

**A PROPOSED SYLLABUS FOR ENGLISH COURSE
FOR STUDENTS OF INDUSTRIAL ENGINEERING,
INSTITUT SAINS & TEKNOLOGI AKPRIND, YOGYAKARTA**

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ABSTRACT

This study develops an English syllabus for the Industrial Engineering Department at Institut Sains & Teknologi Akprind, Yogyakarta since there is no appropriate syllabus available. The English syllabus is developed based on the educational research and development (R and D). The model used is adopted from Richards' Model on Course Development (2001). The finding shows that a topic-based syllabus is appropriate for English course for students of Industrial Engineering of Institut Sains & Teknologi AKPRIND, Yogyakarta. The syllabus focuses on reading skill. The subjects being discussed are the topics related to the students' field of study. The format syllabus consists of following aspects: 1) competence standard, 2) basic competence, 3) indicator, 4) materials, 5) learning activities, 6) assessments, 7) time allotment and 8) sources of the materials. In the implementation of this syllabus, it is recommended that English lecturer should collaborate with the subject specialists to get clear description of the subject being discussed; a discussion on the proposed syllabus attended by the English lecturers also needs to be done to socialize the product.

Keywords: *Syllabus; Industrial Engineering; Richards' Model on Course Development*

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INTRODUCTION

Background

English courses are offered in Industrial Engineering Department of Institut Sains & Teknologi Akprind, Yogyakarta with the consideration that students' proficiency in this skill will have a great effect on their academic and professional success. The main purpose of the teaching of English in Industrial Engineering department is not to learn about language but it is designed to meet specified needs of the learners. According to the Industrial Engineering Curriculum, the teaching of English course for the students of Industrial Engineering is offered as compulsory subject and conducted in classroom and language laboratory in the second semester with the total credit of three. The aim of the English course is to provide students with the ability to communicate in English both written and spoken related to the Industrial Engineering.

However, the teaching learning activity of the English course in Industrial Engineering has not been developed based on the students' needs and has not been well organized in terms of selecting materials/topics, choosing appropriate methods/activities, determining evaluation and managing time allotments. As a result, the students do not get the benefits from the course that leads to low motivation in their English study.

Some problems related to the teaching of English course at Industrial Engineering Department are: 1) the English lecturer tends to use topics based

on her own judgment or preference without considering students' needs, 2) the materials used taken from available commercial books which frequently do not match with the needs and characteristics of the students and have not been well organized, 3) the language instructions are dominated with a structural method which is based on learning grammatical structures, lecturing, translating passage and memorizing vocabularies used as the basis of developing the materials.

Formulating the objectives for the course, identifying the appropriate contents, designing the appropriate activities/methods and determining appropriate assessments conducted in the course are important factors that influence the effectiveness of the teaching learning process. All the items make up the syllabus. Unfortunately, the results of the needs analysis show that the existing syllabus for industrial students at Institut Sains & Teknologi Akprind, Yogyakarta has not been appropriate yet.

The existence of appropriate syllabus is very important because the language teaching learning is a complex activity that needs a careful planning in order to achieve the instructional objective. Teachers have to develop a systematic plan of what need to be learned, selected and sequenced the contents and the tasks that will lead to desired learning outcome (Hyland, 2003). Yalden (1987) states a syllabus describes what the learners are expected to know at the end of the course, what is to be taught or learned during the course, when it is to be taught, at what rate of the progress, how it is to be taught, and how it is to be evaluated. According to Brumfit (1984) a

syllabus can be used to map out the content of the course and to guide and serve the teaching learning of that subject matter. It acts as a guide for teacher and learners by providing goal to be attained. Therefore, the existence of the appropriate syllabus will make the teaching learning activities manageable and more effective.

In response to the problems above, it is very crucial to develop an appropriate syllabus for the English course for Industrial student at Institut Sains & Teknologi Akprind that can be used as guidelines and serves the English lecturer to conduct the teaching learning activities effectively. The syllabus should be developed based on students' needs.

Identifying students' needs should be the first step in designing an ESP syllabus (Dudley-Evans & John, 1998; Hutchinson & Waters, 1987; Jiajing, 2007; Nunan, 1988; Richards, 2001; Robinson, 1991). Better understanding of learners' real needs helps lecturers to determine course objectives, and to design tasks and teaching activities to be used in the class. To determine the real need of the students, it is important to carry out a needs analysis.

