong>II. Vocabulary-exercises</strong></td>
<td></td>
</tr>
<tr>
<td>1. Guessing meaning of new words based on</td>
<td></td>
</tr>
<tr>
<td>a. context</td>
<td>100</td>
</tr>
<tr>
<td>b. word formation</td>
<td>55</td>
</tr>
<tr>
<td>c. symbols, abbreviations and equations</td>
<td>61</td>
</tr>
<tr>
<td>2. Other exercises</td>
<td></td>
</tr>
<tr>
<td>a. word formation</td>
<td>47</td>
</tr>
<tr>
<td>b. gap-filling</td>
<td>79</td>
</tr>
<tr>
<td>c. matching correct words</td>
<td>65</td>
</tr>
<tr>
<td><strong>III. Grammar exercises</strong></td>
<td></td>
</tr>
<tr>
<td>a. fill in the blanks with the correct grammatical forms</td>
<td>23</td>
</tr>
<tr>
<td>b. sentence transformation</td>
<td>80</td>
</tr>
<tr>
<td>c. sentence building</td>
<td>67</td>
</tr>
<tr>
<td>d. sentence completion</td>
<td>78</td>
</tr>
<tr>
<td>e. preposition exercises</td>
<td>45</td>
</tr>
</tbody>
</table>
As shown in Table 2, most of the student population find guessing meaning in the context, ellipsis, recognizing, making inferences and conclusions the most difficult reading skills in text comprehension. These, therefore, need regular practice. Many students (from 70% to 100%) supported the idea of spending sufficient time for these skills.

Apart from that, students’ focus is also on such items related to skimming and scanning, although they regard these items as easy. Moreover, students are well aware of the importance of the skills for instance, skimming can help them to have a thorough understanding of the text in a short span of time, and scanning can provide them with ability to find specific information for different purposes.

Attention was also paid to the usefulness of various types of reading questions for they are the main criteria to evaluate students’ comprehension and their mastery of reading skills. As seen from the below table, almost students think that all of the question types should be of frequent practice, among these multiple choice question tops the list with 100% of supported respondents.

As far as other language skills involved in reading activities are concerned, recognizing implication, paraphrasing and making inference are highly prioritized by students (item 4a: 70%, 4c: 92%), of which 4c tops the list as these forms of exercises seem to be of great challenge to overcome.

From the students’ feedback, conclusion can be drawn that apart from the concern for what to read, students also show their expectation of how and by what ways they can make progress in accomplishing reading skills once of having exposure to a variety of reading exercises.

4.2. Teachers’ Survey Results and Discussion

As presented in the previous section, a survey questionnaire was designed and administered to all of the teaching staff in the section. That is because most of them showed their concern for the improvement of the syllabus and are willing to help with their recommendations from empirical teaching.

**Question 4: To ask for the teachers’ suggestions for the objectives of the syllabus**

In terms of the objectives of an ESP reading syllabus, the teachers were also asked to evaluate and rank the seven items in the order of importance with reference to the following criteria: their usefulness from the teachers’ perspective and the relevance to the students’ needs and course attractiveness. Unlike the students who found their interest in accumulating vocabulary pertaining to English for Telecommunications a majority of teacher respondents gave their first priority to the objective of the course, which is to read and understand English materials in Telecommunications (item 3 respectively) with the highest percentage of 55%. The teachers also see the importance of providing students with
insight in English for Telecommunication (45% of respondents) and enriching students’ knowledge of Telecommunications culture (50%). Similar to students’ expectation, many teachers (55%) supported the aim of accumulating vocabulary in terms of Telecommunications, saying it is no less essential than improving reading skill, thus they ranked this item the third. Accordingly, the focus of the reading syllabus perceived from teachers’ feedback is aiming at developing students’ reading skills in conjunction with having the students exposed to various topics of the field and its related vocabulary. It is also noticeable that 60% of teachers did not consider “the ability to do translation and the enhancement of oral communication” as the goals of a reading course. As a result, these objectives were placed at the bottom of the list and obviously account for little significance in the proposed syllabus.

