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## Exploring English for Academic Purposes Program: Needs Analysis and Impact Evaluation

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### Abstract

*A collaborative project involving two universities was initiated to support lecturers in Indonesia in designing English for Academic Purposes (EAP) instruction adjusted to local needs and the latest advancements in EAP. Using a mixed-methods approach and developmental research design, the study included a needs analysis, implementation of an EAP professional learning program, and a program evaluation survey. Needs analysis was conducted through a survey with 88 lecturers and 618 students from 41 universities in Indonesia. The results of the needs analysis were then used to inform the design and delivery of an online professional development program for EAP lecturers. Based on the needs analysis results, the EAP lecturers who participated in the survey conveyed that they required improvements in digital skills, teaching techniques for diverse proficiency levels, and methods for improving students' productive skills and critical thinking abilities. The participating students also expressed their need for interactive EAP activities, team-based learning, and the use of social media for collaboration and connectivity. Informed by the needs analysis*

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results, a two-month program was designed and delivered in eight 90-minute video conferences, combined with asynchronous activities on a learning platform. As revealed in the post-program survey, the participating lecturers' feedback on the program highlighted contributing factors to the changes in their technological and pedagogical content knowledge, particularly in the areas of using digital tools and differentiated instruction in EAP. This study highlights the need for continuous professional development to enhance EAP lecturers' ability to effectively apply acquired skills in teaching and professional practice.

**Keywords:** English for Academic Purposes, productive skills, technological and pedagogical content knowledge.

## 1. INTRODUCTION

Academic English for university students plays an important role in the success of their vocational studies and their future careers. The increasing dominance of English as the global lingua franca with approximately 80% of all academic publications written in English emphasizes the need for students in higher education to master English for Academic Purposes (EAP) for effective study and research (Dhillon & Murray, 2021; Soliman, 2016). EAP courses at the university level are aimed at providing students with knowledge and skills relevant to their academic or professional goals, encompassing more than just the mechanics of language and accurate usage but also involving understanding the cultural communication styles intrinsic to academic discourse (Liyanage & Walker, 2014).

In the Indonesian context, EAP courses are offered in several universities to all majors. Table 1 illustrates the availability of EAP courses, with data retrieved from the respective universities' official websites in 2024.

**Table 1.** EAP courses offered at several Indonesian universities.

Universities	Major	Degree	Course(s)	Credit(s)
Universitas Pendidikan Indonesia	English Education	Undergraduate	Academic Writing, Reading, Speaking, & Listening (1 &2)	16
	English Education	Master	Research Methodology & Research Proposal	6
	Physics	Undergraduate	Academic Reading	3
Universitas Negeri Malang	English Education	Master	Writing for Publication in ELT	2

As shown in Table 1, universities in Indonesia offer EAP courses to students with English-focused and non-English-focused majors. By providing these courses, universities seek to equip students with the language skills they will need to succeed in academic and professional settings globally.

Despite the availability of EAP courses, numerous studies have identified significant challenges in their implementation across various contexts (e.g. Dardjito et al., 2023; Yundayani et al., 2019). A study conducted by Dardjito et al. (2023) found that university students learning English as a foreign language often struggled with

reading academic texts and relied heavily on single-word translations, which frequently led to misunderstandings and inaccurate comprehension. Additionally, [Yundayani et al. \(2019\)](#) explored pedagogical and ICT-related challenges in EAP instruction, revealing that many teachers lacked the necessary expertise in course design and material creation and faced barriers in integrating ICT due to limited technical support and internet access. These studies emphasize the challenges in EAP implementation, ranging from student proficiency issues to teacher preparation and resource availability, highlighting the need for an innovative approach to teaching.

As educational technology continues to evolve, Information and Communication Technology (ICT) has become a significant tool in English for Academic Purposes (EAP) teaching practices. Integrating technology into EAP classrooms has been documented and acknowledged to have a positive impact on learning experiences as it potentially offers authentic interaction, adaptive, self-paced learning, and multimodal language input ([Atai & Reza, 2013](#); [Kohnke et al., 2023](#); [Lawrence et al., 2020](#); [Terauchi et al., 2019](#)).

While numerous studies reported the benefits of integrating ICT into EAP instruction, they also recommended the use of new technologies that take into account local contexts, such as class size, facilities, time allotment, nature of EAP courses, and technological support. Teachers and students often require guidance and training to participate in EAP courses that use ICT tools to personalize learning and compensate for limited classroom learning time. Against this background, this study proposes an EAP professional development program that focuses on the need for EAP lecturers to align themselves with current global academic standards. The study is framed within two research questions as follows.

1. What challenges do lecturers and students face and what expectations do they have in the EAP classroom?
2. How do lecturers perceive the proposed professional development program?

The significance of this study lies in its targeted approach to addressing the need to integrate ICT into EAP instruction and to adjust to the specific needs of local contexts, such as Indonesia. While existing research has highlighted the benefits and challenges of using technology in EAP classrooms, this study proposes a professional development program tailored to the unique challenges and expectations of EAP lecturers and students in this region. Therefore, the findings of this study can inform future EAP initiatives, ensuring that they are both globally relevant and locally responsive.

## **2. LITERATURE REVIEW**

### **2.1 English for Academic Purposes (EAP)**

English for Academic Purposes (EAP) is a specialized branch of English Language Teaching (ELT) that focuses on the language and skills necessary for success in English-speaking higher education environments ([Hyland & Hamp-Lyons, 2002](#)). As a subset of English for Specific Purposes (ESP), EAP is tailored to meet the specific linguistic and cultural needs of learners who aim to thrive in academic settings. [Hyland \(2006, p. 2\)](#) further defined EAP as a “specialized English language teaching grounded in the social, cognitive, and linguistic demands of academic target situations,

providing focused instruction informed by an understanding of texts and the constraints of academic contexts”. Similarly, [Hadley \(2015, p. 23\)](#) described EAP as “tertiary level English instructional training that enables learners to improve their language proficiency within higher educational institutions, irrespective of the country within which that instruction takes place”. The primary objective of an EAP course is to equip learners with the institutional and disciplinary practices essential for academic success ([Hyland & Hamp-Lyons, 2002](#)).

