UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT

**Elaboration of a Proposal for Establishing
an English for Academic Purposes
profile to fulfill Students' Needs in Learning English at Service Unit
at the School of Arts and Sciences Majors**

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**TO OBTAIN THE DEGREE OF LICENCIATURA EN IDIOMA INGLES:
OPCION ENSEÑANZA**

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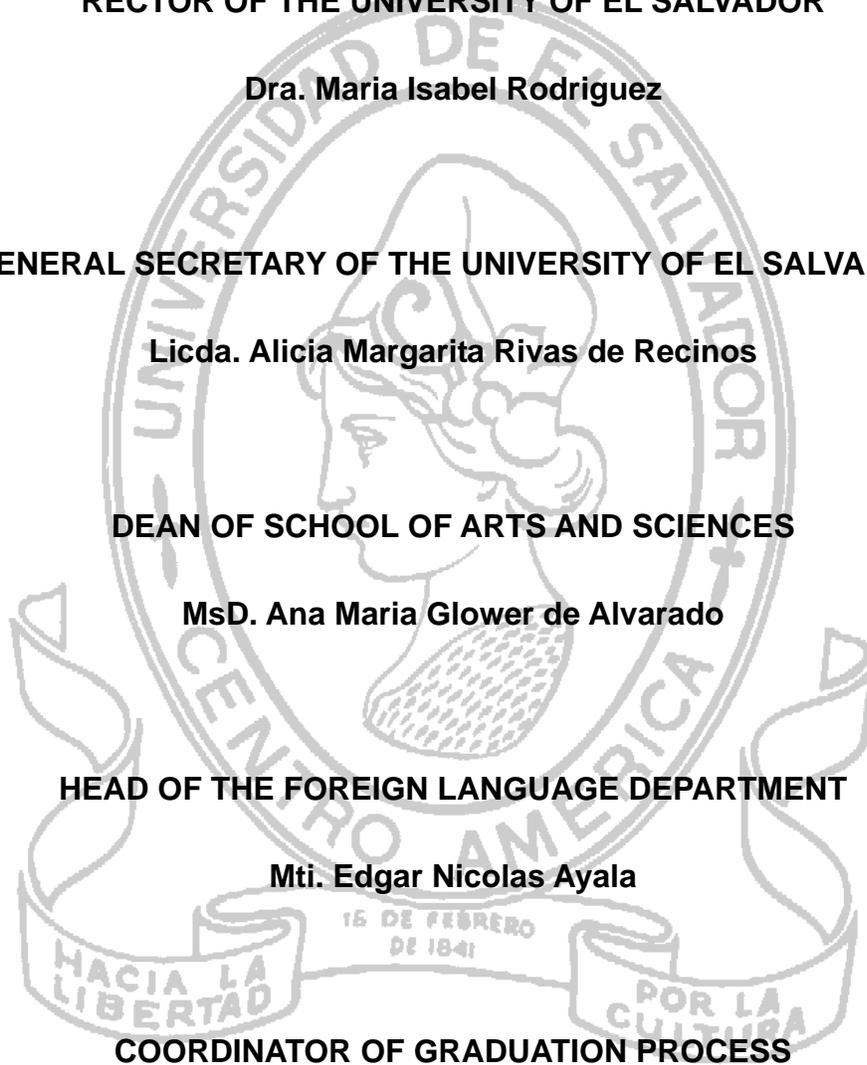**Licda. Alicia Margarita Rivas de Recinos**

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In order to obtain successful English courses at the School of Art and Sciences, it is essential to do a needs analysis to come up with reliable syllabuses adapted to each major which includes content- based information related to their academic development needs.

At present, the Foreign Language Department has been administering English instruction through the English Service Unit to students registered in majors such as Psychology, Social work, Arts, Education and History alone. The students in those areas are supposed to develop reading skills in order to apply the knowledge acquired in English during their whole careers and in their future work field. Since the importance of learning English increases continuously, people become more interested in getting better instruction in the English language. So the people in charge of this instructional area must hold the responsibility for fulfilling students' needs in each career. In order to do this, it is important to do needs analysis previous to structuring a well-designed syllabus. In the current English courses, a mismatch between the learners' needs and interests and teachers' demands and expectations is observed. The content and materials at the English courses that are provided to students seemed not to meet their real academic needs in their fields. It is assumed that this problem has been originated from the lack of concentration between the specialization of the academic fields and analysis students' needs. For this reason there is just one single English program for all the careers at the Faculty, which is a general English course. Also the FLD has taken for granted the need to design effective and efficient English for Academic Purposes syllabus.