The needs analysis refers to techniques and procedures used to collect information about the needs of learners in syllabus design (Richards, 2001). The needs analysis is conducted by studying the existing documents, interviewing the head of Industrial Engineering department, two subject specialists and students. The results of the needs analysis will be used as the basis for developing the proposed syllabus.

Referring to the background above, the study develops an appropriate syllabus for the first year students of Industrial Engineering Department at Institut Sains & Teknologi Akprind based on analysis that involve the head of the department, subjects specialists and students. It is expected that the proposed syllabus increases the effectiveness of the teaching of English and solve the teaching problems encountered at teaching learning process and increase students' motivation as well.

The Objective of the Study

The objective of the study is to develop a syllabus for English course for the first year students of Industrial Engineering at Institut Sains & Teknologi Akprind Yogyakarta.

Significance of the Study

The study gives contribution to the Industrial Engineering Department of Institut Sains & Teknologi Akprind in order to provide an appropriate syllabus for English teaching and learning process in the department. For the English lecturers, the product provides a valuable guidance in teaching and learning activities so the goals of teaching learning activities can be achieved. With the existence of the syllabus that is suitable with the students' needs, the students will be more motivated to learn English that significantly increase their English skills and other academic achievements.

Scope and Limitation

The scope of the proposed syllabus is limited to develop an appropriate syllabus for the teaching of the three-credit English course for the first year students of Industrial Engineering at Institut Sains & Teknologi Akprind, Yogyakarta.

REVIEW OF RELATED LITERATURE

The Concept of a Syllabus

According to Richards (2001) a syllabus is a specification of the content of a course of instruction and lists what will be taught and tested. It describes the major elements that will be used in planning a language course and provides the basis for instruction focus and content. In more detail, Dubin and Olshtain (1992) state that a good syllabus describes what learners are expected to know at the end of the course, or the course objectives in operational terms, what is to be taught or learned during the course in the form of an inventory of items, when it is to be taught and at what rate of progress relating an inventory of item to the different levels and stage as well as to the time constraint of the course, how it is to be taught suggesting procedures, techniques, materials, and how it is to be evaluated suggesting testing and evaluating mechanism. Hutchinson and Waters (1987) define syllabus as at its simplest level “as a statement of what is to be learnt”. They

further add that it reflects of language and linguistic performance. Yalden (1987) also refers to syllabus as a "summary of the content to which learners will be exposed". Brown (2001) suggested that the term syllabus referred to a design for carrying out a particular language program including a primary concerns with specification of linguistic and subject-matter objectives, sequencing, and materials to meet the needs a designed group of learners in a defined context.

The Components of Syllabus

There are 4 main components of syllabus: the objectives, the materials, the methodology or method, and the evaluation. Mulyasa (2003) proposes more complete syllabus components: competence standard, basic competences, indicators, materials, learning experience, time allotment, assessment and source/media.

Competence standard is defined as the standard of students' minimum competence required after joining a learning process of a subject. It is used to elaborate the basic competences into appropriate students' learning experience. The basic competences are necessary to limits the teachers on how far the competence standard should be achieved.

Indicators refer to some specific aspects of a basic competency that show the target achievement of a certain competence through assessment. Learning experiences show the teachers and the students' activities to achieve the basic competencies.

Assessment refers to activities in analyzing and interpreting students' learning progress. It could be in oral or written form. Source and media are important in syllabus writing to facilitate the learning process. The media can be used to improved and clarify the students' understanding of the topics being discussed.

Types of Syllabus

In designing a syllabus, it is very important to choose the type of the syllabus that is appropriate for the students. The decision as to which syllabus type or types to employ will result from a careful consideration of the objectives of the course. There are several different types of syllabus. Richards (2001) has classified them into ten : (1) a structural or formal syllabus which is often organized along grammatical items; (2) a lexical syllabus which is organized based on vocabulary and lexis; (3) a notional/functional syllabus in which the content of the language teaching is a number of the functions that are performed on using the language, or of the notions that language is utilized to express; (4) a situational syllabus which is organized around the language needed for different situations; (5) a topical or content-based syllabus which is organized around themes, topics, or other units of content; (6) a competency-based syllabus which is based on a specification of the competencies learners are expected to master in relation to specific situations and activities; (7) a skill-based syllabus in which the content of the language teaching is a collection of specific abilities that may

play a part in using language; (8) a task-based syllabus which is organized around tasks that students will complete in the target language; (9) a text-based syllabus which is built around texts and samples of extended discourse; (10) an integrated syllabus in which syllabi or content types are usually combined in more or less integrated ways.