The practices of EAP vary widely across different contexts, each with unique strategies and challenges. In China, EAP focuses on empowering students to engage with academic discourse by teaching critical language skills such as reading, writing, and specialized vocabulary. Some Chinese educators also incorporate moral and ethical considerations into their instruction to address local research culture challenges, aiming for a more holistic approach ([Li & Wang, 2020](#)). In the Indonesian context, EAP is designed to support students enrolled in English Medium Instruction (EMI) courses. However, current EAP programs often fall short of meeting students’ diverse academic needs. There is a call for a more tailored approach that incorporates English for Specific Academic Purposes (ESAP) to better fit the local context and address specific academic requirements across various disciplines ([Santoso et al., 2024](#)).

Studies have also highlighted the importance of targeting strategies in EAP. For instance, the Reading to Learn (R2L) method has been effective in preparing students for high-stakes tests like the IELTS, improving their writing through explicit instruction ([Damayanti et al., 2023](#)). Effective use of teacher feedback, considering factors such as clarity and student responses, is also crucial ([Mahfoodh, 2022](#)). A recent study by [Khampool and Chumworatayee \(2023\)](#) demonstrated how collaborative strategic reading (CSR) can be effective in EAP. Their study with Thai university students found that CSR significantly improved reading skills like understanding main ideas, vocabulary, and making inferences. Students gave positive feedback on CSR, noting that combining strategy instruction with cooperative learning helped improve their reading comprehension and participation. This highlights the value of flexible EAP practices that boost students’ academic language skills and actively engage students. Generally, these studies accentuate the need for adaptable EAP practices that address local needs and enhance academic language proficiency.

## **2.2 Challenges in EAP Teaching**

Although universities have offered English for Academic Purposes (EAP) courses for decades, several challenges persist in their delivery. The first challenge concerns cultural factors, particularly in East Asia. Students in this region are often characterized by their silence in class, a behaviour influenced by Confucian ideology that promotes obedience and teacher dependency ([Kim, 2006](#)). Although many Asian countries have initiated EAP courses, studies indicate a lack of needs analysis mechanisms and general awareness regarding the specific requirements of EAP ([Kafle, 2014](#)). Other challenges identified in the Asian context include large class sizes and insufficient teaching resources ([Canagarajah, 2014](#)). In the Indonesian context, [Yundayani et al. \(2019\)](#) explored the challenges of pedagogy and the use of Information and Communication Technology (ICT) in EAP courses. They found several issues from the perspective of English teachers. These include the lack of

implementation of needs analysis according to the ESP approach, difficulties in syllabus and course design due to large class sizes and a lack of expertise in creating effective EAP courses, and challenges in material development due to limited knowledge, confidence, creativity, and experience related to students' academic disciplines.

These challenges can be attributed to the fact that much of the literature on EAP has focused on the “what”—the content of EAP—rather than the “how,” which refers to teaching approaches and methodology. Bell (2022) noted that despite an abundance of journal articles analysing the language of EAP texts (the “what”), there has been a noticeable lack of research on how teachers should teach the teaching of these academic texts in their classrooms. Furthermore, insufficient attention has been paid to the EAP practitioners themselves, which Bell (2022) refers to as the “who” of EAP instruction.

### 2.3 Technological Pedagogical Content Knowledge (TPACK)

Technological Pedagogical Content Knowledge (TPACK) is a knowledge framework that is concerned with teachers' ability to effectively integrate Information and Communication Technology (ICT) into language teaching and learning processes. This includes content knowledge (CK), pedagogical knowledge (PK), technological knowledge (TK), technological content knowledge (TCK), technological pedagogical knowledge (TPK), and TPACK (Koehler et al., 2007). Research on Technological Pedagogical Content Knowledge (TPACK) across various educational fields underscores its critical role in advancing teaching practices, particularly when it comes to integrating technology into the classroom. TPACK represents a fusion of pedagogical knowledge with technological and content knowledge, ensuring that technology integration is thoughtfully aligned with pedagogical strategies and not just as an add-on that enhances the overall teaching and learning process (Drajati et al., 2021; Sinaga et al., 2024; Tureni et al., 2023).

The above-mentioned benefits highlight the need for professional development programs to empower teachers to improve their TPACK competencies. Aktaş and Özmen (2020) conducted a study that demonstrated the significant impact of the TPACK Development Course (TPACK-DC) on preservice teachers. The course effectively enhanced the participants' ability to integrate technological, pedagogical, and content knowledge, leading to more effective teaching practices. Sari et al. (2021) further explored the development of TPACK by examining reflective practices among high school English teachers in Indonesia. Their research shows that reflection—whether in action, on action, or for action—plays a crucial role in helping teachers improve their TPACK. By engaging in reflective practice, teachers can articulate, learn from, and apply their teaching experiences more effectively. This process is essential for developing the proficiency required to integrate technology with pedagogy and content knowledge, thereby increasing teaching effectiveness and adaptability.

However, one must recognize that developing reflective practice is not an easy task. Nurkamto and Sarosa (2020) reported that Indonesian teachers face significant challenges in cultivating reflective skills, primarily because of their limited understanding of reflective skills. This study highlights the need for professional development that not only addresses TPACK competency and builds teachers' awareness and capacity for reflective practice.