It is essential to identify the academic needs of each major before designing the English syllabus which must be English for Academic Purposes that would help students in their career development and consult bibliography in English since learners have to deal with the difficulty to understand such source of information. In addition, English for Academic Purposes (EAP) may keep students in touch with updated and authentic English materials. In this way it provides learners with a range of variety English tools. It is obviously clear, that without a well-designed syllabus and a previous need analysis it will be hard to fulfill students' real academic needs oriented to their fields.

The introduction of these English courses, which were planned by the Foreign Language Department (FLD), and taught to the different majors by the School of Arts and Sciences started in the early 60's. The English courses were based mostly on grammar structures and form. The Foreign Language Department was in charge of teaching English to all the students in the majors of the School during the 70's and 80's. However, after these decades there were some reasons that pushed each Faculty at UES to start hiring their own staff (1985-1990). Then, the FLD has been responsible for teaching English to students of Social Work, Education, Psychology, Arts and History alone.

The creation of the English Service Unit to assist other departments at the School of Arts and Sciences does not have a specific starting date. Since the FLD was founded in 1960, there used to be a unit called Common Areas (Areas Comunes). Therefore, students of all majors studied the same English courses because that was mandatory for fulfilling their curriculum. So, students from

Engineering, Medicine and Laws were taking English courses in the same place or auditorium (Lic. Pedro Salazar, FLD, 2004).

At that time (1960's), students at those majors were taking four English courses and the FLD was in charge of teaching them. The objectives planned on each English course were to fulfill some academic requirements. First, the objectives were mostly based on grammar. The approach has changed from time to time, from General English to what it is called ESP courses, by using different reading strategies to understand the lexicon. The syllabus was adapted to have students acquire grammar knowledge only. The objectives were to have students understand what they read. Moreover, there were some disadvantages in teaching English: the lack of technology, materials, audiovisual aids, board and chalk. The materials or resources that were mostly used were handouts (Lic. Guillermo Escobar, FLD, 2004).

Nowadays, the necessity of learning English Language has become increasingly important for study and work development. English for Academic Purposes courses are essential to be taught to students at the School of Arts and Sciences due to the increasing need for understanding and developing reading skills to solidify such areas as vocabulary development, intensive and extensive reading, academic texts, critical thinking, class participation, and students' success in their academic careers. In El Salvador, there is a rising demand for English given that most third-world countries see English as a key that will give them access to science, technology and world culture. "I think that, in preparing learners of English curriculum designers should map out priority issues related to

various aspects of the socio-economic and socio-cultural development of the learners' community" (Mamadaou Gueye, English Teaching Forum, July 1990). Because of the technological, economical, and commercial development worldwide nowadays, English has become a door to the updating knowledge of the different branches from Arts and Sciences, so people learning it can have access to the great amount of information in English. The important goal of an EAP program is to develop higher academic students to read enough English material to succeed at the university training as they go through their coursework load.

ESP (English for specific purposes) and EAP (English for Academic Purpose) are interrelated. According to Robinson (1991) there are some important features and differences. First, ESP is goal-directed. It means the students are not learning the English language for the sake of it, but because they need to use it. EAP students are usually current higher education students. So they need to learn English in order to succeed in their academic careers. EAP is a branch of ESP in which the teaching content course is matched to the requirement of the learners. Hutchinson and Waters (1993) state that learner's needs should be considered on the process of planning the content of a language department. It means that before designing these courses, a needs analysis must have been done   in order to match the course content to what students really need to get trained in to fulfill what their majors require.

English for Specific Purposes (ESP) started to emerge during the 1960's, enacting a new way of teaching (Tom Hutchinson and Alan Waters, 1993). This

showed that analyzing the linguistic characteristics of their specialist's area of work or study could identify the English needed by a particular group of learners. With regard to the topic, the author says "Tell me what you need English for and I will tell you the English that you need." (The origin of ESP, p.45). Besides, the development in educational psychology contributes to raise ESP. It showed that if the course was oriented to students, it would increase the learners' motivation and make learning better and faster.

