

**TEACHING ENGLISH FOR ACADEMIC PURPOSES:
AN ALTERNATIVE MODEL**

Paper

Written by

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**JURUSAN PENDIDIKAN BAHASA INGGRIS
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ACKNOWLEDGMENT

The writer has ever experienced teaching English for students from non English Department. She found that teaching English for such students which is also known as English for Academic Purposes (ESP) is quite unique.

To Some extent, it is interesting since the teacher is challenged by heterogenous students with their different interest , motivation and English skill background. Yet, it is also difficult to meet the students' needs because several factors.

First, they come from different departments. This means that teaching materials have to be varied. Second, the students have different needs of English and different motivation . Some of them feel that they do not need it because it is not their main subject. Then, the teacher does not have content area knowledge. For these reasons, some solutions are badly needed.

Being inspired by that fact, the writer proposes a model of ESP that is hopefully applicable. In completing this paper she has reviewed related sources. Any comments from the readers will be appreciated.

The Writer

Yenni Rozimela

NAME:

TOPIC:

QUESTION(S):

POSSIBLE PROBLEMS:

Approved: _____ (Lecturer's signature)

Date: _____

(Topics must be approved _____ by June 16th.)

TEACHING ENGLISH FOR ACADEMIC PURPOSES : AN ALTERNATIVE MODEL

Synopsis: English for Academic Purposes is not a new issue in the teaching of English. This paper proposes a model for teaching English for Academic Purposes in a setting where English functions as a foreign language. The focus is not only the model itself but also how the program of teaching English for Academic Purposes will be initiated, implemented and evaluated .

INTRODUCTION

BACKGROUND

The fact that English is a foreign language in Indonesia does not mean that it can be or is ignored. In fact, English is taught from junior high school to university. It means that students who continue their study in a university or an institute have studied English for at least six years formally. At the university they study English again for at least one semester.

At Teachers' Training Institute of Padang the amount of time students have for studying English varies from one faculty to another faculty. In some departments such as the Department of Business Studies and the Department of Technology students get English in content areas (i.e Business English). However, all students have to study English for at least one semester, once in a week for 100 minutes. This subject is called " Core English".

The Core English subject is taught by English lecturers. However, English in content areas are not uniform for all faculties

or departments.. There are some departments which delegate the teaching of English in the content areas to English lecturers, whilst there are also departments or faculties which give the task to the content area lecturers that are considered able to teach English. This difference seems to be the matter of belief that content area lecturers who know English will be able to teach English in content areas better than the English lecturers because they know the technical terms , the content of texts used for teaching and level of difficulty of the texts. On the other hand, there is also a belief that teaching English is a skill owned by English lecturers, who know how to teach it better than the content area lecturers do.

However, whatever the reasons for requiring the English lecturers or the content area lecturers to teach English, the ultimate goal in teaching English is to provide the students with sufficient English skill to read English books in their areas of study. Put another way, after studying English both as a core subject and a subject in the content area, the students are expected to be able to read books in their areas of study written in English.

In spite of the endeavours of the lecturers to teach the students in order to achieve the goal, the result has not been satisfactory. This can be proved by the fact that most of the students complain when their lecturers give them English articles to read or when the lecturers give them references which are written in English. If it is a must for them to master the content of the articles given, perhaps because they will be tested or asked about the articles, usually they will pay other people such as English students or translators to translate them .

The unsatisfactory result has several reasons. First, the students' motivation might be not high enough to reach the target. This is due to the fact that they do not use English every day and they will not use it when they teach in their area later on. Second, the students have not mastered the level of English they are expected to achieve. Their English proficiency when they enter the Institute is not sufficient to reach what they are expected to be able to do with English after they study English at the Institute for one or two semesters. Third, what they study in English classes at the Institute itself is not enough or is not well enough organised to achieve the predetermined goal.

Concerning this latter point, it is the responsibility of the institute to improve the program of teaching English for content area students. Based on what I know and what I have observed so far, I want to propose a model for the program of teaching English for Academic Purposes at the Teachers' Training Institute.

The rest of this paper will discuss : 1) Review of Related literature, 2) Rationale of the Proposal, 3) The proposed model, and, 4) Suggestions for Effective Support for the model.

The Formulation of the Problem

The problem raised in this paper can be simply stated as follows.

How can English for Academic Purposes at college be successfully carried out?

The Purpose of the Problem

This paper is written on the purpose of:

1. giving theoretical bases of teaching English for Academic Purposes, and
2. proposing a model of teaching English for Academic Purposes

II. REVIEW OF RELATED LITERATURE

Under this heading there are two main groups of literature will be reviewed:

1. Educational Innovation
2. Teaching and Learning English for Academic Purposes

Educational Change and Innovation

Planning a new educational program has to be based on sound principles of implementing innovation because it will involve people who have their own perception of innovation and change . There are some questions that have to be answered before planning the change. Among the questions are;

- 1) How important is the innovation?,
- 2) Who will be involved in the program?,
- 3) How to embark, implement and evaluate the program?,
- 4) How will it be funded?, and
- 5) What problems that might be faced ?

