Revisiting EAP Syllabus for Indonesian Learners

by Imroatus Solikhah

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Bioprofile:

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Abstract

English as a lingua franca for academia (ELFA) and academic literacy practices in English for academic purposes (EAP) were investigated in this study. Through a qualitative approach, this study evaluated the conduct of the EAP programs of three universities in Surakarta, Indonesia. It involved 10 EAP lecturers and 30 students as research subjects. Two findings were arrived at in this study. *First*, English courses in the Indonesian context were observed in four states: a 2–4 credit English course, an EAP Certificate, an ESP course, and EAP for the public. *Second*, to be literate, EAP involves a basic knowledge of grammar and vocabulary, as well as basic speaking and listening skills. A mastery of a general 3,000-word vocabulary and a 750-word academic vocabulary were found to be the foremost objective to include in academic literacy accomplishment. Academic writing and academic reading should also be prioritized in literacy for academic purposes.

Keywords: academic literacy, basic knowledge, English skill, EAP, ELFA.

Introduction

This paper takes three initial views for the practice of English for Academic Purposes (EAP) in Indonesia, including the concept of English as a lingua franca for academia (ELFA). First, in our context, EAP is perceived as teaching English for non-English programs, and this can be confusing, especially if the management and purposes of the program are lax. Second, EAP curriculum and teaching materials vary due to the absence of a needs analysis to inform the design of EAP syllabi and teaching materials (Ortega, 2018). Third, the advance of ELFA acts as an evangelist for international academic competency, as well as academic literacy and

national qualification frameworks, and the areas that EAP should cover brings a new sophisticated problem to solve (Sing & Sim, 2011. Furthermore, this paper uses the term EAP for any use of English in any academic context.

EAP practices in Indonesia are diverse, with each describing teaching materials and analyses of EAP programs that are mismatched. Emphasis is placed on teaching grammar and genre analysis, demonstrating that EAP programs are intended to equip students with a basic knowledge of English (Onder-Ozdemir, 2019). A salient fact emerges from this variety in objectives, because it indicates low quality programs and mismatches between the goals and learning outcomes on which the teaching materials are based (Solikhah, 2013).

The emergence of the recent ELFA phenomenon prompts a need for curriculum reform and a complete overhaul of EAP programs. The ELFA notion requires new practices in EAP, such as curriculum renewal in terms of needs analysis, learning outcomes, teaching materials, and management.

This study examines the agreements of the EAP Forum, which has defined a plethora of problems, specifically the policy perspectives that exist in the conduct of EAP programs in Surakarta, Indonesia. The potential number of students is overwhelming, but there are significant human resource limitations, such as large classroom sizes, the part-time basis of some EAP teachers, and the status of courses as general English courses (MKDU).

An EAP program in the Indonesian context should therefore be approached from various perspectives that emphasize curriculum policy and reform as a starting point. ELFA as an element in the teaching of EAP would be a great aspiration to consider, for example. With regards to the above background, the research questions for this study are defined as follows:

1) How do EAP programs in Indonesia define student needs and academic literacy in practice?
2) How can a renewed syllabus be defined for an Indonesian EAP program that encourages academic literacy in the context of ELFA?

Review of Literature

EAP Development

The growth of EAP derives from an awareness in practitioners of English for specific purposes (ESP) that all tertiary-level students have different learning needs that cannot be fulfilled by teaching them the same subset of the English language (Sing & Sim, 2011). ESP as a phenomenon grew according to three trends: (1) a demand for a subset of English tailored to the specific needs of a profession, (2) the development of field linguistics from formal

language features to enable language use in real communications, and (3) learners' needs and interests and effective learning (Bojovic, 2004; Tarman, 2016; Onder-Ozdemir, 2019).

EAP can be divided into two types: English for specific academic purposes (ESAP) and English for general academic purposes (EGAP) (Jordan, 1997). EGAP is better known for study skills with elements of general academic English and incorporating a formal academic style with proficient language use. Such skills include effective lecturing, listening comprehension and note taking, writing in the appropriate academic style, reading effectively for study purposes, and participating in discussions and research. The objective of EGAP is to equip learners with all the necessary skills to complete tasks in a general academic setting, such as writing a doctoral thesis in English. In EGAP, strategies for reading, writing, speaking and listening are taught for all academic subjects. In contrast, with ESAP, a specific subject is emphasized in teaching according to the vocabulary and skills that are important to the subject being studied (Bojovic, 2004; Chowdhury & Haider, 2012).

The EAP concept is interpreted and implemented differently based on the needs and status of a country's education policy. Dudley-Evans and John (1998) outlined four EAP-type situations: (i) an English-speaking country, such as the UK or the USA, (ii) an ESL situation in a former British colony, such as those in Africa or Southeast Asia, (iii) a situation where certain subjects are taught in English as well as in the national language, and (iv) a situation where all subjects are taught in the national language with English playing an ancillary role, as is the case in Indonesia.