### **3. METHODS**

#### **3.1 Research Design, Data Collection, and Data Analysis**

This study employs a mixed-methods approach (Ivankova et al., 2006), which integrates quantitative and qualitative data to provide a comprehensive understanding of the needs analysis needed to develop the program and the impact of the program as perceived by the participants. Data were collected from surveys conducted before and after the implementation of the EAP professional development program. This study explored existing EAP practices that also covered participants' expectations and challenges. The second survey aimed to evaluate the implementation of the program from EAP lecturers participating in the professional development program. These surveys provided both a snapshot of the current challenges in EAP and valuable feedback on how the program could be improved.

To ensure the validity of the instruments used in this study, the researchers sought the expertise of qualified professionals. Two experts were engaged in the evaluation of the instruments, specifically the initial needs analysis survey and the program evaluation survey. Their role was to assess whether the instruments were designed to effectively address the research questions by reviewing their content, structure, and relevance, and providing feedback to improve accuracy and alignment with the study objectives.

In terms of data analysis, quantitative data from the needs analysis survey were analysed using descriptive statistics, creating profiles of students' and teachers' perspectives on the most challenging aspects of EAP and their suggestions for better EAP programs in their contexts. Qualitative data were from the program assessment survey and a thematic analysis was conducted (Clarke & Braun, 2017). This analysis explored the lecturers' experiences and perceptions, offering insights into the impact of the program through reflective questions included in the assessment booklet.

#### **3.2 Research Participants**

As the project aimed at a broad participant profile, the snowball sampling technique (Nurdiani, 2014) was used to recruit participants from higher education institutions on four different islands. The needs assessment for the EAP project was gathered through a survey distributed to 88 lecturers and 618 students; however, the completed survey was received from 58 lecturers and 313 students.

During the implementation of the EAP professional development program, 54 EAP lecturers from 41 universities across Indonesia participated in the two-month program. At the end of the program, 39 participating lecturers completed the assessment booklets that served not only as the participants' reflective notes but also as part of the program evaluation.

#### **3.3 Project Description**

The project was part of a collaborative effort between the two universities. This initiative aimed to enhance the teaching of English for Academic Purposes (EAP) by equipping lecturers with the latest advancements and resources that could be tailored to local needs. The project was structured as a two-month course with the primary

objective of supporting educators in staying updated with contemporary EAP teaching methodologies and resources. To achieve these objectives, the project employed [Kirkpatrick and Kirkpatrick's \(2006\)](#) model for designing, implementing, and evaluating the EAP Professional Development program. The program was divided into three phases.

### 3.3.1 Phase 1: Pre-program survey and needs analysis

A needs analysis was conducted with students and lecturers from 41 universities across Indonesia. The primary goal of this phase was to identify the specific challenges educators faced in teaching English for Academic Purposes (EAP) and to gather insights on potential areas for improvement. The analysis revealed current EAP practices, particularly in areas such as students' English language proficiency, EAP lecturers' teaching skills, and teachers' and students' preferences for online program content and delivery. This needs analysis laid the groundwork for designing a targeted professional development program tailored to the needs of participants.

### 3.3.2 Phase 2: Program design and implementation

Based on the findings from the needs analysis, the project team designed an online training program aimed at providing participating EAP lecturers with EAP-related content, pedagogical, and technological skills. The program was delivered via Zoom, and all resources were accessible through Google Classroom. Interactive and engaging teaching materials were used, incorporating multimedia resources like videos, digital tools (such as Padlet, Jamboard, and Mentimeter), and interactive exercises conducted in Zoom breakout rooms.

The program comprises eight modules, as listed in Table 2. Critical thinking was particularly emphasized through critical reading exercises, while other components aimed to enhance participants' reading, listening, speaking, writing, language/text analysis, and digital literacy skills. The final module focused on teacher training, encouraging reflection on learner engagement, materials, assessment, and managing different levels of student ability.

**Table 2.** Modules of the EAP Professional Development Program.

Meeting	Topics
1	Learner autonomy and reflective practice
2	Critical thinking and critical reading
3	Academic reading and listening
4	Academic speaking
5	Academic language and text analysis
6	Academic writing
7	Digital skills
8	Teacher training

The program was structured in a cyclical model that integrated pre-tasks, discussions, and post-tasks. The pre- and post-tasks were accessible through Google Classroom, followed by a 90-minute discussion via Zoom. Each session began with participants completing pre-tasks related to the upcoming module topic, ensuring that they were well-prepared for the discussions. The meetings emphasized collaborative

learning, where participants engaged in discussions, interactive activities, and reflective practice. Post-tasks were assigned after each meeting to consolidate the learning and apply the newly acquired concepts in practical contexts. This structured approach was designed to reinforce the learning process by encouraging continuous reflection and application of the knowledge gained.

### 3.3.3 Phase 3: Program evaluation

The impact of the program was evaluated using reflective assessments in which participants expressed their learning journey throughout the program and how they applied the knowledge and skills they acquired during the program.

## 4. RESULTS

This section presents the findings from the current study, including the results of the pre-program needs analysis conducted with both lecturers and students, which informed the design and delivery of the EAP professional development program. Following the needs analysis results, post-program evaluation feedback from the lecturers who participated in the program is presented.

### 4.1 Initial Needs Analysis

#### 4.1.1 Lecturers' voices on EAP

The needs analysis results indicated that Indonesian EAP lecturers primarily need to enhance their digital skills, improve methods for engaging learners in EAP, effectively differentiate instruction in classes with varied proficiency levels, and support learners in developing productive skills and critical thinking. The challenges associated with EAP teaching and learning, as highlighted in the survey, are represented in Figure 1.