ESP is viewed as a cover term for teaching and learning English for multiple specific purposes: EAP (English for Academic Purposes) EOP (English for Occupational Purposes) and others (Johns, 1991; Robinson and Waters, 1993). English for Academic Purposes (EAP) is completed in educational institutions where students learn it for their academic studies (Kennedy and Bolitho 1984) In an EAP course; students are expected to acquire receptive and perceptive academic skills (Jordan, 1997). Given the diversity and complexity of EAP's objectives, it is crucial to conduct an *in-depth needs assessment* before planning and implementing an EAP syllabus and material (Johns, 1991, Robinson,1991)

Subject content knowledge development is required in English for Academic Purposes to prepare learners for academic study and analyze authentic English texts related to their fields. Moreover, society job generator area needs people skilled not only in their professional field, but also in their English language knowledge. For instance, students of Psychology need to read such topic as

human behavior theories. Students studying arts need to learn English for reading and understanding texts related to art history, art techniques and so on.

Berwick (1989:52) offers a simplified conventional definition of need as the discrepancy between a current state affair and a desired future state. He also views perceived needs as those that the educators make judgments about in other people experiences, while felt needs are viewed as the ones that the learners have. Brookfield (1998) defines felt needs as wants, desires, and wishes of the learner; these are necessities, lacks and wants and what the learner needs to do in order to learn; all these are his/ her learning needs. In general the learner is littler aware of his/her needs and in particular that he/she is unable to express them except in very vague terms (Richterich and Chancerel 1987). That is why it is very important to use needs assessments procedure to confirm and discover the needs. Therefore, the relationship between the learner and the content of learning should be considered as a prerequisite in specifying and analyzing the needs of a learner.

Students at the different majors at the School of Arts and Sciences have academic needs which should to be assessed in order to create an ideal English for Academic Purpose Syllabus; the Foreign Language Department currently presents the same program directed to Arts, Psychology, Education, Social Work and History, when there should be one addressed to each career. The reality at the Service Unit in the Language Department is that there is a mismatch between the needs felt by the learners of each major and students of the program itself. Hutchinson and Waters (1993) hold that the relationship between necessities as

perceived by a sponsor or an EAP teacher and what the learners want or feel can be in extreme poles. However, he suggests that learners' perceived wants and wishes should be considered carefully.

Robinson (1991) believes that needs analysis should be done carefully in collecting information from various sources due to the diversity of the views and prerequisites for an EAP course. Bearing in mind a wide range of needs due to the influence of different social and cultural factors on student's teaching (Peck, 1991), a needs analysis is considered as a prerequisite in any course design. The first stage in any EAP and ESP course is to find out exactly what students really need. This process requires a previous needs analysis and a well- designed course.

The criterion for EAP syllabus design is determining the content of a language program that will respond to students' needs. The expression "learners needs" can refer to what the learners need to do with the language they have learned. On the other hand, the expression can refer to what the learner needs to do to learn the language (Murphy, 1978, p.218). The process of designing what the learners should usefully be able to read in the foreign language is a priority. When this is established, we can decide the most appropriate forms for each type of syllabuses (Wilkins, 1976). Although, all well designed EAP syllabuses should start with learner's needs identification, the presence of a well-experienced teacher is essential to accomplish the goals..

"Syllabus planners progress systematically from needs analysis, to goals and objectives, specification of the instructional content of the program." It

includes: needs analysis, objective set up, and selection of learning experiences. Needs assessment refers to an array of procedures for identifying and validating needs, and establishing properties among them (Pratt 1980:79). In language curriculum development, needs analysis serves the purposes of:

1. Providing a mechanism for obtaining a wider range of input into the content, design, and implementation of a language program through involving such people as learners, teachers, administrators, academic area coordinators and employers in the planning process,

2. Identifying general or specific language needs that can be addressed in developing goals, objectives, and content for language program, and

3. Providing data that can serve as the basis for reviewing and evaluating an existing program.

A careful needs analysis should involve "present situation analysis" (PSA) and "Target situation analysis" (TSA). Robinson (1991) defines the former type subjective of analysis as a learner- centered needs analysis. Ritchterich (1983), on the other hand, defines that objective needs analysis from the broad parameters of the program, but when learning starts these language related needs will alter, and some sort of learning needs, which were not specified before the course, will appear. Therefore, at this step subjective needs analysis is essential to collect information from learners so as to guide the learning process.

Jordan (1997) proposes a trichotomy of needs analysis as follows: Deficiency analysis, strategy analysis, and means analysis. Deficiency analysis is concerned with the necessities that the learner lacks. Strategy analysis seeks to

establish the learners' preferences in terms of learning styles and strategies, or teaching methods. Finally, means analysis examines the constraints – local situation- to find out the ways of implementation of languages course.