In addition, curricula's responses to EAP varies in three main streams: study skills, socialization, and academic literacy (Hyland, 2006). Study skills are defined as abilities, techniques, and strategies that are used when reading, writing, or listening for study purposes. In the study skill approach, emphasis is placed on preparing students with test-taking skills to gain the requisite score as quickly as possible (Wilson, 2009) and achieve proficient academic writing (Tribble, 2017). Socialization in EAP (Wilson, 2009) comprises two main sub-streams: contrastive rhetoric and genre analysis. Contrastive rhetoric suggests that academic thinking and writing are approached differently in different cultural contexts. This way, the learning strategies and writing products of EAP learners are viewed from the perspective of their culture. Genre analysis, meanwhile, asserts that the learning process in EAP is easier to achieve through reading passages from different genres. Each genre requires a different method to learn, so students should be exposed to the models of different genres. The literacy approach regards language awareness as critical. Literacy here refers to language not as discrete skills (e.g., reading and writing) but rather as a discourse (Wilson, 2009, p.13).

Academic literacy aims to enable students to participate in their academic fields as much as possible.

Tribble (2017) asserted that cutting-edge EAP pedagogy is represented through two contrasting paradigms: genre analysis (Swales, 1988) and ELFA (Tribble, 2017). The curricula of EAP courses has to be academic oriented and presuppose solid literacy, thus building students knowledge of a particular language with academic-oriented ways of talking, reading, and writing about ideas and texts (Jordan, 1977). This implies that language aspects and study skills are important in EAP. The inclusion of various language aspects and study skills in the contents of EAP should therefore develop academic literacy rather than just reading and writing skills (Mo, 2005).

Study skills in EAP include lecturing; talking; participating in seminars, tutorials, and discussions; supervising; engaging in practical and field work; private studying; and using reference materials (Jordan, 1997). EAP courses must therefore highlight "learning how to learn," such as through consciousness-raising, explicitness, the use of task-appropriate strategies, learner-centeredness, self-directed learning, and learner autonomy (Ellis & Sinclair, 1989). By emphasizing study skills, students become better, more independent, and responsible learners. Genre also ought to be present in EAP courses. Swales (1990) contended that genres differ in terms of their communication purpose, structure, style, content, and intended audience, so study texts (e.g., research papers, journals, discourse analysis, and contrastive rhetoric) are specifically served by EAP (Tarman & Dev, 2018).

Many institutions around the world offer specialized courses in EAP, with their aim being to enable students to acquire the necessary skills to function successfully in academic settings. The contents of an EAP course, as well as the developed materials and syllabus design, are determined by what students need to know in terms of their command of English (Szudarski, Carter & Adolphs, 2004). The durations of EAP courses vary according to the setting and specific requirements of the students, so they can be pre-sessional (a full-time course before an academic program begins), or in-sessional (courses delivered during the academic year, so students can take them concurrently with their chosen programs). The length of a course is not standardized. It may be as short as a month or so or as long as six months, a year, or even longer (Jordan, 1997).

English as a Lingua Franca for Academia (ELFA)

English as a lingua franca (ELF) describes a situation where the English language is used as a common means of communication for speakers of different first languages. In a

academic setting, ELF is extended to ELFA, which stands for English as a lingua franca for academia. ELF, and by extension ELFA, functionally enables intercultural communication rather than adhering to native-speaker norms. English as a foreign language (EFL), meanwhile, differs in that it aims to meet the standards of native speakers ("English as a lingua franca," n.d.).

The global dominance of the English language in higher education is not surprising given the status of English as a common language around the globe. Globally, English has been key to academic collaboration through research activities, events, and communication both within and between institutions (Khodorkovsky, 2013; Shaw, 2013). English is used as a lingua franca in an enormous range of domains, from international politics to entertainment, from air traffic control to academic discourse, trade, diplomacy, and social media (Maureen, 2010).

The way in which English is used as a lingua franca heavily depends on the specific situation. ELF interactions typically concentrate on function rather than form, and efficiency (i.e., conveying the message) is more important than fluency. Consequently, ELF interactions are very often an amalgam, with a speaker adapting to the other party's culture and possibly occasionally switching into an alternative language that he or she knows ("English as a lingua franca," n.d.).

ELF therefore differs from standard English in some ways, such as different article usage (or even no article usage at all), variances in preposition usage, and novel uses of morphemes (e.g., *importancy* and *smoothfully*). Many speakers adopt an across-the-board third-person usage (such as "*He go to the store*"), use "who" and "which" interchangeably, and demonstrate a lack of gerunds (Khodorkovsky, 2013; Sewell, 2013). The verbal differences may include skipping some consonants and adding extra vowels, with there being a general tendency to prioritize communication rather than use correct English grammar usage ("English as a lingua franca," n.d.). ELF is therefore not a variety of English but rather a set of practices, but these are by no means invariant or "obligatory" (Sewell, 2013).