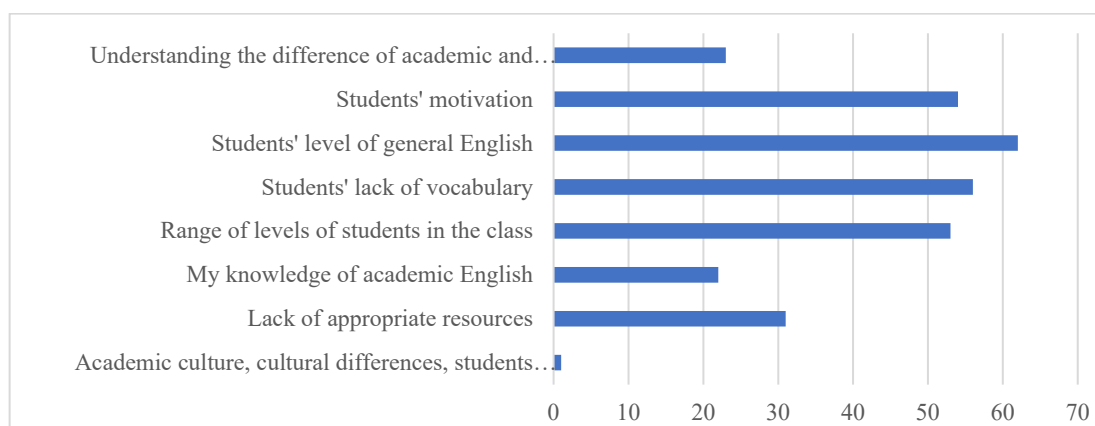


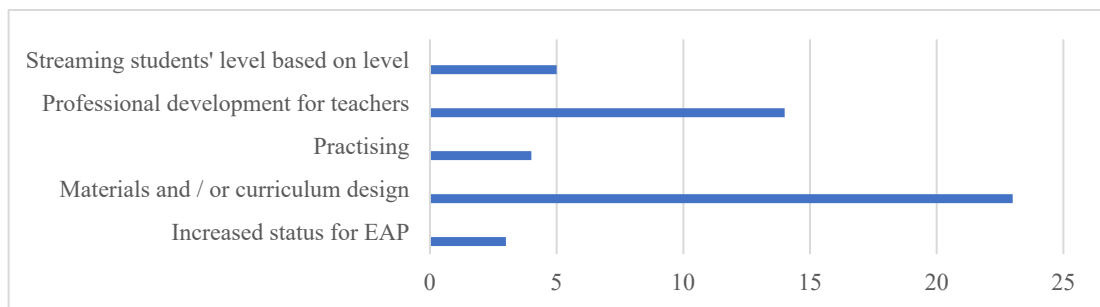
Figure 1. Challenges in teaching EAP.

The bar chart in Figure 1 highlights several significant challenges in teaching EAP. The most prominent issues, as indicated by the data, stem from students' varying levels of English proficiency, with a substantial 71% of respondents identifying this as

a challenge. Closely related to this is students' limited vocabulary, which 64% of respondents identified as a major hurdle. Another challenge highlighted by the data is the lack of student motivation, which was cited by 61% of the respondents. This suggests that a significant proportion of students may struggle to engage with the content or perceive the relevance of EAP to their academic goals. Additionally, 35% of teachers reported that insufficient resources further complicated the teaching of EAP, indicating the need for better materials and support to facilitate effective EAP classrooms.

These findings suggest that the greatest challenges in EAP classrooms are primarily related to students' language proficiency and vocabulary, which are fundamental to their academic success. The variation in proficiency levels within EAP classrooms intensifies these challenges because it makes it difficult for teachers to address the needs of all students effectively. Additionally, the high percentage of teachers who cited a lack of motivation highlights a potential gap in student engagement, which could be due to the perceived difficulty or irrelevance of EAP content. Furthermore, despite relatively lower percentages of academic English knowledge and resource availability, these challenges remain significant but may not be as universally challenging as language proficiency and motivation.

The needs analysis highlighted several key areas for improvement in EAP teaching. These include an urgent need to enhance materials and curriculum design, a strong demand for professional development opportunities for lecturers, and the necessity for better integration of ICT and media in EAP classrooms. The findings draw attention to the importance of addressing these areas to enhance the overall effectiveness of EAP instruction.



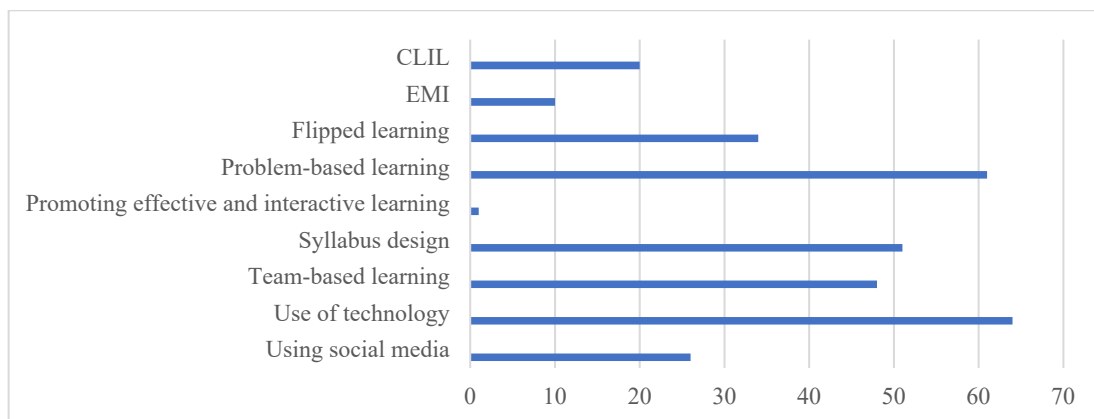
**Figure 2.** Lecturers' perspectives on EAP course improvement.