Furthermore, various analyses and approaches to needs assessment were put forward: analytic view of needs analysis which examines expert opinion, and diagnostic approach which examines the learner's needs to be used in social services (Berwick, 1989): discrepancy analysis which attempts to examines what people know and what they ought to know, and democratic approach which is based on learner's points of view (Stufflebeam et al, 1985, quoted in Berwick, 1989).

Implementing an academic needs analysis has a significant role in the identification and examination of needs for any educational institution. An on-going needs analysis should be a prerequisite for any program or course design in order to achieve effective instructional outcomes. Besides this, it can help educators and administrators to gain awareness of the context variable (Chaudron, 1990) and program designers – to provide appropriate instructional input to foster effective learning.

Concerning the fact that academic needs of administrators or educators and students generally vary across time, instructional contexts, and the requirement of an ongoing needs assessment for any educational institution becomes crucial in order to promote effective teaching and learning.

Needs analysis procedures generate a considerable amount of data, including information about the context of the language program, the learners, the

teachers and administrative factors that affect the program. This information is then used in planning the program itself. There are a number of ways information can be gathered about needs (Alan Waters, 1993). The most frequently used are: Questioning, Interviews, Observation, Data collection, Informal consultations with learners and others. In view of the complexity of needs that have been seen, it is desirable to use more than one of these methods. The choice will obviously depend on the time and resources available. It is important to remember that needs analysis should be carried out during the life of each course (Richterich and Chancerel, 1987), because as students become more involved with the course, their attitudes and approaches may change (Robinson, 1991:15). Therefore, identification and analysis of needs should be a continuous process (Richterich and Chancerel, 1987; Knox, 1987). This can help both administrators and teachers to introduce necessary changes, if deemed necessary, so as to promote learners in their progress throughout the program (White, 1988).

Therefore, an empirical validation of academic needs is essential in order to get on objective state of affairs on these phenomena. An operational unit at language department can provide continuous objective and reliable data on changing academic needs of teachers and learners by administrating questionnaires, interviews, and diaries to all the participants. It can suggest an overview, reconsideration and instructional materials construction specifically, to enhance an effective instruction. The operation of such unit can ensure that the institution is always informed, as regard the changing academic needs of teachers and learners, to make its plans accordingly.

Curriculum goals are general statements of the intended outcomes of a language program, and represent what the curriculum planners believe to the desirable and attainable program with aims based on the constraints revealed in the needs analysis. Goals can be used as the basis for developing more specific description of the intended outcomes of the program (the program objectives).

In language teaching a number of different ways of starting program objectives are commonly employed including behavioral, skill-based, content-based, and proficiency-based objectives.

No matter what approaches are used to set up goals and objectives, all English language programs operate explicitly, teachers and learners have to be aware of the kind of syllabus, methodology, materials, classroom activities, and evaluation with an EAP purpose in mind. Without clear statements of goals and objectives, questions of content, methodology, and evaluation cannot be systematically addressed.

After a previous needs' analysis has been done, the next step is to design a syllabus considering what students need to know about the language; also to know why it is important for them. Once these important aspects have been gathered, it is of a salient importance to have a specification of the content of the English course of instruction and the order in which the content will be presented in what skills teachers should concentrate on. This organization is called syllabus. (Michael H. Long, 1987)

Everyone involved in the teaching of English should focus on with the question as to what to teach. EAP course is considered as an approach to course

design which starts with the question "why do students need to learn English? But it should be argued. "Designing a course is fundamentally a matter of asking questions in order to provide a basis for the process of syllabus design, materials writing, classroom teaching and evaluation. A syllabus is sometimes known as a curriculum. It is a specification of the content to be presented. Syllabus design does not take place in a vacuum, however. It is generally one stage within a broader sequence of curriculum development processes. These include needs analysis, or assessment of the kind of reading comprehension needs and language proficiency the learners need; setting goals or objectives that specify the planned outcomes of the language program; syllabus design, in which the content to be covered is determined; methodology, which refers to the instructional procedures to be used; and evaluation, in which the effectiveness and efficiency of the program as a whole is assessed" (Michel H. Long, 1987). Students in the English courses sometimes complain that the courses designed for them are boring because course contents are irrelevant and meaningless. They say that they prefer learning English through materials that deal with the subject matter they have to work with their academic areas, as this gives them greater variety of knowledge. How would teachers react to such complaints? How can a skillful teacher who is a course designer satisfy such students wishes and them future language needs?