The first question deals with a very essential factor in an innovation. In some examples of innovative programs such by Berman and McLaughlin, (1977-1978) indicate that a successful innovation is the one that addresses the educational needs of a school. Similarly, studies by Emrick and Peterson (1977) and by Louis and Sieber (1978) reveal that implementation is more effective when it is focused or specific needs are identified (in Fullan, 1991: 69).

This means that if an innovation is to be successful, it should be meaningful. In order to be meaningful, it has to meet needs of people involved in the change. People will feel that something is meaningful if they know what it is and how important it is for them .

Beside knowing that innovation is important, people have to know what the process of change is, so they will not have false expectations. In relation to that, Fullan (1991:49) says that "change is a process, not an event". He describes change as a process in which events at one phase can be fed back to alter decisions made at previous stages as seen in the diagram below:

Figure 1



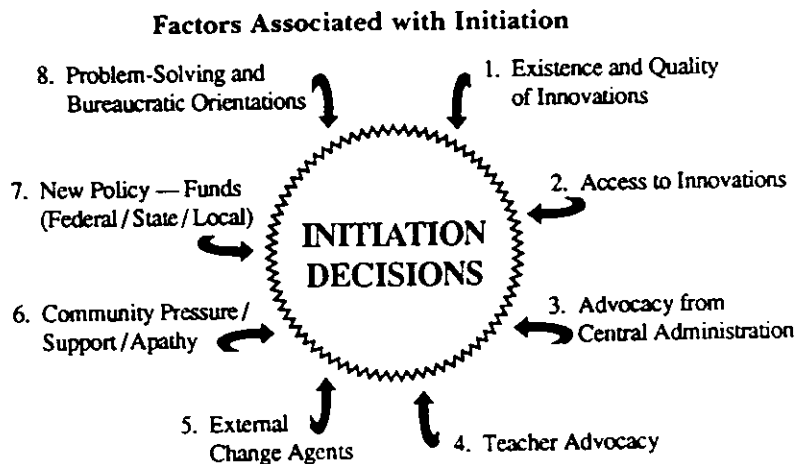
Fullan explains four implications of the figure which can be simplified as follows:

1. There are many factors operating at each phase.
2. It is not a linear process, it tends to be the interactive process.
3. The scope of change can range from large scale to small scale. There is a question about who develops and initiates change.
4. The total time perspective as well as subphases cannot be precisely determined.

The process of change described by Fullan shows that change and innovation is complicated. In fact, it involves many factors which are inextricably related. In addition, the result cannot be seen in a short time because the time needed for each phase cannot be determined in advance. It is reasonable to say that "all real change involves loss, anxiety, and struggle" (Marris 1975 cited in Fullan, 1991:31). In order to reduce those terrible feelings, if avoidance is not possible, change has to be understood

by the people involved in it from the initiation stage to the evaluation stage and factors related or influencing it.

At the initiation step there some factors that has to be considered. Fullan depicts them in the following diagram.



Fullan, (1991)p. 51

The figure above depicts eight factors related to and affecting initiation . Fullan claims that "the order is not important, although different combinations are.... The main point is that innovations get initiated from many different sources and for many different reasons. The matter of the need for change can be embedded in any one or several of the factors, depending on whose view point one takes". (1991:50-51).

Then, at the implementation step Fullan also give a detailed explanation. There some factors to note in relation to implementation of change or innovation.

First, it has to be addressed to what are perceived to be priority needs. Mortimore et. al cited in Fullan argues that "practical changes are those that address salient needs, that fit well with the teachers' situation, that are focused, and that include concrete how to-do it possibilities". (1991:73-74).

Next, the implementation has to be carried out together. It has to be done collaboratively. Teachers, administrators and other external factors have to work and support each other. Goodlad, Lortie and Sarason in separated studies cited in Fullan (1991:77) claims that

"change involves learning to do something new, and interaction is the primary basis for social learning. New meanings, new behaviours, new skills, and new beliefs depend significantly on whether teachers are working as isolated individuals or are exchanging ideas, support and positive feelings about their work."

Beside collaboration, learning to do some new also has to be underlined. This leads to the significance of professional development. Again, Fullan stresses that "as long as there is the need for improvement, namely, forever, there will be the need for professional development." (1991:344).

