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| **RESEARCH ARTICLE**

Outcome-Based Syllabus Designs for the Teaching of English to Students of Medicine Faculty, University of Mataram, Indonesia

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| **ABSTRACT**

The results of needs analysis from Competency Standards of Indonesian Medical Doctors (SKDI) and the Profile of Faculty of Medicine, the University of Mataram, Lombok Indonesia, show that English has a strong position for students at this Faculty. English is needed for study preparation, graduation requirements, apprenticeship in a hospital, a job competition, and professional development. However, the high demand for English is not supported by well-designed language programs. This article is a part of a three-year project aiming at redesigning language programs based on the gaps between necessities (TSA) and current levels of English. It employs R & D approach. From the analysis, seven syllabi are designed to fulfill various demands, i.e., short-term, mid-term, and long-term goals. These goals produce various kinds of syllabus such as General Academic Reading, Academic Reading, TOEFL Preparation Course (Listening, SWE, and Reading), English for Communication, and English for Presentation. Those syllabi are realized by employing different approaches to syllabus design, depending on the goals and characteristics of the courses. The study yields a number of approaches to cater to students' needs, i.e., Structural-Based (for TOEFL – SWE section), Skill-Based (for Reading and Listening on TOEFL), Genre-Based (General Academic Reading and English for Presentation), and Content-Based (for academic English), and Topic-based. Syllabi (for English for Communication). This study signifies that different purposes of language learning need different approaches to syllabus design.

| **KEYWORDS**

Needs analysis, approaches, syllabus design, medicine English

1. Introduction

Results of the first-year longitudinal study on English language needs for students of the Faculty of Medicine at the University of Mataram, Lombok, Indonesia, revealed that there was a big gap between the present situation needs and the target situation needs (Sujana, Waluyo, Fitriana, & Suryani, 2018; Sujana, Waluyo, Fitriana, & Suryani, 2020). The Present Situation Analysis (PSA) also found that students' English entry behaviour and their level of readiness were relatively lower than that of being required for taking ESP courses. This situation was worsened by other factors such as time constraints, instructional situations, and teaching programs. Other triggering factors include the absence of a well-established English curriculum and syllabus, learning materials, and assessments.

At this point, a dilemma appeared. On the one hand, students of Medicine are demanded to have good English knowledge and skills to fill the globalized job markets. On the other hand, the Present Situation Analysis (PSA) indicates that the Faculty of Medicine was not prepared to meet the market demand due to various academic and non-academic problems mentioned above. This is the problematic issue of the current study. Henceforth, if those students' needs are not well addressed, they may face troubles in competing in the global job markets after graduating from the university.

To scaffold students of Medicine to achieve the ultimate goal of learning English, the researchers conducted an analysis of the target situation in the first year of the study. Results of the analysis yielded three main curricular goals: (1) Short-Term Goals — i.e., to prepare students to engage in academic English (especially reading), Midterm Goals — i.e., to prepare students to fulfill the requirements for graduation and clinical rotation, and Long-term Goals—i.e., to prepare students to compete in the job markets and professional development. This leads to the conclusion that the students of medicine need various language programs (curriculum or syllabus) to help them achieve the targeted English proficiency (Sujana *et al.*, 2018). However, important issues to be considered are what language programs are needed to achieve those three goals and how each of those programs (syllabi) is approached in its development. The present article is, therefore, directed to cover two research questions: (1) what syllabi need to be designed based on the results of the needs analysis?; (2) What approaches are used to design the proposed syllabus design?

2. Literature Review

Along with the development of theories, perspectives, and practices in English Language Teaching (ELT), different experts have different opinions on how the syllabus is designed. The design, among others, depends on how the language is perceived and how learning is perceived. Wilkins (1981) classifies the approaches into analytic and synthetic. The synthetic approach is designed by separating different parts of the language to provide a gradual process of learning, whereas the Analytic syllabus model, on the other hand, is designed based on the totality of the language learned through the meaningful production of the target language. The current study follows a synthetic syllabus design proposed by Nunan (2001). As a part of planning in English Language Teaching (ELT), a syllabus design starts from the identification of learners' needs and purposes of their learning English. This is followed by the establishment of learning outcomes and learning objectives, selection and gradation of content, organization of appropriate learning arrangements, selection and development of materials and tasks, and selection of appropriate assessment techniques. In this relation, Dubin & Olshtain (1987) generate categorizations of syllabus design into three dimensions: (1) language content, focusing on a specific matter to be learned by learners; (2) process, focusing on how the language content is learned, and (3) product, emphasizing on learning outcomes.