Topic-Based Syllabus

A theme or topic-based syllabus is organized around a theme or topic. This type of syllabus is not designed to teach the subject-matter. Content of the subject matters is used to develop the language skills. The instruction is focused on language use and functions. The topic-based syllabus intended to combine the use of language and subject-matter in a meaningful context so it can increase students' motivation to participate in the English course and generally develop better language proficiency.

The use of theme-based syllabus has been supported by some experts. Snow, et al. (1989) mentions the advantages of theme or topic-based instruction. First of all, themes make linguistic forms more meaningful for learners. Therefore, it facilitates comprehension and motivates learners. In theme-based instruction, content serves as the basis for teaching skills areas. Moreover, it addresses students' needs and interests. It allows the use of authentic materials in language classes and provides variety. Lastly, it allows integration of four skills. Another expert, Krashen (1985) who suggested comprehensible second language input as the main element of successful

language learning claims that successful language acquisition is possible when instruction focuses on meaning rather than form.

Richards's Model on Course Development

Richards' model (2001) on course development is divided into some stages, namely: (1) developing a course rationale, (2) describing entry and exit levels, (3) choosing course content, (4) sequencing course content, (5) planning the course structure (syllabus and instructional block), (6) preparing the scope and sequence plan.

The course rationale seeks to answer the subjects of the course, the content of the course and the kinds of teaching and learning that will take place in the course. In developing a course rationale, it should be based on the goals of the course, the kind of teaching and learning they want the course to exemplify, the roles of teachers and learners in the course, and the beliefs and principles the course will reflect (Richard, 2001).

Before entering the program, the students' proficiency levels and target proficiency levels need to be described. In order to describe the entry and exit level, special designed tests are used to determine the level of the students' language skills. The result of the students' proficiency test will enable the target level of the program to be assessed.

Choosing course content deals with listing the topics on the language skills, language components and other components that are used in the proposed syllabus. The choice of a particular approach to content selection

depends on subject matter knowledge, the learners proficiency levels, current views second language learning and teaching and additional ideas from available literature, published material, review of similar course, review test/exam in the area, analysis of learner's problem, consultation with colleague and specialists.

Planning course structure (syllabus type and instructional block) is mapping course structure into a form and sequence that provide a suitable basis for teaching. There are two aspects of this process that require more detailed planning: selecting a syllabus framework and developing instructional blocks.

There are many types of syllabus, such as situational, topical, functional, task-based syllabus and others. Yalden (1985) states that there is no single model of syllabus design, which is universally agreed upon. Therefore various combinations are possible. However, one type usually dominates, while the other types may be combined with the dominant one. In designing syllabus, syllabus framework should be chosen based on knowledge and belief about subject area, research and theory, common practice and trends (Richard; 2001).

Developing instructional block is developing the self-contained learning sequence that has its own goals and objective and also reflects the overall objectives for the course. Instructional blocks represent the instructional focus of the course and may be very specific (e.g. single lesson) or more general (e.g. a unit of work consisting several lessons). In organizing

a course into teaching blocks one seeks to achieve, (1) to make the course more teachable, (2) to provide a progression in level of difficulty, (3) to create overall coherence and structural for the course.

Preparing scope is concerned with the breadth and depth of coverage of items in the course that is with what range of content will be covered and to what extent each topic should be studied. This stage covers listing of module or units and their contents and time allotment in the course required.

Sequencing of the content involves deciding which content is needed early in the course and which will be learned later. Richards (2001) explains that the criteria used in sequencing content can be simple to complex, chronology, proficiency level course, need of outside of classroom.

RESEARCH METHOD

The model of syllabus development is adopted from Richard's model that covers the following stages: (1) doing a needs analysis, (2) developing course rationale, (3) describing entry and exit levels, (4) choosing and sequencing the syllabus content, (5) planning course structure (selecting syllabus type), (6) preparing scope and sequence, (7) developing the proposed syllabus, (8) evaluating and revising: validating the proposed syllabus with experts, trying-out and revising the proposed syllabus (9) final product.

