Teaching EAP to native literates in Jordan: Challenges and syllabus design solutions

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Abstract

This paper brings to attention a variety of difficulties in the teaching of English for academic purposes (EAP) in tertiary education. It indicates the growing recognition that students learning English as a means of access to advanced knowledge in the various disciplines at the University of Petra (UOP) in Jordan have highly specific language requirements. But equally, the paper reflects the sense of concern felt by language and special-subject teachers at the sheer scale of the problem now posed by students requiring specialist language help. Parallel with this is the increase in the variety and degree of language difficulties which they experience. The paper also provides an overview of students’ language difficulties investigated in previous and current research conducted by the researcher, to show how the constituents of an appropriately designed syllabus might ease some of the difficulties encountered. Hence, the proposal is for a general pattern for EAP syllabus design which on the one hand will ensure unity by teaching the skills and language that are common components of English for General Academic Purposes (EGAP), and on the other hand allow for diversity by teaching some prime linguistic and discourse features that are specific components of English for Special Academic Purposes (ESAP) which must be taken into account in the teaching of EAP to native Arab literates.

Keywords: communicative rhetorical approach, EGAP, ESAP, syllabus design, needs analysis.

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1. Introduction

In this paper, I try to synthesize the outcomes of my own and relevant research for the solution of empirical classroom-related issues (e.g. Brown & Yule, 1983; Munby, 1978; Blue, 1988; Sanford & Grod, 1981; McDonough, 1981; Nunan, 1988; & 1988b; Stern, 1983; Robinson, 1991; Skehan, 1996; Borg, 2003; Turner, 2004; Dornyei & Ushioda, 2010; Bloor & Bloor, 1988; Candlin, Bruton & Leather, 1975; 1978; Swales, 1971; Gaffield-Vile, 1996; Blanton, 1984; Prabhu, 1987; Coffey, 1984; White, Martin & Hodge 1991; Yalden, 1987; McDonough & Shaw, 1993; Wilkins, 1976).

Surveys were conducted in the years 2009 and 2013 (unpublished) at the University of Petra (UOP) which investigated the study skill needs of undergraduates while learning English through the Service English Programme (SEP): Intensive English; English Language (1) – General English; English Language (2) – ESP/EAP offered by the Department of English at the UOP. In both studies, the subject faculty members are Arabic – speaking teachers who use English as a medium of instruction but have the alternative of teaching in both Arabic and English especially in first year courses.

The students’ needs obtained from the findings of the above mentioned surveys are drawn together, and elaborated on in this paper to provide an empirically grounded basis for syllabus design and course components and help develop goals of the English language programme for students in different fields of study. English language goals can then be stated as specific teaching objectives, which in turn will determine the nature of materials, and the teaching/learning operations that take place to meet the needs and learning outcomes of the students at the UOP.

The paper reflects an interest in ESP/EAP research that is of an applied and a pragmatic nature, posing four fundamental issues:

(a) This paper directs attention to a crucial need to improve the outcomes of the service English programme at the UOP.

(b) The suggestion in this paper is to apply an approach to syllabus design based on tasks that encourage and promote negotiation of meaning, problem-solving, inquiry, role-playing activities, critical thinking, students’ autonomy, and the use of technology.

(c) As the title of this paper indicates, this work presents an element of challenge. The element of challenge that presents itself in this paper is to transfer analysis of the patterns of organization of general areas of genres to the rather less predictable genres of certain disciplines (Bathia, 1993).

(d) It is self-evident that this paper has a link with practice which provides an instance of applied linguistics research that may open new horizons in a subsequent research paper that can have pragmatic outcomes pertaining to methodology in EAP and materials selection.

Theoretically, the paper maybe divided into four major areas: definition of terms and scope; key concepts and aspects of EAP course syllabus design; identification of students’ difficulties and needs; and implications for the suggested model of EAP syllabus design.

2. Background: an overview

Many researchers (e.g. Mackenzie, 1977; Hyland & Hamp-Lyons, 2002) in the field of ESP call attention to the problems created for the designers of syllabuses in EAP due to the disparate composition of student groups. Indeed, the ideal form of tuition is perhaps, as described by such researchers, where the instructor can adjust the target programme to suit individual needs. But, such a situation is not always available, and it is not unusual that some universities face organizational and administrative problems, in addition to special difficulties of time tabling,
staffing and study plans associated with the organization of ESP/EAP courses on a basis of closely defined specific areas of studies.

Speaking of the UOP, groups of students who enlist for compulsory English language university requirements (Intensive English and English language (1) for general purposes) are heterogeneous in respect of discipline, whereas those who enlist for ESP/EAP courses, such as English language (2), are supposed to be homogeneous, that is, drawn from same disciplines. But it must be admitted that, for administrative reasons, completely homogeneous groups are rare except for English language courses addressed to students majoring in English and modern languages. It should also be noted that there is a wide range of divergences in the level of attainment in different language skills. A further point that bears upon this question is the range of levels of specialization. In the same course we may find some students who are newly graduated from high schools and just embarking on Intensive English or English language (1) courses side by side with students who are in their third or even fourth year of their specific field of study. What is more, it is not unusual to find students who are in their fourth year of their specific field of study embarking on Intensive English, English language (1) for general purposes, and English language (2) for special purposes simultaneously.

Based on the above discussion of the kinds of difficulties confronting the Department of English at the UOP, it seems perverse to immediately call for a change in syllabus design; a change that provides optimum attention to individual students in such disparate groups. Thus said, it stands to reason, then, that the syllabus format must be flexible and comprehensive enough to cater for all the different specialist interests and levels as well as for the various language and study skills.

3. The Problem

The Service English Programme (SEP) at the UOP, offered by the Department of English to serve the students’ population of all disciplines, is beset by two types of difficulties.

Firstly, the most striking feature of the groups of students who enlist for Service English Courses is their disparate composition due to administrative difficulties caused by interdepartmental timetabling and by the physical distribution of students in different sections. To take an example at random, 40 undergraduate science students attending the ESP/EAP (English language 2) course, 19 of them represent different disciplines. What is more, the range of disciplines from which the disparate group is drawn is very broad, so that disparate interests are supposed to be catered for if using specialist materials. These difficulties are coupled occasionally with uncooperative departments which make the teaching of ESP/EAP classes a strenuous enterprise and an impracticable one.