The Vienna-Oxford International Corpus of English (VOICE) and other research have identified the features of ELF lexicogrammar as follows:

1. Different use of articles or even a lack articles (e.g., *our nations made trade deal*)

2. Unchanging question tags (e.g., *Mary is very ill, is it not?*), as well as further similar forms

3. Using "which" and "who" as compatible relative pronouns (e.g., *the car who crashed into me* or *the person which crashed into me*)

4. Varied preposition use (e.g., *we need to go in Sunday*)

5. A tendency to use the full infinitive or bare form rather than gerunds (e.g., *I'm looking forward to see the game next week*.)

6. Extending collocational words with high semantic generality (e.g., *take an operation*)

7. Over-explicitness (e.g., *how much cost*?)

8. The redundant use of constructs like ellipsis (e.g., *I want to help...*)

In the EAP context, emphasis is very strongly placed on the written form, largely because reading is important for study purposes, while writing is necessary for documenting and publishing research. However, one research-based solution indicated that speaking is just as important as writing (Maureen, 2010), with it being key to making sense of academic discourse. It is crucial for maintaining social structures, and academic institutions constantly engage in oral communication. For example, we hold lectures, seminars, and consultations as part of our daily routines, and we organize conferences, panel discussions, and public lectures. We make speeches at graduation ceremonies, and we talk in our endless meetings to maintain and negotiate our institutional relations at all administrative levels of our organizations (Mauereen, 2010). ELF is a natural language, so students can choose to "speak ELF" rather than try to speak like native speakers (Sewell, 2013).

Academic Literacy in EAP

A major challenge for learners is not conversational fluency but rather academic literacy (Warchauer, Grant, Del Real & Rousseau, 2004). Academic literacy can be defined in terms of reading, writing, speaking, listening, and thinking skills, as well as the dispositions and mental habits that students need for academic success. This includes the ability to critically read and interpret a wide range of texts, write competently in scholarly genres, and engage in and contribute to sophisticated discussion. Academic literacy is a complex of linguistic and conceptual resources for analyzing, constructing, and communicating knowledge in a particular subject area (Warren, 2003). While teaching, academic literacy includes the ability to comprehend information presented in various ways; to paraphrase text, to present information visually; to summarize information; to describe ideas, phenomena, processes, changes of state, and so one; to write expository prose (e.g., arguments, comparisons and contrasts, classifications, categorizations, etc.); to develop and express one's own voice; to acknowledge sources; and to perform basic numerical manipulations (Yeld, 2003).

Research has shown that academic literacy for success in university learning is basically a proficiency in writing and reading. Academic writing comes first as this most affects students' success, but reading competency is also a necessity in supporting this success. In context of EFL, both skills are, of course, hard to attain. There are major obstacles to the acquisition of basic English knowledge in the form of grammar and vocabulary—as well as English skills like listening, speaking, reading, and writing—as students strive to become literate in English. Inevitably, academic literacy in this context ranges from a very basic knowledge to the highest levels of competency. Academic literacy here includes vocabulary, grammar, and writing, reading, speaking, and listening skills.

While English learners develop basic interpersonal communication skills within a year or two, it takes much longer to learn the complex vocabulary, syntax, and genres that underpin academic literacy. The development of this broader academic language proficiency requires five to seven years of instruction with several key elements, such as extensive reading, a focused linguistic analysis of texts, and the involvement of students in cognitively engaging in learning activities and projects (Cummin, 1989).

Needs Analysis

Needs analysis is the process of identifying and evaluating the needs of a community or other defined population. Needs analysis that focuses on learner needs has been associated with EAP, ESP, general English or event the general education (Onder-Ozdemir, 2019). The identification of needs is a process of describing the "problems" of a target population and developing possible solutions to these problems (Ticomb, 2000). A need is defined as the difference between "what is" and "what should be" (Witkin & Altschuld, 1995). It is therefore the gap between what exists in reality what would be ideal according to the community's values (Reviere, 1996). Needs analysis focuses on what should be done in future rather than what happened in the past. Some people use the related term "needs assessment" (Shing & Sim, 2011).

Needs analysis is the initial step in curriculum development, because it starts with formulating aims and objectives based on the needs of the students. Once a teacher identifies the needs, he can translate them into linguistic and pedagogic terms in order to design and teach an effective course (Cook, 2001; Kaufiman, 1982). Wilkins (1976) insisted that language needs should be stated in expected communicative behavioral terms in order to specify the content, purpose, role, medium, mode, and channel of language teaching. Needs analysis is very relevant to designing a syllabus and teaching materials, because it helps

address the identified needs within the teaching experience (Cowie & Heaton, 1977). Needs specification helps course designers to properly assess the teaching situation before designing a course.

In English teaching, needs analysis arose out of a demand for English courses that are geared to the specific needs of learners. Needs are based on necessities and desires, which are determined by the target learner. Needs analysis should therefore lead to a statement of objectives to guide a program's implementation in the desired direction. This shows the importance of needs analysis to EAP. Hardwoord and Petric (2011) asserted that needs analysis should involve not just students but also teachers, education authorities, parents, and sponsors when designing and developing EAP syllabi and teaching materials.