"A syllabus provides a focus for what should be studied, selected and organized. To separate, for analysis, a syllabus from a method is not to say they are unrelated. Clearly, there is a constant interplay between the two." (Kelly,1969, p.223). In discussing syllabus development contents that the choice of syllabus

determines the pedagogical presentation: "The most delicate problem in teaching any subject is deciding on the order to follow, for this in its turn, determines methods of presentation and repetition." Rather than debate whether a method or syllabus is primary, in an EAP course, it is important to recognize that this distinction is made as a means to examine what teachers do when they teach English.

The selection of a method involves consideration of various psycholinguistic factors. In deciding how to teach a language, two major questions need to be examined: First, who is the learner (i.e. what is his native language, age, level of proficiency, learning style, language needs, etc.)? And second, what is the most effective way to facilitate the material (i.e. should generalizations about the language be deductively on inductively presented, how and when should errors be much repetition and reinforcement should there be, etc.)?

The selection of a syllabus, on the other hand, rests on an examination of various social factors that need to be considered in designing a syllabus, such as the extent to which English is known in the country and where it is used, the form of the language that is employed, and the attitudes of the community toward the acquisition and use of English. These social considerations form the basis for adapting a curriculum, a statement that specifies learning objectives and a way to evaluate these objectives.

Learning objectives, according to Bruner (1963, P-31), "should be determined by the most fundamental understanding that can be achieved of the underlying principles that give structure to that subject. A syllabus reflects a

particular view of the structure of the subject; by delineating what should be taught and in what sequence, a syllabus provides a vehicle for achieving the goals of a curriculum."

Methodology-related literature reflects five types of syllabuses: Structural, Situational, Notional / Functional, task-based, content- based, task-based, each with its own view of what to teach and a rationale for the selection and sequencing of this content. As show mentions (1977, p,220), these syllabuses, "though conceptually distinct, are in no way mutually exclusive (unless taken to absurd extremes) indeed they may be seen as complementary. "Before any suggestions can be made as to how to integrate the various syllabuses, it is necessary to examine each in terms of its focus and its basis for selecting and ordering materials. Each syllabus should be used in ordering materials. Each syllabus should be based on an understanding of the strengths and weaknesses of each.

1. Structural syllabus. This type of syllabus represented the model of foreign language teaching at its beginning. It was selected and graded according to grammatical notions of simplicity and complexity, focusing only on one aspect of language – formal grammar (Anna Jureckova, 1998, forum Vol. 36- Number 2). A key feature of the structure syllabus is that it is "synthetic" (Wilkins, 1976; Yalden, 1983). Synthetic syllabuses require analyses of the language (content), such as word frequency counts, grammatical analysis, and discourse analysis. The syllabus designer uses the elements isolated as a result of the analyses to make up the content of the syllabus. In most cases these are rules, patterns, and grammatical elements, usually with guidelines for their combination and use.

2. Situational syllabus. Situational syllabuses focus on language as a social medium. The basic assumption is related to the social setting since, as Kitchin (1974, p. 294) states it, "Structures are dead without the situations which engender them". Ideally, then, a situational syllabus should examine the manner in which language use is affected by such things as the social rules of the participants, their psychological status, the type of conversation, and the setting. "The main advantage of a situational syllabus is that content may be selected that is highly relevant to the needs and interests of the learner. The focus of a situational syllabus is a realistic language use, after all, the goal of communicative language learning." (Alexander 1976, pp. 96-100)

3. Notional / Functional Syllabus: It has been referred to as an "approach". It has never been described as anything other than a type of content of language instruction can be taught through a variety of classroom techniques. On the other hand, it has been closely associated with what has been called "communicative language teaching."(Brumfit & Johnson, 1979, Richards & Rodgers, 1986) This syllabus develops students' ability to do this (become communicatively competent) by accounting for communicative competence within the actual design of the syllabus itself. (Widdowson, 1979)

4. Task-based syllabus: It uses activities that the learner has to do for instructional purposes outside the classroom as opportunities for language learning (Kranke, 1981). The intent of task-based learning is to use learner's real life needs and activities as learning experiences provide motivation through immediacy and relevancy. Language is learned through language use (Candlin and Marphy, 1986).