Secondly, most students who join the UOP each semester and enroll on the Service English Courses lack the ability to communicate at even rudimentary levels. Other students who are more advanced in English are unable to meet the communicative demands posed on them, or cope with tasks related to the main four language skills. A further point that should be made is that, from the Background presented, I have already referred to the use of research conducted in two previous studies at the UOP, to investigate the language and study skills requirements of undergraduate students enrolled in the Service English Programme, and obtain an evaluation of the programme from the faculty’s point of view. The findings suggest that the English language programme, in its present state, offered by the Department of English at the UOP, does not prepare the students in their specific studies to cope with the demands made on them: both in earlier and later parts of their courses.

4. The Purpose

The purpose of this paper is to suggest a general framework for an EAP syllabus design of the Service English Programme that may help English Foreign Language (EFL) undergraduates at the UOP to take a more active part in their various fields of study.
5. Significance of the Research Paper

The significance of this paper poses two fundamental issues:

Firstly, the syllabus design suggested in this paper is based on needs analysis, that is on solid knowledge obtained from the investigations conducted in my previous and recent research.

The findings obtained are utilized to the solution of problems and difficulties faced by the Department of English at the UOP.

Secondly, what is also significant in this paper is the approach adopted in suggesting a general framework of syllabus design which may help in solving the problems faced in the teaching of Service English Courses at the UOP. The approach adopted is both comprehensive and flexible. Such an approach will prepare students for academic study in their chosen discipline, and contribute to students’ overall experience by upgrading their English proficiency levels.

Thirdly, to the best of my knowledge, such a general framework of syllabus design of EAP programme has not been suggested or implemented before at the UOP or other universities locally or regionally.


This paper only deals with syllabus design which is concerned with “What”, not “how”. In fact, a major purpose of this paper is to solve an existing problem of the students who enroll in the service English courses offered by the Department of English at the UOP. A subsequent paper will be concerned with “how”. Together they will cover the planning and the actual implementation, involving methods (of teaching and learning) and materials. The syllabus will be evaluated by utilizing various kinds of feedback.

7. Definitions of Terms and Scope: English for Special Purposes (ESP) and English for Academic Purposes (EAP)

Although the word ‘purpose’ has always been behind all aspects of English language Teaching (ELT), in ESP the key word ‘purpose’ has focused attention on the ends which we intend to achieve, and the means to achieve that end, or purpose. That is to say, we will have a syllabus design that will be the means, or tool, through which we will satisfy the student’s needs, devise a methodology, and select materials to teach the required skills. However, before embarking on syllabus design and its components, I will clarify the purposes for which English Language Teaching (ELT) is generally taught at tertiary level through the following definitions of terms:

7.1. English Language Teaching (ELT)

Historically, ELT only included: English as a second language (ESL), English as a foreign Language (EFL), and English for Special Purposes (ESP) (Hutchinson & Waters, 1987). The one main difference between ESL/ EFL and ESP is that while ESP refers to a ‘specialized’ language teaching approach, ESL and EFL refer to general English (GE), or (social English). Moreover, ESP was sub-divided and then further categorized into: science and technology, business and economics, and social sciences. Consequently, the focus has been on the different needs of students (Flowerdew & Peacock, 2001).

7.2. General English (GE), or Social English?

The overall purpose of teaching GE is to enable a non-native speaker of English to communicate for general purposes such as introducing people, discussing various ideas, exchanging views, and corresponding with others. GE also refers to formal English, spoken or
written, used in non-specialized contexts. When English is taught for general educational purposes, English is the purpose, i.e. the subject matter of the course (Abbot in Jordan, 1977).

7.3. English for General Purposes (GE) or English for Specific Purposes (ESP)?

In Hutchinson and Waters’ (1987) view, students also need the English language that meet their specific needs; that is, they need to develop communicative competence (CC) in their specific area of study such as physics, business, pharmacy and so on. ESP is the English we find in textbooks that deal with specific subject areas, or the English people use when talking about specialized areas of study, in terms of lexical and grammatical features in the specific areas of study. To quote Hutchinson and Waters (1987) again, in this case, the primary emphasis is on register analysis (i.e. language at the micro level). However, several educators and researchers underlined the importance of realizing that a non-native speaker of English, being a pharmacist or biologist, may still need to know how to use specific discourses, both written and spoken, that are appropriate in particular social contexts (i.e. at the macro level). More illuminating research writers valued the needs of the language learner. At this point, it is appropriate to consider Munby’s (1978) “Target Situation Analysis”, taking into account the elements of English that language learner would be expected to use. Nevertheless, it soon became evident to researchers (e.g. Hutchinson & Waters, 1987; Dudley-Evans and St. John, 1998; Flowerdew & Peacock, 2001) that needs analysis involves more than just the learners’ target needs. To the above research efforts, ESP adopts a broad approach with a new focus on the learner, extending to a learning-centered approach, effective ways of learning the skills and language used in the target situation (professional information), together with information about the learners’ present needs and lacks, addressing what the gap may be between their current needs and professional needs.

7.4. The GE-ESP Relationship

GE and ESP are related in the sense that GE is usually taught and learnt before ESP. The language used is basically the same but it differs in its structures and jargon; and the subject matter discussed that relate to a particular field or discipline. Consequently, motivation to learn and self-direction are higher in ESP contexts than in GE settings, as Carter points out: “ESP is concerned with turning learners into users of the language” (1983: 134).

7.5 English for Occupational Purposes (EOP)

Learning English at the school and university levels is naturally intended to help students use the language after graduation in their future jobs. However, EOP is also taught in situations where learners have to learn English as part of their work or profession, such as banking, medicine, business, secretarial works, etc. where speakers need a specific knowledge of English in addition to general English.

7.6. English for Academic Purposes (EAP)

Interest in EAP is a relatively recent trend that emerged from the branch of ESP, and started to be in general use in 1975 (Hyland, 2006) for students of English at tertiary level. According to Jordan (1997), the term “EAP is concerned with these communication skills in English which are required for study purposes in formal education systems.”