Another important factor is students' involvement. One of the reasons of why an educational program fails is because students are not involved. The result of some studies carried out by some researchers (Fullan and Eastabrook, 1973; Fullan, Eastabrook, & Biss, 1977, Eastabrook and Fullan, 1978; King, 1986) indicate that students are rarely involved in innovation and change. In fact, most of the students found that teachers did not understand them. In addition, teachers rarely asked students' opinion and ideas in deciding what and how to teach. In relation to this case, Goodlad, based on his nationwide study, suggests that "learning appears to be enhanced when students understand what is expected of them, get recognition of their work, learn quickly about their errors, and receive guidance in improving their performance". (Fullan, 1991:174). Those studies signal that students have to be informed and involved in any change or

innovation at school in order that goals relating to change can be achieved.

Also, it has to be recognised that implementation is complex. As a matter of fact, it owns some contradictions. For example, on one hand people would like to have larger scope in order to get chance for success. On the other hand, "attempting too much can result in massive failure". (Crandal, et. al cited in Fullan, 1991:71). Another example is lack of commitment can be initial source of problem, whilst a strong commitment can be a barrier to success (Fullan, 1991:95).

Since it is complex, it has to be clear to all involved in it. In short, the goals have to be clear, and have to be address to educational needs. Teachers, administrators, and students are clear of what role they have to play. How the program has to be run, and how it will be evaluated also have to be clear.

The last point, evaluation, which can also include monitoring is significant in measuring what has been achieved and what has not, finding out what have to be improved, and whether it is worth continuing or not.

Thus, in order the program I propose can be accepted and run successfully, it has to be clearly explained in order the agreement among the lecturers about the significance of the program can be gained. When they think that the program is needed, their vigorous work and collaboration will exist.

ENGLISH FOR ACADEMIC PURPOSES

There are three major issues under this heading :

1) Rationales to introduce language through content, 2) Some models for teaching language through content, and 3) Reading for

academic purposes. Formal writing will not be reviewed in this submission because for the first step (English I) the focus is reading, while writing will be discussed further after the result of English I obtained.

Rationales to introduce language through content

Learning a second or a foreign language cannot be divorced from certain purposes. Wales (1988:5) states that in some circumstances a second language is learnt because an ability to use that language is seen as necessary. For example, people learn English because it is an international and influential language so that it is included into school curriculum. Others learn it (English) because they need it in their every lives. Where there is no perceived need, for the purposes of life, to learn a second language, it is not unnatural. For instance, people who have English as their first language, learning a second language might feel no particular incentive.

In contrast, in some countries learning a second language or even a foreign language as is the case in Indonesia is necessary for several reasons. It is learnt because it is a part of the school curriculum. It is learnt because most of the books to read are imported and written in English. When faced with this fact, students usually find themselves in a difficulty because they have to learn it, although they are not motivated .

One of the ways to help the students in this situation is to fulfil their immediate needs, English for academic purposes. Cummins cited in Crandall, et. al. (1987:3) refers to the skills students need for doing academic work in English such as to read science books as Cognitive Academic Language Proficiency (CALP).

If this is to be practiced, the ESL teacher has to use content areas as a basis for teaching language. Crandall, et. al. claims that

"research evidence suggests that second language learning is facilitated when the learner is taught using meaningful input, when new information is presented and linked to already known information, and when the learning environment is relaxed and motivating." (1987:4).

In more details Snow et.al. explain the theoretical rationales underlie the integration of language and content in instruction. Firstly, an integrated approaches bring cognitive and language development together. Secondly, language is learnt most effectively if language and content is integratively taught. Thirdly, content can provide a motivational as well as a cognitive basis for language learning. Finally, different subject areas are characterized by specific genres or registered. This fourth reason is related to the intrinsic characteristics of language variation (1989:27-28).

Brinton and Snow (1989:3-4) give five rationales for introducing language through content. Four are related those listed above, while the fifth involves the issue of contextualized use. They state that "language should be taught through a focus on contextualised use rather than on fragmented examples of correct sentence-level usage, the former a critical feature of content-based approach".

The reasons why teaching language is best integrated with content stated above are strong enough although there has been controversy about the integration of teaching language and content in the past several decades as mentioned by Brinton and Snow (1989:1). For example, the results of an experiment carried out in Hong Kong indicate that there were no differences between students taught with content-based and students taught without

content-based instruction (Swain,1991:235). He states that there can many explanations for that finding. First, the time was very short (5 months) Second, the students were not taught by native speakers. Third, perhaps the methodology was straightforward. Swain made a guess about the methodology based on his experience observing typical content classrooms in Hong Kong for three months. Despite that, motivation, the very important factor in learning, can increase. Students will have stronger motivation because they find that what they learn in language subject is closely related to what they need for studying in their subject area. What has to be planned thoughtfully is how to integrate content and language in such a good way that the language skills students get in the English subject can be used in enhancing their knowledge in content areas.