1st – 7th (First Priority – Seventh Priority)

<table>
<thead>
<tr>
<th>Items</th>
<th>Objectives</th>
<th>1st (%)</th>
<th>2nd (%)</th>
<th>3rd (%)</th>
<th>4th (%)</th>
<th>5th (%)</th>
<th>6th (%)</th>
<th>7th (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To accumulate Telecommunications English vocabulary used in books and newspaper</td>
<td>25</td>
<td>55</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>To have insight in the field of Telecommunications</td>
<td>5</td>
<td>5</td>
<td>20</td>
<td>45</td>
<td>15</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>To read and understand English materials in Telecommunications</td>
<td>55</td>
<td>20</td>
<td>15</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>To consolidate English grammar used in Telecommunications documents</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>15</td>
<td>50</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>To enrich knowledge of business culture</td>
<td>10</td>
<td>15</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>To communicate in English at working place</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>5</td>
<td>10</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>Be able to do English-Vietnamese translation with Telecommunications documents</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>65</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 3: The teachers’ ranking the objectives of the syllabus in the order of importance.
Question 5: To search for teachers' recommendations of the topics to the syllabus.

<table>
<thead>
<tr>
<th>Items</th>
<th>Topics</th>
<th>Very important (%)</th>
<th>Important (%)</th>
<th>Rather important (%)</th>
<th>Not important (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Electrical System</td>
<td>60</td>
<td>20</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Telecommunications</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Switching</td>
<td>55</td>
<td>20</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Computer communications</td>
<td>40</td>
<td>35</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Radio communications</td>
<td>5</td>
<td>20</td>
<td>45</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>Local Area network</td>
<td>40</td>
<td>35</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>International Telecoms</td>
<td>55</td>
<td>20</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>The development of telephone exchanges</td>
<td>45</td>
<td>20</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>8</td>
<td>Transmission system</td>
<td>15</td>
<td>25</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>Public Data Network</td>
<td>35</td>
<td>45</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Public communication network</td>
<td>35</td>
<td>45</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>Electronic exchanges</td>
<td>55</td>
<td>40</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>Others (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4: Teachers' rating the topics relevant to English for Business Communication

The “what” seems to rank the requisite factor in syllabus design, especially for ESP students. What to be included in the syllabus needs consideration to meet the demand of the target learners.

As data shown in Table 4 implies, there are obvious preferences for the topics directly related to Telecommunications. Approximately from 55% to 60% of respondents mentioned the usefulness of such items as 1, 2, 6 and quite high percentage of from 40% to 45% supported the essential appearance of items 5, 7 and 10 in the reading syllabus compared to the usefulness of such items as 4, 8 and 10, which if anything, are too specific for the aim at gaining general knowledge of the field and play a very little role in the proposed syllabus. The teachers’ recommendation in terms of topics has something in common with that from the student’s population and the graduates. The three subjects under study reached an agreement on their preferences for such topic items as 1, 2, and 3 and their little support to several specific topics, say, 4, 8, and 10. Accordingly, these findings are of great importance in topic selection, which are appropriate to the proposed syllabus because comments and suggestions from three types of respondent are fairly centralized and valuable.

Question 6: To explore teachers’ opinion about the consolidation of grammar in the reading syllabus.
The significance of grammatical consolidation in the ESP reading syllabus is asserted by a large number of teachers with 65% highly supported, 25% fairly interested and 10% shared it with little notice. The findings reflect teachers’ awareness of the significance of grammatical features in knowledge of grammar. Teachers also believed that grammar should always be revived as a means of assessing students’ level of competence. What is found can direct the researcher to form an orientation towards the proportion of reading exercises related to grammar in the study syllabus.

**Question 7: To investigate the teachers’ attitudes to the application of different types of reading exercises.**

Similar to students, the teachers were also asked to evaluate a list of reading activities with reference to the following criteria: usefulness and applicability.