Methods

Research Design

This study employed a qualitative approach and applied content analysis in the research design. The qualitative approach was appropriate because the primary data were narratives that resulted from the reconstruction of written and oral data, while content analysis was applied to documents that were linked logically in their themes and interactions for the phenomena. The research was conducted in Surakarta between March and June in 2018, and the study analyzed 12 EAP syllabi and engaged with 40 participants from three universities in Surakarta.

Research Subject

The 40 participants in this research comprised six EAP lecturers, four heads of study programs, and 30 EAP students. The lecturers were members of the Association of EAP Lecturers in Surakarta, and they had been teaching EAP for six years in their universities. They had designed syllabi, teaching materials, and teaching methods, as well as learning outcomes. The heads of study programs regulated the implementation of EAP programs, set time allotments, and maintained the programs according to their respective universities' policies. The 30 students were involved in EAP classes at the State Islamic Institute (IAIN) Surakarta, the Sebelas Maret University (UNS), and the Veteran University Sukoharjo (VUS). Some 10 students from the EAP classes of each university were purposively selected as research subjects.

Data and Data Sources

The data sources for this study comprised the syllabi and teaching materials of the EAP programs and interviews with participants in which fields notes were taken. The primary data for this study were therefore the results of the interviews and checklists, while the secondary data included the features of the EAP syllabi and their instructional design, teaching materials, and learning objectives. Details of the syllabi were obtained from IAIN Surakarta, UNS, and VUS. No research instruments were devised in this study, but the syllabi and teaching materials were read thoroughly and the researcher identified statements, written facts, and their relationship with the purposes of EAP, as well as teaching objectives and teaching materials. The interviews were conducted in a semi-structured format, so the objectives, design, problems, solutions, and future expectations of the EAP programs could be clarified.

Research Procedures

The main objective of this study was to design a new format for an EAP program that includes academic literacy in an ELFA context. Data for this study were collected through documents, interviews, and checklists. To this end, EAP syllabi, teaching materials, and documents for EAP implementations were evaluated. The results of the analysis placed emphasis on learning objectives, the content of teaching materials, and learning outcomes and other related information. An analysis of the domain and taxonomy was applied to explore the data, and a thematic analysis was used to arrive at conclusions.

Once the content analysis was completed, the interviews with the EAP lecturers were conducted to explore the teaching–learning process of EAP and its pitfalls. The interviews focused on six concerns: learning outcomes, teaching objectives, teaching materials, the syllabus, problems that needed to be faced, and future aspirations for the EAP program. Similar interviews were also conducted with the heads of study programs with similar questions to gather information from a policy perspective. The results from both sets of interviews were integrated to define a new perspective for EAP. In general, any queries about EAP and academic literacy in the context of ELFA were specifically explored, and a future appropriate format for EAP programs was defined in line with management and the syllabi. Following the interviews, a checklist exploring the needs and expectations in the conduct of an EAP course was distributed, with the results being administered complimentary to the interviews.

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Results

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EAP Practices in Indonesia

Diagram 1 shows the results of the documentary analysis of EAP practices and indicates the four ways in which English courses are presented in Indonesian universities. The status of EAP in an Indonesian context is unclear, and there is diverse substance in the EAP curriculum policies. As stipulated in the Decree of the Ministry of Higher Education, Research and Technology (henceforth referred to as *Mendikbud*) No. 011/2000, the status of an English course for a non-English department is said to be compulsory and categorized as a *Mata Kuliah Dasar Umum* (MKDU or Basic General Course) that aims to support learners in studying English texts. An English course for a MKDU is allotted 2–4 credits over two semesters for a freshmen majoring in a non-English program. Such an MKDU can be classified as English for specific purposes (ESP).
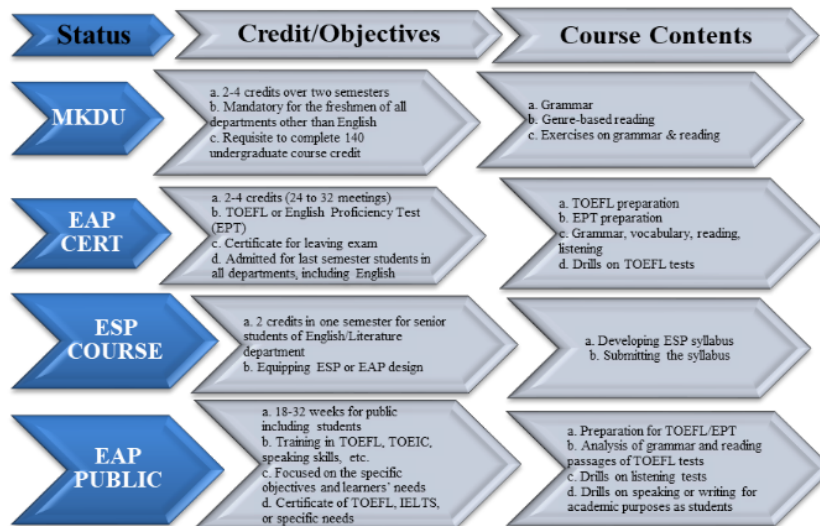
Status	Credit/Objectives	Course Contents
MKDU	a. 2-4 credits over two semesters b. Mandatory for the freshmen of all departments other than English c. Requisite to complete 140 undergraduate course credit	a. Grammar b. Genre-based reading c. Exercises on grammar & reading
EAP CERT	a. 2-4 credits (24 to 32 meetings) b. TOEFL or English Proficiency Test (EPT) c. Certificate for leaving exam d. Admitted for last semester students in all departments, including English	a. TOEFL preparation b. EPT preparation c. Grammar, vocabulary, reading, listening d. Drills on TOEFL tests
ESP COURSE	a. 2 credits in one semester for senior students of English/Literature department b. Equipping ESP or EAP design	a. Developing ESP syllabus b. Submitting the syllabus
EAP PUBLIC	a. 18-32 weeks for public including students b. Training in TOEFL, TOEIC, speaking skills, etc. c. Focused on the specific objectives and learners' needs d. Certificate of TOEFL, IELTS, or specific needs	a. Preparation for TOEFL/EPT b. Analysis of grammar and reading passages of TOEFL tests c. Drills on listening tests d. Drills on speaking or writing for academic purposes as students