From this standpoint, designing a syllabus can be said as a complex process since it involves a number of variables or factors to consider, such as (1) program factors related to goals and objectives, instructional resources, accountability, and measurement; (2) teacher factors related to the tendency to teach what the teachers know rather than what are supposed to be taught, teachers' beliefs in language teaching and learning; and (3) student factors which are related to goals of learning, experiences, expectations, a number students in a class, etc. (Krahnke, 1987). Furthermore, Tagg & Woodward (2011) argues that the factors influencing syllabus design are, among others, trends (common practices) of ELT, theories of language learning (pedagogy), learners' background, and learning outcomes/objectives.

The complexity of approaches to syllabus design is ranged by Krahnke (1987) into six continuum approaches to syllabus design in ELT. Table 2 below summarizes his classification of approaches to syllabus design.

Table 1: Krahnke's (1987) classifications of approaches to syllabus design

✚ Structural	✚ Notional Functional	✚ Situational	✚ Skill-Based	✚ Task-Based	✚ Content-based
<== Focus on Forms				**Focus on Meanings == >**	

These categories are generated by the underlying principles used to organize units (contents) in a syllabus. The selection and grading of contents in the Structural Syllabus are based on grammatical or structural items; the starting point of the Notional-Functional Syllabus is on the communicative purpose and conceptual meaning of the language. The Situational Syllabus is characterized by the use of situations in related contexts as the underlying principles in designing a unit of a course. The Skill-Based Syllabus starts from the use of language skills of subskill as organizing units in course programs. Task-Based Syllabus is based on purposeful tasks or activities to engage in real life situations. The Content-Based Syllabus focuses more on the contents of the subject matters rather than language. The primary goal of the teaching and learning process in this approach is to teach subject matter/content/information using the foreign language being learned.

Different from Krahnke, Nunan (1988) simplifies the approaches and groups them into two categories, i.e., product-oriented and process-oriented syllabi. The product-oriented syllabus is characterized by focusing on the outcomes of the teaching and learning process, whereas the features of process-oriented syllabi are stressed on the teaching and learning process that the learners go through to achieve the desired outcomes. In the same vein, White (1992) classifies the approaches into Type A and Type B syllabi. While the type A syllabus focuses on *what* needs to be learned in the classroom, Type B emphasizes on *how* the language is learned and integrated into the process of learning. Similarly, Flowerdew (2005) categorizes syllabus design into three comprehensive

approaches: (1) Task-Based Syllabus, concerned with purposeful activities to engage in real-life situations; (2) Text-Based Syllabus, concerned with types of texts relevant to social contexts; and (3) Content-Based Syllabus, related to contents courses being studied at the university.

3. Methodology

This research is a part of a three-year longitudinal project whose aim is to redesign the teaching and learning of English for students of the Faculty of Medicine, the University of Mataram. Since the purposes of the overall research are to develop syllabi & teaching and learning materials, the study employs Research & Development (R & D). R & D is a systematic study to design, develop, and evaluate programs, processes, and results of the teaching and learning process in order to meet the criteria of internal consistency and effectivity (Setyosari, 2013). The stages of the implementation of R & D start from conducting needs analysis, syllabus design, and materials design. In detail, the research procedures of the three-year project are described in the following figure.
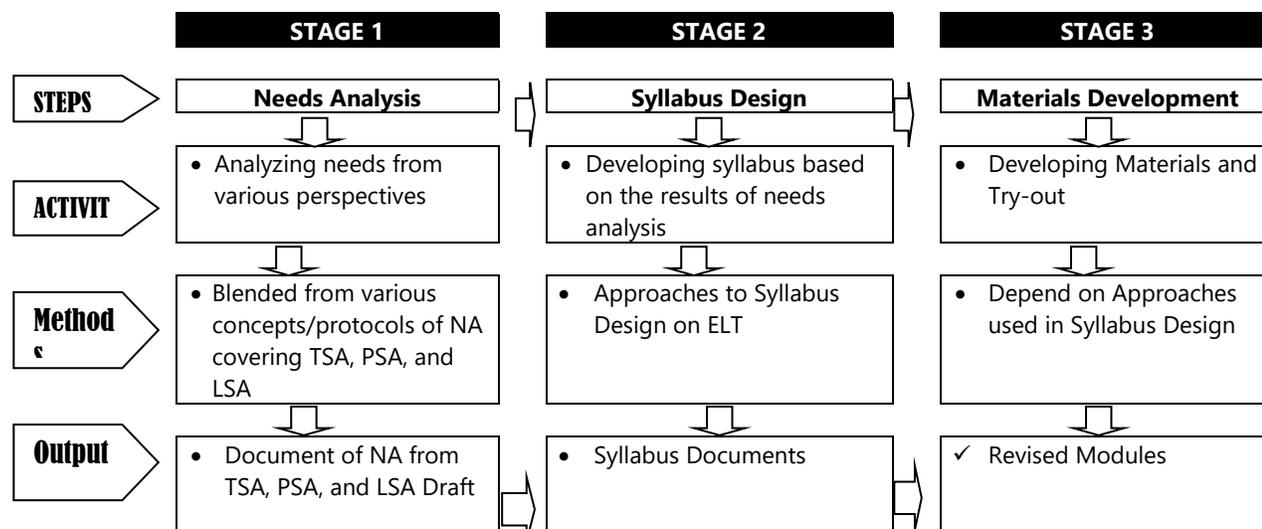

