



LANGUAGE NEEDS ANALYSIS-BASED SYLLABUS IN TEACHING COMMUNICATION ARTS

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ABSTRACT

This paper is a descriptive type of research which aimed to analyze the language needs of the first year college students and eventually augment CHED-Recommended Syllabus in Communication Arts. It employs descriptive statistics because of the non-random nature of the convenience samples and the nominal/ordinal nature of the data. The researcher selected only 200 or 25% out of 800 first year college students at BatStateU – Jose B. Zuño. Convenience-purposive sampling was applied because the respondents were easily accessible to the researcher as he was handling them in the class at the time of the study. A survey questionnaire consisted of eight-item writing test which determined the performance of the students vis-à-vis the eight general language functions was used.

A careful analysis of the sample discourse was done based on communicative skills and language functions as criteria. The frequency distribution was used to find out if the students exhibited the language features required of the function. The data analysis and summary of findings were used to realize the recommendations made to augment the syllabus.

The researcher has the following findings: (a) The students were able to perform the eight language functions vis-à-vis the language features required of its functions; (b) The language realizations required of the functions that students were able to exhibit include: (i) asking questions - wh-questions & yes-no questions; (ii) narrating events - tense consistency, active voice, relative clauses & tense aspect system; (iii) giving instructions - prepositional phrases, adverb and adverbials, imperatives & modal auxiliaries; (iv) describing events - using adjective as complements, attributive vs. predicate position, degree-comparatives and equatives, adjectives & sequencing modal auxiliaries; (v) comparing and contrasting - discourse markers for comparison and contrast, verb-noun restrictions & semantic restrictions; (vi) illustrating and giving examples – discourse markers for citing examples, demonstrative pronouns, lexical conditions, verb-noun restrictions, co-occurrence restrictions & semantics restrictions; (vii) explaining a process – passive voice, sequence markers, adverbials, coordination and subordination & tense consistency; and (viii) defining terms – S-V agreement, pronouns and their antecedents, the article system, tense-aspect system & negation; (c) The errors manifested in the written rendition of the functions that the respondents were asked to do include mechanics in writing namely: capitalization, commas and spelling. Grammatical errors were also very evident such as subject-verb agreement, forming wh-questions, accuracy of subordinating conjunction, wordy expressions, aptness of vocabulary, use of preposition, rules of determiners, relative pronoun, unity of tense, passive voice, transitional devices, auxiliary, plural of nouns, adverb of manner, coordinating conjunctions, infinitives, and imperatives; and (d) Instructional material was developed for adoption by the institution.

Based on the theoretical and practical implications, the following conclusions were drawn: (a) Errors in the language realizations are still exhibited in the performance of the eight language functions; (b) Less number of/poor language realizations

emerged in asking questions; only two out of five language focuses were exhibited; (c) Use of preposition, determiners spelling and transitional devices appeared the most troublesome among students. (d) Augmented syllabus is a promising model for developing the communication skills of college students and for attaining the listening, reading, speaking, and writing objectives.

Key words

Needs analysis, communicative language teaching, curriculum development, functional-notional syllabus, instructional materials development