Models of teaching language for academic purposes

Chamot and O'Malley propose a model of teaching language through content namely the Cognitive Academic Language Learning Approach (CALLA). This approach "combines English language development with content-based and with instruction in special learner strategies that will help students understand and remember important concepts". (1987:229). This model is based on Anderson's theoretical principles where:

1. The content component represents declarative knowledge
2. The language development component aims to teach the procedural knowledge that students need to use as a tool for learning
3. The learning strategies instruction component suggest ways in which teachers can foster autonomy in their students.

The curriculum then includes "a sample of high priority content topics that develop academic language skills appropriate to the subject area at the students' grade level". (Chamot and O'Malley, 1987:232).

This model of teaching language may be very interesting to students because, as also claimed by Chamot and O'Malley, the topics are related to their subjects. Furthermore, the students know that they are developing the concepts and skills associated with their subjects. Nonetheless, how much declarative knowledge (grammar, rules, pronunciation, vocabulary) and how much procedural knowledge (communicative competence, functional proficiency, fluency) will be given, again, have to be based on the aims of the course and the students' preexisting English proficiency.

Interestingly, Brinton and Snow propose three teaching models for teaching language in content area at the university level. They are *Theme-Based Language Instruction*, *Sheltered Content Instruction*, and *Adjunct Language Instruction* (1989:14-25). These three models, as claimed by Brinton and Snow, share some common features which include: 1) the principle is the content, 2) the models use authentic tasks and materials, and some degree of language accommodation is needed in order to process the content materials.

The three models, however, do have some significant differences. They have different course and learning focus, instructional format, instructional format, instructor responsibility, student population, and focus of evaluation. Distinguishing features of the three models can be seen in the following table .

Figure 3

	Theme-based	Sheltered	Adjunct
Primary purpose(s)	Help student develop L2 competence within specific topic areas	Help students master content material	Help students master content material Introduce students to L2 academic discourse and develop transferable academic skills
Instructional format	ESL course	Content course	Linked content and ESL courses
Instructional responsibilities	Language instructor responsible for language and content instruction	Content instructor responsible for content instruction Incidental language learning	Content instructor responsible for content instruction Language instructor responsible for language instruction
Student population	Nonnative speakers	Nonnative speakers	Nonnative and native speakers integrated for content instruction Nonnative speakers separated for language instruction
Focus of evaluation	Language skills and functions	Content mastery	Content mastery (in content class) Language skills and functions (in language class)

Of the three models, the theme-based model is the most suitable one for the condition where students are nonnative speakers, and their proficiency range from low to advanced as is the in Indonesia. In spite of that, that model cannot be adopted as it is without adapting to Indonesian condition such as students' expectations, their main goal for studying English, and the lecturers' availability.

Still another model for helping students to study English through content is what has been applied by Murdoch University. "The aims of the program are to develop students' literacy, numeracy and study skills, to make students more effective and independent learners, and to empower them to function successfully in the University system" (Marshall cited in Beasley, 1989:13). There are three major learning skills covered in the program which include 1), Literacy and Study Skills, 2) Numeracy Skills, and 3) Science Skills. For ESL and EFL students there are extra classes to help them with their language and study difficulties. The skills offered in that extra class are vocabulary building, reading, writing, defining the essay topic and cultural knowledge. (Beasley, 1989:13).

Some models described above show that they are varied in terms of skills offered to students which depend on the aims of each program. This leads to a question of how to identify the skills to be included in the English for Academic Purposes.

In relation to this, Stern (1992: 64) states

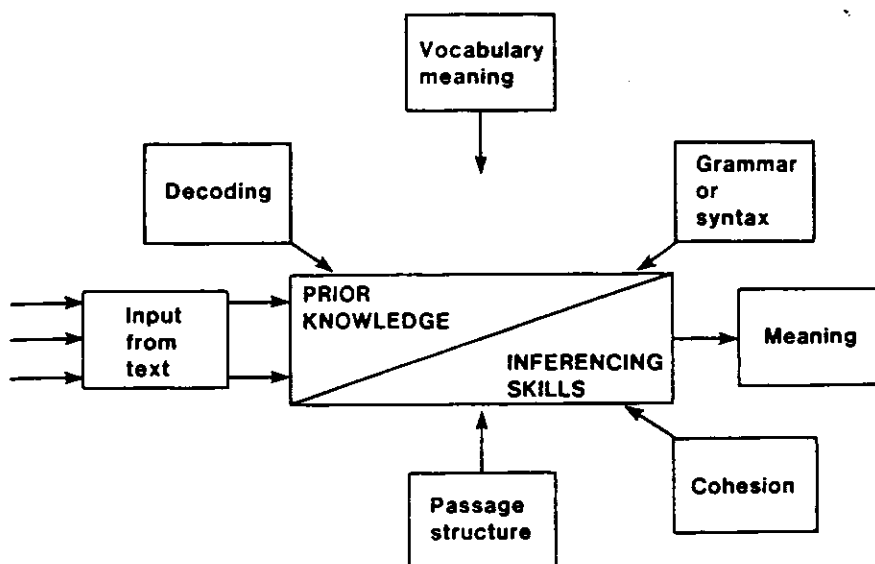
"The description of proficiency standards and characteristics and the definition of learning objectives have continued to be preoccupation of those concerned with the planning of language instruction and the development of language curriculums at almost every level".