Figure 1: Stages in syllabus and materials design

The data were collected through questionnaires, interviews, documentary, testing, and focus group discussion (FGD) involving students, lecturers (subject specialists), English lecturers, and management of the Faculty of Medicine, the University of Mataram Lombok, Indonesia. Prior to the analysis, the researchers transcribed and categorized the data. Further, the data were triangulated to ensure their consistencies. They were then classified and categorized based on the appearing themes.

The present article relates to Stage 2 Syllabus Design based on the results of needs analysis in Stage 1, as mentioned in Figure 1 above. Models of syllabi for teaching English for students of the Faculty of Medicine are developed using approaches to syllabus proposed by syllabus experts such as Krahnke (1987) and Flowerdew (2005), as mentioned in Literature Review above. The decisions of approaches to syllabus design are made from the organizing principles or organizing units of the targeted syllabus.

4. Results and Discussion
4.1 Results
4.1.1 English Language Program for Students of Medicine based on Needs
Findings from the analysis of various needs involving different resources yielded that there was a big gap between the target needs for (TSA) and the present situations (PSA) of learning English (Sujana et al., 2018). Therefore, a negotiation in designing the language programs were carried out to bridge the current levels (PSA) and the target needs (TSA). The research formulated that the goals of learning English at the Faculty of Medicine are directed toward the attainment of three main goals. They are:

1. To achieve short-term goals, that is, to prepare students capable of accessing academic information during their study (English for academic purposes). Academic English is urgently needed by students of medicine from the beginning of their study to their future career and professional development. However, the data of their entry behavior show that most students are at a lower than intermediate level as the requirement of readiness for taking ESP courses as Dudley-Evans and St. John's (1998) proposition. Therefore, to overcome the situation, the English Language Programs suggested are (a) General Academic English to bridge the current level of English to the targeted proficiency and (b) Academic Reading.
2. To achieve mid-term goals, the students are provided with TOEFL Preparation Course, consisting of 3 areas (Listening Comprehension, Structure and Written Expressions, and Reading Comprehension) to meet graduation requirements (450 on

TOEFL score) and English for Clinical Rotation/Apprenticeship, consisting journal report and morning report for each station (poly) in hospitals.

3. To achieve long-term goals, that is, for preparing graduates for job competition and professional development, the students need to be equipped with English for Job, English for Presentation, and English for further study, including preparing for TOEFL to 500 and Academic English. Again, due to students' current level of English, the programs are leveled into Elementary English Communication in Medicine (EECM), Intermediate English Communication in Medicine (IECM), and Advanced English

Those recommendations can be summarized in the following chart:

Table 1: Identification of Needs of English for Students of Fac. Medicine UNRAM (Sujana, et al., 2018)

SHORT TERM GOAL	MIDTERM-GOAL		LONG-TERM GOAL		
Preparing as Students	Preparing as Bachelor Graduates & Profession Students		Preparing for Occupation and Professional Development		
NEEDS OF ENGLISH					
Need English for accessing information	Need English for meeting graduation requirement and for Clinical Rotation/Apprenticeship		Need English for Jobs and for professional development		
LANGUAGE PROGRAMS					
English for Academic Reading, Speaking, Writing	TOEFL Listening, SWE, Reading	Academic Reading; Report (Spoken and Written)	English for Jobs	English for Presentation /Seminar	English for Academic Purposes; TOEFL

In summary, the language programs that need to be prepared for students of Medicine to achieve competencies needed in Graduate Profiles and SKDI are: (1) General Academic English (GAE/R), (2) Academic Reading, (3) TOEFL Preparation Courses, (4) English for Clinical Rotation/Apprenticeship, (5) Elementary English Communication in Medicine (EECM), (6) Intermediate English Communication in Medicine (IECM), (7) Advanced English Communication in Medicine, (8) English for Presentation, and (9) English for Further Study. However, due to overlapping areas, these programs can be simplified into English for Academic Purposes, TOEFL Preparation, English for Job, and English for Presentation.