Stage 1: Doing Needs Analysis

A needs analysis is conducted to obtain information about students' needs, decision makers', subject specialists' and problems during teaching learning activities. Structured Interviews are conducted to the head of Industrial Engineering Department and two subject specialists relate to the expectation and the implementation of the teaching English at Industrial Engineering department and to get information especially about the appropriateness in choosing and sequencing the topics or materials that are relevant with their disciplines. Unstructured interview is conducted to the sixth semester students. Documents about educational policy such as Curriculum of Industrial Engineering Department of Institut Sains & Teknologi Akprind, *Buku Pedoman Akademik untuk Mahasiswa Institut Sains & Teknologi AKPRIND*, and existing materials are studied to get valuable information that are very useful to develop the proposed syllabus.

Stage 2: Developing Course Rationale

In developing a course rationale, the study considered the goals of the course stated found in Industrial Engineering Curriculum, *Buku Pedoman Akademik untuk Mahasiswa Institut Sains & Teknologi Akprind* and the results of the needs analysis about the kind of teaching and learning they want the course to exemplify, the roles of teachers and learners in the course, and the beliefs and principles the course will reflect.

Stage 3: Describing Entry and Exit Level

In order to describe the entry and exit level, information about students' proficiencies level is obtained from the results of TOEFL-like test for Industrial Engineering students conducted in language laboratory. TOEFL-like test covers listening, structure and reading skill. The results then are used as students' entry level. Having known the entry level of the students, the target level of the program can be established.

Stage 4: Choosing and Sequencing the Syllabus Content

Choosing the syllabus content deals with listing the topics on the language skills, language components and other components that are used in the proposed syllabus. Information obtained from the head of the department and subject specialists and students during the needs analysis is used to determine the course content. The choice of sequencing the syllabus contents is determined by consulting with subject specialists and content expert.

Stage 5: Planning Course Structure (Selecting Syllabus Type)

The decision as to which syllabus type or types to employ will result from the needs analysis and the objectives of the course. Based on the consideration, the selected type of syllabus of this study is a topic-based syllabus. The characteristics of this type which is organized around topics is considered to be the appropriate one for Industrial Engineering students since

it can maintain students' motivation by combining the use of language and subject-matter in a meaningful context.

Stage 6: Developing Scope and Sequence

The scope and sequence in English teaching must be carefully determined so that the course can be conducted in an effective way. This stage covers listing of units and their contents and time allotment in the course required.

Stage 7: Developing the Proposed Syllabus

This stage involves the writing of a syllabus content covering the objectives of the program, the materials to be covered, the strategies to be implemented, the assessment to know whether the objective have been achieved and the time framework of the program.

Stage 8: Evaluating, Revising and Trying out

This stage covers: (1) experts' validation that is inviting experts in the field of syllabus design and subject specialist to give their feedbacks on syllabus, (2) try out, that is asking the English lecturer to make lesson plans based on the proposed syllabus and (3) revision, that is revising the proposed syllabus based on experts' feedbacks in the expert validation and English lecturer's feedback in the try-out.

Research Data

The data collected are classified into two: (1) the data collected from the needs analysis, that are used as the basis to develop the syllabus, (2) the data obtained from two experts in the validation process and from the English lecturer in try out, that concern with the evaluation, comments, and suggestions of the two experts and English lecturer on the design of syllabus and are used to evaluate and revise the proposed syllabus.

Data Analysis

The results of the interviews in the needs analysis are analyzed descriptively and used as the basis to develop the syllabus. The data gathered from experts in the expert validation and English lecturer in try out are also analyzed descriptively and used as the basis for revising the proposed syllabus.

FINDING AND DISCUSSION

The results of the needs analysis

Based on the results of the interview with the head of the department, two subject specialists and the students, it can be concluded that the objective of the English course is to provide students with the ability to communicate in English both written and spoken English related to the Industrial Engineering.

Dealing with the skills needed to master, they state that skills in reading is the first major concern followed by speaking skill. According to them, reading skill is very important because the students have to read and understand a lot of English references, operation manuals and technical terms often used in their subject specialization. Speaking skills such as performing academic presentation, asking question in group discussion also needs to be developed because this skill is considered to be very important for their future. Especially for writing and listening skills, those skills are rarely mentioned by them but those skills can be included but it is optional or of little portion.