Information from Table 5 shows that the teachers’ respondents regarded nearly all kinds of reading activities as essential for their inclusion in the reading syllabus. A high proportion of teachers (87%) considered skimming technique very important and calls for special attention. Scanning for specific information also needs regular practice in the teachers’ views for it serves the first and foremost purpose of reading is to get needy information. As seen from the table, many teachers (from 65% to 90%) agreed that students should be provided with a wide range of reading activities for practice in class with the aim at improving students’ skills to deal with various kinds of text as well as consolidating their language competence by combining reading with other skills.
<table>
<thead>
<tr>
<th>Items</th>
<th>Percentage of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Reading exercises</strong></td>
<td></td>
</tr>
<tr>
<td>1. Skimming</td>
<td></td>
</tr>
<tr>
<td>a. choosing the most appropriate title for the text</td>
<td>65%</td>
</tr>
<tr>
<td>b. choosing the main ideas of the reading passage</td>
<td>87%</td>
</tr>
<tr>
<td>c. choosing the pictures or diagrams that illustrate the text</td>
<td>25%</td>
</tr>
<tr>
<td>d. matching which heading fit into which paragraph</td>
<td>90%</td>
</tr>
<tr>
<td>e. choosing the correct topic sentence</td>
<td>50%</td>
</tr>
<tr>
<td>2. Scanning</td>
<td></td>
</tr>
<tr>
<td>a. scanning the text for specific information</td>
<td>55%</td>
</tr>
<tr>
<td>6. Types of questions</td>
<td></td>
</tr>
<tr>
<td>a. true/ false</td>
<td>80%</td>
</tr>
<tr>
<td>b. multiple choice</td>
<td>85%</td>
</tr>
<tr>
<td>c. short answer</td>
<td>55%</td>
</tr>
<tr>
<td>d. long answer</td>
<td>70%</td>
</tr>
<tr>
<td>7. Other exercises</td>
<td></td>
</tr>
<tr>
<td>a. extracting salient points to summarize</td>
<td>75%</td>
</tr>
<tr>
<td>b. following an argument</td>
<td>65%</td>
</tr>
<tr>
<td>c. recognizing implications</td>
<td>60%</td>
</tr>
<tr>
<td>d. making inferences and conclusion</td>
<td>65%</td>
</tr>
<tr>
<td>e. paraphrasing exercises using given words, different words and grammatical structures</td>
<td>55%</td>
</tr>
<tr>
<td><strong>II. Vocab-exercises</strong></td>
<td></td>
</tr>
<tr>
<td>1. Guessing meaning of new words based on</td>
<td></td>
</tr>
<tr>
<td>a. context</td>
<td>100%</td>
</tr>
<tr>
<td>b. word formation</td>
<td>55%</td>
</tr>
<tr>
<td>c. symbols, abbreviations and equations</td>
<td>35%</td>
</tr>
<tr>
<td>2. Other exercises</td>
<td></td>
</tr>
<tr>
<td>a. word formation</td>
<td>65%</td>
</tr>
<tr>
<td>b. gap-filling</td>
<td>75%</td>
</tr>
<tr>
<td>c. matching correct words</td>
<td>60%</td>
</tr>
<tr>
<td><strong>III. Grammar exercises</strong></td>
<td></td>
</tr>
<tr>
<td>a. fill in the blanks with the correct grammatical forms</td>
<td>20%</td>
</tr>
<tr>
<td>b. sentence transformation</td>
<td>70%</td>
</tr>
<tr>
<td>c. sentence building</td>
<td>75%</td>
</tr>
<tr>
<td>d. sentence completion</td>
<td>70%</td>
</tr>
<tr>
<td>e. preposition exercises</td>
<td>45%</td>
</tr>
</tbody>
</table>

*Table 5: The teachers’ attitudes to the language and reading exercises*
4.3. THE CONCLUSION

In a word, data analysis from the two survey questionnaires appears that all of the subjects participated in this study share the same expectations of the reading syllabus. They all gave a high appreciation to the development of the ESP reading syllabus. In terms of topics relevant to the syllabus, two types of respondents are quite positive on a number of items such as: 1, 2, 3, 4, 8, 9, 10 and 11. They also reached an agreement on some inappropriate topics, say, 5, 6, and 7. The teachers and the students with much focus on academic study viewed this matter significant. All respondents had the same points of view on the attention paid to various reading exercises and such skills as: scanning and skimming because these are the skills, which will help the students much in their future working environment. The findings about learners’ needs from the data analysis from two survey questionnaires which have been drawn out from each section, especially presented in this chapter conclusion will provide the basic foundation for designing an appropriate ESP reading syllabus for the fourth-year students majoring in Telecommunication Industry in the University of Communications and Transport, which will be discussed in the next chapter.
CHAPTER FIVE

THE PROPOSED SYLLABUS AND CONCLUSION

5.1. INTRODUCTION

In the interest of literature review on approaches to syllabus design, the research findings through the Analysis of Data and Situation of learning and teaching in the University of Communications and Transport, the proposed reading syllabus, as a pedagogic and organizational tool, should thus be based on the following principles:

• **Relevance and Attraction**

The proposed syllabus should be relevant to the professional needs of learners and societal expectations, and relevant to the target situations in which ESP students consider ESP as a tool for their comprehension of subject-related materials. And undoubtedly, the new syllabus should be of great attraction to the learners to inspire their needs and desire to the subject.