Since the learning outcomes and materials for each of those syllabi are different, the approaches also generate different types of syllabus designs. The following are the considerations used to select approaches in syllabus design:

4.2 Proposed Syllabus Design for Students of Medicine
4.2.1 Syllabus 1 General Academic Reading

Improving reading proficiency becomes the first priority in learning English for students of medicine. Based on the results of the needs analysis, reading is needed to read references written in English (Academic Reading) and to prepare them to fulfill graduation requirements (TOEFL test that requires excellent reading ability). Considering various factors (see Sujana *et al.*, 2018), the reading syllabi are divided into three, namely, General Academic Reading, Academic Reading, and Reading Comprehension for TOEFL preparation. Since they have different outcomes and contents, they are approached differently in syllabus design.

General Academic Reading (henceforth GAR**)** is intended to bridge students' current levels of English (most of whom are still at low levels) to the needs of the target needs of learning English for students of medicine, that is, to be able to read textbooks and journals written in English. The learning outcome of GAR is to comprehend general academic reading related to various topics in medicine and health. To establish the learning outcomes, this course is designed using a Task-Based Approach to syllabus design, that is. A syllabus concerned with purposeful activities to make learners engaged in real life situations (Flowerdew, 2008). The selection of this approach is based on the fact that this type of syllabus emphasizes meaning and communication to bring learners as *users* of the language rather than as *learners* of the language (Ellis, 2003). Krahnke (1987) points out that the Task-Based Syllabus tries to bring the real world to the classroom. It involves "high order thinking skills" by requiring learners to work on such cognitive processes as evaluation, modification, and combination of old and new information. In addition, Nunan (2006) suggests that tasks in this type of syllabus involve comprehension, manipulation, production, or interaction in the target language for the purpose of meaning. He further argues that mobilization of grammar is needed for supporting well-form messages. Some studies show the success story of the application of the Task-Based Syllabus in ELT worldwide. Harris (2016), conducting research in Japan, concludes that Task-Based Language Teaching (TBLT) is a powerful tool for teaching English. Cutrone & Beh (2018), also investigating the application of TBLT in Japan, conclude that it has a positive impact on learners and suggest its application in Japan. Other studies

(conducted by Cao, 2018 in Vietnam and Poedjiastutie, Darmaji, Musrina, and Novikasari (2018) in Indonesia Higher Education contexts) regard that TBLT is a potential approach in ELT, but it needs refinement on conceptual and practical models of TBLT.

Table 2: Development of General Academic Reading

Name of Syllabus	General Academic Reading (GAR)
Underlying principles/ Organizing unit	Task or Activity, such as: *note-taking; information exchanging; finding main ideas; retelling; predicting, questioning, evaluating, summarizing & translating; synthesizing*
Approach used	Task-Based Syllabus
Learning Outcome	To be able to analyze various kinds of information from general academic texts on medicine
Learning Objectives	✓ Taking notes using mind mapping or other note-taking techniques. ✓ Swapping information with others ✓ Determining main ideas and supporting ideas ✓ Retelling information to others (spoken and written) ✓ Predicting, questioning, and evaluating writer's intentions. ✓ Making connections ✓ Synthesizing ✓ Summarizing and Translating

4.2.2 Syllabus 2 Reading Comprehension for TOEFL Preparation

Reading Comprehension for TOEFL is intended to prepare participants to be able to demonstrate their ability to respond to various reading sub-skills needed to prepare for academic reading. The sub-skills commonly tested on the TOEFL test are finding main ideas and supporting ideas, finding stated details and unstated details, finding the implied meaning, predicting transitional questions, etc. Considering these subskills (micro-skills) tested on Reading comprehension, the approach to be used in designing the syllabus is Skill-Based Approach. Krahnke (1987) defines SBA as a syllabus organized around different skills or subskills being focused on. Skill-Based Approach has some strengths, such as efficiency and relevance of instruction (Krahnke, 1987; focusing on performance (behavior), capable of being transferred in many situations, providing a practical framework for designing courses, and useful for mastering specific types of language use (Richards, 2001).

Table 3: Reading Syllabus using Skill Based Approach

Name of Syllabus	Reading for TOEFL
Underlying principles or Organizing unit	Micro skills in reading comprehension for TOEFL test such as *finding main and supporting ideas of the passage; recognizing the organization of ideas; finding stated detail questions; finding unstated detail questions; finding pronoun referents; finding implied detail questions; predicting transitional questions; finding synonym of vocabulary contextually; determining location of specific information; determining the tone, purpose, or course of the passage.*
Approach used	Skill-Based Approach
Learning Outcome	Learners are able to analyze various academic texts commonly tested on TOEFL reading.
Learning Objectives	After completing the unit, learners are able: 1. To find main and supporting ideas of the passage. 2. To recognize the organization of ideas 3. To find stated detail questions 4. To find unstated detail questions 5. To find pronoun referents 6. To find implied detail questions 7. To predict transitional questions 8. To find a synonym of vocabulary contextually 9. To determine the location of specific information 10. To determine the tone, purpose, or course of the passage.

