

Thesis Title A Proposed ESP Course Design for
 Paramedical Students

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ABSTRACT

The intention of this study was to design a complete ESP course for paramedical students of the Ministry of Public Health based on the results of needs assessment using mailed questionnaire as a tool of research. The subjects of the study were the paramedical students who finished the courses from Medical Record Librarians, Cytotechnicians and Medical Radiographic Technicians during 1965-1989. The total number of subjects was 230. The questionnaires were assumed to have content validity and reliability.

As a result of analyzing the data of the findings, a model of English course design for paramedical students was proposed. The data obtained from needs analysis of the paramedical students have been taken to be as major components in the model course design in terms

of goals, objectives, topics, skills, tasks, activities, language functions and evaluation respectively. The major conclusion of this study indicated the need to emphasize on content of technical English or English for Specific Purpose rather than General Purpose English.

Reading especially in academic articles and scientific publications was found to be the most leading skill that the paramedical students needed to use, followed by writing, translating, speaking and listening respectively.

It is anticipated that the model might be used or adapted for use in the other paramedical programs of English for the Ministry of Public Health as well as other similar types of program in the other institutions.

On the basis of the findings and conclusions of this study, several recommendations for evaluation and implementation of the proposed model were made, namely, (1) Further research should be taken in this area to determine the nature of English language needs, problems and wants of other sub-special types of paramedical students, by which the results can be compared with the present study for developing a common core course. (2) A follow-up study should be conducted to evaluate the proposed course in terms of language content and skills in order to determine whether a course design really responded to the students' needs specified in this study. (3) Materials should be adopted and surveyed by using the components in the present study to be the basis criteria.

(4) Evaluation of the proposed program should be done from the perspective of new graduates. (5) A proposed course in this study should be compared with other paramedical courses of English in other countries in terms of objectives, topics, skills, activities, and evaluation to find out the standard criteria for ESP course design.