It is important to recognize that EAP programmes may exist in a variety of settings, ranging from a native English-speaking context (e.g. UK, USA, Canada, etc.) to the students’ own countries (ibid). Indeed, this paper only deals with EAP programmes in countries where English is a foreign Language (EFL). This applies to students who are engaged in studying at departments that use the English-medium such as science, medicine, and engineering in Arab universities.
and, or to overseas students studying for a higher degree in English-speaking countries such as UK and USA. Both types of students spend much time of their English courses learning study skills such as listening to lectures, taking notes, writing reports, and reading texts relevant to respective fields of study.

7.7. The EOP-EAP Relationship

According to Hutchinson and Waters (1987), “… in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, returns to, a job.” Though identical in terms of purpose, in Carter’s (1983) view, EOP and EAP are not alike in terms of focus; while EAP focuses on issues of cognitive academic proficiency, EOP directs attention towards interpersonal skills.

8. Key Concepts and Aspects of EAP Course Syllabus Design


Among applied linguists, practitioners, and researchers it is, perhaps, a common place to say that planning for a sound educational programme, particularly in relation to ESP/EAP course design, should be a response to procedures carried out to collect information about target learners known as needs analysis. To quote Hutchinson and Waters (1987), “an awareness of the need... will have an influence on what will be acceptable as reasonable content.” This being said, for accountability purposes, many research efforts (e.g. West, 1994, 1997; Graves, 2000; Belcher, 2006; Richards, 2001; among others) maintain that needs analysis is the backbone of any ESP/EAP course design, incorporating analysis of students’ deficiencies, evaluation of the existing learning gap, or lacks, between what the students can presently do in a language and what they should be able to do; and the language skills needed to survive in their specific field of study.

Within this perspective, the major concern is no longer based only on the traditional methods of analysis, such as register analysis (Robinson, 1991; Swales, 1971; Hutchinson & Waters, 1987) and discourse analysis (West, 1997); nor is it a mere case of target situation needs; (Munby, 1978). Rather, the focus of research is now on target situation needs, present situation needs (Allwright, 1982; Jordan, 1997; Dudley-Evans & St. John, 1998; Richterich & Chancerel, 1980) and learning situation needs (Hutchinson & Waters, 1987; Dudley-Evans & St. Johns, 1998; Jordan, 1997). Not surprisingly, the above elements, when combined, formulate a framework which is broad enough to comprise a web of necessities, wants, and lacks to be accounted for. The rationale behind it is a view that unless a needs analysis procedure is a union of many diverse elements, it cannot attain acceptable levels of accountability. It stands to reason, then, that a needs analysis procedure is considered to be the core for any ESP/EAP syllabus design. This is because it paves the way for deciding, then, on objectives, methodology and pedagogy, and materials selection.


There is no space here to appraise the huge work of research efforts (e.g. Bloor & Bloor, 1998; Chen, 2006, Chitravelu,1980; Dudley-Evans & St. John, 1998; among others) on the identification of a ‘common core’ of English language needs side by side with a diverse range of ‘specific’ language needs. In Blue’s (1988) view, EAP has two divisions: English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP). It seems obvious enough to say that EGAP implies teaching the language and skills that are common to all fields of study. It is, further, assumed that ESAP implies the teaching of the items that distinguish one field of study from others.
Parallel to these two fundamental issues are the concepts of ‘Unity’ and ‘Diversity.’ ‘Unity’ implies that heterogeneous students drawn from different disciplines should have a part of their programme in common. The teaching should also follow a common method, and the students would have a certain amount of shared materials. That is to say, all students have a common entry point to the syllabus. On the other hand, ‘diversity’ refers to specialist options; a set of optional materials that would be provided for in each of the disciplines to be covered. In this case, students would be divided according to discipline for the specialist materials and follow separate paths.

EGAP programmes are described as ‘common core’ (Coffey, 1984) or ‘study skills’ (Jordan, 1997) which aim to develop the four language skills (reading, listening, speaking, and writing) that are common to all academic disciplines dealing with the communicative requirements in social contexts. Examples of study skills refer to listening and note-taking, giving presentations, or short reports. ESAP programmes, on the other hand, are described as ‘subject-specific’ (Coffey, 1984). ‘Subject-Specific English’ is the language needed for a particular academic subject, e.g. business, or pharmacy, together with its disciplinary culture. “It includes the language structure, vocabulary, the particular skills needed for the subject, and the rhetorical organization of language (Widdowson, 1981).

8.2.1. The Rhetorical Communicative Functions

A necessary aspect of ESP/EAP syllabus design is the integration of functional meaning and a grammatical system to enhance communication. It follows that students should be trained to perform the functions of language, such as to use the language for the function of coherent classification. Students should also be trained how to structure the function of the classification. This is not merely a linguistic aspect of language; it also requires a thoughtful approach to rhetorical organization of language.

8.2.2. What is there to be valued in the inclusion of the EGAP and ESAP programmes in the EAP situation?

From the vantage point of syllabus design, it seems reasonable to assume that the inclusion of EGAP and ESAP programmes is of over-riding importance since their growth has been associated with the creation of individuals equipped with high English language proficiency, together with cognitive academic language proficiency. It seems likely that they are highly recommended for non-native English speakers who are engaged in studying at English-medium departments in countries where English is a foreign language, or students studying for a high degree in English-speaking countries. They, for instance, become gradually proficient in language skills (grammar, vocabulary, functions of language, an appropriate use of language, and the general communicative elements shared among disciplines) and language and study skills required in their specific area of study. It is also believed that EGAP and ESAP programmes enhance the students’ ability among students to achieve a high level of cognitive academic language proficiency, such as the ability to analyze, synthesize, and evaluate discourse (Krathwol Bloom & Masia, 1964; Cummins, 2000).

The issue could be succinctly summarized: the inclusion of the EGAP and ESAP programmes in the syllabus design may well prepare students for academic study in their chosen discipline, contribute to students’ overall experience, and provide opportunities for students, who do not meet university language proficiency standards on entry.
8.3. The Concept of Coherence in the EAP Syllabus: the ability to structure thought in linguistic terms

According to Bruner (1975), analytic competence is the third type of competence that is relevant to linguistic behaviour. The other two types are: grammatical competence (systemic) and communicative competence. Analytic competence involves the ability to structure thought in linguistic terms; to produce a coherent argument or exposition in speech or writing, within ESP/EAP context. In fact, many of the errors produced by ESP students in speech or writing are of this type. That is to say, such errors do not necessarily result in grammatically incorrect sentences, but rather in sentences which do not mean what the writer intends them to mean (Cummins, 2000).