4.2.3 Syllabus 3 Academic Reading

The short-term goal of learning English for students of the Faculty of Medicine UNRAM is to prepare them to be able to read academic textbooks and journals in the field of medicines written in English. English in this context is regarded as "the window"" to open the world of knowledge. The syllabus is then designed using a Content-Based Approach. CBA is an approach to syllabus design focusing primarily on content areas of the subject matter using the language being learned. (Krahnke, 1987; Flowerdew, 2008; Murphy, 2018). The primary concern of syllabus in this type is on the subject matter, while language learning is inserted within the content learning. In the development of the content-based syllabus in the present study, the contents are taken from authentic materials in medicines such as books, and journals, with creations of language learning tasks to strengthen language mastery. The content-Based Approach has several advantages, such as allowing learners to study both subject matter and language simultaneously, learning the target language in authentic (real) contexts, perfect matching between what is needed and what is given, and being interesting and motivating (Krahnke, 1987; Murphy, 2018). In ESP contexts in which the primary objective of learning English is to be able to acquire skills, both linguistic and communication, in learners' own field, the Content-Based Approach can be a useful solution; that is, the learners learn academic content and supporting language simultaneously (Jalilzadeh & Tahmazebi, 2014).

Table 4: Academic Reading Syllabus using Content-Based Approach

Name of Syllabus	Academic Reading (English)
Underlying principles or Organizing unit	Contents or subject matter to be learned and language learning
Approach used	Content-Based Approach
Learning Outcome	To be able to evaluate various academic resources written in English (content).
Learning Objectives	✓ To take notes information from authentic academic texts by applying various note taking techniques. ✓ To review various kinds of information from authentic academic texts. ✓ To compare the contents of the authentic academic texts. ✓ To evaluate resources in medicine ✓ To write an abstract and/or summary of the texts being reviewed. ✓ To be able to use lexico-grammatical aspects related to the academic texts.

4.2.4 Syllabus 4 Listening Comprehension

As receptive skills, listening skills test almost the same areas as reading skills. In the Listening section of the TOEFL test, the examinees are expected to be able to analyze various advanced spoken discourses in various formats (monologues, dialogues, and mini lectures). As in Reading TOEFL, the syllabus of the Listening Test is also approached using Skill-Based Syllabus Design, with the consideration that the areas tested cover micro-skills that need to be mastered in listening. The micro-listening skills are listening for main ideas or topics, drawing conclusions and making inferences, interpreting various language functions, contrary meanings, etc. (Phillip, 2011).

Table 5: Listening Syllabus using Skill Based Approach

Name of Syllabus	Listening for TOEFL
Underlying principles or Organizing unit	Micro skills in listening comprehension such as *applying various strategies for the TOEFL listening test; finding main and supporting ideas of the texts; drawing conclusion and making inferences; making prediction from contexts; identifying various language functions; interpreting the meaning of negatives (pure negative, double negative, almost negative, and negative with comparative); determining contrary meanings; interpreting idiomatic expressions*
Approach used	Skill-Based Approach
Learning Outcome	Learners are able to analyze various spoken discourses commonly tested on TOEFL listening
Learning Objectives	After completing this section, learners are able to ✓ Apply various strategies for TOEFL listening test. ✓ Draw conclusion and making inferences. ✓ Make prediction from contexts ✓ Identify various language functions

	✓ Interpret the meaning of negatives (pure negative, double negative, almost negative, and negative with comparative) ✓ Determine contrary meanings. ✓ Interpret idiomatic expressions

4.2.5 Syllabus 5 Structure and Written Expression

The purpose of SWE on the TOEFL test is to demonstrate learners' ability to recognize English structures and written expressions used for standard written academic English. It is required learners to analyze both forms (structures) and the meaning of sentences as used in formal academic English. To provide learners with high levels of grammatical analysis, the syllabus is designed using a Structural/Grammatical Approach). A structural or Grammatical Approach in syllabus design is an approach to designing a syllabus whose contents are based on grammatical items (Krahnke, 1987; Ur, 2012).