Figure 2 illustrates that the majority of lecturers view the enhancement of materials and curriculum design as the most critical factors in improving EAP classrooms. Over 20 lecturers cited this aspect as essential, highlighting the widespread belief that well-structured and relevant materials are fundamental to effective teaching and learning in EAP settings. The second most important factor is the need for professional development programs. More than 10 lecturers emphasized this point, suggesting that ongoing training and support are crucial for lecturers to stay updated on best practices and new methodologies in EAP instruction. The use of technology and media was also recognized as a significant aspect of improving EAP classrooms, reflecting a growing awareness of the role that digital tools can play in enhancing engagement and facilitating diverse learning experiences.

Additionally, the data points to the importance of streaming students based on their proficiency levels, ensuring that each student receives appropriate challenges and

support. Practices in the EAP classroom, along with efforts to elevate the status of EAP within the broader educational framework, were also mentioned as key areas for improvement. These aspects highlight the need for effective classroom strategies and institutional recognition of EAP's importance in academic success.

Apart from what lecturers think about how to improve EAP teaching, another survey was conducted to reveal which of the following areas would lecturers like to explore further as an EAP instructor.



**Figure 3.** Areas of exploration as an EAP instructor.

As shown in Figure 3, the majority of lecturers prioritized the use of technology, with 73% expressing interest in further exploring this area. This suggests a strong recognition of the potential of digital tools and platforms in enhancing the effectiveness of EAP instruction. Problem-based learning is also highly valued, with 69% of lecturers indicating a desire to explore this approach, reflecting an interest in methodologies that foster critical thinking and real-world problem-solving skills. Additionally, 58% of lecturers cited syllabus design as a key area for exploration, underscoring the importance of creating well-structured and relevant course content tailored to the specific needs of EAP learners. Moreover, team-based learning, with 55% of lecturers expressing interest, highlights the value placed on collaborative learning environments that encourage peer interaction and teamwork.

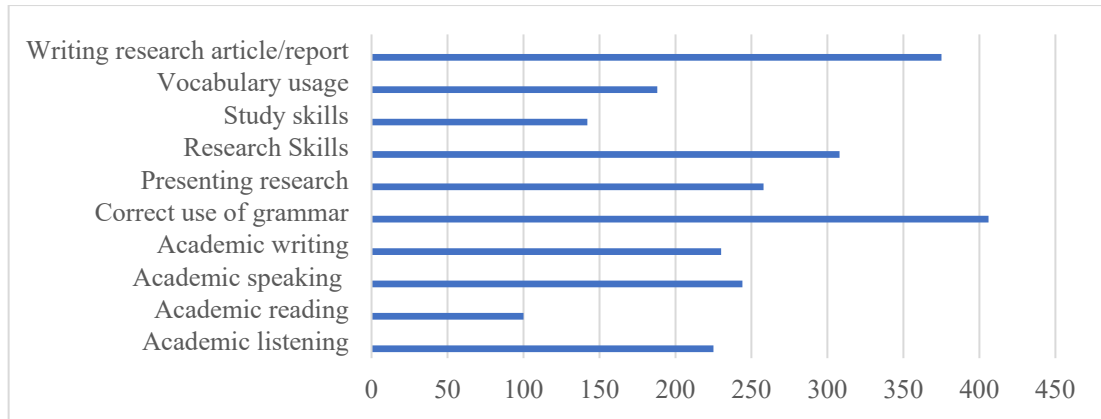
In contrast, flipped learning and the use of social media garnered a moderate level of curiosity from the lecturers, with the promotion of effective and interactive learning being the least cited option.

#### 4.1.2 Students' voices about EAP

In addition to the survey conducted among lecturers on existing EAP practices, the researchers distributed a similar survey to students, which revealed parallel concerns. The findings from the student survey echoed the challenges identified in the earlier survey, emphasizing the need for improvement in academic speaking, writing, and listening skills in EAP courses.

The bar chart in Figure 4 provides an overview of the aspects of EAP that students find most challenging. A significant majority (65%) of students identified using grammar correctly and writing research reports as the most difficult aspects of EAP. Similarly, 60% of students reported that writing research papers or reports in general is another major challenge. Research skills were also highlighted as a key

difficulty, with 50% of students selecting this as a challenge. This indicates that half of the students struggle with the foundational skills necessary to conduct effective academic research.

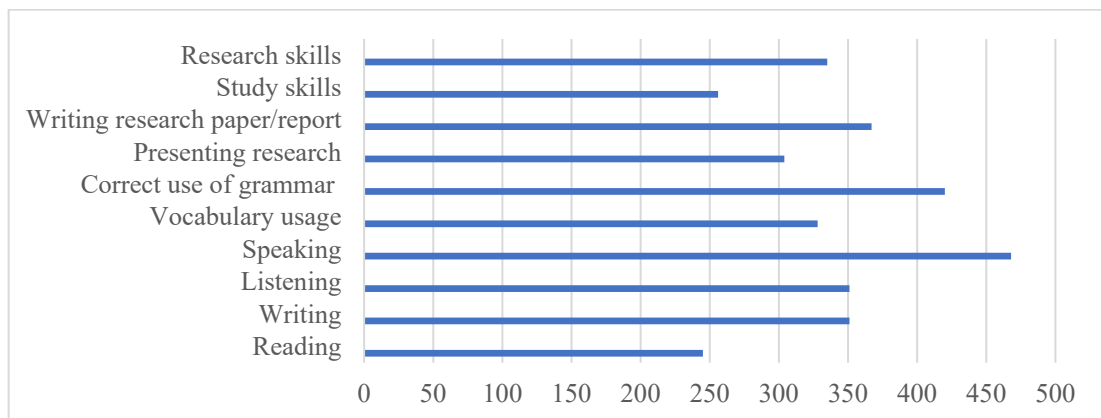


**Figure 4.** Challenges in learning EAP.

Further down on the list, 42% of students cited difficulties in presenting their research results, emphasizing the challenges associated with clearly communicating research findings. Academic speaking was also noted as a challenge by 40% of students, suggesting that verbal communication in academic contexts is another area where students often struggle. Nevertheless, academic reading was considered the least challenging aspect of EAP, with only 16.2% of students reporting it as a major difficulty. This suggests that compared to other skills, students feel more confident in their ability to comprehend and analyse academic texts.