Based on the statement above it is clear that objectives should be clear for topic or skill selection. For teaching English for Academic Purposes at the Teachers Training Institute in Indonesia such as Padang the focus is on how to help students to be able to read in , it is worth reviewing literature related to this topic.

Reading for academic purposes

Based on goal stated above reading comprehension is very important. Pearson and Johnson cited in Dishner et. al (1981:76) define reading comprehension as "building bridges between the new and unknown". The diagram below depicts the concept of reading comprehension as defined by Johnson and Pearson.

Figure 4



The picture above implies that how someone understands a text depends on what information she or he has in relation to the text and how s/he relates it to the text. This also means that lack of prior knowledge can cause difficulties.

Conversely, Langan (1982:217-288) views reading comprehension from what skills one needs at the time she or he reads. He explains seven reading skills in reading for comprehension a text which cover 1) Recognizing definitions and examples, 2) Basic lists of items, 3) Headings and subheadings and relationships between them, 4) Emphasis words and other signal

words, 5) Main ideas in paragraphs and short selections, 6) Outlining, and 7) Summarizing.

Similar to Pearson and Johnson above, Richardson (1991:161) cites Cooper who explains in order to comprehend the written word, students must be able to understand the organization and information of the text, and relate the ideas and the information to ideas and information they have had in their mind. In a table of Study-Reading Skills Checklist, he compiles the skills that the students need in reading comprehension. In brief the skills can be categorized as below:

1. Special study-reading comprehension skills
 - a. ability to interpret graphic aids
 - b. ability to follow directions
2. Information location skills
 - a. ability to vary rate of reading
 - b. ability to locate information by use of book parts
 - c. ability to locate information in reference works
 - d. ability to locate information in the library
3. Study and retention strategies
 - a. ability to study information and remember it
 - b. ability to organize information

(1991:281-283)

The skills needed in order to comprehend a text mentioned by the authors above indicate that reading comprehension is actually a process which requires sub-skills that are inextricably related. The depth of each skill to be introduced to students, of course, depend on the purpose and what the students have known.

POTENTIAL PROBLEMS

1. It is assumed that it is difficult to find the time for most, if not all, English lecturers to meet and discuss the program together with content area lecturers. This assumption is based on the fact that most of the lecturers are very busy , teaching at the Institute, at other private institutes, and with other work.
2. Staff development is still questionable. The difficulty lies on the lack of supervisors who are expert in teaching English through content.
3. It will be difficult to find materials ready for teaching that cover current issues, are interesting and general that can be followed by any students that come from different disciplines.

SOLUTIONS

1. For the first step, it is not important that all or most lecturers should be involved. The head of each department can be required to choose one of their staff to represent the department. In addition, only lecturers who will teach English as a core subject, Head of the English department, about two senior English lecturers, and some volunteers , if there are any, will be involved in the program.
2. Since to invite native speakers or send the staff to study abroad seems not possible because of limited funding, employing the available staff who are more expert is the immediate solution.

Lecturers who have got their masters and doctorates, particularly who have studied in English speaking countries are expected to give their ideas and become supervisors. Those who are given this extra job will get incentives that the

Department and the Institute will be asked to provide. It is positive that the money can be got from the Institute and the Department because there is always funding for staff development provided.

3. A possible way of solving problem of materials for teaching is by taking excerpts related to the topics from English books although they are not specific about Indonesia. Another way is by translating the issues found in Indonesian newspapers or magazines.

III. THE PROPOSED PROGRAM

This program is proposed under some considerations which include: 1. Its importance

2. Students' English proficiency

3. Students' study load

4. Teachers' availability

5. Funding

RATIONALE

As mentioned elsewhere before, content area students often have difficulty in English, particularly when they are reading books written the English that they need for their study. This indicates that the English they have got at high school is not enough to support them studying in university.

One way that can help the students is by offering the English subject at the institute/ university. Actually English has been offered in one semester only. However, this seems not to give the students sufficient English skills to use these for their study. This might be due to the very limited time they can have access to English lessons and the fact that the lessons have not been very well organised.

The reasons above signal that English for Academic Purposes that is well planned and organised is needed. By offering it in two semesters, providing authentic selected materials, collaboration between English lecturers and content area lecturers, it is hypothesised that such the program will be useful for the students.

This program is meant to replace the " Core English" , the existing subject. Thus, by offerring English I and II students' and lecturers' load will increase by only two credits.