Take, for example, the writing skill. In order to write skillfully, the ESP/EAP students have to produce a piece of writing which is more than just grammatical (grammatically correct sentences) and cohesive (to link the sentences together by using cohesive devices, i.e. ‘therefore’, ‘since’, etc.). The ESP/EAP students have to know how to make the language perform the functions they wish it to perform. In most ESP contexts, such functions will include classifying, describing, defining, comparing, contrasting, and many others. ESP/EAP teachers, then, have to teach the students the linguistic means for performing these functions. In other words, and returning to what Cummins (2000) suggests above ESP/EAP students have to learn how to write coherently, producing sentences in which the sentences follow on from each other on the level of ‘sense’ and structure. In this case, the students do not merely require a linguistic skill (i.e. grammatical correctness and cohesion); they also need to follow a thoughtful approach to writing. It follows that, when the ESP/EAP students are concerned with grammatical correctness and cohesion, then, they are using the language appropriately. When they are able to construct a function, such as a classification, they are, then, writing coherently.

8.4. Study Skills Concept

Study skills is an area of growing importance, and has been receiving much attention recently. According to Jordan (1997), “EAP students are required to develop study skills to an appropriate level for the subjects to be studied, in conjunction with the development of language proficiency.” It is also suggested (Jordan, 1997) that “…study skills are abilities, techniques, and strategies are used when reading, writing, or listening for study purposes.”

In their view, such skills are:

(a) Listening to lectures and taking notes (i.e. quickly).

(b) Reading and taking notes (i.e. more leisurely); reading quickly for information; skimming for the gist of content or an argument.

(c) Writing (constructing a paragraph, a competent essay, or report).

(d) Oral skills, such as seminar strategies (giving short talks or presentations, stating a point of view, asking questions for clarification, etc.).

Taking a narrow view of ‘study skills’, the term is reserved for the more mechanical aspects of study (the non-linguistic skills) such as reference skills, the use of library facilities (indexes and bibliographies), the use of a dictionary or encyclopedia, the layout of report writing and dissertations, the use of footnotes, etc. (Robinson, 1991). Seeking to establish ties between language skills and study skills, this paper shows the integrated relationship of the skills. That is to say, the receptive skills are seen as necessary inputs to the productive skills. Note-taking is, thus, seen as an adjunct to listening or reading (i.e. receptive skills), but also as a lead-in to, or link with, the productive skills of speaking or writing, e.g. listening to a lecture, taking notes, and then making use of the notes to make comments in a seminar or in writing an essay (Jordan 1997:9- Figure 3).
Speaking of the native speakers, study skills are not acquired instinctively but learned. Research efforts (e.g. Beard and Hartely, 1984) demonstrate the need for study skills instruction or courses of various kinds. In Jordan’s (1997) view, native and non-native speakers of English need help with study skills.

9. Students’ Profile: Identification of Students’ Difficulties and necessities

The purpose of this section is to provide a brief survey of the language problems of EFL undergraduate students enrolled in service English language courses, and the subsequent needs defined.

9.1. Students’ difficulties in language skills

The surveys and interviews of my present research provide a picture of the typical EFL/EAP students who attend the English service courses.

The subject-teacher questionnaire and interviews were carried out in order to present some evidence as to how far and how serious English language was a problem for the undergraduates who belong to different disciplines. The purpose was also to find out about the general level of the students’ English proficiency, and to provide some information about their needs and necessities, and about the usefulness of the service English courses offered to them, by the Department of English of the UOP.

9.2. Data and Results of Analysis

9.2.1. The Subject-teacher Questionnaire:

A question that invited the subject teachers to evaluate their students’ abilities and difficulties in the four language skills, grammatical structures and mechanics of language had the following results, as shown in Table 1 below that indicate students’ weakness in speaking (44.4%) and in writing(40%).

<table>
<thead>
<tr>
<th>Table 1. Students’ Abilities and Difficulties</th>
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</thead>
<tbody>
<tr>
<td>Skill Evaluation</td>
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<tr>
<td>------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Listening</td>
</tr>
<tr>
<td>Speaking</td>
</tr>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
</tr>
<tr>
<td>Grammar</td>
</tr>
<tr>
<td>Mechanics</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

It thus becomes evident that in these areas the English language program needs attention and improvement earlier so that students can derive more benefit from it.

On the other hand, Table 1 above reports that reading (28.8 %) and listening (28.8%) appear to be less difficult for students than the two productive skills (writing and speaking).

This would be expected since most of the students’ exposure to English is, in their lectures, listening to lectures. Students are also expected to read materials from several sources, and for themselves.
Subject teachers were asked to evaluate the training their students have received so far in the service English courses offered by the Department of English at the UOP. Table 2 below shows the results.

Table 2. To evaluate the satisfaction with the Service English Programme

<table>
<thead>
<tr>
<th>No. of Responses</th>
<th>Category</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Good</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Satisfactory</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Weak</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Very Weak</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>45</td>
</tr>
</tbody>
</table>

Out of 45 responses, 20 believe that the English programme is ‘weak’ and 5 believe it to be ‘very weak’, 13 think it is ‘satisfactory’, and 7 think that the programme is ‘good’.

Table 3 below demonstrates a vast agreement among subject teachers (100%) on relating the students’ language problems to both areas: general English and special academic English.

Table 3. Students’ difficulties in GE or Special Academic English or Both

<table>
<thead>
<tr>
<th>No. of Responses</th>
<th>Difficulty being in GE</th>
<th>Difficulty being in Special Academics Eng.</th>
<th>Difficulty being in Both</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>45</td>
</tr>
</tbody>
</table>

There was also considerable agreement (95%) among subject teachers on the students’ difficulties in both General English and Special Academic English in the syllabus of the service English program.

Table 4. The Need for the Inclusion of GE, ESP/EAP, or Both

<table>
<thead>
<tr>
<th>No. of Responses</th>
<th>Inclusion of GE only</th>
<th>Inclusion of ESP/EAP only</th>
<th>Inclusion of Both GE and ESP/EAP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>2</td>
<td>43</td>
</tr>
</tbody>
</table>

Results confirm students’ need for a language core.

