

USING THE LANGUAGE NEEDS OF INFORMATION TECHNOLOGY STUDENTS IN DEVELOPING AN ENGLISH FOR ACADEMIC PURPOSE PROTO-TYPE MATERIALS FOR COMMUNICATION ARTS I

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Abstract: Language curriculum development often starts with determining how syllabus design can address the specific needs and wants of learners. The learners are often seen as the best judges of their own needs and want because they know what they can and cannot do with the target language and what language skills are most essential. Some students have difficulties in their studies because they have not had experience of the academic English language skills typically needed to succeed at university level.

Student's competencies play a vital role in penetrating specific sectors and practice their respective profession especially in an industry where there is stiff competition. That's why; knowledge in using the said language is considered an advantage. Moreover, someone must also possess the necessary technical expertise to perform required tasks in specific situation. This premise led to some developments in the teaching process of English subjects in the tertiary level. Developments include the integration of the technical knowledge related to the area of specialization of the students in the English subjects that they are taking. This is also known as English for Specific Purposes, but for this study it would be focusing on English for Academic Purposes.

This study focused on the language needs of IT students as the basis of developing a syllabus-design for their English subject, particularly Communication Arts I appropriate for the said course. The said syllabus-design is accompanied by proposed proto-type materials.

The major respondents included sixty-four (64) student-respondents, nineteen (19) worker-respondents from the IT industry, ten (10) faculty members from the IT department and seven (7) from the English Department. The needs analysis was done and the results showed that there were some consistencies of responses among the respondents except the worker-respondents as it gave out a not significant position. All groups except the aforementioned perceived that the performance of all four skills and its importance in the IT field are highly significant. The needs analysis also revealed that among the four skills, the IT students need to focus on the skills of reading and speaking to successfully accomplish the course. And that writing should not be the point of concentration as what the course outline requires, since it does not solely entail the purpose in achieving the objective of the course.

Simple statistical treatments were utilized. These include percentages, weighted mean, t-value and significant- value.

It concludes with a discussion of the implications of the findings in the dynamic process of English language curriculum planning, syllabus review, and materials writing.

From the outcome of the needs analysis, the researcher used it as her basis in creating a proposed course outline in English specially- tailored for IT Students. The researcher suggests to modify the course outline for the subject Communication Arts I, the first English subject taken by IT students in their first year of their first semester in the course. This decision was supported by the document analysis done by the researcher on the IT prospectus. Comes with the syllabus-design is proto-type materials for the said English subject.

The researcher also did survey the need for a revision in the IT prospectus by examining the CHED Memorandum Order (CMO) for the IT course. And based on the investigation done, there should be an amendment done in the offered English programs for IT Students to fully accomplish the competency standard necessitated for the course.

Keywords: English language, Students, Communication.

1. INTRODUCTION

This study describes an investigation of the perceived English language needs of the students of Information Technology (IT) and a document analysis of their course syllabus at Bulacan State University (BSU) in Bustos Campus as part of the initiative of the researcher in developing the design of syllabus that will serve as the basis of the prototype materials in the first semester- English course of the IT students.

This study offers an overview of what English for Specific Purposes (ESP) tests are, on how they are used and how they could be of big help in designing a new curriculum that best fit certain types of students. It begins by defining ESP testing as a special form of communicative language testing, followed by determining the type of student to which one is to apply the said testing, next is the carrying out of the testing to students, subsequently one has to collect the result of the testing conducted that will be used as the supporting data for the designing of the curriculum that is said to meet the needs of the students selected to be the respondents of the testing.

Statement of the Problem

The course content or the syllabus for the first semester English course in the IT course of BSU- Bustos Campus are usually established by culture, choice of textbooks, or a systematized educational program as expressed in the work of Hutchinson and Waters (1987) without an actual survey of the selected students in IT courses language needs. Consequently, even after students have completed the twelve- unit English course, teachers in both the IT department and English department still complain of student's inability to comprehend texts and lectures, communicate ideas effectively, etc. This situation prompted the need to design syllabus-based and prototype materials in EAP on an actual survey of the language needs of the first-year students of the IT course.

Generally, this study sought to answer the problem:

1. How may the gap between the language needs of Information technology students and EAP proto-type materials be closed?

Specifically, it sought to answer the following problems:

1. How may the respondents' profile be described in terms of:
 - 1.1. gender
 - 1.2. age
 - 1.3. status of work/ position
2. What are the most important language skills needed by the students based on:
 - 2.1. review of the existing syllabus
 - 2.2. self-rating of the importance of four skills
 - 2.3. rating of Workers in the Industry
 - 2.4. rating of IT and English faculty/ teaching staff
3. What are the capabilities in performing the four skills of the students in terms of:
 - 3.1. self- rating of perceived ability
 - 3.2. rating of English and IT faculty/ teaching staff
4. What type of prototype materials in EAP will be used to develop the language skills of the students in IT based on the:
 - 4.1. review of the existing syllabus
 - 4.2. self- rating of perceived performance of needs and competence
 - 4.3. rating of Workers in the Industry in performance of needs and competence
 - 4.4. rating of IT and English faculty/ teaching staff in performance of needs and competence

Significance of the Study

This study looks forward to contribute to the improvement of the English program of the IT course in BSU- Bustos Campus. It shall serve as a preliminary step in making the English program of the students in IT course meaningful by designing a syllabus and prototype materials that meet the specific language needs of the said group of learners. Thus, it shall serve as basis for future related studies especially in the areas of needs analysis, syllabus- design and development of prototype materials for other groups of learners.

The results of the needs analysis were used in developing EAP syllabus and prototype materials of students in the IT course. The needs analysis used may also be utilized by interested teachers in English for developing English Language texts that will concentrate on the development of language skills which the needs assessment confirms are needed by the students of the IT course.

The present study therefore hopes to contribute to the application of the needs analysis in developing English language education locally.

Scope and Delimitation

This study involved one hundred (100) information technology fourth year students of Bulacan State University, Bustos Campus, twenty (20) respondents from the Workplace, ten (10) faculty members from the IT Department and ten (10) faculty members from the English Department in Bulacan State University, Bustos Campus to complete the set. Data were gathered through the use of survey questionnaire that served as the needs analysis that was adapted from the work done by Chan (1996) at the Hongkong Polytechnic University. Additional items were added to collect data appropriate for the particular institution being reviewed, as well as those that would allow for the particular analyses of the research being carried out, including their present affective feelings of English language learning.

The personal and demographic factors that used were age, gender and year-level for students; age, gender and workplace/ industry for worker-respondents while for the faculty- respondents were gender, and college department. The most needed language skills were identified based on the results of the needs analysis.

This study used sets of descriptive design which focused on the present condition that helped the researcher describe, analyze and interpret these conditions that presently exist, to investigate and describe possible discrepancies in the objectives of the present syllabus on English language of IT students.

2. THEORETICAL FRAMEWORK

This chapter presents the relevant theories, the related literature, the related studies, the conceptual framework, the hypotheses and the definition of terms that were found to be of paramount importance and relevance to the case under study.

Relevant Theories

Experiential and Negotiated Learning. This study is inspired by the premise of Experiential and Negotiated learning derived from Celce- Murcia (2006); it gets hold of the Western movement from the humanistic classroom of the 1960s and 1970s and the community-based learning and project work of the 1970s and 1980s. It provides rich opportunities for negotiation and attends to individual and collaborative learning; it is very much related to the ideology that is being discussed about needs analysis.