The findings revealed that students perceived certain aspects of EAP, particularly those related to writing and research, as the most challenging. The high percentages for grammar and research report writing indicate that these foundational skills are areas where students struggle. These results suggest that students may struggle not only with research skills but also with communicating their research.

Furthermore, the survey distributed to the students also revealed their expectations for the future EAP program.



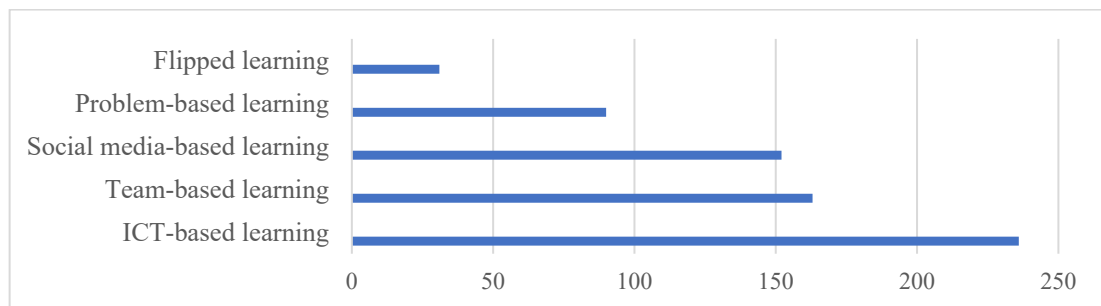
**Figure 5.** Expectations on EAP courses.

As Figure 5 illustrates, students prioritize enhancing their academic speaking skills, with 76% considering this the most crucial area for improvement in EAP

courses. This high percentage stresses students' importance of their ability to communicate effectively in academic settings, where speaking plays a key role in discussions, presentations, and interactions. Subsequently, 68% of students identified the need to improve their grammatical skills, highlighting concerns about the accuracy and appropriateness of language use in academic contexts. Writing skills, particularly in crafting research papers, were also seen as vital, with 59% of students emphasizing this aspect, reflecting the significant role that research writing plays in academic success. Furthermore, 54% of students cited improvement in research skills, indicating that they recognize the importance of being able to conduct and synthesize research effectively. This was closely followed by academic writing and listening skills, which were identified by 57% of students as areas that require attention, suggesting that students are keenly aware of the challenges these core skills present.

Vocabulary improvement was considered important by 53% of students, indicating the need for a more extensive and precise academic vocabulary. Presenting research results was another area for improvement, with 49% of students identifying it as a challenge, which aligns with the earlier emphasis on academic speaking skills. Finally, academic reading was the least cited subject, with 40% of students viewing it as a significant challenge. While still important, this finding suggests that students feel relatively more confident in their reading abilities than in other aspects of EAP.

The survey also examined students' preferred learning modes for the EAP course, alongside their challenges and expectations.



**Figure 6.** Preferences for EAP learning modes.

The chart in Figure 6 reveals that a significant majority of students (75%) favour the use of Information and Communication Technology (ICT) as their preferred mode of learning EAP. Following ICT, team-based learning was selected by 52% of students, indicating that collaborative learning environments are also highly valued. The use of social media for learning EAP was cited by 49% of students, suggesting that nearly half of the respondents recognize the potential of social media platforms to support their academic English learning. Problem-based learning (PBL) was preferred by 29% of students, reflecting a moderate interest in learning through real-world problem-solving activities. Flipped learning, in which students review content before class and use class time for interactive activities, was the least cited mode, with only 10% of students showing interest in this approach. This relatively low percentage may indicate that students were less familiar with or less comfortable with the flipped learning model, or they preferred more traditional or structured learning environments.

The survey results indicate a clear preference among students for technology-enhanced learning modes, with ICT leading the way. This suggests that students are looking for modern, flexible, and interactive ways to learn EAP, likely reflecting

broader trends in digital education. Furthermore, the interest in team-based learning and the use of social media further emphasized the importance of collaboration and connectivity in their learning experience.

## 4.2 Program Evaluation

At the end of the program, feedback from the participants showed that the program impacted them two main levels: theoretical and practical. At the theoretical level, the participants' feedback suggested that they improved their knowledge of technological and pedagogical content. At the practical level, participants conveyed their intentions to apply their newly acquired skills in their teaching environments and professional lives.

### 4.2.1 *Impact at the theoretical level: Technological and Pedagogical Content Knowledge*

Data analysis suggested that the program had a theoretical impact on the participants. Under the main theme at the theoretical level, the participants stated that they had improved their technological and pedagogical knowledge. As for the technological knowledge, participants' receptivity to innovation and willingness to incorporate the acquired skills into their instructional practices. While some participants were content with merely stating which technological tools they would prefer to use in their classes, others expounded upon the rationale underlying their selections and anticipated the pedagogical consequences of their technological adoption. To illustrate, P1 delineated an intention to integrate "Padlet," an online platform resembling a digital bulletin board, into their teaching repertoire.