Table 5 examines and specifies the study skills EFL undergraduate students need in their specific area of study.
A close examination of Table 5 above gives rise to the following details:

2. \( R \times F = \% \)

- **Note-taking:**
  
  The first column in Table 5 above shows that out of seven disciplines six majors rate note-taking 'very high', (i.e. of great importance).

  Since the majority of lecturers have less serious criticism of students' listening ability compared with the writing and speaking abilities, this suggests that writing notes is a restriction rather than a listening ability. This may be an inability to take notes or an inability to copy enough depending on the note-taking techniques. The restriction could be referred to writing ability in terms of organization and/or speed, or concealed poor listening ability, or a combination of these. However, linguistic factors should be dealt with pedagogically.

- **Seminar Strategies (Oral Contact):**
  
  A quick look at the second column above is enough to show the crucial need for the oral skill; again, six disciplines out of seven rate seminar strategies 'very high.' This item in the survey includes: presentations and oral reports, posing to extend and/or clarify points, and responding to questions during lectures, and all the sub-skills pertaining to the oral contact activity. Students need to be more competent in this skill. Hence, it may be worthwhile to note this area must therefore be given high priority in the language programme.

- **Academic Reading:**
  
  Likewise, the sub-skills under the umbrella of academic reading (the third column) are evaluated as 'very high' by six disciplines out of seven, and 'high' by one discipline (law).

- **Academic Writing:**
The fourth column in Table 5 above shows that there are six instances in which academic writing is rated as ‘very high’, and one as low.

- **Lab Reports/ Business Reports/ Media Style**

  It can be seen that a practical component plays an important part in certain specific disciplines. It thus becomes obvious that only two disciplines out of seven rate lab reports ‘very high’ and three ‘moderate.’ This is because of the specificity of lab reports. For business and journalism disciplines, however, practical work also includes looking at drawing specimens as well as field work for which a field report must be written. Only one subject teacher rates ‘business reports’ ‘very high’, and two subject teachers rate ‘media style’ very high’. Again, this is because of the specific nature of certain disciplines.

- **Guessing Meaning of Vocabulary from Context**

  Only two disciplines (Law and Journalism) rate this area ‘very high.’ Thus, there is the need for the use of vocabulary items and terms in such specific areas of study.

- **Library Skills**

  It seems that all subject teachers view this non-linguistic study skill as of crucial importance. As shown in the last column of Table 5, five disciplines rate this area ‘very high’ and two ‘high’. The non-linguistic skills include the ability to use libraries, dictionaries, references, etc. These are the study skills that are considered crucially required in the teaching of ESP/EAP, which distinguishes it from other areas of ‘language teaching’.

9.1.1. *The Interviewees and Additional Comments: Students’ Needs and Wants*

From the discussions with the interviewees and the additional comments stated in the survey, the following needs and wants have been noted:

1. There is a need for an intensive GE programme, including social English, with a component that focuses on intensive grammar, before students study their specific field.

2. Students have difficulty in writing lab-reports, or writing long laboratory materials which individual students particularly need to practice.

3. Interviewees stress the importance of oral fluency since it often proves an insuperable obstacle to effective participation in presentations, oral reports and discussions.

4. Interviewees stress the importance of the students’ ability in selection of main ideas and of distinguishing relevant from irrelevant data when writing which is virtually important whatever the discipline.

5. Interviewees believe that rephrasing is the essence of writing difficulty and that students need to be trained how to synthesize material from different sources such as extracting pieces of information, documenting references, and combining them into an accurate and logical argument.
9.1. Conclusions of the Needs Analysis

It may well be said that the above analysis has met the aims already mentioned in the introduction of identifying the difficulties and needs of EFL undergraduate students enrolled in the service English courses. These difficulties and needs are expected to be attended to the suggested syllabus design as a pragmatic solution to the students’ problems.

Separating language skill categories for investigation is only for the purpose of research. That is to say all language skills are integrated. It follows that the results and concluding remarks of the above data analysis should not be considered in isolation when designing courses.

From the surveys referred to in this paper, it will be seen that there is clear evidence of the need for some kind of help with study skills and language practice. It is also worthwhile to repeat the analysis at regular intervals to provide information on how effective the language programme is, in fulfilling the linguistic objectives that are selected as a result of the analysis. Furthermore, this information provides insight into how to better prepare students for academic study and contribute positively to their university experience.

10. Implications: A General Framework of the Suggested EAP Syllabus Design: A Necessary Background

10.1 A Necessary Background: Types of Syllabus Adopted

So far, I have examined key concepts that may formulate a sound background to build up a suggested syllabus that is based on needs analysis, students' problems, and indications of lacks, necessities and wants.

Before specifying the components of the suggested syllabus, I would need to survey briefly the different types of syllabus that have been used, and the approaches adopted in an EAP syllabus types.

According to Jordan (1997:60; see also Robinson, 1991: 41), the various types of syllabus can be subsumed under the following approaches. The main pedagogical focus in each approach is how to teach academic skills effectively.

10.1.1. Content or Product Syllabus

Under the content-product syllabuses, the following sub-headings are listed:

(a) It is a grammatical syllabus which focuses on the form or product of language, i.e. the structural items and their organization and gradation (Ewer & La Torre, 1969).

(b) It is also a notional-functional syllabus in which conceptual meanings and communicative functions are expressed (Wilkins, 1976; Littlewood, 1981; Munby, 1978). Consequently, communicative functions are made use of in the learning/teaching operations such as problem-solving, interacting and negotiating with people.

(c) A further type is the situational syllabus. It focuses on the contexts in which language is used, such as various academic settings, or opening a bank account.

(d) A forth type is the topic-based syllabus. Topics are selected from the students' field of study combined with the appropriate language, that is syntax and lexis, such as English for Special Academic Purposes (ESAP).

(e) A final type under the content-product syllabus is the content-based syllabus which focuses on teaching students their language needs and terminology used in their specific field of study.
10.1.1. Skills- Based Syllabus

(a) In Jordan's (1997) and Duddley-Evans and St. John’s (1998) views, the macro skills: speaking and writing; listening and reading are taught in combination with the sub-divided micro-skills, such as skimming, scanning, reading for information, etc.

(b) A syllabus based on cognitive skills which are associated with language and learning skills. According to Dudley-Evan and St. John (1998), tertiary level students need to carry out tasks, and have the ability to deal with thought processes that underlie language such as critical thinking activities.