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Client-centered psychotherapy (Rogers, 1961), **psychology of self-actualization** (Maslow, 1962) and **Gestalt Therapy** (Perls, Hefferline and Goodman 1951) widely discussed psychological and psychotherapeutic circles that covered the ideas infuse into the field of education. The *Confluent Education* borrowed greatly from psychotherapeutic principles and promoted certain awareness- raising principles such as sensitivity training, perception and activation of emotions, body training (relaxation, breathing, and movement), psycho dramatic expression of feelings (drama), empathy training, training in communication skills and the stimulation of imagination, projection and creativity. It all made an impact on

language teaching methods, as it covers differences among students that encourage the ideology of using different teaching methods fit for a certain need. (Galyean, 1977)

Counseling- Learning (Curran, 1960). Another sources adopted in relation to this study were the client-counselor relationship. This involves **Total Physical Response** (Asher, 1977) which adopted body movement for language training reinforcement and **Suggestopedia** (Lozanov, 1982) which adopted relaxation training. An innovative book entitled, *Caring and Sharing in the Foreign Language Class* offered many suggestions for introducing trust building and empathy into the language classroom. (Moskowitz, 1978)

These aspects of experiential language learning acknowledge the socio- affective component of the learning process and the importance of the learner in instruction (learner-centeredness) is well- established (Nunan, 1995).

Project Method. Kolb (1984) emphasized that observation of experience is insufficient for learning but must follow abstract conceptualization; reflective observation and active experimentation which are all mentioned earlier on this study as part of the process in conducting a needs analysis.

The Project method introduced projects as an ideal experiential method to develop citizens for a democratic society. The adoption of the project method, sometimes called Project work or community-based learning within the Communicative Language Teaching approach, has again reinforced the importance of groups working toward mutually beneficial goals.

There were also viewpoints made about the experiential classroom of the twenty- first century. It said to combine features of the two aforementioned philosophies- experiences that address the needs of the individual in the learner-centered classroom and experiences that reinforce the goals of a group in a democratic classroom in which the teacher is an active co-participant in the learning process.

Related Literature

Communicative Competence. It is the ability to understand and express oneself in a foreign language, well-developed positive attitudes towards communicating in a foreign language and heightened interest in language and culture, thus deepened international understanding. (Halliday, 1978)

Document Analysis. It is the systematic examination of documents such as mission statements, training materials, policy and procedure manuals or client instructions in order to identify program needs and challenges or to describe the program. (Tyler, 1949)

English for Specific Purposes (ESP). It is a movement based on the proposition that *all* language teaching should be tailored to the specific learning and language use needs of identified groups of students-and also sensitive to the socio-cultural contexts in which these students will be using English. English for Specific Purposes (ESP) has two dimensions English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). (Dudley-Evans and St. John, 1998)

English for Academic Purposes (EAP). It equips the learner with the skills needed to pursue his academic work successfully. It continues to be even more common in English as *Foreign Business English* or Academic English in order to pursue their careers or study in English-medium educational institutions. (Swales, 1988)

English as a Second Language (ESL). It may also be referred as Language education and Second Language acquisition. It refers to the use or study of English by speakers with a different native language. The precise usage, including the different use of the terms ESL and ESOL in different countries, is described below. These terms are most commonly used in relation to teaching and learning English, but they may also be used in relation to demographic information. (N. Ellis, 1999)

ESP Stakeholders. They are people who have an interest in the ESP project. Project stakeholders are individuals and organizations that are actively involved in the project, or whose interests may be affected as a result of project execution or project completion. They may also exert influence over the project's objectives and outcomes. The project management team must identify the stakeholders, determine their requirements and expectations, and to the extent possible, manage their influence in relation to the requirements to ensure a successful project. (Price-Machado, 1998)

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Four Basic Skills in Language. It refers to the four basic language skills:

Listening. It is non-passive and very complex receptive process. It is recognized as the most fundamental skill in successfully acquiring the speaking skill. As Morley (1972) notes that it is like a reflex, a little like breathing-it seldom receives overt teaching attention in one's native language. It serves to be a vehicle for teaching elements of grammatical structure through aurally perceiving.

Speaking. It is the ability synonymous with knowing a language. Since speech is the most basic means of human communication. It is said to be the most demanding of the four skills. (Bailey and Savage, 1994)

Reading. It involves complex process and general component skills and knowledge areas like automatic recognition skills, vocabulary and structural knowledge, formal discourse, content and world background knowledge and synthesis and evaluation strategies and meta-cognitive skills. It notes the idea of literacy as a valuable source of language input. It serves as the most important skill for second language learners in academic contexts. (Grabe, 1991)

Writing. It is a communicative activity that suggests an interactive process which takes place between a writer and the reader via text. It imposes great demand on text, since written interaction lacks immediate feedback as a guide. The writing process in comparison to spoken interaction imposes greater demands on the text since written interaction lacks immediate feedbacks as guide. (Grices, 1975)

General English. It is presumed to be a subject matter and topics appropriate for students who have studied English through Junior High School. It is seen to cover levels of lessons that are suitable for high school graduates and university freshmen. It is the historical home of English, which has significant regional language differences in pronunciation, accent, vocabulary and grammar. (Price-Machado, 1998)

Information Technology (IT) Course. It is the "study, design, development, implementation, support or management of computer-based information systems, particularly software applications and computer hardware." It encompasses many aspects of computing and technology, essential features of the hardware, software, data management and data communications components of computer-based information systems and the ACS Code of ethics as an example of such code required by a professional society. (Adelman, 2000)

Information Technology (IT) Students. They perform a variety of duties that range from installing applications to designing complex, computer networks and information databases. A few of the duties may include data management, networking, engineering, computer hardware, database and software design, as well as the management and administration of entire system. (Shelley, 2000)

Language Needs. It is used to refer to wants, desires, demands, expectations, motivations, lacks, constraints and requirements. These are not absolute, that is once they are identified, they continually need to be examined for validity to ensure that they remain real needs involved. (Brindley, 1984)

Needs Analysis. It is also commonly called needs assessment, is viewed as an integral part of second language curriculum development and review. It is seen as a direct way to inform the curriculum developers of the possible goals and objectives necessary to create the curriculum. It examines what the learner can do at the commencement of the course, what problems he or she may have or what skills he may possess that will enable him to learn in certain directions. It is part of a system that returns to the needs analysis again. (Chan, 1996)

Perceived Language Needs. It is the obtaining of specific language needs in particular situations as perceived by a party whether learner's perception or teacher's or professional's perception. It held that the purpose of an ESP course is to enable learners to function adequately in a target situation. (Brown, 1995)

Proto-type Materials. It refers to set of instructional modules with ready made lessons accompanied by activities and exercises that serve as reinforcements to the learning of its users. It is designed to improve language skills, learning skills and communicative skills of the target groups; facilitate free mobility particularly IT specialists for this study and make professional communication easier for them. (Webster and Robins, 1986)

Syllabus- Design. It is the selection, sequencing and justification of the content of the curriculum. In language teaching, content selection will include selecting linguistic features such as items of grammar, pronunciation and vocabulary as well as experiential content such as topics and themes. This selection process is guided by needs analyses of various kinds. (Tyler, 1949)

Target- Situation Analysis. It is defined as a type of language needs in terms of "target needs (i.e. what the learner needs to do in the target situation). Its main concern will be an analysis of the target needs of the subjects in workplaces. (Hutchinson and Waters, 1987 and Dudley-Evans and Jo ST John, 1998)

Related Studies

Taking this post, the necessity of a curriculum review of the English Language Program and the subsequent various types of needs analysis are pretty much reinforced. To further emphasize the initiative of the researcher to elucidate the importance of a needs analysis in developing the academic content of selected population of students the researcher took some points cited in the study made by Chan (1996), a lecturer in the English Language Centre of the Hong Kong Polytechnic University. In the study, there are reports on part of the findings of a large-scale investigation into the English language needs of students at the Hong Kong Polytechnic University. The study aims to (1) identify students' perceptions of their language needs and wants, (2) discover how students rated their own competence in particular skills in the academic, professional, and social domains, and (3) determine the extent to which their opinions matched those of their English teachers. It concludes with a discussion of the implications of the findings in the dynamic process of English language curriculum planning.