Its Importance

Content area students are often exposed to English articles or books as the material for learning their subjects. Sometimes they are to read and make a summary of an article by which they can learn the content of their subject. At other times lecturers give references of which some are books written in English. When faced with that reality, usually students find big difficulties.

The English subject offered in one semester then is expected to help them cope with English difficulties. Due to this expectation, English lessons have to be well organised and taught meaningfully so that the students find English lessons helpful.

Students' English Proficiency

The students have studied English formally at High School for six years. Since English is not a medium of teaching and learning, usually students use it only when they are studying English.

Nonetheless, in general they are assumed to have mastered the basic skills of English such as grammar, general vocabulary, reading simple texts, and simple writing.

Students' Study Load

There are two kinds of programs at the Institute; namely, "Diploma" and "Sarjana". The students who study for the "Diploma" degree should take 110 to 115 credits, and should have finished the program in three years. Those who want to get the "Sarjana" degree have to take 144 to 160 credits, and should have finished the program in four years. The range of the credits depends on

the discipline. Thus every student has to take an average of 19 credits in a semester. Nineteen credit load means 19 times 50 minutes face to face study in the classroom, 19 times 50 minutes doing structured tasks, and 19 times 50 minutes for self study. It should be noted that of all the credits they take, only two credits are for English.

Lecturers' Availability

Ability here is meant the time available regarding their teaching load. Each lecturer has to teach twelve credits on average in a semester beside structural duties. A lesson usually has two or three credits. This means she or he needs time to prepare for four to six lessons, and time for correcting students' work. In addition, she or he needs time for staff meeting and structural duties. Furthermore, most of the lecturers also have to teach at one or two private universities.

The availability of time is a very important consideration because offering English for academic purposes needs additional time for preparing the material or perhaps to sitting together and discussing with content area lecturers.

Funding

Getting funding to run this program might not be very difficult because the Institute now has a new policy about money; that is to allot some money for educational development such as for developing learning packages.

Since the lecturers who teach English as a core subject get extra money from the Institute, the additional burden for teaching

English with this new program is assumed not to give rise to a problem.

Based on the considerations above , the program will be proposed as follows. First, the conceptual framework can be depicted in the diagram below.