Diagram 1. Four model of English course in Indinesia

In response to an Education Ministry decree, all universities must offer at least two semesters of English language teaching throughout an undergraduate's period of study. At 2 credits per semester, the implementation of an MKDU is overwhelmed by policy and practical problems, because an English MKDU course appears in every curriculum in every department and faculty. Each department has 300–700 students, and one faculty can have approximately 1,000–3,000 students. Problems exist in terms of crowded classes of 70–100 students, a limited number of English teachers, teaching materials, and assessment.

From a policy perspective in the Indonesian context, an English course at university level can take four statuses, each of which implies that practices in the lower level unit (e.g.,

study program) are very significant. These four statuses are English as an MKDU, English as an EAP Certificate (EAP-CERT), English as an ESP/EAP Course, and English as EAP for the public (EAP-P).

First, English as a general course can be offered in any department. This suggests that to complete the minimum 144 credits for undergraduate students, an English course worth 2–4 credits is compulsory. This English course takes the form of an MKDU.

Second, there is English as an EAP certificate. When an English course is labelled as an EAP Certificate, it trains students to take the TOEFL test or some other English proficiency test, depending on the university's policy. In this regard, English is taught to prepare students to successfully pass the test (e.g., TOEFL). Gaining the test certificate is required for every student finishing the course. Universities usually assign their Language Center units to conduct the program.

Third, there are English as ESP/EAP programs. An ESP course in this context is unrelated to the two abovementioned English courses. An ESP or EAP course is one offered for students majoring in the teaching of English or English literature, and it is a mandatory course when gathering the 144 credits required for English undergraduate students. The purpose of this course is to equip students as EFL learners and help them achieve theoretical and practical notions of ESP or EAP. The head of the English department is responsible for operating these programs. The implementation is normally emerged in trivialities and lacks substance and focus in the syllabus. Teaching EAP in this way usually involves limitations in syllabus design, teaching materials, needs analysis, and the apparatus required for actual EAP practices.

Fourth, there are EAP programs for the public. EAP for the public indicates a real desire to improve learners' competency in English, and it is offered to the general public, as well as students of the university. Professional services are delivered in terms of needs analysis, syllabi, and teaching materials, and the course is linked to the international TOEFL test. The aim is to make learners more proficient in English, such as with academic writing and professional and academic speaking. Only a well-equipped university, however, has the potential and capability to serve this kind of EAP course, usually one with good English services and international resources and access.