David (1977), on the other hand, developed a faculty development program based on a survey of the development needs of the high school faculty of St. Scholastica- Marikina. The survey made use of questionnaires, observations and interviews with the faculty coordinators and administrators.

Gamposilao's (1988) study, moreover, involved communicatively-oriented and socially relevant instructional materials for college freshman communication arts students of Binalbagan Catholic College, Negros Occidental. The contents of the materials are based on the results of a needs analysis done among the college freshman communication arts students and content and language teachers. The needs analysis was done through questionnaire and some informal and unstructured interviews.

Lastly, Bayuga (1986) analyzed texts in agriculture as basis for designing a syllabus and materials for teaching English to agricultural students.

The text analysis was patterned after Halliday's method of discourse analysis; thus, it focused on theme-scheme construction, complex clauses, verbal groups, nominal groups and cohesion in texts.

3. METHODS OF RESEARCH

This chapter presents the methods and techniques of the study, the population and sample of the study, the data gathering procedure, the research instrument, the data processing and the statistical treatment used in the study.

Methods and Techniques of the Study

This study used sets of descriptive design which focused on the present condition that helped the researcher describe, analyze and interpret these conditions that presently exist, to investigate and describe possible discrepancies in the objectives of the present syllabus on English language of information technology students. The existing syllabus is analyzed as to its objectives, content and impact on the language competencies of the students. The development team for the existing syllabus clearly has its objective of developing the four dimensions of language competencies. This study also obtains much valuable data from the instructors who are the implementers of the course syllabus and the students who are the recipients of knowledge and skills.

Population and Sample of the Study

The focus of this study were the one hundred (100) information technology fourth- year students of Bulacan State University, Bustos Campus. Students were sampled from the fourth year students since they had gone through most of the subjects in the curriculum authorizing them to give a close accuracy in evaluating their English courses. Twenty (20) worker- respondents from selected workplace/ industry were also considered, ten (10) faculty members from the IT

department and ten (10) faculty members from the English Department in Bulacan State University, Bustos Campus during the second semester.

Research Instruments

The research instrument was adapted from the work done at the Hongkong Polytechnic University by Chan (1996).

The student questionnaire took at least 15 minutes to complete. It focused on two areas: (1) the importance of particular language skills in the academic domains and (2) rating of capability in the four skills. The worker- respondents' questionnaire contained the same categories as the student questionnaire, but the item rendering were different. For example, instead of "How would you rate the importance of reading in your academic studies..." it would be read as, "How would you rate the importance of reading in your workplace..."

The teacher's questionnaire contained the same categories as the student questionnaire, but the item rendering were different. For example, instead of "I need English for..." it would be read as, "Students need English for..."

Each section of the questionnaire served a unique purpose. The background section established a student profile for the study. In the second section, students asked to rate the importance of the four language skills. It would read, "How important are the following skills to you academically?" In the next section on self-rating of language ability, the stem read, "How would you rate yourself in terms of the following skills?"

Collection and Gathering of Data

The questionnaires were administered to one hundred (100) information technology students in Bulacan State University-Bustos Campus, twenty (20) worker- respondents from selected workplace/ industry were also considered, ten (10) faculty members from the IT department and ten (10) faculty members from the English Department in Bulacan State University, Bustos Campus during the second semester. The syllabus is obtained from the university, for document analysis.

Data Processing and Statistical Treatment

The following statistical procedures were used: 1) The data gathered were organized; 2) A coding scheme was developed for use in the construction of a data matrix; 3) The data matrix were used in tallying data from the answered questionnaires of the respondents; 4) The analysis and computation were done with the use of Statistical Package for the Social Sciences (SPSS 7.5) software; 5) Frequencies and percentages of the responses were taken; 6) Descriptive statistics such as mean and standard deviation were employed to describe the various categories of respondents.

The data for this study were produced from the responses of the respondent to the questionnaire items. A master list was prepared using the Microsoft Excel where all the data of the respondents were coded. SPSS statistical software package version 7.5 was used for data analysis.

The existing course syllabus as a document was analyzed as to its content in the areas of the four language competencies, reading, listening, speaking and writing. Content analysis and time bound analysis of the syllabus as to its contents and objectives were analyzed.

It the course of the study that document analysis and statistical analysis of students and faculty brought to surface the extent to which the syllabus adheres to the objectives of its design.

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation of data gathered in the course of the study. These are divided into three types of questionnaires, each comprises of three parts representing problems stated earlier in Chapter I. The first questionnaire is for the student- respondent comprising of their personal profile including name (optional), gender and age, next is their rating of importance of the language skills in their academic studies. The second part comprises of their rating in their capability in performing the language skills in their studies.

The second questionnaire is given to another batch of respondents coming from the IT Workplace; the first part of their questionnaire comprises their profile in terms of gender, age and position and the succeeding parts were similar to the first respondent's questionnaire only item-questions were modified to fit the working environment.

The third questionnaire is given to faculty-respondents from both the IT and English Department. The first part of their questionnaire covers their profile in terms of gender, age and station of work. Its second and third part comprise of the same item-questions as of the student-respondent questionnaire only modified to fit the teaching experiences.

Profile of the Respondents

The respondents of the study were supposed to be the one hundred (100) information technology fourth year students of Bulacan State University, Bustos Campus, twenty (20) respondents from the Workplace, ten (10) faculty members from the IT Department and ten (10) faculty members from the English Department in Bulacan State University, Bustos Campus but only sixty-four (64) questionnaires were retrieved out of the one hundred (100) student-respondents, nineteen (19) from the workplace, a complete retrieval of questionnaires from the faculty- respondent of the IT department and seven (7) from the English Department.

Document Analysis of the IT Prospectus and Syllabus

The choice of a syllabus is a major decision in language teaching, and it should be made as consciously and with as much information as possible especially if it is a syllabus based on a needs analysis. It is clear that no single type of content is appropriate for all teaching settings, and the needs and conditions of each setting are so idiosyncratic that specific recommendations for combination are not possible. In making practical decisions about syllabus design, one must take into consideration all the possible factors that might affect the teachability of a particular syllabus. By starting with an examination of each syllabus type, tailoring the choice and integration of the different types according to local needs, one may find a principled and practical solution to the problem of appropriateness and effectiveness in syllabus design. (Reilly, 1988)

Since it was offered, the Bachelor of Science in Information Technology (BSIT) has been administering four (4) English courses equivalent to twelve (12) units namely Communication Arts 1 with a subject code of Eng 113 taken in the first semester on the first year. This subject adopts a task-based approach and employs wide-ranging and varied activities to engage students in purposeful learning. This subject claims to be designed in enabling students to develop their accuracy, fluency and confidence in general English language, communication and study skills.; Oral Communication or Eng 123 is an introduction to the study of communication for non-majors, offered on the second semester of the same year. It is said to include an analysis of the types and principles of all communication inherent in the business and professional setting and an emphasis on understanding and improving all basic communication skills from communication theories to message aspects, from developing relationships to resolving conflicts, and from analyzing audiences to questioning, interviewing, researching, supporting, organizing, and delivering information within all contexts. But still does involve the common exercises for public speeches like, declamations, extemporaneous speeches, impromptus, speech choir, poem recital and the likes.