• **Innovation**

The innovative character of the new reading syllabus stems from the pioneering nature of the former English for Telecommunication Reading Syllabus from which it derives. The syllabus is based on the successes of – and takes into account the flaws of ESP teaching and learning practice existed in UTC. The new document will make use of modern didactic principles of tertiary language teaching/learning:

  - **by developing:**
    * English for Telecommunications Industry awareness
    * Reading comprehension skills

  - **by emphasizing:**
    * professional knowledge and skills
    * methods of teaching and learning that activate learners’ interest.

• **Flexibility**

It will be a flexible document incorporating a set of common features, which will necessitate tailoring Telecommunications Industry reading syllabus to meet diverse learners’ and teachers’ needs. It can be applied, with necessary adaptations, to specific situations and needs. It will be a positively formulated, user-friendly document with a clear description of language proficiency related to professional qualifications to make it recognizable and comprehensible not only to the specialized students but also to those who are concerned.
The above-mentioned principles will lay a solid foundation for the formulation of an ESP syllabus; namely English for Telecommunications Industry Reading Syllabus for the fourth-year students majoring in Telecommunications Industry.

5.2. OBJECTIVES OF THE SYLLABUS

The objectives of the reading syllabus were set by the University Administrators, the English Section and confirmed by the teaching staff, the students and the young professionals through the result of Data Analysis. With the goal of introducing the students into the world of telecommunications, the objectives of the reading syllabus, therefore, are:

- to develop the students reading comprehension of telecommunications industry texts.
- to provide students with the language and broaden students’ knowledge of terminology and vocabulary found in books, newspapers and magazine articles on telecommunications industry.
- to consolidate basic grammatical structures used in telecommunications industry texts.

5.3. TIME ALLOTMENT FOR THE SYLLABUS

Time allocation is often regarded as of great importance in course organization. Lack of time for teaching is one of the most serious constraints in meeting learners’ needs. Basing on the requirements of the university authorities, the syllabus is run for 60 class hours, 4-class hour per week within one semester. Each class hour lasts 45 minutes.

5.4. THE SYLLABUS

As the Needs Analysis shows, the content of the reading syllabus will:

- go in line with the university requirement of qualification, achievement and educational environment.
- have clearly and flexibly formulated objectives and outcomes.
- focus on thematic content (referring to topics of interest and areas of subject knowledge); situational content (the context within which the materials, activities, etc, are presented);
- take in students’ needs, interests and backgrounds.

The content of the reading syllabus will be targeted at the students’ study needs (giving learners possibilities to study their specialized subject in English more effectively). Topic-based and skill-based are the primary principles for the organization of the reading syllabus, which will be organized in integrated manner including the following four components: topics, skills, grammar and lexis. The selection of topics, grammar and skills have been surveyed and confirmed by means of Data Analysis and will be presented as follows.
5.4.1. Topics of study

This 60-class hour reading syllabus is based on 8 topics of study, which have been proposed in the survey questionnaire and selected by all the respondents in accordance with suggestions and recommendations from those who involved in the completion of the research. Embedded within these topics are 8 units of competency (corresponding to 15 study weeks) making up the reading module of English for Telecommunications Industry (see page 36).