Academic Literacy Implementation
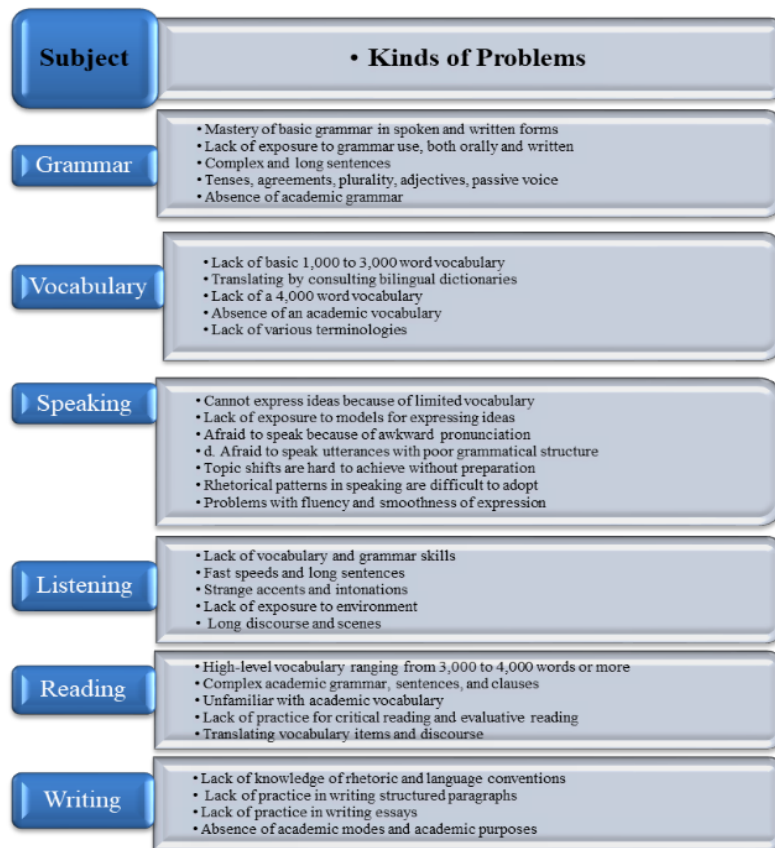
1. Results of the needs analysis

The results of the interview and checklist showed 14 kinds of needs in English teaching, including basic knowledge of grammar and vocabulary but also other English skills like speaking, listening, reading, and writing. The level of difficulty and need was indicated by the frequency of occurrences for a particular category. When students were asked to indicate the most important items to include in an EAP course's content, students pointed out daily conversation, general English, grammar, vocabulary, and reading. Writing and listening are considered hard to accomplish, so students put them at the lower end of their needs, as can be seen in Table 2.

Table 2

Expected subject needs on the EAP course

No.	Subject	Teachers		Students	
		F	%	F	%
1	Basic grammar	10	8,20%	30	8,50%
2	Academic grammar	9	7,38%	25	7,08%
3	General vocabulary: 3,000-4,000 words	6	4,92%	28	7,93%
4	Academic vocabulary: 750 words	8	6,56%	10	2,83%
5	Conversation	8	6,56%	30	8,50%
6	Public speaking	9	7,38%	25	7,08%
7	Academic speaking	10	8,20%	30	8,50%
8	Listening for general use	6	4,92%	30	8,50%
9	Listening for TOEFL	8	6,56%	20	5,67%
10	Reading for daily needs	10	8,20%	30	8,50%
11	Reading for academic texts	10	8,20%	20	5,67%
12	Academic reading	10	8,20%	20	5,67%
13	Writing for daily use	8	6,56%	30	8,50%
14	Academic writing	10	8,20%	25	7,08%
	Total	122	100%	353	100%

As Table 2 suggests, the various areas that students and teachers want to cover include a basic knowledge of English (i.e., vocabulary and grammar) as well as other English skills like listening, speaking, reading, and writing. Each of these is perceived as important by at least 60% of the subjects, implying that students seem to be lacking in both their spoken and written English competency. Some areas were confirmed at 100% across students and teachers, indicating a high need to prioritize these areas in a program's design.

An elaboration of each problem related to basic knowledge and other English skills is presented in diagram 3. This was based on the students' and teachers' responses in interviews and the checklists when asked about the details of one subject area that they consider necessary to include. For example, if vocabulary was indicated as a problem in learning by a student, he or she was asked to define the kind of vocabulary and how students mastery is being inhibited.

Subject	• Kinds of Problems
Grammar	• Mastery of basic grammar in spoken and written forms • Lack of exposure to grammar use, both orally and written • Complex and long sentences • Tenses, agreements, plurality, adjectives, passive voice • Absence of academic grammar
Vocabulary	• Lack of basic 1,000 to 3,000 word vocabulary • Translating by consulting bilingual dictionaries • Lack of a 4,000 word vocabulary • Absence of an academic vocabulary • Lack of various terminologies
Speaking	• Cannot express ideas because of limited vocabulary • Lack of exposure to models for expressing ideas • Afraid to speak because of awkward pronunciation • d. Afraid to speak utterances with poor grammatical structure • Topic shifts are hard to achieve without preparation • Rhetorical patterns in speaking are difficult to adopt • Problems with fluency and smoothness of expression
Listening	• Lack of vocabulary and grammar skills • Fast speeds and long sentences • Strange accents and intonations • Lack of exposure to environment • Long discourse and scenes
Reading	• High-level vocabulary ranging from 3,000 to 4,000 words or more • Complex academic grammar, sentences, and clauses • Unfamiliar with academic vocabulary • Lack of practice for critical reading and evaluative reading • Translating vocabulary items and discourse
Writing	• Lack of knowledge of rhetoric and language conventions • Lack of practice in writing structured paragraphs • Lack of practice in writing essays • Absence of academic modes and academic purposes