Despite its criticisms as an out-of-date approach and debates on the pros-and-cons of teaching grammar in teaching English (see Krashen, 1982; Phrabu, 1987; Ellis (2003), Structural or Grammatical Syllabus remains a useful channel in current ELT (Baleghizadeh, 2012). Ellis (2003) argues that the acquisition of explicit grammar through the process of grammar instructions is capable of helping learners in three ways: (1) monitoring utterances before and after being produced; noticing certain features in input; and (3) noticing the gap in their input. Furthermore, Krahnke (1987) points out that it is the most general component of communicative competence, easy to describe, the most measurable component of communicative competence, provides feedback on the accuracy of language production, and it is value- and cultural-free in instructional settings.

Table 6: SWE Syllabus using Structural Based Approach

Name of Syllabus	Structure and Written Expression on TOEFL Test
Underlying principles or Organizing unit	Grammatical items such as: *simple sentences; compound sentences; complex sentences; tenses; passive voice; modifiers; comparisons; inversions; troublesome words; questions; agreements (S-V; N-P)*, etc.
Approach used	Structural or Grammatical Approach
Learning Outcome	Learners are able to analyze various grammatical aspects commonly tested on TOEFL SWE
Learning Objectives	✓ To analyze problems in Simple sentences ✓ To analyze problems with tenses ✓ To analyze problems in Compound sentences ✓ To analyze problems in Complex sentences (adjective clauses, adverbial clauses, and noun clauses. ✓ To analyze problems in Degrees of Comparison ✓ To analyze problems in Inversions ✓ To analyze problems in Passive Voice ✓ To analyze problems in Modifiers ✓ To analyze problems with troublesome words. ✓ etc.

4.2.6 Syllabus 6 English for Communication in Workplace

Students of Medicine need English for communication when they work as doctors at the hospital or in other workplaces with patients, clients, and co-workers from foreign countries. To be able to perform professionally in their particular workplace, doctors need to be equipped with adequate English proficiency, both spoken and written. The design of the syllabus is approached using the Topic/Theme-Based Approach. Topic-based syllabus design refers to an approach to syllabus design organized around a particular topic or themes and how to talk about them (Jordan, 1997; Soori & Ghaderi, 2015; Sabbah, 2018). In designing English for communication for students of medicine, the course units are organized by topics commonly discussed in workplaces in medical areas, such as telephone conversation, human body, symptoms and signs, medical treatment, medical reports, etc. Furthermore, the selection of details of the course, such as vocabulary, grammar, language function, and type of text, is based on the respective topic.

Table 7: English Communication Syllabus using Situational Approach

Name of Syllabus	English for Communication
Underlying principles or Organizing unit	Topics/themes in medical workplace such as *telephone conversation in hospital; human body; symptoms and signs; medical & paramedical personnel; examination and investigation; medical treatment; medical report*; etc.
Approach used	Topical/Theme-Based Approach
Learning Outcome	Learners are able to communicate professionally in workplace contexts.
Learning Objectives	After completing this course, the learners are able to ✓ converse in medical workplace on the phone. ✓ take patient's history ✓ conduct medical consultations ✓ participate in meeting in the workplace ✓ communicate at the poly ✓ communicate in hospital wards ✓ write and report medical records

4.2.7 Syllabus 7 English for Presentation

English for Presentation is needed by medical doctors in professional development. Medical students and doctors are expected to be able to participate in seminars and conferences, which require them to write and present academic papers in English. To do so, the medical students need to be equipped with competencies on how to write academic papers and how to present them in seminars or conferences, as well as how to be moderators. To impart those skills (writing and speaking), the syllabus design is approached using the Genre-Based Approach. Genre is defined as particular communicative events (Swales, 1990); socially recognized ways of using language (Hyland, 2003). Richards & Schmidt (2010) define it as "a type of discourse that occurs in a particular setting, that has distinctive and recognizable patterns and norms of organization and structure, and that has particular and distinctive communicative functions" (p. 245). In regards to this syllabus design, the fixed patterns of communicative events are related to the use of language in how to write academic presentation papers and how to present them in seminars/conferences.

Table 8: English for Presentation Syllabus using Genre-Based Approach

Name of Syllabus	English for Presentation
Approach used	Genre-Based Approach
Underlying principles or Organizing unit	Communicative events of seminars/conferences related to how to write seminar paper; how to become a moderator in seminar; how to present papers.
Learning Outcome	Learners are able to take various roles in seminars (as moderators and presenters)
Learning Objectives	✓ To be able to write seminar/conference papers. ✓ To be able to perform as a moderator in a seminar presentation. ✓ To be able to do presentations in seminars/conferences.

5. Discussion

This study explores different approaches to syllabus design for teaching English to students of medicine based on the results of needs analysis. Seven syllabi are designed using different approaches based on the underlying principles or organizing units, starting from form focus to meaning focus. Those approaches are Structural-Based, Topic-Based, Skill-Based, Task-Based, Genre-Based, and Content-Based, with their own considerations.