For the topics that should be covered in the English course, all of them want the English course to be focused on topics related to Industrial Engineering field. Some topics suggested by subject specialists are Product Design, The Costumer, What is Production Line?, Scales of Production, Manufacturing Process, Quality Assurance, Standard Component, Safety At Work, Reading Table and Graph, Job interview. The head of the department also suggests giving the students with Introduction to TOEFL since the industrial students have to take TOEFL test as one of requirements of graduation. Unstructured interview with the students shows that lack of English structures and vocabularies leads to the problems in communicating in English.

The sources of materials suggested by the head of department, subject specialists and students are some authentic textbooks, manual on Industrial

Engineering, advertisements, the existing commercial books of English for Industrial Engineering and articles from the internet.

The proposed learning activities demanded by the students and the subject specialists are discussion, presentation, group/pairs work, individual work and lecturing. For assessment, they like presentation/ discussion, multiple choice tests and assignments.

Developing Course Rationale

English course in Industrial Engineering Department is designed to provide students with the ability to communicate both written and spoken English related to Industrial Engineering field. The students are exposed to a variety of texts on Industrial Engineering topics and grammatical structure relevant to the text discussed and to build their vocabularies; to communicate in industrial engineering context. The students will also learn how to recognize the spoken discourse; to identify topics, main ideas, general and specific information of spoken discourse and given text, and to produce simple ideas in written forms.

Describing the Entry and Exit Level

The results of the test show that the students' score between 350 - 400. It belongs to the lower intermediate that is used as an entry level. As an exit level, it is expected that the students will be able to achieve intermediate

level in which students can comprehend the content of many texts independently.

Choosing and Sequencing the Syllabus Content

Subject-related topics proposed by subject specialists in the need analysis are used with consideration that the topics are able to arouse the students' interest and meet the students' needs. The subject-related topics cover: Product Design, The Costumer, What is Production Line?, Scales of Production, Manufacturing Process, Quality Assurance, Standard Component, Safety At Work, Reading Table and Graph, Job interview and Introduction to TOEFL.

The materials are selected from many sources as recommended by the head of the department and subject specialists. The proposed sources of materials are some authentic textbooks on Industrial Engineering, the existing commercial books of English for Industrial Engineering, articles from the internet, which can be used for developing reading skills and expanding vocabulary items.

The sequence of the content is organized based on the order of topics. Consultations with subject specialists and the subject matter expert are very helpful in sequencing the content of the proposed syllabus.

Planning Course Structure (Selecting a Syllabus Type)

The topic-based syllabus is considered to be the most appropriate syllabus for the teaching of the English course for the students of Industrial

Engineering. This type of syllabus is organized around topics. The topics can be chosen in accordance with students' needs and interests, so it is possible to build the teaching on background knowledge of learners. Therefore learning becomes meaningful and can increase students' motivation in learning English.

Developing Scope and Sequence

The English course in Industrial Engineering Department consists of three credits. In one semester, there are 14 meetings conducted in the classroom with 100 minutes per meeting focusing on reading and writing and 10 meeting conducted in language laboratory with 150 minutes per meeting focusing on speaking and listening. Considering the time allotment, the topics proposed are presented in table 4.1.

Based on the topics carefully selected by the subject matter specialists and the students, the researcher determined the appropriate forms of language to be given for each topic to support the students' skills in reaching the purpose of improving the language skills.

To achieve the goal of reading, students are equipped with the common skills in comprehending passage by question and answer, getting the main ideas and the supporting details, getting inferences, understanding technical terms used to express the meaning from the text.

Table 4.1 Topics and the time distribution

Unit	Topics	Time
1	Product Design	1
2	The Costumer	1
3	What is Production Line?	1
4	Scales of Production	1
5	Manufacturing Process	2
5	Quality Assurance	1
6	Standard Component	1
7	Safety At Work	1
8	Reading Table and Graph	1
9	Job interview	2
10	Introduction to TOEFL	2

In the effort to achieve the goal of the speaking skill, students need to be motivated by having group discussion, group presentation before they do the individual presentation, role play in making a short conversation or dialogue. Thus, students should be equipped with the ability to ask and answer questions, to express ideas in longer sentences, to make an argument, to open and close a presentation.

In trying to improve in listening comprehension, students are supplied with both authentic materials and exercise on general and specific materials on industrial engineering topics.

For writing skills, mostly for engineering field the competences needed are those dealt with the ability to describe product or procedures in sequential order, to describe industrial processes and to write a simple report of an experiment.