2. The modified EAP syllabus

Prior to syllabus design, problems are identified that may inhibit successful instruction. Based on this, some revised teaching objectives were devised, as in diagram 4. In general, the modified teaching objectives rely on the existence of academic literacy and the inclusion of academic literacy in basic English knowledge and skills, just as the research participants expected. Literacy in this context is defined as knowledge that will make a student literate in English. To this end, literacy is achieved through a minimum mastery of basic grammar and a 3,000 general word vocabulary. Literacy should be emphasized as the

starting point for students becoming involved in the EAP program. In addition, academic literacy refers to the competency that students must attain for academic communication in English. Students and teachers indicated that for their needs, academic literacy should start with academic writing, academic speaking, and academic reading. Academic listening was considered a skill that would come later, so they did not include it as a top priority.

Subject	• Objectives
Grammar	• To achieve grammatical proficiency • a. Basic grammar • b. Intermediate grammar • c. Advanced and academic grammar
Vocabulary	• To achieve knowledge of general and academic vocabularies • a. Basic vocabulary (1,000 to 3,000 words) • b. Advanced vocabulary (4,000+ words) • c. Academic vocabulary
Speaking	• To accomplish academic literacy in speaking in presentations and other academic forums conducted in English • a. To speak in both formal and informal settings • b. To present topics for academic settings • c. To summarize and conclude a spoken and written discourse
Listening	• To attain academic literacy in listening tests and academic discourses delivered in English • a. Practicing listening skills for a TOEFL or other English test • b. Listening to and understanding spoken discourses • c. Paraphrasing ideas from a spoken text
Reading	• To gain academic literacy in written form of reading for academic texts and academic purposes • a. To read and critically evaluate academic texts • b. To survey reading resources • c. To summarize or paraphrase academic texts
Writing	• To achieve academic literacy in writing for academic purposes in an academic setting • a. To write academic compositions • b. To write expository and argumentative essays • c. To develop the details of an essay with appropriate techniques • d. To use statistics, facts, citations, and quotations

Diagram 4: Revised subject matters and objectives of program

Finally, a proposed syllabus design for EAP was devised, as can be seen in Table 5. This syllabus accommodates revised teaching objectives, literacy areas, academic literacy, and other subject matters that the students and teachers believe are important to include from an ELFA and EFL perspective.

Based on the syllabus of Solikhah (2013), this syllabus defines learning outcomes, literacy, and academic literacy as being important when developing teaching materials. This rough draft could be further developed with teaching materials and other components of a final syllabus. In this draft, nine syllabus components are developed: learning outcomes,

literacy, academic literacy, objectives, content and organization, methodology, target learners, and duration of instruction.

Of the nine components, it should be noted that the content and organization of the draft indicates that teaching materials should be included in the syllabus. This draft describes only the general contents. Details about the teaching materials should be added to the final version of the syllabus, and prior to this development, identification of the scopes and areas should be finalized.

Component	• Description
Learning Outcomes	• Demonstrating academic literacy for writing, speaking, reading, and listening skills, including a e a general 3,000 word and academic vocabularies for various academic contexts
Literacy	• Academic grammar and academic vocabulary
Academic Literacy	• Academic writing, academic speaking, and academic reading
Objectives	• 1. To achieve English literacy in grammar and vocabulary • 2. To achieve literal, inferential, and critical reading comprehension • 3. To achieve writing skills in academic contexts • 4. To achieve speaking skill in academic settings • 5. To achieve listening skill in academic settings
Contents & Organization	• 1. General vocabulary 3,000 -4,000 words • 2. Academic Vocabulary • 3. Basic grammar and academic grammar • 4. Academic writing: paragraph, composition and essay • 5. Speaking for academic settings & ELFA • 6. Reading skills for literal, inferential, critical comprehension • 7. Listening for academic settings & ELFA
Methodology	• Study skills, task-based approach, competency-based teaching, genre-based teaching
Target Learners	• Freshmen (semesters 1 and 2) university students majoring in non-English departments
Duration	• 4-8 credits with 32 x 2 = 64 meetings

Diagram 5: Needs analysis for EAP, as modified from (Solikhah, 2014)

Discussion

This study found that EAP practices in Indonesia are not meeting expectations, and the features of the EAP syllabi do not yet include academic literacy. Evidence to support the

findings, as well as related research work that relates to the current findings, are discussed below.

The continuing status of English as a lingua franca for academia is inevitable, so all university students should be prepared for this. EAP courses are used to equip students to improve their English proficiency and ensure the success of their studies. In Indonesia, English courses for the EAP context do not meet the criteria for enabling students to achieve English literacy and proficiency.

Adewumi and Owoyemi (2012) asserted that EAP is very involved with the attainment of an English proficiency certificate. This functions as an aid for obtaining a certificate or degree as part of a higher education program, and it also plays an important role in a school curriculum. EAP aims to teach the precise language areas and skills needed for academic practices. EAP is especially concerned with a restricted repertoire of words and expressions that will cover every requirement within a well-defined context, task, or vocation.