SUGGESTED READING UNITS FOR THE PROPOSED SYLLABUS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Unit</th>
<th>Skill</th>
<th>Function</th>
<th>Grammar</th>
<th>Lexis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telecommunications System</td>
<td>Electronic Telecommunications System</td>
<td>- Skimming for gist - Scanning to get specific information for the question required</td>
<td>- Making definition - Giving an explanation</td>
<td>-Verb Tenses</td>
<td>-Communications Vocabulary</td>
</tr>
<tr>
<td>Transmission system</td>
<td>Modern transmission technique</td>
<td>- Skimming for gist - Scanning to get specific information for the question required</td>
<td>-polite response</td>
<td>Future and conditions</td>
<td>- Transmission terms</td>
</tr>
<tr>
<td>Computer communications and data processing</td>
<td>Telecommunications and data processing</td>
<td>- Skimming for gist - Scanning to get specific information for the question required</td>
<td>- Giving presentation</td>
<td>- Contrast and difference</td>
<td>- Videotex and and the media terms</td>
</tr>
<tr>
<td>Radio Communications</td>
<td>Descriptions of types of radio communications</td>
<td>- Scanning to get specific information for the question required - Skimming to do matching exercises</td>
<td>- Asking questions</td>
<td>-Quantity and amount</td>
<td>Radio paging vocabulary</td>
</tr>
<tr>
<td>Networks (1)</td>
<td>Public Data network</td>
<td>- Scanning to get specific information for the question required - Skimming to do matching exercises</td>
<td>- Giving an introduction</td>
<td>- Relative clauses - Verb-pattern: + verbs followed by “ing” form  + verbs followed by the infinitive “to”</td>
<td>Network terms (text-based)</td>
</tr>
<tr>
<td>Networks (2)</td>
<td>Public communications network</td>
<td>-Scanning to get specific information for the question required - Skimming to do matching exercises</td>
<td>-Expressing opinions</td>
<td>- The passive</td>
<td>Network terms (text-based)</td>
</tr>
<tr>
<td>Switching</td>
<td>Development of switching System</td>
<td>- Skimming for gist - Scanning to get specific information for the question required</td>
<td>-Giving and asking for instructions</td>
<td>Comparison: Present perfect and past simple</td>
<td>- Switching terms</td>
</tr>
<tr>
<td>Exchanges</td>
<td>Electronic exchange</td>
<td>- Scanning to get specific information for the question required - Scanning and Skimming reading techniques</td>
<td>-Making definition - Predicting</td>
<td>- Revision of verb tenses</td>
<td>Exchange terms (text-based) Vocabulary. (Text-based)</td>
</tr>
</tbody>
</table>
The topics of study are:

1. Electronic Telecommunications System
2. Transmission systems
3. Public Data network
4. Public communication network
5. Electronic Exchanges
6. Switching
7. Radio communications
8. Computer communications

5.4.2. Sequencing of topics of study

The order of the above-listed topics is not meant to prescribe a sequence. The English Section in accordance with the in-charge teachers will determine a sequence of topics, or parts thereof, with the following principles in mind:

- the nature of the contexts chosen
- the development of the general objectives
- the coverage of the units of competency embedded in the topics of study.

Topics which best suit the selected contexts should be chosen. The selection and sequencing of topics must allow students the opportunity to develop the knowledge and understanding, reasoning processes, and skills required in the course.

During the course, students must be given the opportunity to demonstrate their ability and acquisition by means of mid-term test designed by the ESP practitioners. Besides, a final achievement test at the end of term and course appears as a must for the students to see how well they absorb the reading syllabus and for a recommendation for necessary amendment and further improvement.

5.4.3. Criteria for material/text selection

Once topics and principles under which topics should be chosen have been presented, the next step is to identify the principles on which the selection of materials should base. Choosing materials may mean development of new materials, collection of various materials or adaptation of existing ones. The followings should be taken into consideration in order to select materials:

- Effectiveness in achieving the course purposes
- Appropriateness of the material, so that the students will feel comfortable. This means that the material will be relevant to their interests and language level.
• Feasibility, so that the material will be in accordance with the students’ capabilities and the course will not prove too difficult for them.

5.4.4. Reading skills and learning activities

In reference to the course’s objectives and the result of Data Analysis, the syllabus must comprise such reading skills and learning activities as follows:

• Reading skills

With reference to the result of survey questionnaire, consideration should be taken to the following reading skills and activities.

1. Skimming to get gist/ general impression with some suggested activities:
   a. choosing the most appropriate title for the text
   b. choosing the main ideas of the reading passage
   c. choosing the pictures or diagrams that illustrate the text
   d. matching heading with paragraph
   e. choosing the correct topic sentence

2. Scanning to locate specially required information.

• Reading exercises and activities

1. Understanding meaning
   a. Deducing the meaning of unfamiliar words and word groups in context.
   b. Understanding relations within the sentence/ complex sentences.
   c. Understanding explicitly stated information

2. Comprehending important points
   a. Distinguishing the main ideas from supporting detail
   b. Extracting salient points to summarize
   c. Selective extraction of relevant points
   d. Following an argument

5.4.5. Grammar Consolidation

As discussed in the data analysis, grammar consolidation also needs to be taken into account. However, it only plays a light role in the focus of the reading course. It, therefore, will be presented and consolidated within each unit of study.