In a similar vein, P2 not only endorsed Padlet's application but also elucidated the educational advantages it could offer. P2 noted;

- (1) I think Padlet might be useful since students can share their work of reading circle roles by making comments regarding texts they have read. (P2).

Moreover, P2 explained that the incorporation of diverse digital platforms had the potential to augment the instructional experience to some extent:

- (2) The use of various digital platforms, to some extent, could enhance the lesson. (P2)

Exemplifying one of the most popular social media platforms among the youth, she explained how and why she used TikTok in an educational setting:

- (3) TikTok can be used as an educational tool by using it to create interactive short videos about certain topics for instance by using the duet feature. TikTok can be used as an educational tool because it has benefits such as easy to use for both teachers and students, easy access and distribution; we only need to download the apps from the Play Store and sign up, and it is engaging especially for Gen Z students. (P2)

Furthermore, some other participants expressed how the teacher training (TT) program provided them with ideas to incorporate technology into their educational settings. To illustrate, P3 confessed:

- (4) I never used Flipgrid as a teaching medium to improve students' speaking ability. By having the experiment to make a short talk using Flipgrid, I have an idea to use Flipgrid in my teaching too. (P3)

In parallel alignment, P4 echoed the sentiment by stating:

- (5) I usually take listening materials from YouTube and other online sources. I think I will consider using FLIP in my future listening classes. (P4)

The narratives provided by P3 and P4 underscore the profound impact of the TT program, revealing its capacity to stimulate paradigm shifts in thinking, foster inventive reflection, and promote the assimilation of technology-centred methodologies into educational settings. The analysis of the reflective questions on the assessment booklet suggested that the delivered teacher training program enhanced the participants' technological skills by introducing new tools to integrate teaching. Noteworthy among these tools were Jamboard (P5) and Mentimeter (P6), as well as platforms such as Podcasts, YouTube, and TedTalks (P7), which garnered considerable attention among participants as promising additions for potential incorporation into their instructional methodologies.

When it comes to pedagogical content knowledge (PCK), the process of data analysis revealed a distinct emphasis placed by participants on specific facets of this construct. Among the various components of pedagogical content knowledge, which included content knowledge, pedagogical techniques, curriculum alignment, and contextual awareness, the participants gave primary importance to the dimension of student knowledge. This inclination underscores the participants' recognition of the imperative for educators to possess robust cognizance of their students' learning preferences, proficiency levels, educational requisites, cultural origins, and cognitive developmental trajectories. The results suggested that the participants were mostly concerned with the diverse needs of their students. To exemplify this, P5 articulated the following:

- (6) Before they are taught about genres, they must select and grade their texts. This is done to ensure that the materials suit their learning needs. Paraphrasing is another skill that can be trained. However, the steps and materials are also adjusted and modified according to the students' needs. For instance, when I have to teach primary school students, a change at the lexicon level would be sufficient. But, when I teach secondary school students, this is not enough; lexicogrammar, semantics, and pragmatics need to be considered. (P5)

The excerpt in (6) suggests that P5 was aware of the importance of selecting and grading texts based on his students' learning levels and needs. This demonstrates an adept comprehension of the context and the need to tailor instructional materials to align with the students' developmental levels and abilities, which is one of the key components of PCK. Similarly, within the paradigm of PCK for P4, paramount significance is attributed to the primacy of students' needs as a key component.

- (7) I am planning to adapt rhetorical triangles, especially in reading and writing classes. As I read and learned from previous meetings, in my opinion, using rhetorical triangles (for instance in writing) is very useful to enable students to add interest, clarify information, emphasize specific passages or ideas, and make writing more memorable. In addition, by using rhetorical triangles, students are able to position their points in a way that the reader of their writing can understand and get on

board with as by taking time to understand the art of rhetoric, students will give their communications more credibility, power, and impact. (P4)

In addition to aligning with several other PCK principles such as subject-specific content knowledge and pedagogical strategy (application of rhetorical triangles), the excerpt above prioritizes adaptation of students' needs as a PCK principle. This is because the example in (7) demonstrates that using rhetorical triangles can increase students' interest and memorability in writing. This might suggest an awareness of student needs and the application of pedagogical strategies to address those needs.

#### 4.2.2 *Impact at the practical level*

Another impact of the program on the participants appeared to be at the practical level. In this regard, while some participants stated that they would transfer the skills they acquired during the program to their educational settings without further explanation, others explained why and how they would apply the acquired knowledge. To exemplify, P5 listed what he would do in his class without explaining how or why:

- (8) These are the things I will do. Improve myself in the areas that I am learning about or desire to learn about. Discover how and why other people do things by asking them. Taking notice of my surroundings. Being more aware of my feelings, what triggers them, and how I may handle uncomfortable ones. Talking to colleagues in my organization and sharing my thoughts and experiences with them. Considering the value of the time I spend on my job. (P5)

Reflective practice was a module provided during the course. Highly influenced by the benefits of reflective practice, P5 listed what he would do to reflect on his practice. However, he apparently missed the core of reflection, that is, being aware of one's own actions, as he did not explain why he would be attentive to his environment and how his observance would help him improve his practice. Different from P5, P10 explained why she included a specific strategy in her teaching by stating the following:

- (9) 'I have never implemented this strategy. However, I will adapt this approach in teaching the writing of text-based genres. Through this model, the students will be easy to differentiate the characteristics of the text, and it will lead the students to make and fill outlining easily'. (P10)

The excerpt in (9) suggests that the reason for P10 applied one of the methods that she learned during the program was because she thought it would help her students' comprehension. The data analysis revealed that P8 shared the same reason with P10 when considering applying one of the strategies that she had learned during the program. To the question 'Would you use any idea from today's lesson to help improve students' academic speaking skills? Which ones would you use and why?' she replied as follows.