Figure 1

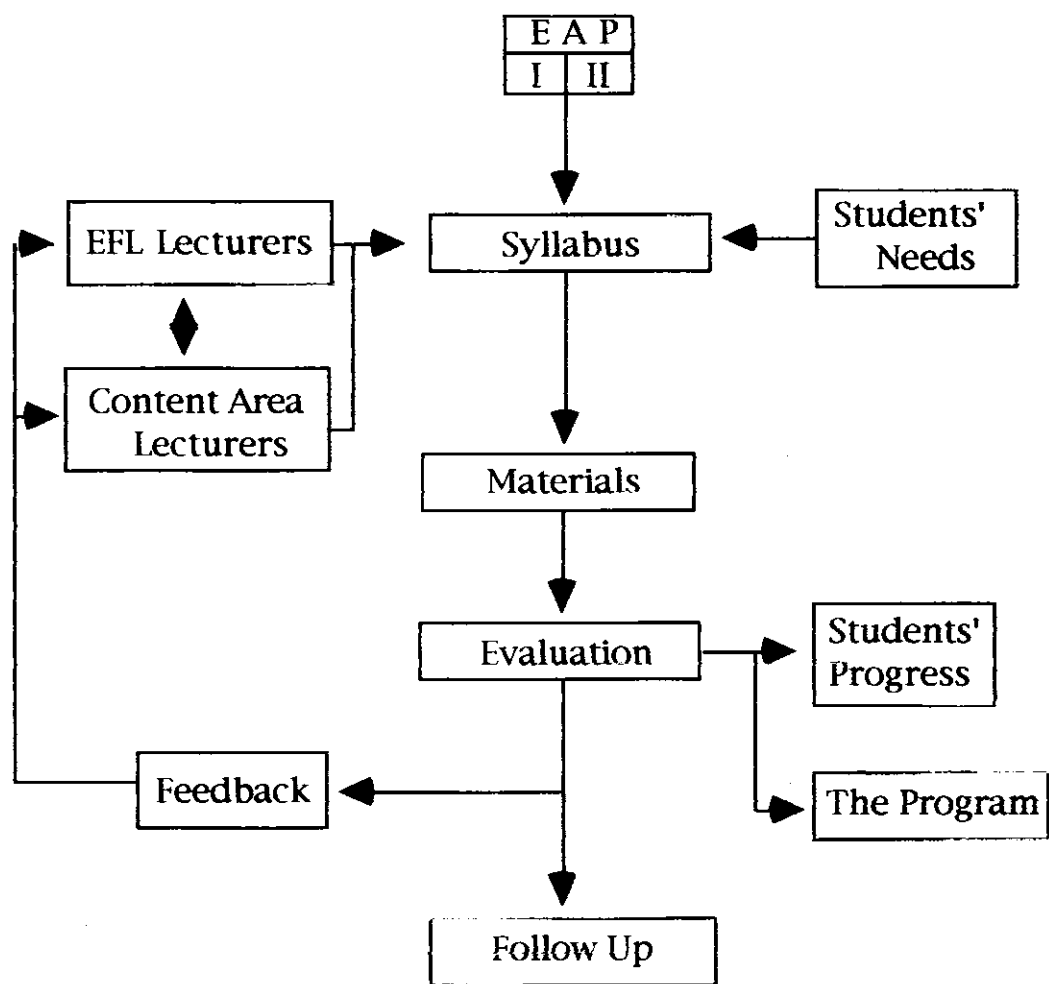


Figure 1 above shows that students' needs are very important because the syllabus and the materials are based on the needs. To determine the needs English lecturers and content area lecturers have to work together as what students need is language to study content. Evaluation about the program and students

themselves will give feedback to the lecturers about what should be maintained and what should be improved for the next step.

ENGLISH FOR ACADEMIC PURPOSES

Aims : 1. To help students to be able to read English books, especially in the areas of their study.
2. To help students to be able to write formal letters and summary of texts.

Synopsis : After studying English students are expected to be able to read English books for their study and enhancing their knowledge, to make summaries of what they have read, and to write formal letters such as the letter of application.

Length of the Program

English will be offered in two semesters.

There will be *English I* and *English II*, which English as a prerequisite for English II.

Number of Students

For the effectiveness of the lesson, it is expected that one class will consist of not more than 30 students.

Skills : English skills to be included are:

- vocabulary building, including reading dictionary
- guessing meaning from context - scanning
- reading for general ideas -skimming

- reading for details
- making summaries
- transitions
- writing formal letters

Materials: 1 The materials will be texts which are authentic, interesting (i. e up to date issues), not too technical because the students come from different disciplines.

Examples of the topics are :

- The advantages of studying a second language
- Environment
- Family planning
- Tourism
- Quality of education
- Social Welfare
- Employment
- The lottery
- Religious tolerance
- Economy

2 Although the students are teacher candidates, and will teach and apply for jobs in Indonesian, some of them would like to teach or work in foreign companies. Furthermore, there are also students who will teach at vocational high schools where students of the schools are equipped with skills they need for working after they finish high school. In this case they need to know how to write certain genres in English. Some of the topics will be offered are:

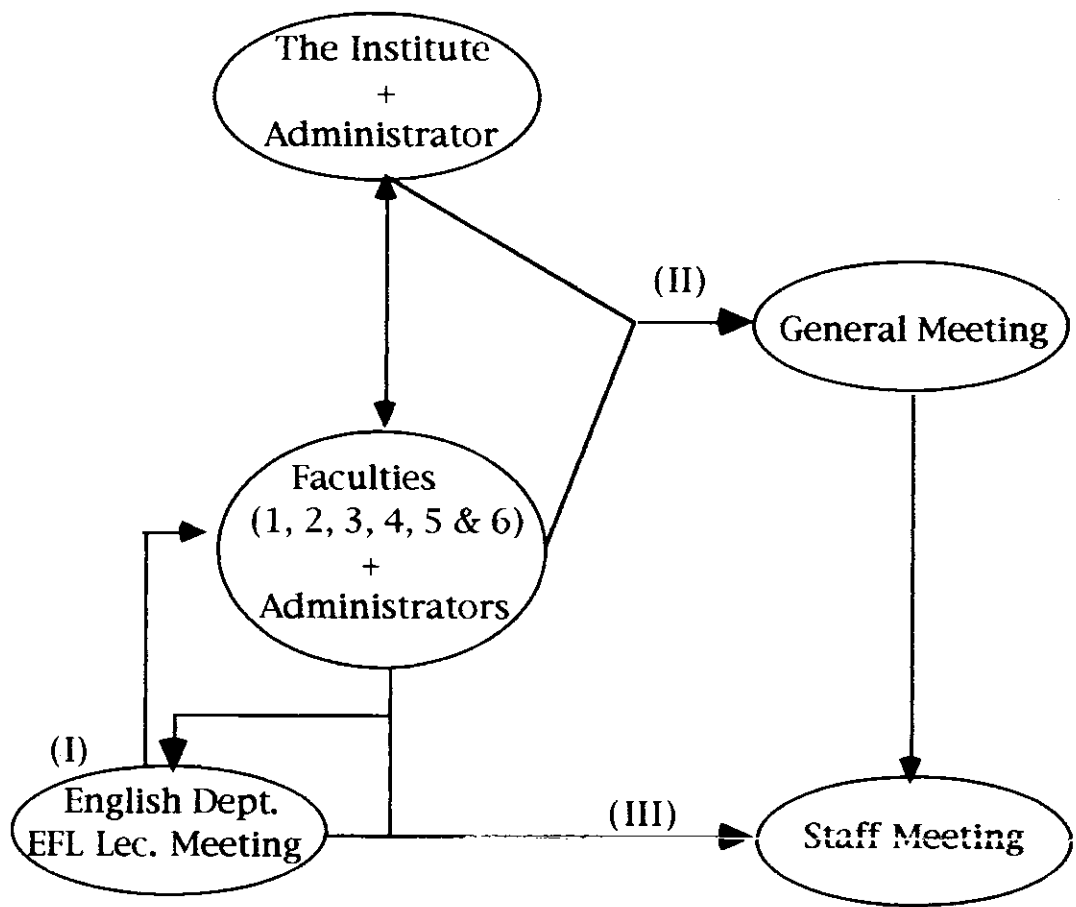
- Letter of application
- Letter of complaint
- Letter of invitation