This finding was confirmed by Yurekli (2012). EAP students need an adequate level of English, both in terms of grammar (the use of the language's form and function) and lexical discourse. Grammar and vocabulary are therefore inevitably embedded in every single objective. Vocabulary focuses more on academic words that are frequently used in a study area. As regards grammar, students need to be given plenty of opportunities to develop their existing linguistic competences.

A basic knowledge of English for EAP learners is an important consideration in an EAP program. Achieving a standard competency in English—including a basic knowledge of grammar and vocabulary and other basic English skills—is important in making a program successful.

In general, an EAP course as an MKDU is offered in the first two semesters of an undergraduate program, so the course has two main parts delivered in each semester. Lessons include grammatical issues, such as tenses, sentence types, the passive voice, gerunds, numbers, adjectives, pronouns, suffixes, transformation of sentences, and so on. Reading and writing are also offered to a limited degree. Reading comprehension is used to equip students to answer questions after reading a passage. Emphasis is placed on expressing ideas about the content of a passage. In addition, the writing portion focuses on how to write a paragraph and compose text using different descriptive, narrative, and argumentative modes. Similar to the work of Chowdhury and Haider (2012), this study found there was little scope for developing speaking skills beyond the oral presentations in the classroom that students were required to perform.

Regarding a basic knowledge of grammar and vocabulary, this study confirms that an EAP program should aim for English literacy from the start. Literacy is therefore somewhat of an entry-level skill that students should achieve prior to enrolling in the program. What has been identified from Indonesian EAP programs is that no prerequisite entry-level skills are defined. Any student enrolled in a study program takes an English course, and all students receive the same teaching materials that were devised by the teachers. This implies that changes are needed in the syllabus design.

The English skills indicated in this study suggest different needs than those that some other researchers have arrived at. The students and teachers confirmed that academic literacy should begin with academic writing, academic speaking, and academic reading. Academic writing is crucial because any idea or proposal needs to be delivered in a written form. Therefore, literacy in writing should be given priority. Academic speaking is also considered influential, because presentations, seminars, and other speeches for various academic purposes are delivered through oral interaction. In this way, speaking and listening are of similar significance. Reading is also important but less so than the above skills.

The level of proficiency of the EAP students in this study was below what would be expected. Of course, some students perform very well and are competent in writing, speaking, and reading, but this proficiency derives from their own learning outside the EAP program. This implies that literacy itself is not enough, so students need to integrate academic literacy into their language skills. For Indonesian learners, where EFL applies but the characteristics of students and teaching indicate ELFA, a directed program to achieve academic literacy is recommended. Literacy involves the accomplishment, at a minimum level, of a general vocabulary of 3,000 words and basic grammar skills, and this should be the entry-level prerequisite for students participating in an EAP program. Academic literacy covers academic vocabulary and grammar. To be academically literate, students should become competent in writing, speaking, and reading in various academic contexts.

In a renewed syllabus, all the aspects above should be considered for an EAP program through needs analysis. Needs analysis is fundamental to designing any EAP course and subsequently teaching it. It leads to specifying the objectives for a course and the range of content to be covered, as well as assessing the available resources. Needs analysis also helps to identify constraints that can then be taken into account in order to optimize the syllabus (Chowdhury & Haider, 2012). When determining an EAP syllabus's factors, needs, aims, means, and other variables or constraints are considered (Ortega, 2018). An EAP course primarily focuses on separate study skills, including reading comprehension, academic

writing, listening comprehension and note taking, academic speech, and reference skills (Jordan, 1997). The redesigned EAP syllabus in this study asserts that learning outcomes should include literacy, academic literacy, and ELFA in their core design.

Conclusion

This study attempted to describe the current characteristics of EAP practices in Indonesia and propose a redesigned syllabus that will achieve academic literacy for an ELFA setting. The significant findings show that EAP practices in Indonesia are not meeting expectations, and the problem of English literacy is the most crucial one to solve. English courses have been included in various teaching programs, but they are not meeting the criteria for the EAP goal. An English course can be labelled as MKDU, an EAP Certificate, an ESP course for English-language students, or an EAP course for the public. In response, this study proposes a redesigned EAP syllabus to achieve English literacy by teaching grammar and vocabulary and other English skills, thus meeting the needs for academic purposes, namely academic writing, speaking, and reading. This way, ELFA in the university environment and academic atmosphere is accommodated by the EAP program's design.

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Hi Imroatus Solikhah

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Good afternoon.

We are done with the initial review of your paper entitled, "Revisiting EAP Syllabus for Indonesian Learners"

and the results are:

Plagiarism – 94% original. 6% is properly cited.

Word length – 6,860

1. Author needs to include the methodology used in the Abstract.
2. Author needs to add a Pedagogical Inplication after the Conclusion.

Cited ELE Journal paper:

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