Next is, Technical Writing and Research or Eng 213, this subject is offered on the second year of taking the course during the first semester. It prepares one to write in his profession. It says to apply the professional setting in which writing provides readers the information they need.

Lastly is Research Methodologies or RES 323 this subject is taken on the third year of the course during the second semester. It surveys the basic concepts and principles to develop in academic research writing. It involves various methods and exercises on how to develop a good research paper and the actual application in writing a research paper. It involves development of both analytical and critical thinking.

All English courses are offered as three (3) units equivalent to three (3) hrs. Each subject is classed in a week for one semester. These English programs are the university- wide provision of what the English curriculum of the IT course should be. These English programs were assumed as designed to accommodate the different language needs of students at different levels of study but as the study progressed it appears that among the four English courses the field offers only the first subject (Eng113) that can offer a complete range of study of the four skills and the rest would only be specifying one skill.

In addition to this analysis, it can also be observed in the IT prospectus that most subjects in the IT course would heavily involve not just simple reading skills but more of a developmental reading approach. Subjects like Fundamental of Information Technology or Comp 113, Computer Programming 2 or IT 123, and Introduction to DBMS or IT 223 to name a few profoundly involve mass of reading exercises as all subjects apply degree of deductions and inferences as it is

covered in chunks of reading materials. While subjects like Presentation Skills in IT or IT 373, Professional Ethics or IT 383 and Technopreneurship or IT 423 greatly involve the skill of speaking as the subjects deal with mass communication, business administration and marketing skills. Very few subjects would cater the need to exercise the skill of writing as most subjects deal with their own terminologies and would not be best served by the technicalities of writing.

Furthermore, the researcher also did get an examination of the CHED Memorandum Order for the IT course. It basically says in Article IV of the Official Gazette stating the Competency standard required of the BSIT course that one should achieve personal skills defined as to acquire skills on personal-discipline, critical thinking, problem-solving, ethical thinking and even planning and organizing. The English programs if properly scrutinized and studied would be of big help in achieving the said competency. In connection to this, the researcher came to consider a review or a revision of the of the IT Course prospectus conveying that most of the subjects offered specifically the English programs are improbable in pulling off the said competency.

Table 1: Summary of the Student's rating of Importance and Capabilities on the four language skills.

Rate of Importance of the LANGUAGE SKILLS	Frequency Distribution of the Student- Respondents					Mean	Rank	Interpretation
	1	2	3	4	5			
1. Importance of Reading	0	2	16	33	13	4.20	3	Important
2. Importance of Writing	0	0	7	38	30	4.03	4	Important
3. Importance of Speaking	0	0	5	32	27	4.24	1.5	Important
4. Importance of Listening	0	0	8	30	26	4.24	1.5	Important
Average Mean						4.18		Important
Rate of Capability of the LANGUAGE SKILLS	Frequency Distribution of the Student- Respondents					Mean	Rank	Interpretation
	1	2	3	4	5			
5. Capability in Reading	0	0	12	35	17	4.02	3	Good
6. Capability in Writing	0	0	12	36	16	4.00	4	Good
7. Capability in Speaking	0	0	14	30	20	4.05	2	Good
8. Capability in Listening	0	2	11	27	24	4.14	1	Good
Average Mean						4.05		Good

Table 1 shows the assessment of fourth year students of IT about the importance of a number of sub-skills in the four language skills in the academic studies. As stated in the above findings, this means that on the average the student-respondents perceive that all four-skills take an important role in their field, but much consideration is given to listening and speaking possibly brought by the standards of the optimum use of language as speech-based.

Listening on the other hand took the same level of perception as the whole concept of communicative competence states that, listening and speaking can never go away from each other. Writing on the other hand came least in the rate of importance, but still is considered important, as students generally believe that a lesser point of concentration is allotted for writing activities in both English and IT courses as they had gone over their subject-courses.

It would appear that students have high-confidence of perception in terms of their performance of the four skills. Listening takes the higher average mean of ranking among the four skills as students feel that listening comes as if just a reflex that seldom receives too much effort in acquiring.

Students ranked the skill of speaking next, as most of their activities in the course involve dialogues, discussions, discourses, forums and lectures. Writing takes the least in the average mean justified by the event that less point of concentration is given in writing, giving them that particular judgment.

Table 2: Summary of the Worker-respondent rating of importance and capabilities on the four language skills.

Rate of Importance of the LANGUAGE SKILLS	Frequency Distribution of the Worker- Respondents					Mean	Rank	Interpretation
	1	2	3	4	5			
1. Importance of Reading	0	0	1	10	8	4.42	2	Important
2. Importance of Writing	0	0	1	11	7	4.32	3	Important
3. Importance of Speaking	0	0	1	7	11	4.47	1	Important
4. Importance of Listening	0	0	2	7	10	4.42	2	Important
Average Mean						4.40		Important
Rate of Capability of the LANGUAGE SKILLS	Frequency Distribution of the Worker- Respondents					Mean	Rank	Interpretation
	1	2	3	4	5			
5. Capability in Reading	0	0	0	12	7	4.68	1	Good
6. Capability in Writing	0	0	1	12	6	4.26	3	Good
7. Capability in Speaking	0	0	4	8	7	4.21	4	Good
8. Capability in Listening	0	0	3	9	7	4.32	2	Good
Average Mean						4.38		Good

This means that on the average the worker-respondents of the IT Workplace assert that all four skills play an Important part in the industry but Speaking would take the highest average mean of Importance. Writing again takes the least ranking on the average mean.

The worker- respondents ranked their performance of the four skills on the average mean of Good. Reading this time came first. The worker-respondents ranked their capability in speaking least based on the average mean.

Table 3: Summary of the Teacher-respondent's (IT Department) rating of importance and capabilities on the four language skills.

Rate of Importance of the LANGUAGE SKILLS	Frequency Distribution of the Teacher- Respondents (IT Department)					Mean	Rank	Interpretation
	1	2	3	4	5			
1. Importance of Reading	0	0	2	4	4	4.25	1	Important
2. Importance of Writing	0	1	8	0	1	3.91	4	Somewhat Important
3. Importance of Speaking	0	1	0	7	2	4.00	3	Important
4. Importance of Listening	0	1	0	6	3	4.16	2	Important
Average Mean						4.08		Important
Rate of Capability of the LANGUAGE SKILLS	Frequency Distribution of the Teacher- Respondents (IT Department)					Mean	Rank	Interpretation
	1	2	3	4	5			
5. Capability in Reading	0	2	4	3	1	3.27	4	Fair
6. Capability in Writing	0	1	5	3	1	3.45	3	Fair
7. Capability in Speaking	0	1	4	3	2	3.54	2	Fair
8. Capability in Listening	0	0	3	5	2	3.90	1	Fair
Average Mean						3.54		Fair

This means that on the average the teachers of the IT Department stress that all four skills are Important in the field. Reading takes the highest range in average. Writing takes a Somewhat Important rate usually perceived as the least Important of the three groups.