*Skills and material will be further negotiated after staff meetings.

Lecturers' Meetings:

Lecturer meetings are very important both among English lecturers and between English lecturers and content area lecturers. There will be three main types of meetings :1) the first general meeting, 2) meetings between English lecturers and content area lecturers, and 3) meetings among the English lecturers.

Figure 2



Before the general meeting, English lecturers have to hold a meeting where agreement to run the program has to be reached. After that in the general meeting the aims; the outline of the program, which include the importance of the program; who will

be involved; what will be offered; references; the time; the funding; and evaluation will be explained and clarified. It is expected that this first meeting can assure both English lecturers and content area lecturers about the significance of the program so that their support will be gained in both time and energy. It is also expected that the lecturers will share their ideas in order to run the program effectively.

The meetings between the English lecturers and the content area lecturers are mainly intended to get ideas about what kinds of texts the students have to read, what English skills the students have to master, and to get feedback about the program. The meetings will be held after the first meeting and before the program embarks, after the program has run for several lessons, and at the end of the program (after the final English I exam).

Last but not least are the meetings among the English lecturers. In those meetings the syllabus, the materials for teaching, and evaluation will be discussed. It is planned that the lecturers will have regular meetings wherein they can discuss what problems they encounter in order to solve them together. In addition, it is expected that they can share their ideas with their colleagues in order to teach effectively.

Evaluation

There will be two kinds of evaluation; the evaluation of the students' achievement and the success of the program. The students' achievement can be seen in their everyday progress and from the result of their mid-semester test and semester test. Beside that, the students will be required to give comments on their progress at the end of the semester.

The program then will be evaluated by the committee, the lecturers and by the students themselves. Each of them will be required to give their comments on the program. In general the evaluation will be based on the achievement of the aims.

SUGGESTIONS FOR EFFECTIVE SUPPORT

This part is closely related to the proposed program. The following suggestions are based on the related literature previously reviewed .

1. Initiation, Need and Clarity

Every person, lecturers, students and administrators, involved in the program has to be aware of the importance of the change. Therefore, in the proposal and in the first meeting the rationale and research evidence have to be clearly explained.

2. Collaboration

English lecturers have to work collaboratively with content area lecturers. In order to obtain that collaboration, both English lecturers and content area lecturers will be required to allot their time to sit, discuss, and share ideas together, through the help of certain people who authority such as the heads of departments and the dean of every faculty.

3. Staff Development

English lecturers who will teach English in the program (English for Academic Purposes) have to get special training for they usually teach English per se. Some lecturers who are supposed to have expertise in teaching English for Academic Purposes which might be derived from their experience studying for

their Masters or Doctorates in English speaking countries will be required to give the training.

4. English and Study Skills

The skills to be offered have to be the ones which students really need for studying their subjects, especially reading English books. On the other hand, students' English proficiency is not high enough to go straightly to high academic language because they have studied English only in English classes where material for learning is manipulated for language learning purposes (usually grammar is emphasised).

The syllabus for English for Academic Purposes has to cover English skills that students need for studying content, but it considers students' English proficiency. Thus, one of the models described in the literature review that is closely related to this condition is the *theme-based* model.

5. Funding

In order that the lecturers, administrators and supervisors can work vigorously together, they have to be given incentives. This can be got from the Institute through staff development funding.

IV. CONCLUSION

Providing English in a well-directed organization which is focused on students' academic needs is hypothesized to be a good solution. It is important to note, of course, that the skills included in the program are closely related to what the students need in order to study and enhance their content area knowledge.

For those reasons, I propose an innovative program at the Teachers' Training Institute of Padang Indonesia where English is usually taught without directing to the students' specific needs. This program will replace the previous one, that is teaching English as a core subject. The English will be offered in two semesters instead of one as before.

In order that the program can be accepted by all people in the Institute, the lecturers, students, and administrator, the requirements of educational change and innovation have to be considered.

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