

CHAPTER 6

CONCLUSION

6.1 Limitation of the Syllabus Design

This research was motivated by a real need. The study has been carried out through literature review, needs survey, and analysis and evaluation of some resource materials. In designing this syllabus, there were some potential shortcomings in this research. Firstly, the researcher did not go back to the Seminary herself but acted on the accountability of the faculty at the Seminary for the needs survey. Secondly, a pilot test had not been administered before the actual data collection process and there were some issues with the design of the research instrument. Thirdly, only one book on Theological English reading as ESP was analyzed and evaluated; however, it was the only available and most relevant reference to the needs of the target students. While there were some online links to theological teaching resources, many of them were impossible to track down. Fourthly, there is a need for considering and including all language systems and language skills in the syllabus, yet, according to the nature of the course and the limited teaching hours, emphasis could be given only on grammar, lexis, reading and writing skills, learning activities and topics. It would be a great advantage if Listening skill could be

provided as it is the very first authentic exposure people receive that contributes much to first language acquisition. However, in this syllabus design, listening skill could not be focused and practised but included only as providing supplementary input exposure to the main syllabus, through the exercises and tasks included in the commercial coursebooks. Though the amount of listening exposure provided may be limited, it can at least be in one way beneficial since listening to the non-native teacher speaking English in the classroom is quite different from listening to the native speakers in real life. However, the students are to be encouraged to attempt authentic listening through radio, TV and films on their own outside the classrooms.

Similarly, Speaking skill is not given much priority. However, it will be taught and trained through the classroom interaction between the teachers and students, students and students interaction through pair and group works, that are provided through the learning activities and tasks specially designed in the coursebooks for communicative purposes, for example, activities and tasks on discussion, think- pair- share, information- gap, compare and contrast, etc.. From these classroom practices, the students will be prepared for oral mini presentation in class.

6.2 Discussion

As it is a proposed syllabus implementation, there could be some variation in actual teaching. Topics may change within the preferences of the students according to the data assessed, but they are to be chosen with the knowledge of being an umbrella for teaching the language, the strategies, and the concepts. The suggested sequence of the units can also be altered depending on the decision of the teachers, the teaching hours as well as

the needs of the students. Two weeks is assigned to teach a unit; however, sometimes, it may take more or less than two weeks depending on the reading passages and the activities practised. However, strategies and some language content that are essential to these students are to be taught anyway. Though every needs, preferences, or problems assessed in the empirical research cannot be met directly, ways could be sought how to meet them indirectly. For example, regarding the issue of teachers with inadequate training and knowledge on TESOL, a departmental or inter-seminary workshop or seminar could be arranged to impart these knowledge to the new and inexperienced teachers. Regarding the learning resources, mostly available ones are the printed texts, there is also an opportunity to search online for the learning resources, though it is a more expensive means depending on the situations of the country at present as access and technology still needs improving. However, internet access could become a helpful mean for teachers to search for the learning resources and to be exposed to the target language for the learners as well.

6.3. Recommendations

Usually it would be considered that ESP would be the better mean to teach students with specific discipline. However, in this study, the syllabus is designed in a way that it combines general communicative English with ESP reading and writing texts, with the anticipation that it will be motivating as well as facilitating the learning processing. Research could be done on this area to find out whether this concept is an appropriate one or if there is an alternative approach to better facilitate the needs of the ESP students. In doing this research, while searching for the sample or model curriculum

and syllabuses for these theological students, it was hard to get them. Therefore, if curriculums and syllabuses can be accessed more easily and in more numbers, it would be beneficial for all the theological seminaries seeking for the model ones.

The data assessed in this study are relevant to the needs of all theological students at all academic years and therefore, they can be applied not only for the first year but also with the other school years. It is hoped that at least this syllabus design will contribute to the need of the Seminary in some ways. And through the evaluation, more research findings, and cooperation among the faculty, this syllabus design would be adjusted and improved for the better future use.

PAYAP UNIVERSITY