(c) According to Jordan (1997), a study-skills syllabus is developed when study purposes (such as 'essay', 'reports', or a 'presentation') are added to language skills (Robinson, 1991).

10.1.2. Method/ Process-Based Syllabus (based on tasks)

(a) The process syllabus: it is a strategy-based approach which focuses on the language learner in the learning process. The negotiation process is part of the syllabus; among sets of syllabus options, in which students’ views are shared (Skehan, 1996; Rubin, 1975; Oxford, 1994).

(b) Learning-Centered/Negotiated Syllabus: A syllabus that focuses on the learner, with the learner responsible for making a number of decisions (Nunan, 1988b). The focus is "on the development of learner autonomy and independent learning skills" (Jordan, 1997).

(c) Procedural/ Task Based: A syllabus that is based on a task or problem, while the teaching/learning aims at cognition and process, i.e. intellectually challenging tasks in order to maintain students' interest. Pedagogic tasks often involve reasoning and information-transfer activities (Skehan, 1996).

10.2. The Suggested Model of Syllabus Design: Main Features; Course Components; Factors for suggested Learning

Now it is appropriate to look at the suggested syllabus itself, the components it involves, and conditions for successful learning, specifying what to be included in the Service English Programme offered by the Department of English at the UOP to EFL undergraduates enrolled in five faculties.

10.2.1. Main Features of the Suggested Syllabus

Firstly, generally speaking, the approach adopted in the suggested EAP syllabus is a multi-syllabus; a combination of the three major syllabus types presented above, and modified according to detected needs and constraints. However, the suggested syllabus is liable to be amended in the light of feedback obtained, and according to needs and constraints. The skills, strategies, and tasks students acquire as a result of the multi-syllabus approach will, indeed, prepare them for academic study.

Secondly, the suggested syllabus is both flexible and comprehensive. That is to say, it is comprehensive enough to ensure overall unity, and flexible enough to accommodate diversity, with a set of optional materials would be provided for various requirements of each discipline.

Thirdly, the general framework of the suggested syllabus is organized and based on the rhetorical-communicative approach; an approach based on the practice of communicative functions that are common to both, specialist and non-specialist discourse. Each unit would
exemplify and practice the use of a communicative function, or a set of functions, first in the general English setting which is non-specialist but nonetheless relevant to the students' experience, then in a specialist setting in which the performance of various communicative tasks will deal with language skills. Each unit in each component deals with the communicative functions shared among all disciplines, while syntactic (grammatical) and lexical items that are used to realize these functions vary from one discipline to another. But this variation is determined by the nature of the communicative task and the level of formality of the situation in which it is performed. For this reason it is necessary to distinguish between two classes of communicative function.

On the one hand, describing, classifying, defining, instructing, asserting, recommending, summarising and so on constitute a class of rhetorical functions (Wilkins, 1972) in discourse: relating to what the speaker wishes to say and how he chooses to arrange it in a coherent stretch of discourse.

A second class of communicative functions is related to the use of lexical and syntactic relations to manipulate the functions of language, in social and specific settings. In both components, the discourse would be structured by rhetorical functions.

Furthermore, there is an expectation that language learners will learn the area of general academic language and study skills (EGAP) whose linguistic items are thought to be common to all students from different disciplines. In other words, they will learn the principles of the skills so that they may be applied by the student to his or her specialism; these skills will then transfer to their mainstream courses (ESAP). It is, thus, the case that research (Swales, 1990) suggests that we have to identify those linguistic and rhetorical skills that are carefully transferable to a wide range of academic contexts, and separate such skills from those that are only needed in narrow disciplinary situations. Thus, it is important to recognize that in an EAP setting, it is academic culture and the cultures of the discipline that are crucially emphasised (Kramsch, Ginsberg & Boot, 1991). Hence, key issues incorporating needs analysis (lacks wants and necessities), EGAP and ESAP programmes, and the study skill concept are highlighted.

10.2.2. The Components of the Suggested EAP Syllabus

- **General Remarks**

  The suggested syllabus design in this paper can be divided into three major modules, carrying the same numbers of the three existing service English Courses at the UOP, as stated below:

  (i) General or Social English: GE (9402099)

  (ii) Study Skills: EGAP (9400121)

  (iii) The English of Students’ Specialisation: ESAP (9400122)

  The above three courses are in-sessional and held in two regular semesters, and last for 17 weeks and in summer sessions, each lasts for 8 weeks.

  - One of the major goals of the suggested EAP programme, covering the above three courses, is to utilise the English language skills, study skills, and academic strategies students learn in order to equip them with the devices and means to study the subjects in their specific fields; hence, to their academic needs.

  - The suggested syllabus design marks a point of departure from the existing Traditional Service English programme, since it is meant to be appropriate to the needs of a wide range of heterogeneous students.

  - A further main change in the suggested syllabus design is the introduction of a remedial grammar module addressed even to students who are proceeding to advanced courses. This remedial grammar component is designed to help EFL
undergraduates to perform effectively in the communicative events they confront while studying their specific subjects through the medium of English at tertiary level.

Finally, ideally, it is important to assess the students’ proficiency both on arrival and upon completion of each course in the Service English Programme so as to reveal the mean gain of improvement.

10.2.2.2. Course Components

1- **9402099 Module:**

This module includes three broad components:

(a) *Basic Grammar (Remedial Grammar)*

(b) *Study Skills at an elementary level (non-linguistic skills):* ability to use libraries; reference skills; etc. as well as some Linguistic study skills: short oral reports

(c) *Social English*

(d) *Evaluation/Assessment*

(a) **Basic Grammar (Remedial Grammar)**

What is new in the approach of this component of intensive English is that, firstly, language teaching is concerned with a revision of communicative rather than simply grammatical competence. However, grammatical competence should not be neglected.

Secondly, in order to satisfy each student’s need, the programme of remedial work is directly related to his individual and idiosyncratic state of ‘transitional competence’ in the FL (Wilkins, 1976; Littlewood, 1981). For this reason, this component of remedial grammar will not provide a revision of basic structures. Instead, it is necessary to construct a profile of each student’s transitional competence in the FL by means of an assessment and diagnostic test. If the test score is low, an overall remedial work at an elementary level is assigned as a self-study in the language laboratory monitored in individual consultation. It is also based on classroom lessons that involve materials for inductive teaching and discovery learning. Gradually, students are provided with supplementary subject-area materials from different disciplines. Hence, the paper directs attention to the issue of innovation and students’ autonomy from the very beginning (Little, 2005).