5.5. Teaching Method
The pedagogic approach to the proposed reading syllabus will be an eclectic rather than a narrowly prescriptive one, but the common thread is communicative methodology, currently recognized by the majority of EFL teachers as the dominant one. Besides, it is advisable for teachers to use any methods regarded as effective in reaching the target objectives.

The methodology will provide activities that emphasize “learning by doing” such as predicting, summarizing, and applying the studied information into students’ survival English. Concern will be given to the relative roles and responsibilities of the teachers and the students during the course. That is a must for students to involve in the learning process actively.

Students will not only be offered the opportunity to acquire the knowledge and skills relating to English telecommunications during the course, but they will also be given opportunities to develop their capabilities as autonomous learners, and encouraged to be more responsible for their own further learning.

Although the emphasis of the reading syllabus is on learner-centeredness, the role of the teacher will not be ignored. The teacher’s role is central in managing learning such as giving inputs, providing feedback, and offering help to students, etc.

5.6. Designing Tests for the Reading Course

As mentioned in the previous section, tests should be designed to evaluate the students’ competence and performance as well as for better improvement of the syllabus. The tests are:

5.6.1. Progress Test/ Formative Test

This test is given in the middle of each semester. It is aimed to check on learners’ progress in learning. Through this test, the teachers and the researcher can see areas of problem on the part of students, the appropriateness of the syllabus and the suitability of the teaching method. Therefore, they can give students remedial work, adjust their teaching as well as make any changes to better the reading syllabus.

5.6.2. Achievement Test/ Summative Test

This test is given at the end of semester and course. It is aimed to look back over periods of whole course in relation to the students’ achievement. It also aims at assessing whether the reading syllabus achieves the objectives of the course or not. The test result will provide the ESP practitioners with useful information about the suitability and appropriateness of teaching methods.

5.7. Conclusion and Suggestions for Further Study

5.7.1. Summary of the thesis
Syllabus design is not a new idea in language teaching and that proves to be a must, especially in ESP teaching context. No one can deny the fact that the art of designing a syllabus offers enormous benefits to both teachers and students.

The study presented in this thesis has reviewed the theoretical background related to syllabus in general and ESP syllabus design in particular with the emphasis on the implementation of Needs Analysis preceding any course or syllabus design. Basing on the current situation of teaching and learning ESP, the results of Needs Analysis and the relevant literature review, the researcher has made an attempt to give out framework of an English for Telecommunications reading syllabus meeting the needs of the forth-year students majoring in Telecommunications Industry in UTC.

Despite several unavoidable limitations, the study has proved to be a useful piece of work in such ways that:

- It has stated the importance of designing a reading syllabus for the fourth-year students majoring in Telecommunications in the University of Communications and Transport.

- It has also identified students’ problems in their recognition of the significance of reading skill to the acquisition of English as a whole.

- The relevant theoretical background related to Syllabus and ESP Syllabus Design has been reviewed in a systematic and selective way.

- Based on the results of the Needs Analysis conducted within the relevant context in conjunction with the relevant theoretical background, the study has proposed a framework for the development of an English for Telecommunications reading syllabus, which should be applied to enhance the effectiveness of reading skill as a source of information for other language skills. A sample of the selected unit has presented as an evidence of what a reading unit should be.

- Also in this study, the researcher has suggested the implementation of student assessment either in the middle or at the end of the course. This might be beneficial to both the teachers and the students at UTC as it helps them to learn about the strengths and weaknesses of the course and thus identify room for improvement and further development.

Hopefully, the study will be useful for those who are concerned with the issue. The researcher would be grateful to any comments and recommendation on the thesis to make it more complete and of great use.
5.7.2. Limitations of the thesis and suggestions for further study

The researcher has made a great attempt in studying the process of syllabus design and working out an innovative framework for Telecommunications English reading syllabus, which hopefully will be beneficial to both teacher and students. However, limitations are unavoidable.

For one thing, Needs Analysis had only been conducted with students learning in the same course due to the shortage of time. The study would be more reliable if it were carried out with students learning in several courses. And ideally, it should have been carried out with a larger number of young professionals who not only graduated from UTC but also from other institutes where English for Telecommunications is taught and learnt.

In addition, the researcher did not have a chance to evaluate the effectiveness of the application of the course. Therefore, no improvement has been done in this study.

What has not been done in this thesis appears to be challenging and awaiting questions for any further study with the hope to make the teaching and learning of English in general and ESP in particular in UTC more effective and appealing to the learners.