- (10) Yes, I will. Acknowledging students using real expression samples and including them in the discussion are ideas that I will encourage in my class. One applicative strategy like the six-thinking hat is also another essential idea that I will apply because it gives students a path on what position they are in and it helps them keep focusing in the discussion. (P8)

Although P10's and P8's reflections were more comprehensive than P5 as they offer elucidations, notably their narratives could have been further enriched by detailing the practical implementation of the strategies discussed. At this point, P7's

contribution becomes particularly illuminating, as she not only articulates the rationale behind her intended application of a strategy acquired during the program but also delineates the specific methodology she would employ. P7 articulated the following:

- (11) I think analysing and highlighting text structures and components will help my students produce a text in my writing class.” It also provides a model for my students. Most of the time, my students will always need models or examples to do the tasks. For example, if I teach hortatory exposition, then I will first analyse the text mentor by highlighting the general issues, thesis statement, points, problems, topic sentences, supporting details, etc. (P7)

To conclude, the data analysis highlighted the multifaceted nature of the participants’ reflections on the teacher training program’s impact on their pedagogical content knowledge (PCK). While P5’s insight illustrates the significance of catering to students’ learning levels and needs, P10 and P8’s reflections demonstrate commendable depth as they include explanations. However, the inclusion of practical application strategies remains a noteworthy area for further improvement. Notably, P7’s contribution stands out as a model instance in which the combination of why and how she intends to implement a strategy exhibits a comprehensive grasp of the principles learned. These insights illuminate the complex interplay between theoretical understanding, strategic application, and adaptation to students’ needs within the framework of pedagogical content knowledge.

## **5. DISCUSSION**

This project improved Indonesian lecturers’ EAP teaching skills. Qualitative data analysis suggested that the project impacted teacher educators at both theoretical and practical levels. On a theoretical level, the analysis suggested that participants increased their technological and pedagogical knowledge, which is one of the targeted and highly sought-after gains in recent times. The current literature also demonstrates that there has been a high emphasis on technological pedagogical content knowledge (TPACK) since [Mishra and Koehler \(2006\)](#) suggested a framework for integrating technology into education. In line with the aforementioned studies, the results of the current study also revealed that teacher educators hold positive perceptions toward technology usage in classrooms, underscoring the importance of professional development programs in empowering teacher educators to strengthen their TPACK competencies and support their students. Strengthening these competencies not only enables teachers to effectively integrate technology in a meaningful way but also positions them to better support students’ learning ([Aktaş & Özmen, 2020](#); [Sari et al., 2021](#)).

The results suggest that the participants had an increased level of awareness regarding reflection on their practices. The results also indicated that this awareness could potentially impact their teaching practices. Improving pedagogical efficacy through reflective practice is also a well-established phenomenon in the field of education ([Farrell, 2022](#)). Although the current project did not directly assess the participants’ familiarity with the reflective practice concept, it was observed that the concept was not widely recognized among the participants. This observation is also in line with the current literature. In their study, [Nurkamto and Sarosa \(2020\)](#) reported that Indonesian teachers faced several challenges in developing reflective skills

because they lacked knowledge of the concept. However, as an outcome of the intensive training program, the participants demonstrated improvement in employing reflective teaching strategies in their educational settings. This suggests that Indonesian teachers are open to acquiring and applying new techniques and strategies; however, they need more in-service training programs.

The implications of this study highlight the critical role of targeted professional development programs in enhancing Indonesian lecturers' EAP teaching skills. By significantly improving participants' technological and pedagogical knowledge, the project underpins the importance of integrating TPACK into teacher education (Mishra & Koehler, 2006). The positive perceptions of technology use among educators indicate a readiness to adopt innovative teaching strategies, which can ultimately enhance student learning outcomes (Aktaş & Özmen, 2020; Sari et al., 2021). Additionally, the increased awareness of reflective practices suggests that while participants may initially lack familiarity with these concepts, intensive training can foster their application in educational settings (Farrell, 2022). Consequently, there is a clear need for ongoing in-service training programs to support Indonesian teachers in developing reflective teaching practices and to equip them with the necessary skills to direct the evolving educational landscape effectively (Nurkamto & Sarosa, 2020).

## 6. CONCLUSION

The two-week blended delivery of this innovative EAP program contributed to the participants' improved understanding of EAP theory and practices. The participants indicate their willingness to embrace innovations by using various technological tools in their EAP teaching time. Their instructional practices indicate an improvement in their knowledge of pedagogical content because they now consider and recognize their student knowledge as an important part of learning success. This is also an indication that the theoretical impact is translated into their teaching practice because the students are willing and eager to transfer their acquired skills to their respective educational settings.

Drawing from the participants' reflections on the program's impact, it can be inferred that the program has enabled the participants to develop or improve their digital skills. They are more open to the possibilities of using technological devices or platforms that they have used in their teaching practices. Their reflections also indicate an improved understanding of the need to find and/or create ways to engage learners in EAP as learners become more considerate in helping them develop productive and critical thinking skills. The participants also considered the program enabling because they learned to effectively differentiate various levels in an EAP classroom. As a final point, it can be concluded that the program has raised an improved awareness of the interplay between theoretical comprehension through its strategic applications and adaptations suited to students' needs.

Follow-up activities should include developing a thorough and comprehensive EAP curriculum design that is easily adaptable to different Indonesian contexts. The program should also keep and expand the newly established network of EAP lecturers, which can serve as the basis and source for developing customized EAP programs and facilitate training for the EAP trainers' sustainable programs.

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