5. Content-based syllabus: teaching techniques are adjusted so that students comprehend the content material as it is presented in the new language (Krashen, 1995) Language is learned in the context of its use. A needs analysis should be addressed in assessing what students need to learn in English in their majors. In this way they learn exactly what they need to learn (Krashen & Terrel, 1983).

Gardner and Lambert (1972) suggest that motivation refers to the combination of effort adding the desire to achieve the goal of learning the language plus, favorable attitudes toward learning the language. Effort alone does not signify motivation. If students have the desire of learning, and they present interest in something related to their careers that can be a very useful instrument to use. Instructor can directly know what students want to read and learn in order to make the class more interesting for them.

The overall purpose for teaching reading is to develop in the reader the attitudes, abilities, and skills needed for obtaining information, reacting to ideals, developing interests and, finally, deriving pleasure by reading through understanding or "comprehension." Comprehension is a mental process that one person develops in order to get information of a determined subject or situation. Students from English Courses want to develop reading comprehension in order to get the desirable instructional information for their careers. As students have expressed, reading is important; learning every technique to get ideas and knowledge; however, there must be a vocabulary source related to each of their majors. Having the appropriate context and vocabulary, reading is even more pleasurable for students. In that way, reading is easier for them: identifying the topic, learning new vocabulary and guessing the word meaning and having a

better understanding of the material read. Moreover, most of the students are interested in material related with their major; they want to know about the different ideas and the newest information about different topics concerning their careers. As it is known, the main countries to develop advances in knowledge are the ones where English is spoken. Therefore, the new information and material is written in English Language. Students must know how to read this information in books, magazines, Internet and be able to get the information they want. Students from English Courses must learn the techniques for comprehensible reading such as: Skimming, scanning, previewing and predicting, also, how to get the word meaning in context. Teaching reading in English language is essential for students, yet it is important to determine what students want to learn reading in English language and the reasons that motivate them to look for specific information in English material

Psychology, Art, Education, History and Social Work majors are supposed to be instructed to develop reading skills considering career, content-based previous knowledge used in English and during their coursework careers for future work application. Society job generator area needs people skilled not only in their professional fields, but also to be literate in English at the reading comprehension level, particularly when the learner needs to consult updated English bibliography through Internet. Therefore, the new information and materials are written in that language; students must know how to read and comprehend the information presented not only in Internet but also in books, magazines, and other sources. That is why English has become increasingly important for academic development. The Foreign Language Department is in charge of administering the

English courses to the careers assisted by the Service Unit. That activity has been focused on teaching reading techniques such as: previewing, skimming, scanning and predicting in order to have students read English material in any kind of material. In the current English courses, reading has been taught in an isolated way since students read limited information related to their academic areas and they do not find reading as an interesting activity. As a result, they get bored, and they do not find it relevant. However, the same English material is used in all the majors, which has been taken from the "Reading Power" book.

At the beginning of the English courses, reading techniques are taught based on the course program. But in real instructional practice, the learners do not put those techniques into practice when needed, because they seem to be confused when applying each strategy. This is a result of the wrong teaching approach developed in class, lack of motivation from students because of the material which is not related to their majors. However, if people in charge of the English Service Area and instructors select appropriate material related to each of the majors such as relevant topics to Arts, Education, Social Work, History and Psychology, there would be an increasing interest and changing of learning behavior of students with regard to English courses. This would benefit students learning and instructors teaching because students' needs will be fulfilled and instructors will develop a pleasurable teaching according to the syllabus objectives.

People in charge of this instructional area must keep in mind the responsibility for fulfilling students' academic needs and interests in each career. In spite of that, the Foreign Language Department should strengthen the operational unit which involves people as: administrators, syllabus designers,

teachers and learners who must work together. In order to provide a continuous objective and reliable data for reviewing and evaluating the program, changing academic needs of teachers and learners by administrating questionnaires, interviews and diaries to all the participants on these courses. The gathered information can suggest an overview, reconsideration and instructional materials constructed specifically to enhance an effective instruction. The operation of such Unit can ensure that the FLD will be always informed, as regard the changing academic needs of teachers and learners, to make its plan accordingly. Therefore, the identification and analysis of needs should be a continuous process for helping administrators and teachers to promote learners in their English learning process throughout the program.