In ranking the ability of their students in performing the four skills, the IT teachers gave Fair, which is equivalent to lesser than an average standing. Listening is ranked as the highest in mean recognized as the best skill of students but still not good enough as it ranked merely fair.

Table 4: Summary of the Teacher-respondent's (English Department) rating of importance and capabilities on the four language skills.

Rate of Importance of the LANGUAGE SKILLS	Frequency Distribution of the Teacher- Respondents (English Department)					Mean	Rank	Interpretation
	1	2	3	4	5			
1. Importance of Reading	0	0	0	6	1	4.83	3.5	Important
2. Importance of Writing	0	0	0	6	1	4.83	3.5	Important
3. Importance of Speaking	0	0	0	0	7	5.00	1.5	Very Important
4. Importance of Listening	0	0	0	0	7	5.00	1.5	Very Important
Average Mean						4.91		Important
Rate of Capability of the LANGUAGE SKILLS	Frequency Distribution of the Teacher- Respondents (English Department)					Mean	Rank	Interpretation
	1	2	3	4	5			
5. Capability in Reading	0	0	5	1	1	3.50	2.5	Fair
6. Capability in Writing	0	2	3	0	2	3.30	4	Fair
7. Capability in Speaking	0	1	4	0	2	3.50	2.5	Fair
8. Capability in Listening	0	1	3	1	2	3.67	1	Fair
Average Mean						3.50		Fair

As seen on Table 4, this means that on the average the teachers of the English Department consider both Listening and Speaking as Very Important. While Reading and Writing take similar positions as Important in congruence with the thought that the two skills serve as supplementary skills only that may be achieved independently from one another unlike the first two skills stated. In assessing the competence of the IT students on the four skills, teachers in the English Department scored all four skills as Fair on the average. They claim that IT students of BSU- Bustos Campus scored greatly as Fair in Listening being ranked on the average mean as the first. Not far behind are both Reading and Speaking categorized as second best but still unsatisfactory as both only ranked as Fair. The least position is given to the skill of Writing.

Table 5: Summary of the Perception of Importance and Capability in the four skills of the four Respondents

RESPONDENTS	IMPORTANCE OF THE FOUR SKILLS					CAPABILITY IN THE FOUR SKILLS				
	Reading	Writing	Speaking	Listening	Average Mean	Reading	Writing	Speaking	Listening	Average Mean
1. IT Students	4.20	4.03	4.24	4.24	4.18	4.02	4.00	4.05	4.14	4.05
2. Worker- Respondents	4.42	4.32	4.47	4.42	4.40	4.68	4.26	4.21	4.32	4.38
3. IT Instructors	4.25	3.91	4.00	4.16	4.08	3.27	3.45	3.54	3.90	3.54
4. English Instructors	4.83	4.83	5.00	5.00	4.91	3.50	3.30	3.50	3.67	3.50

As seen in the table 5, it goes to show that IT students perceive all four skills as Important as it presents an average mean of 4.18. In which, speaking and listening take the lead as most Important of similar average mean of 4.24. While reading came next with an average mean of 4.20 and ranking last is writing with an average mean of 4.03. But of the four skills, listening is the skill that the IT students are most capable of with an average mean of 4.14 followed by speaking as it weighed 4.05. Next is the skill of reading as it covers an average mean of 4.02 and writing ranked as last as it weighed 4.00. As a whole, students of IT ranked their ability of the four skills as Good with an average mean of 4.05.

On the other hand, worker-respondents came with similar acuity, that of the IT students, that all four skills play Importance to the IT field encompassing an average mean of 4.40. Among the four skills, worker-respondents regard speaking as the most Important as it weighed an average mean of 4.47, while reading and listening will only come next as both weighed an average mean of 4.42. Writing as usual, comes least as it covered an average mean of 4.32. In which, the worker-respondents also did rank their ability to perform the said four skills. Combining the ranking given to the four skills, it placed on an average mean of 4.38 that connotes the equivalence of being Good, an average level of capacity. Among the four skills, reading came first as the worker-respondents' most able skill to perform, weighing an average mean of 4.68. Following is the skill of listening as it weighed an average mean of 4.32. Ranking third is writing, as it takes an average mean of 4.26 leaving behind the skill of speaking, placed last with an average mean of 4.21.

It can also be gleaned from the table the assumptions of the IT and English instructors of the IT students regarding their needs and capabilities in performing the said skills on their subjects. For IT instructors, the four skills will be on its optimum use in learning the subjects in the field resulting on an average mean of 4.08 signifying the rank of Important. Among the four, the IT instructors claim that the skill of reading will play of most Importance taking an average mean of 4.35 followed by the skill of listening with an average mean of 4.16. Speaking went third with an average mean of 4.0 and again writing as the least with an average mean of 3.91. In ranking the abilities of the IT students, the IT instructors ranked their over-all performance of the skills as Fair with an average mean of 3.54. Among the four skills, listening is the skill that they are most capable of, with an average mean of 3.90. Speaking came second with an average mean of 3.54 while writing this time was placed on third as it weighed an average mean of 3.45 and reading went fourth as it weighed an average mean of 3.27.

For the English instructors, the entirety of the four skills would rank as Important with an average mean of 4.91 very close to becoming Very Important in comparison to the ranking given by the other three respondents. English instructors came to apprehend that listening and speaking as the most important as it garnered an average mean of 5.0, a perfect figure classified as the Very Important category. Reading and writing, both came next as it did not leave far behind from the first two as it earned an average mean of 4.83 ranked as Important. In relation to this, the English Instructors evaluated the performance of the IT students and resulted to an over-all average mean of 3.50 that reflects a Fair ranking. Among the four skills, the English instructors came about with listening as the skill the students are most capable of with the highest average mean of 3.67 while speaking and reading came second with a similar average mean of 3.50 and writing coming last with an average mean of 3.30.

Table 6: Comparative Analysis of the Perception of Importance and Capability in the four skills of the four respondents

RESPONDENTS	IMPORTANCE OF THE FOUR SKILLS	CAPABILITY IN THE FOUR SKILLS	t-value	Significance	Interpretation
	Average Mean	Average Mean			
1. IT Students	4.18	4.05	1.4962	0.0017	Highly Significant
2. Worker-Respondents	4.40	4.38	0.5738	0.1196	Not Significant
3. IT Instructors	4.08	3.54	2.6225	0.0026	Highly Significant
4. English Instructors	4.91	3.50	4.3511	0.02388	Significant

In the light of the study findings, it is reasonable to suggest that priority should be placed on speaking and reading skills of the IT students as the needs analysis revealed that great portion of their subject-courses as claimed by respondents and the document analysis done will significantly apply the aforementioned skills. As regards the content of the lessons to be provided, the over-all results of the evaluation of the students performance revealed that students have definite opinions about their abilities in the various language skills, and they are able to assess the importance of related sub-skills to their academic study and future profession but still the evaluation of their teachers would matter most as they generally can observe their performances voided with biases. Though, the perception of the students in their ability will help the researcher in determining the gap that the students' self-rating created to come up with the most appropriate content for the subject-matter. The data helped to contextualize how teaching and learning should take place and thereby increased the likelihood that the English courses will be perceived as relevant and practical.