The Structural Syllabus is used in designing the syllabus for Structure & Written Expression in the TOEFL test, considering that the main purpose of learning this material is to be able to analyze various forms and meanings of English structure and written expression needed to support academic English. Although the teaching of grammar has been criticized by some experts by stating that presentation of structure dos not automatically lead to language acquisition ((Skehen, 1996) and that accuracy does not automatically connect to high proficiency (Lightbown & Spada, 2006); however, Murphy (2018) regards it as practical in that it is easy to design, implement, and assess. The selection of the Structural-Based Syllabus in this research is not just based on the practicality mentioned above but more on the competency that needs to be achieved by the targeted learners, that is, to be able to cope with Structure and Written Expressions tested on Section 2 of TOEFL test.
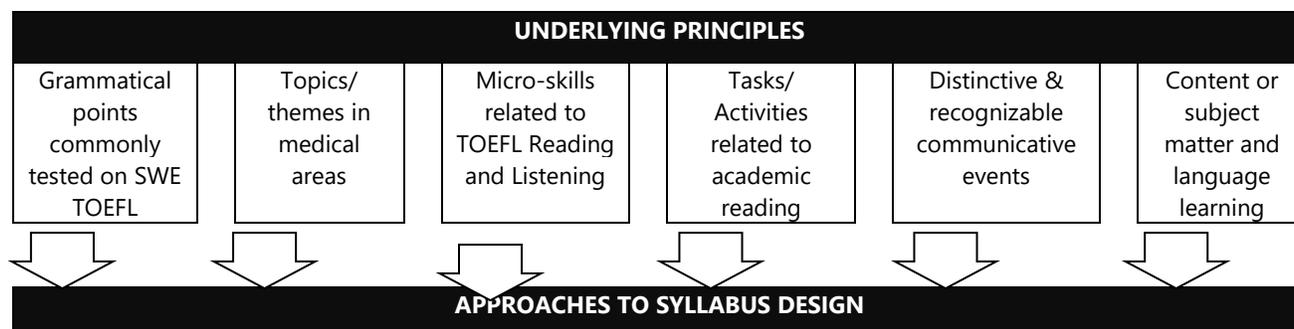
The syllabus design for teaching English for communication in the workplace is approached using Topic-or Theme-based. The selection of this approach is based on the wide range of areas in the medical field. Using topics as a central theme will make it easier to develop other parts of language units such as vocabulary, grammar, language function, text types, etc. As Cameron (2001) regards, the topic can be a connecting line in a teaching and learning process, which provides learners with a relevant, meaningful, and purposeful learning process. Hence, it will develop autonomous learning.
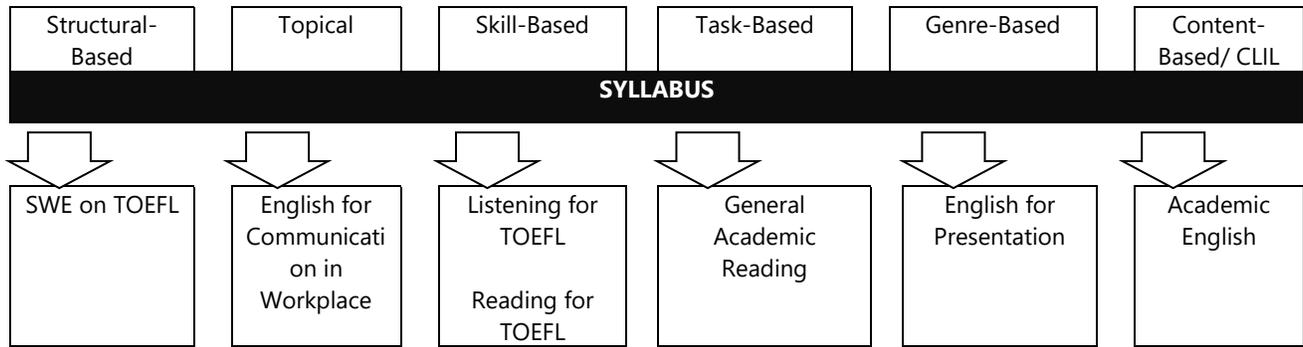
The Skill-Based Approach is used to design *Listening Comprehension* and *Reading Comprehension* for the TOEFL test. The purposes of these two syllabi are to be able to cope with receptive skills commonly tested on the TOEFL test, covering subskills on Listening and Reading. The content of the language teaching in the skill-based syllabus is a collection of sub-skills or specific abilities commonly used in language use (Richards, 2001; Mohsenifer, 2008). The subskills commonly tested on receptive skills on TOEFL are, among others, finding main ideas, drawing conclusions, answering stated, unstated, and implied questions, predicting, etc. To achieve those subskills, the Skill-based approach is regarded as an appropriate approach to designing a syllabus. It is in line with Poorhadi's (2017) finding stating that SBA provides learners with chances to acquire the necessary knowledge and ability to learn a language successfully.