(b) The module is also coupled with an integration of a study skill component at an elementary level. That is to say, the 9402099 course is to introduce study skills module, including practice in the use of the non-linguistic study skills, such as library use and reference materials, it will also include linguistic study skills in order to develop confidence by providing opportunities for short oral presentations, report practice, and writing very short accounts (Jordan, 1997).

(c) **Social English Module (GE)** is a necessary component that can be analysed for learning and practice purposes into language functions, such as greetings, apologies, suggestions, invitations, requests that are practiced in different contexts or situations such as in a bank, asking the way, and so on. It is worth noting, here, that EFL students have limited familiarity with polite conventions, that is appropriateness of language in the social situations in which they find themselves. EFL students must also recognize that there is not one-to-one relationship between form and function. Therefore, sentences which are grammatically imperative may fulfill several communicative functions, such as ‘Give me a cigarette’. ‘Give me a chance’ (Halliday, 1973), while conversely a particular function may have a diversity of grammatical exponents.
(d) Evaluation/ Assessment

At the end of this course, and each subsequent course, students are invited to complete a questionnaire, asking them to assess the relative usefulness of the course. On the other hand, as mentioned earlier, it is also necessary to assess the students’ proficiency both on first entry to the UOP and at the end of each course in the Service English Programme, in order to reveal how far the intended students have improved.

2- 9400121 Module

This module will include two components:

(a) Study-Skills Module: Linguistic study skills and non-linguistic study skills.

(i) Linguistic Skills: Productive and Receptive Skills (Integrated)
   - Listening to lectures and note-taking
   - Reading specialist and non-specialist texts and note-making
   - Seminar strategies (presentations; short talks)
   - Writing academic reports
   - Writing ‘examination-type’ short essays

(ii) Non-linguistic study skills
   - Reference Skills
   - Research skills
   - Library project (familiarisation)

(b) General English / Remedial English Module
   - Grammar/Vocabulary
   - Remedial/Developmental language practice

(c) Tutorials

(d) Individual feedback

(e) Self-access activities (Technological Facilities)

(f) Evaluation (Questionnaire)/ Assessment (Continuous)

(a:i) The second course (9400121) is mainly based on study skills proper. It is a study-skills module which places an equal emphasis on all the four language skills that students would need to follow in their specific academic programme (Jordan, 1977). Now, it should be made clear that separating language skill parameters for investigation and needs analysis purposes, in this paper, is artificial in the sense that all language skills are interrelated. Thus, the conclusions from the different sections of this analysis should not be considered in isolation when designing courses. Hence, teaching note-taking is linked to the teaching of the three language skills: listening, reading, and writing. In so doing, the structure of the study skills module would compromise in the early components the receptive skills with accompanying note-taking. The productive skills would follow through the presentations and oral questions and discussions. The discussion components are expected to lead to speaking and writing practice. Students in the departments that require laboratory work need some guidance as to organization of reports and
the various language forms to be used. They should, further, be given instruction and practice to consider how language works in a model example of writing short essays in exams (Jordan, 1997).

(a:ii) The non-linguistic skills include the ability to use library facilities (indexes and bibliographies) follow up references, and research skills efficiently.

(b) General English/ Remedial English Module

The second module in the 9400121 course is an advanced intensive English language module, focusing attention on language work, such as those included in the listening and reading texts covering a more advanced language items, cohesive signals, and remedial work-items arising to date.

The social language component which is suggested to be taught as an element in the Intensive English Module also includes communicative functions with their lexical and structural realization of those functions.

(c), (d), (e), and (f) items are dealt with in the same way as in the 9402099 Module. Laboratory work, evaluation and assessment, and directing attention to issues of autonomy are crucial in all modules in the three major courses.

3- 9400122 Module: The Common Core Module/ A Functional Approach

➢ General Considerations

The first consideration is the grouping of students. EAP classes should consist of three EAP groups of students, arranged according to the specialist main subject areas: science social sciences, and business studies and law, in order to provide an additional degree of relevance and coherence in the selection of themes drawn from specific subject areas. In this case, texts will be based on broad topics which may be approached in different ways by a number of disciplines (Jordan, 1997; cited in Hutchinson & Waters, 1987).

The second consideration is that, theoretically, this course is based on reasonable plans in relation to providing students with advanced in-depth knowledge through innovative and autonomous teaching materials which could be adapted to the specific subject areas of students drawn from different disciplines.

The following are selected examples of autonomous activities (Blue, 1988).

(i) Individual projects are selected by students from their own specific field, or essay writing can be assigned.

(ii) A selection of audio-video-cassettes on different subjects may be available in the language laboratory. The recordings may be provided by different academic departments.

(iii) Optional reading/ writing tasks could be provided on an individual basis; self-access tasks (Breen, 1985).

➢ Course Components

This module (9400122) is expected to meet the needs of students in their specific area of study. The following components are included:

(a) The Rhetorical Organisation Component (EGAP)
- Students (heterogeneous) drawn from different disciplines are taught some of the linguistic means English uses to perform (a structure) the functions of language by exposing them to different rhetorical organizations, illustrating various linguistic means of a certain function, such as classification.

(b) Language of Students’ specific area of study: self-access component (ESAP)

- Students (homogeneous) from the same discipline are trained to write passages of their own related to their specific field of study: it could be about computers, journalism, physics, etc.

The differences between EGAP and ESAP equal the differences between skills and conventions required in academic disciplines. That is to say, since the subject content differs from one discipline to another, specialist lexis and syntax may show significant variations between disciplines (Jordan, 1997). For example, certain scientific disciplines may have a tendency to use verb tenses in the passive and nominal compounds more frequently than other subjects. Likewise, register analysis shows vocabulary frequencies for different subjects (Robinson, 1991) at the sentence level. Moreover, a rhetorical approach describes the language and its structure used in speech or text that is longer than the sentence. Research efforts (e.g. Widdowson, 1981; Wilkins, 1976; Jordan, 1997; Carter, 1983; and others) examine the communicative contexts that influence language use, or in the relationship between utterances, for example, aspects of cohesion and the discourse markers that are employed.