Table 7: Proposed Syllabus-design in Communication Arts I for IT Students

I. Course-Syllabus:	Communication Arts I for IT students
II. Course Code:	Eng 113
III. Course Description:	This three-unit undergraduate course delivers complete lesson- coverage of the four skills in learning the English language in the Information Technology (IT) setting. The topics offered by this subject cater the needs of an IT student to fully equip himself in successfully completing the major subjects of the four-year course as it tender segments mostly for reading as gleaned to be the most needed skill to accomplish the IT course. The subject also offers properly selected lessons in listening, speaking and writing that will complement the IT subjects.
IV. Credit Units:	3 Units- 3 Hrs./ week
V. Pre-requisites:	None
VI. Objectives:	At the end of the course, students taking this EAP English program are expected to: <ol style="list-style-type: none"> 1. Reach if not the highest at least a higher level of reading comprehension that will prepare them in accomplishing most of the tasks that require massive chunks of reading materials related to the IT field. 2. Acquire perceptive, careful and effective listening abilities through performing audio-exercises that will enable them to carry out relayed instructions, messages and information inclusive in studying the IT course. 3. Furnish their speaking abilities in which they can practice the language within the required social context of the IT course. 4. Increase their writing ability in note taking, being very much helpful in attending and participating lectures and discourses covering most of the undertakings in an IT course.
VII. Methods and Strategies:	<ol style="list-style-type: none"> 1. Inductive and Deductive 2. Individual Performances 3. Group Discussion 4. ICT application in language learning (such as: audio-video conferencing, audio-video recording, power point presentations, etc.)
VIII. Course Content:	Overview of the Course
A. MID TERM:	Reading: <ol style="list-style-type: none"> 1. Building up Literal Recognition <ol style="list-style-type: none"> a. Vocabulary Development b. Context Clues (Definition Clues) c. Words and Meanings d. Generic Words to Specific Words 2. Recalling of Details and Making Inferences <ol style="list-style-type: none"> a. Main Ideas and Supporting Details b. Paraphrasing c. Cause and Effect Relationships

	<ol style="list-style-type: none"> 3. Evaluating Information <ol style="list-style-type: none"> a. Predicting Outcomes b. Judgment of Appropriateness c. Solving problems d. Explaining values of facts
	<p>Listening:</p> <ol style="list-style-type: none"> 1. Receiving 2. Listening Comprehension <ol style="list-style-type: none"> a. Retelling b. Summarizing 3. Auditory Discrimination <ol style="list-style-type: none"> a. Distinguishing Sounds b. Following Instructions 4. Effective Listening <ol style="list-style-type: none"> a. Identifying ideas b. Getting the Main Details c. Developing Questions d. Reflection
B. FINAL TERM	<p>Speaking:</p> <ol style="list-style-type: none"> 1. Handling Conversations 2. Making Introduction 3. Discussing in/with a Group
	<p>Writing:</p> <ol style="list-style-type: none"> 1. Review of Sentence Construction 2. Rules in Paragraph Writing 3. Steps in Outlining 4. Note-Taking
IX. Text Book/ Work book:	Proposed Proto-type Materials in Communication Arts I for IT Students
X. Course Requirements:	<ol style="list-style-type: none"> 1. Class Participation 2. Completion of Workbook activities 3. Mid term Exams 4. Final Exams

Table 7 gives a picture of the proposed syllabus- design in Communication Arts I for IT students. It begins with lessons rendering basic skills that the reading process requires. It starts with the skills of recognition by offering lessons in Vocabulary Development; it suggests to presenting Context Clues particularly IT terminologies focusing on Definition clues. It also includes words and meanings and classifying generic words to specific words. (As most IT terminologies illustrate special purposes in the course)

It levels-up by introducing segments of lessons on how to recognize main ideas and supporting details, sequences, cause and effect relationships. It takes one level higher by learning how to infer main ideas and supporting details, sequences, cause and effect relationships. The final culmination of this portion is when learners are asked to predict outcomes and give judgment of appropriateness as this stage corresponds to the learner's ability to have improved and at least be close enough in becoming proficient readers needed in accomplishing the course.

The next portion of the syllabus introduces lessons in improving the listening and speaking skills appropriately for the course. It begins with lesson in aural recognition through listening exercises by re-telling and summarizing of messages and dialogues heard. It takes a step higher as the topic moves to acquiring listening comprehension through listening to Instructional messages and enabling to provide feedbacks and reactions of what is heard. It moves forward to efficient listening as students are taught to understand how to categorize information and messages, monitor one's comprehension in listening, ask questions for clarifications and follow sequential ideas and take notes. It wraps up as it introduces segments on how to become an active listener. This portion brings in ways on how to listen intently and learn to invest to share information and ideas and exercises in reinforcing it.

It is immediately followed by speaking lessons beginning with lessons on how to handle and deliver conversations, partake in impromptu, converge in group discussions and even proper ways to carry formal introductory and pleasantries.

The final part of the syllabus is attributed to the skill of writing. The lessons begin with review on sentence construction. It proceeds to paragraph writing to outlining focusing on the art of note-taking.

Proposed Proto-type materials in Communication Arts I for IT Students

The Proto-type materials in Communication Arts I begin with modules aiming to enhance student's reading skills. The first part of the module directly centers on building one's reading comprehension as it placed to be the most important skill greatly utilized in accomplishing the course. The first module brings about four parts that aim to acquire the four levels of reading comprehension. IT students will greatly deal with volumes of reading materials as they go over the course and the said parts will significantly exercise this skill. The first part of this module covers the Literal level, exercising students' skill to identify basic details, follow instructions and understanding rules and orders practically implemented in the IT course. This part employs the process of knowing the lexical or literal meaning of a given situation or question

The second part of the first module concentrates on the Interpretative level, carrying out students' skill to figure out what is implied in a reading selection. They are tasked to discern the implications of the situation made mention in the reading material. They are to interpret what the incident means by inference. The third part of the first module ponders in developing the Critical level, giving attention to developing students' judgment on the wisdom, propriety or validity of the statement or selection read. It deals with the learning how to evaluate the significance of what was read.

The fourth or last part covers the Application level, encompassing the highest level of reading comprehension. This level aims to enhance students' ability to apply skills as the situation demands. This part intends to develop the students to profit from the vicarious experiences gained through reading.

The second part of the module covers lessons and exercises for the skills of Listening and Speaking. This section is divided into two parts beginning with lessons dealing with the development of the Listening skill. The first part of this section collates lessons that involve the increase of students' recognition, selection, short-term memory and inference. This section of the module promotes the idea of accurate and perceptive listening to minimize misunderstandings and strengthen good communication in speech. The IT course will considerably deal with lectures, note-takings, attending of seminars, impromptus, presentations to name a few that will exercise their listening ability and the said section will provide them the amount of skill needed for such. This part is set to include activities like receiving of words and details, perceiving just the main ideas and summarizing, implementing auditory discrimination like identifying sounds, following spoken instructions etc., developing active listeners in a way that students are asked to categorize information through aural perception, learning to follow instructions and take down notes through dictations and listening intently to invest in sharing information and ideas.