The purpose of language learning in General Academic Reading is to train learners to be language users rather than to be language learners by providing practices on tasks or activities related to the introduction to academic reading. The syllabus is, therefore, designed using a Task-Based Approach, an approach concerning purposeful activities to be able to use language in real life situations (Ellis, 2003). In TBA, the teacher selects tasks capable of promoting the language acquisition process (Murphy, 2018). In teaching General Academic Reading for students of medicine, the pre-selected tasks cover note-taking, predicting, questioning, evaluating, exchanging, summarizing, and reporting reading information from texts. This General Academic Reading course is intended to "bridge" students' current level of English to Academic Reading as the main target of learning reading for students of medicine. Since the main purpose of learning reading is to be able to cope with reading academic resources related to the medical field, the Academic Reading course is designed using the Content-Based Approach --- a design that focuses on the understanding of the content (subject matter) with side effects on the improvement of English ability (Flowerdew, 2008; Murphy, 2018). However, in its application, there is flexibility in choosing a content-driven end or a language-driven end (Met, 1998; Genesee and Lindholm-Leary, 2013). The application of CBI in the teaching of academic reading has advantages in motivational aspects, directly *learning language* rather than *learning about language*, ease of materials designs (Murphy, 2018), and provision of authentic exposure to the target language (Jalilzadeh & Tahmasebi, 2014).

The approach used for designing English for Presentation is the Genre-Based Approach, considering that presentations, seminars, conferences, and the like are distinctive, recognizable, and predictable communicative events Swales, 1990; Hyland, 2003; Richards & Schmidt, 2010). As communicative events, participating in (seminar) presentations has fixed and predictable patterns of communicative events in terms of steps or stages of presentation and language use in each stage. There is a skeleton of the presentation, comprising "*opening and welcoming ^ outlining presentation ^ presenting materials/opinions ^ discussion (QA) ^ thanking and closing presentation*". Using GBA in designing English for Presentation will provide learners with models of language use to be achieved by learners. It is in Flowerdew's (2005) and Hyland's (2004) opinions regarding the application of GBA in syllabus design. Flowerdew (2005) sees the GBA as a functional artifact that can be utilized for meaning-making resources and purpose goal achievement. Hyland (2004) suggests that the GBA adopts a "scaffolded pedagogy" for providing a model for meeting communication purposes, guiding learners to apply the strategy, and providing them a meaningful and relevant context for language use.

The approaches to syllabus design for teaching English to students of Medicine can be summarized in the following chart.

UNDERLYING PRINCIPLES					
Grammatical points commonly tested on SWE TOEFL	Topics/ themes in medical areas	Micro-skills related to TOEFL Reading and Listening	Tasks/ Activities related to academic reading	Distinctive & recognizable communicative events	Content or subject matter and language learning

APPROACHES TO SYLLABUS DESIGN

Structural-Based	Topical	Skill-Based	Task-Based	Genre-Based	Content-Based/ CLIL
SYLLABUS					
SWE on TOEFL	English for Communication in Workplace	Listening for TOEFL Reading for TOEFL	General Academic Reading	English for Presentation	Academic English

As seen from the chart above that the selection of these approaches is based on the underlying principles to be used to organize units of learning. A different organizing unit or underlying principles used in a syllabus will require a different approach to syllabus design. Although, at last, at the implementation level, whatever the approaches are used, all will be integrated in some ways and directed to achieve similar goals, that is, to be able to use the target language in their own field.

6. Conclusion

This article has explored the syllabus design for students of medicine from the results of needs analysis conducted in the first year of the longitudinal research and has considered various approaches to designing English for students of Medicine. To achieve short-term, mid-term, and long-term goals, seven kinds of syllabi have been proposed to develop their English proficiency. Each program has further been developed into syllabi using various approaches to ELT, the selection of which is based on the primary purpose (or the underlying principle) of the syllabus. The syllabi cover almost all approaches commonly used in ELT, from a very form-focus (Structural Approach) to a meaning focus (Content-based Approach).

Although each syllabus is designed using different approaches, at the implementation level, they tend to be integrated since the ultimate goal of learning the language is to be able to use the language (both spoken and written) in the context of situations.

With all those types of syllabi designed for teaching and learning English for students of medicine, the following step is how to design learning materials. The materials need to be designed carefully in order that they can improve students' English proficiency in both class materials and online content.

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