The grammatical contents are selected based on the selected topics of the reading passage and the language functioned for expressing ideas in a discussion and presentation. The form of language mostly appropriate to deal with the scientific reading are passive construction, clauses and to infinitive to explain about some ways in describing industrial processes or procedure of production or management. The degree of comparison is also important to explain graph or table. Although tenses are important, the teaching is mostly concerned on present tense to describe processes or procedures of production.

Developing the Proposed Syllabus

This stage deals with writing the syllabus content in detail. It covers 1) the competence standard 2) the basic competences, 3) the indicators, 4) the materials, 5) the learning experiences, 6) the assessment, 7) the time allotment and 8) the source.

The competence standard shows the expression of general goal as the guideline of the course that is elaborated in details in the basic competencies. The indicators states the minimum required competence that should be achieved by the learners and are measured through an accurate type of assessments. Learners should follow some stages of learning in a specific

time allotment using appropriate media and learning resources to achieve the targeted competence.

Evaluation, Revision, Try out

The subject matter expert agreed with the topics covered in the proposed syllabus but she gave suggestion about the sequences of topics. The syllabus design expert stated that some elements of the syllabus should be revised in terms of language used and format.

Some following revisions were made based on the valuable feedbacks obtained from the experts: 1) improving some words used (verbs) in indicators using operational verbs in order to make them clearer 2) improving the learning activities in order to match with the indicators, 3) improving the syllabus format by placing the materials after basic competences and indicators.

The try-out was conducted by asking an English lecturer to develop some lesson plans based on the proposed syllabus. While making lesson plans, the English lecturer found that there were some learning experiences that did not match with indicators. In terms of the materials, especially in the topics selected, the lecturer stated that the topics have already been appropriate for the students of Industrial Engineering because they fulfilled three criteria of selecting the materials; readability, suitability and exploitability.

The Discussion

The results of the needs analysis will be used as the basis of developing the proposed syllabus for the English course in Industrial Engineering Department at Institut Sains & Teknologi Akprind, Yogyakarta. Based on the result of the needs analysis, it can be concluded that the objective of the English course is to provide students with the ability to communicate in English both written and spoken. Reading and speaking skills become the main priority in the course. The ability to read and understand technical terms is very important since the students have to read and understand a lot of English references, operation manuals, advertisements and technical terms often used in their subject specialization. Speaking skills such performing academic presentation, asking question in group discussion also needs to be developed because this skill is considered to be very important for their future.

The topics that should be covered in the English course focused on topics related to their field of study, Industrial Engineering such as Product Design, The Costumer, What is Production Line?, Scales of Production, Manufacturing Process, Quality Assurance, Standard Component, Safety At Work, Reading Table and Graph, Job interview and Introduction to TOEFL. The topics selected are subject-related topics proposed by subject specialists that are classified into 10 units. The sequence of the contents/topics is organized based on the order of the topics.

Grammar and vocabularies are included in the proposed syllabus because the students still have problems with them. However, they are not studied exclusively. They are selected based on the selected topics of reading passages. Technical words related to the field of industrial engineering are included in the syllabus with the purpose that the students will be easier in comprehending texts.

The proposed learning activities demanded by the subject specialists and students are discussion, presentation, group/pairs work, individual work and lecturing. For assessment, they like presentation/ discussion, multiple choice tests and assignments.

The sources of materials are taken from authentic texts, the existing English commercial books and materials taken from internet as suggested by the head of the department, subject specialists and the expert of subject matter. Especially for some authentic materials used in the real subject matter classes recommended by the head of the department and the subject specialists, they cannot be employed because they do not match with students' level of proficiency due to the complexity of the language

Concerning with the assessment to measure the students' progress, discussion, multiple choice tests, presentation and assignment are various forms of assessments that are applied because they are preferred by the students.

CONCLUSION AND SUGGESTIONS

Having done the sequential stages in developing the syllabus, it is concluded that this topic-based syllabus is appropriate for the English course since it is developed based the needs analysis involving the head of Industrial Engineering Department, subject specialists, students and English lecturer and validated by two experts, syllabus design and content experts.

To make use of the syllabus, it is recommended that English lecturers collaborate with subject specialists of the related fields to get clear description of the subject being discussed. In the implementation of the syllabus, reevaluation and revisions should be continuously conducted to make it more applicable along with the dynamic of students' needs and classroom activities. It is important to socialize the proposed syllabus especially to the users including the lecturers of the English course and the students who involve in the course.

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