The other section of the second module concentrates mainly on building up the skill of speaking. On the needs analysis made about the Importance of this skill in the IT course, it placed second brought by the fact that most of their pursuits would include participation during discussions, project proposals, oral presentations and the likes. As such, this part offers lessons and activities involving celebrative exercises, respondent-centered and dialogues. These sessions create situations in which IT students can exercise their ability of oral expression to the right practice and situations. Students are asked to imagine, inform, command, identify, relate and satisfy needs as they perform. The lessons are not text-centered since it aim to furnish students social context in which to practice the language. It represents real communication ideas from one person to another. It seeks development of self-confidence and improved communication skill.

The last module would comprise of activities and lessons to improve the writing skill of IT students specifically writing that reinforces the oral skills. It is clearly shown in the needs analysis made regarding the rank of importance that writing takes the least consideration but still important that's why the lessons made about this skill would be best exercised if teamed up in other most important skills. For this section, writing is improved by learning the right application of basic structures of a language such as grammatical rules, lexical items and rhetorical patterns.

This section would focus on the intricacy of taking down notes through dictations, reproducing a dictated material, rewriting or paraphrasing sentences and writing formal or business letters. The lessons envelope segments that are significantly needed in studying the IT course as it involves writing project proposals, course assignments and business letters, jotting down lectures, reports and notes.

The sets of examples used in this proto-type material were carefully examined and researched by the researcher from the IT workbooks, manuals, web pages and articles that will make this material more authentic in rendering lessons in English especially for IT students. The level of difficulty in studying the said lessons were sensibly based on the outcome of the rate of performance of the IT students as evaluated by their IT and English instructors. From the results, the researcher came about with presenting the lessons in English in a way that it will alleviate the burden of the IT students in learning English.

In going over the proto-type materials a great portion is allotted to reading lessons, this is brought by the researcher's findings that most of the subject-courses to take in an IT course would involve reading of large volumes of instructive books in Information technology and only the Communication Arts I subject can cover an ample attention to it. Even in the succession of lessons, reading lessons would go first and aimed to be studied in a longer period during the first semester in support to the finding stated above.

Listening and speaking takes the second part as the next most Important but just covering the same portion as of writing. This is brought by the fact that in taking the IT course, there is a separate subject rendered for speaking (offered in the second semester of the first year) that would give more attention to it. And as listening is conjectured to coincide with speaking it would be just right to claim that it would also be given enough point to be improved so the aim of this portion is just to introduce the skill as a warm-up.

An equal portion is given to writing similar to listening and speaking and rendered on the last part of the program since the findings share that a lesser point of concentration is given to writing but still is considered Important in going over the IT course. Instead of the usual complete lessons in grammar like the S-V agreement, parts of speech, compositions and essays, this portion would be focusing on the reality of the use of the skill and that is taking down notes the easy and correct way, rewriting of dictated notes and writing business letters.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, conclusion and recommendations of this study.

Summary of Findings:

The salient findings of the study were the following:

1. Profile of the respondents of the study

Student-respondents

These respondents are fourth-year students of the Bulacan State University Bustos Campus taking Information Technology as their course. They were chosen as the student-respondents brought by the fact that they have undergone all English subjects of the IT course. Their age ranges from 19 to 21 years old. Most of the student-respondents are male. The target population for this group of respondents was one-hundred (100) but only sixty-four (64) was retrieved.

Worker-respondents

The twenty (20) worker-respondents of this study came from the different IT industries in Baliuag and Bustos, Bulacan. Most were selected from telecommunication companies like PLDT, GLOBE and SMART. Others were randomly picked from Local computer shops of the aforementioned towns. Out of the twenty (20) nineteen (19) were retrieved. Most of the worker-respondents work as technical staff doing troubleshooting, accounting and simple programming. Others work as receptionists inputting data using computerized programs and as cable operators working in the field. Their age ranges from 20 to 28 years old.

Teacher-respondents

The IT Instructors were represented by the ten (10) selected ones from the IT department of the BSU-Bustos Campus. All participants from this group successfully accomplished the questionnaire given to them by the researcher. All ten (10) are handling IT subjects including minor and major subjects. Their age ranges from 23 to 53 years old.

The English Instructors on the other hand were best represented by the seven (7) active participants from the English Department of the BSU-Bustos Campus. Originally there were ten (10) selected participants from their department but only seven (7) of them were able to completely accomplish the questionnaire given. All seven (7) are handling classes from the IT English courses. Their age ranges from 25 to 63 years old. All teacher-respondents vary between a regular or part-time position.

2. Most Important Language Skills needed by the students

Review of the existing syllabus

Based on the review of the existing syllabus, it goes to show that writing takes a backseat among the four skills, and reading takes the front row followed by speaking and listening of similar footing creating a misconception of what appropriate subject in English be offered to the IT students as it crops up that most English courses found in an IT course would be focusing more on a student's writing skill opposing the results of the findings.

Among all English courses offered by the course, it is only Communication Arts 1 or Eng 113 that offers complete lesson-coverage of the four skills. The topics offered by this subject alone will not be enough to cater the needs of an IT student to fully equip himself in successfully completing the major subjects of the four-year course as it tender minimal segments for reading and mostly on writing.

Self-rating of the importance of the four skills

Based on the student's self-rating of their language needs, they perceive that the importance of reading as Important garnering fifty-two percent (52%) with an average mean of 4.20 ranking second from the scale of one (1) (as the highest) to five (5) (as the lowest). The importance of writing on the other hand is considered as Important, gaining fifty-eight percent (58%) with an average mean of 4.03 ranking third on the scale. Speaking acquired the level of being Important as it accumulated forty-eight percent (48%) with an average mean of 4.24 ranking first in the scale while Listening is considered Important gaining forty-three percent (43%) with an average mean of 4.24 ranking first, same as of speaking.

Rating of Workers in the Industry

Based on the rating of the workers in the industry they consider the importance of reading as important getting forty-seven percent (47%) with an average mean of 4.42 ranking second. The importance of writing is considered as Important acquiring fifty-eight percent (58%) with an average mean of 4.32 ranking third. Speaking on the other hand, is considered as Important covering fifty-three percent (53%) with an average mean of 4.47 placed as first and listening, considered as Important garnering fifty-three percent (53%) with an average mean of 4.32 placing second.

Rating of IT and English faculty/ teaching staff

Based on the ratings given by the IT Department, the IT instructors consider the importance of reading as Important acquiring forty-two percent (42%) with an average mean of 4.25 ranked as first while the importance of writing is considered as Somewhat Important only as it covers eighty-three percent (83%) with an average mean of 3.91 ranking fourth. Speaking signifies to be Important as it covers seventy-five percent (75%) with an average mean of 4.00 ranking third and listening signified as Important covering fifty-eight percent (58%) with an average mean of 4.16 ranked as second.

On the other hand, teachers of the English Department consider the importance of reading as important garnering eighty-three percent (83%) with an average mean of 4.83 ranked as second. The importance of writing is considered as important accumulating eighty-three percent (83%) with an average mean of 4.83, ranking just like reading as second. Speaking is classified as very important covering one-hundred percent (100%) with an average mean of 5.00 being ranked as first and listening as judged to be very important also covered one hundred-percent (100%) with an average mean of 5.00 ranked as first.

3. Competence of the Students in performing the skills

Self-rating of perceived ability

Based on the self-rating of the IT students in their ability to perform the four skills they ranked their capability in reading as Good gaining fifty-two percent (52%) with an average mean of 4.02 ranking third in the scale of one (1) as the highest to five (5) as the lowest. Writing ranked as Good acquiring fifty-five percent (55%) with an average mean of 4.00 placed in the fourth position. Speaking ranked as Good collecting forty-six percent (46%) with an average mean of 4.05 placing second and listening collecting thirty-eight percent (38%) with an average mean of 4.14 ranked as Good placing first.