(a) Running parallel with (a) and (b) components would be a component dealing with the study skills module. (EGAP & ESAP)

- Listening and note-taking
- Academic speech (oral presentations) + short talks+ questions, comments, and discussion
- Reading comprehension and academic strategies
- Academic writing
- Integrated study skills
- Subject – specific topics/language

The study-skills module comprises a focus on advanced receptive and productive skills (listening and note-taking) and (speaking and writing) through the seminar strategies and discussion components leading to speaking and academic writing practice.

(b) The advanced language module contributes directly to the students’ needs in the language and study skills practice scheduled for later lectures. Hence, the language and study skills that the students are exposed to in the practice periods will provide the opportunity for them to transfer these items by using them in a context different from the one they previously learnt. Specifically, this component is intended to sensitise the students and raise their awareness to the functions and forms of the linguistic items and complex structure that might be needed in the subsequent sessions dealing with language skills practice. The advanced language practice also comprises laboratory work, remedial-work items, and plenary sessions for reviewing the week’s work.

(c) Remedial Teaching Module

This module is added to attack the variety of challenges faced in the skills practice and preparation sessions (Item d). On top of the list of challenges to be faced is diversity in both the ability levels in English and in the academic year of study. It is, thus, not unusual to find certain student below the ability line listed. Consequently, the introduction of remedial teaching is
necessary in each of the Service English courses, offered by the Department of English, in order to cater the abilities encountered.

10.3 Factors for Successful Learning

10.3.1. Motivation

It should be made clear that ‘syllabus’ (the what) and ‘methodology’ (the how) are not the only decisive factors to successful learning; motivation, in fact, is an important component to achieving language learning goals and objectives (Guilloteaux & Dornyei, 2008).

From Gardner and Lambert’s (1972) views, motivation is labeled by two types: instrumental and integrative. Instrumental motivation is fostered by focusing on extrinsic value associated with learning a certain language, and the advantages that are gained through knowledge of this language. Integrative motivation comes from personal interest in language learning and having a positive attitude toward the language community. However, research (e.g. Gardner, 1985; Skehan, 1989; Lightbown & Spada, 2000) suggests that both positively affect language learning. Fox and Perez-Edgar (2006) echo Gardner and Lambert’s (1972) views, that learners have different sources of motivation. Understanding what shapes ESP/EAP students’ motivation while they are taking the EAP programme, whether it is instrumental or integrative, could help ESP/EAP instructors and programme administration understand what may influence students’ motivation and challenge them.

It seems obvious enough to say that ESP/EAP students have a genuine interest in learning, sustained by a sense of personal utility, and judged in terms of successful performance in their specific area of study. However, it is not unusual for ESP/EAP students to show a learning resistance. They, for instance, show elements of impatience and dissatisfaction if the materials are not directly related to their immediate needs, or they are too low a level of specification, or the language skills they practice are unrelated to their interests. The reason is that, for the ESP/EAP students, success in English service courses is the practice and experience of language skills in relevant communicative situation.

10.3.2. Learning Autonomy and Self-efficacy

Drawing upon second language acquisition (SLA) research (e.g. Lightbown & Spada, 2006) on motivation, motivation is affected by many variables. Within an academic context, it is important to understand why students are motivated to succeed academically. Indeed confidence and motivation are two important elements of a successful EAP programme. Learner autonomy has also been connected to enhanced motivational levels of academic success (Little, 2005). Learner autonomy is characterised by individuals who take responsibility of their learning and become active agents in the learning process. Autonomy grows with the learners’ experiences as they are encouraged to discuss, analyse, evaluate, and set language goals.

10.3.3. The Use of Strategies and Tasks

The learning strategies students acquire in their general and special academic programmes may also promote learner autonomy. It is suggested (Lightbown & Spada, 2006) that an awareness of task may facilitate transfer of the strategies to new tasks and may help students develop the autonomous use of strategies. Learning the cultural aspects of language (functions and use of language) is another influential factor to a learner’s motivational level (Brown, 2000; Ellis, 2003).
10.3.4. The Context of Learning

Another influential factor in SLA is the learning environment (formal and informal environments). Language acquisition is considered a social psychological phenomenon and therefore the context in which individuals learn is an important consideration (Lightbown & Spada, 2006). One learning environment is not necessarily better than another as each offers different opportunities to function in the four skills. General English courses focus on contextualised everyday language, whereas in English for academic purposes programmes, individuals learn English at the same time as they learn about an academic context.

10.3.5. The Use of Technology

According to Ramachandran (2004), the use of technology can enhance language skill development in the EAP and GE programmes, as well as literacy skills. Incorporating technology (Computer, internet, laboratory activities, web-quest assignments, etc.) into class activities is not only useful to reinforce skill development in EGAP programming, but it can also enhance instruction, develop literacy skills, and use a variety of technological mediums in search of specific information in ESAP area.

11. Conclusion

The paper suggests some components of a programme designed to help EFL undergraduates drawn from different disciplines to perform effectively by taking a more active part in the communicative events they confront while studying their specific subjects through the medium of English. Through needs analysis procedure, the students' difficulties are identified. Other difficulties are created for the designing of EAP syllabus courses such as the disparate composition of student groups. In most of the ESP courses, these students differ widely in their specialist academic interest, as well as in their year aptitude and the academic level of their year of study.

This paper attempts to solve the above mentioned problems through syllabus design which is organized and based on the rhetorical-communicative function of language. The suggested syllabus is comprehensive enough to ensure overall unity by offering students from different disciplines amount of shared material. The suggested syllabus is also flexible enough to accommodate diversity, i.e. the conflicting requirements of each discipline in term of syntactic and lexical items to manipulate the functions of language in specific setting.

This framework is suggested as a workable solution to some of the learning and teaching difficulties that have been encountered in the service English courses. It is also an alternative to avoid a waste of excessive effort in teaching while real learning does not occur. The suggested syllabus provides students with rich language input, and makes use of multi-syllabus approach which would challenge students’ brains; take students beyond their present level of abilities to think critically within a variety of academic situations (Krashen, 1982). The paper ends with a suggested programme comprising three major components: General English, study skills, and the English of student’s specialization.

References