The administrators should select members of the staff to be trained locally or abroad in EAP course design and its implementation. These people may train others to cause a multiplier effect in order to guarantee that there will always be someone to take care of that academic responsibility in great importance on students' needs as part of the academic development project. If the FLD trains people in EAP course in advance, these people will be able to train instructors who teach English courses. This can help instructors, students who are taking teaching practice, to gain teaching experience in this kind of courses. Besides, syllabus designers have to be involved in teaching English for Academic purposes. They should focus on these questions: Why students need to learn English?, and what to teach?. To get the answer and elaborate an effective and efficient syllabus for English courses at the Service Unit, including materials, classroom teaching and evaluation.

Learners' needs are based on developing the reading skill proficiency so the syllabus designers should set goals and objectives that specify the planned outcomes of the English program; syllabus design in which the content to be covered is determined; methodology, which refers to the instructional procedure to be used and evaluation in which the effectiveness an efficiency of the program as a whole is assessed (Michael H. Long,1987). Students in the current courses complain that the courses designed for them are boring because the course contents are not related to their careers and sometimes are too irrelevant. They say that they prefer learning English through materials that deal with the subject matter they have to work within their majors' classes, as this gives them a great variety of English tools. How can a skillful teacher or course designer satisfy such students' wishes and their future language needs? There are three choices: a) By taking into account the students' needs and making an appropriate selection of a syllabus; b) by deciding how to teach the English course; and c) by thinking on two important questions: first, who is the learner (what is his/her age, level of proficiency on target language, learning style, etc.) and second, what is the most effective way to facilitate the material?

Syllabus designers should take learning objectives into account when creating the English syllabus because they plan the structure what to teach based on students' needs. According to Bruner (1963, page 31) "Learning objectives should be determined by the most fundamental understanding that can be achieved of the underlying principles that give structure of the subject". A syllabus reflects a particular view of the structure of the subject; by delineating what should be taught and in what sequence, a syllabus provides a vehicle for achieving the goals of a curriculum.

In order to create and implement a well-designed syllabus, the Foreign Language Department through its Service English Unit should elaborate a previous needs analysis for each major. As it is known, needs analysis has to do with examining and identifying needs in each major. It is important to be clear in the learners' academic needs so that coordinators should evaluate and get involved in a present situation analysis where they can find out the reasons and factors associated to such phenomena. Thus, coordinators and educators will gain awareness of the context variables. Also, this will provide an appropriate input to foster an effective learning. As stated before, learners' needs refer to what learners need to do with English and why they need to learn English. Students in Arts, Education, History and Social Work have their own academic needs which can be gathered by interviews, questioning, observing and informal consultation with learners. However, it is recommended to coordinators at the Service English Unit to have meetings with each group in each major and make an informal consultation based on asking informal questions such as: Do you need English? Why do you need English? What topics are related to your career? What do you want to learn in English? Then, they must get involved in observing classes, verifying the class components through a checklist containing the most important teaching and learning aspects in EAP course. After doing this, coordinators will have to generate a considerable amount data, including information about the context of the English program, the learners, the teachers and administrative aspects that affect the program such as materials, spaces, time available and instructional aspects such as methodology, reading contents, evaluation and classroom management. This collected data will then be used in planning the program itself.

The current program at the Service English Unit, English courses need to be checked and improved for many reasons. First, the students at the different majors have just one program; this means, each major has the same reading contents and objective setting up.   This has generated English courses that have not helped learners to reach their real academic needs.   It is recommended to create a specialized syllabus addressed to each major where all contents must be adequate to their careers' interests, though.   Second, the current program is based on reading: all contents are addressed in developing the reading strategies, but such contents do not have anything to do with their professional area.   Based on that, EAP courses coordinators should create content and skill based syllabus where students could enjoy such activity by reading what they really need to learn. It is basically known, that a good syllabus design starts with learners' needs identification; also, a needs analysis, goals and objectives, instructional components such as contents, and the right selection of English materials are included.

The reading contents and materials are essential to be related to students' needs when planning an EAP syllabus. Teaching English based on reading content plays an important role in EAP courses since reading discourse requires to get involved with a great deal of vocabulary. For that reason, instructors should be trained in teaching English in content. The English courses at the School of Arts and Sciences should focus on developing the reading techniques and the real practice of them. In every class, authentic material should be introduced to students; professors must assess the students to read and comprehend the reading material. Moreover, how students consider English courses promote the

learning of new vocabulary and development of knowledge. To have students' interest when teaching, the reading material should be related to what they need to learn according to each of their majors. When the readings are closely related to learners' interests, they are motivated to read and learning is more pleasurable.