Rating of English and IT faculty/ teaching staff

Based on the ratings given by the IT instructors of the IT department, the students ranked in reading as fair as it collects forty-five percent (45%) with an average mean of 3.27 and ranked as fourth. Writing on the other hand was judged as fair as it takes forty-five percent (45%) with an average mean of 3.45, ranked as third. Speaking is considered to be fair as well, as it accumulates forty-five percent (45%) with an average mean of 3.54 ranked as second and listening ranked as fair as it gathers fifty-five percent (55%) with an average mean of 3.90 ranked as first.

The English instructors ranked the capability of their students in reading as Fair comprising of sixty-six percent (66%) with an average mean of 3.50 being ranked as second. Writing is judged as fair accumulating thirty-three percent (33%) with an average mean of 3.30 ranked as third. While speaking is ranked as fair since it comprises of fifty percent (50%) with an average mean of 3.50 ranked as second in position and listening evaluated as Fair taking thirty-three percent (33%) with an average mean of 3.67 ranked as first.

4. Type of prototype materials in EAP in developing the language skills of the students in IT based on:

Review of the existing syllabus

Based on the review of the existing syllabus of the Bachelor in Science in Information Technology (BSIT), it has been administering four (4) English courses equivalent to twelve (12) units namely Communication Arts 1 with a subject code of Eng 113 taken in the first semester on the first year.; Oral Communication or Eng 123, Technical Writing and Research or Eng 213, and Research Methodologies or RES 323. All English courses are offered as three (3) units equivalent to three (3) hrs. Each subject is classed in a week for one semester. These English programs are the university- wide provision of what the English curriculum of the IT course should be. These English programs were assumed as designed to accommodate the different language needs of students at different levels of study but as the study progressed it appears that among the four English courses the field offers only the first subject (Eng113) can offer a complete range of study of the four skills and the rest would only be specifying one skill.

Among the four English subjects offered, only Communication Arts 1 or Eng 113 offers complete lesson- coverage of the four skills. One can suppose that this subject alone will not be enough to cater the needs of an IT student to fully equip himself in successfully completing the major subjects of the four-year course.

The researcher came about with a proposed syllabus- design for the said subject based on the needs analysis of the four respondents of this study. The said syllabus –design coincides with proposed proto-type materials in Communication Arts 1 specifically for IT students only.

Self- rating of perceived performance of needs and competence

The student- respondents perceive that all four-skills take an Important role in their field, but much consideration is given to Listening and Speaking.

As regards the students' perception of their capabilities on the average, they claim that in all four skills, they ranked themselves as Good, classified as second highest in the highest rate of Very Good. It would appear that students have high-confidence of perception in terms of their performance of the four skills. Listening takes the higher average mean of ranking among the four skills, ranked the skill of speaking next, and Writing takes the least in the average mean justified by the event that less point of concentration is given in Writing, giving them that particular judgment. Brought by this fact the researcher came about with a proto-type material that would improve the skill that students needed to excel in accomplishing the course using the outcome of their perception rate of Importance and capabilities in performing the skills as the measure of the level of difficulty applied in the said material.

Rating of English and IT faculty/ teaching staff in performance of needs and competence

The teachers of the IT Department stress that all four skills are Important in the field but Reading takes the highest range. Writing perceived as the least Important of the three groups.

In ranking the ability of their students in performing the four skills, the IT teachers gave Fair, which is equivalent to lesser than an average standing. Listening is ranked as the highest in mean recognized as the best skill of students but still not good enough as it ranked merely Fair.

On the other hand, teachers of the English Department consider both Listening and Speaking as Very Important. While Reading and Writing take similar positions as Important in congruence with the thought that the two skills serve as supplementary skills only that may be achieved independently from one another unlike the first two skills stated.

In assessing the competence of the IT students on the four skills, teachers in the English Department scored all four skills as Fair on the average. Teachers in the English department assert that IT students are more of passive learners very much inclined to being reflexive rather than being active. Not far behind are both Reading and Speaking categorized as second best but still unsatisfactory as both only ranked as Fair. The least position is given to the skill of Writing, in which earlier has been consistently regarded as the minor skill needed in the course and proves to be the disregarded skill of the IT students as it ranked the lowest on the average mean. These assessments of both instructors gave the researcher an idea of producing a proto-type material that would greatly cover reading exercises and minimal sections in improving speaking and listening and the most appropriate selected lessons for writing.

Rating of Workers in the Industry in performance of needs and competence

The worker-respondents of the IT Workplace assert that all four skills play an Important part in the industry but Speaking would take the highest average mean of Importance. Writing again takes the least ranking.

The worker-respondents ranked their performance of the four skills on the average mean of Good. Reading this time came first as the worker-respondents claim that a careful exercise of reading skills is very much applied in the industry as most of their dealings involve large scope of information since the field is well-known to be a fast-paced one in terms of upgrading and advancement. Speaking came least based on the average mean. This probably was brought by the fact that worker-respondents admitted that they could sometimes not easily express themselves in English, at times failed to communicate effectively, and needs more confidence in using English. This portion gave the researcher more evident proof to push through with the idea of presenting the proto-type materials by focusing on lessons and exercises aiming to greatly improve the skill of reading and come about with equal portions for the remaining three skills.

6. CONCLUSIONS

Based on these findings, the following conclusions were drawn:

1. That the most needed language skills as attested by the document analysis done are reading and speaking. That most subjects drawn from the field profoundly involve mass of reading exercises as all subjects apply degree of deductions and inferences as it is covered in chunks of reading materials and greatly involve the skill of speaking as the subjects deal with mass communication, business administration and marketing skills and that very few subjects would cater the need to exercise the skill of writing as most subjects deal with their own terminologies and would not be best served by the technicalities of writing. And that the CHED Memorandum Order (see appendix B) for the IT course proved that there is a need for a revision of the English programs offered in the IT Curriculum
2. That of all English subjects offered in the IT course only Communication Arts 1 offers complete lesson-coverage of the four skills and the most flexible subject to be modified to fit the needs of the students in the course.
3. That the most needed language skills of the students as affirmed by all four-respondents based on the needs analysis given are reading and speaking.
4. That Students' ranking of themselves on both their needs and capabilities also did identify issues that constrained their learning of English as it was compared to the ranking given to them by their instructors in both IT and English. It appears that students had miscalculated the skill that would serve as most important as it was contravened by the rates given to them by their instructors in IT as it takes a similar verdict as of their instructors in English.
5. That Students in terms of the rating of their instructors in both IT and English perform only Fair in the four- skills and needs more enhancement.

7. RECOMMENDATIONS

In the light of the findings and conclusions of this study, the following recommendations are proposed:

1. That priority should be placed on speaking and reading skills of the IT students as the needs analysis revealed that great portion of their subject-courses as claimed by respondents and the document analysis done will significantly apply the aforementioned skills.

2. That the content of the lessons to be provided should complement the over-all results of the evaluation of the students' performance of their teachers as they generally can observe their performances voided with biases.
3. That the perception of the students in their ability will be the basis in determining the most appropriate content- level for the subject-matter.
4. That the CMO be reviewed and revised in accordance to the needs of the IT students in delving to the field.
5. That a proposed EAP syllabus- design coinciding with proto-type materials in Communication Arts 1 be in replacement of the existing one.

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