Besides, materials at the English courses are not absolutely addressed to their academics needs. Among the material used in class were mainly the board, dictionary and hand-outs. In certain cases, tape recorder, colorful paper, and charts with information written on them. Therefore, the teaching material is not adequate to the English program. The ideal EAP courses should have a variety of materials addressed to students' academic needs. People in charge of the syllabus design should select adequate material, for instance, visual aids to support vocabulary and topics, overhead projector to do presentations and as one of the most important of authentic materials, Internet material since it helps students to know different points of view from experts around the world and to get involved with the most updated information.

The Foreign Language Department should prepare and design English for Academic Purposes syllabus for each of the majors from the School of Arts and Sciences. The current academic situation at the English Unit Service shows that very general English is being taught to students from the different careers at the School of Arts and Sciences. These courses are directed to develop students' reading skills. However, how can students' needs be matched to the content given?

The proposal for an English Academic Purposes course profile has the purpose of reviewing and evaluating the current program at the Foreign Language Department in order to supply students' academic development needs in getting in contact with their English learning process at the School of Arts and Sciences Majors. The English course components should include: First of all, the operational unit, which involves teachers, administrators, and syllabus planners providing objectives and reliable data which can guide them to incorporate changes in the syllabus design to fulfill students' academic needs according to EAP theoretical guidance included in this paper. This should be possible by selecting members of the staff to be trained locally or abroad in EAP course design and its implementation. These people may train other professors to cause a multiplier effect   in order to guarantee that there will always be someone to take care of that academic responsibility in great need on students' part to project academic development.   This can be supported by counting on a previous needs analysis which should be carried out throughout each course. Next, designing a syllabus which includes what students need to get trained in the language. This can be done by focusing on specific English content for academic development oriented to their majors   regarding EAP reading discourse. As it is known, English for Academic Purposes is a branch of English for Specific Purposes in which the teaching content course is matched to the requirements of the learners. Thus, students' needs should be taken into account and considered in the process of creating an EAP syllabus. In that syllabus the matching of course contents and needs should be presented. Psychology students have very different interests from the ones of History. Subject content knowledge is required at EAP

to prepare learners for academic study and analyze authentic material. The content has to be closely related to what students want to learn. Due to the majors they are studying, the content will vary. The English course for Psychology students should include authentic material related to what they study in other subjects, and so on with each other major.

The syllabus planners must be aware of the fact that EAP reading involves more than just looking up technical words in a dictionary to figure out reading discourse. Moreover, it is useless to overwhelm the students with complicated grammatical questions requiring answers with proper grammatical order, which is disconnected from developing EAP reading skills that are not relevant to the understanding of written discourse as part of their learning process.. More positively, students need to generate the kinds of questions to ask themselves to acquire full understanding of a given reading passage. This means that instructors must deal with grammatical questions only when necessary to clarify relevant points. The impact of tradition in language instruction, in which it is virtually a synonymous with translating, it is hard to get rid of authority plans since instructors are usually reluctant to change the way of doing things because it is required to make additional effort to improve EAP instructional procedures. This process takes shifting from a grammar-oriented to a content-based EAP approach which may immediately produce the expected change. Having the students develop productive reading in English requires deliberate, planned instruction throughout the course. It is difficult, however, to enunciate a set of formulas that will work well with all students and under all circumstances. Such factors as

previous academic knowledge, English proficiency, previous English learning experiences, purpose for studying English, the scope and effectiveness and the implementation of the English program, the size of groups, the number of hours of instruction, supplementary EAP-oriented reading materials among other items concerning students' motivation and creativity on the instructor's part, and guidance to bibliography should be evaluated and taken into account for EAP course design. All those items mentioned above must be part of any functional plan to be designed and implemented. And they should also be offered within the framework of a well-integrated program to achieve the goals set up in an EAP program.

To bring an EAP course closer to the ideal profile, the Foreign Language Department must assure to observe the incorporation of the previously proposed EAP profile. Besides, it is necessary to include the techniques and procedures in the classroom management such as: classroom setting, activities done in class, the use of audio and visual aids, the use of space and time, group work, motivational aspects, and lesson planning. When applying these techniques and procedures there will be an improvement in English language teaching of EAP courses, and students will obtain more aids that will result beneficial in their English learning. The applications of these techniques facilitate learners to confront the English learning demands in the academic settings. In some cases, teachers just follow presented instructional materials and most popular methodologies without considering the real teaching-learning context. For this reason the aspect mentioned above are valuable for having success in English teaching.

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