

Lecturer Voices: Exploring the EAP Materials Needs in Technology and Information Education

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ABSTRACT

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EAP or English for Academic Purposes is a specialized English language learning targeted to specific students according to the field pursued and achieved an academic goal in the result. Similarly, in EAP teaching and learning activity, the materials or books are indispensable. Currently in Indonesia, the availability of teaching materials in the form of EAP books, especially for the Department of Education in Technology and Information, is quite limited and lecturers must arrange by their own. Consequently, this becomes a crucial issue in the teaching and learning process in the classroom. In this article, the researcher attempts to explore lecturers' voices and perceptions regarding the EAP materials for Technology and Information Education. The data was gathered through interviews on the needs of EAP lecturers regarding EAP teaching materials themselves. The descriptive data were analyzed qualitatively using the semi-structured interview. In qualitative inquiries it sums of three aspects of lecturers' voices concluding the EAP materials challenge, the features in EAP materials project and lecturers want in EAP materials for the future.

Keywords: Lecturer need, EAP (English for Academic Purposes), EAP materials, Technology and Information

INTRODUCTION:

The ever-evolving fields of technology and information education create unique challenges for students navigating new terminology, complex concepts, and specialized communication styles. English for Academic Purposes (EAP) plays a crucial role in bridging this gap, but are the existing materials truly meeting the needs of both students and lecturers? Zawacki-Richter & Latchem in Radianti et al., 2020 state that digital devices are being increasingly adopted for learning and education purposes[1].

The use of technology in education has been the subject of extensive research and discussion. Several references provide insights into the availability, effectiveness, and challenges of educational technology. For instance, many of us regularly interact with the technology in our daily lives [2]. Additionally, Technology and Information are become the liaison in Education aspect as they used in classroom activity [3]. Furthermore, the UNESCO Global Education Monitoring (GEM) Report examines the various ways technology influences education, highlighting its roles as an input, a mode of delivery, a skill, and a tool for planning [4]. Over the past two decades, digital technology tools have been widely adopted in education. For example, by 2021, the number of students enrolled in massive open online

courses (MOOCs) exceeded 220 million [5]. In addition, the language learning app Duolingo had 20 million daily active users in 2023, according to Statista's report Number of daily active Duolingo users worldwide from 3rd quarter 2020 to 1st quarter 2023. Furthermore, Wikipedia received 244 million page views per day in 2021, stated from Statista Ceci in 2023, accessed from <https://www.statista.com/statistics/1309604/duolingo-quarterly-dau> [6]. In the past 20 years, learners, educators, and institutions have widely adopted digital technology tools, resulting in substantial transformations in the educational landscape.

The rapid technological advancement today also encompasses advancements in various fields, such as internet technology, which has initiated developments in dozens of fields in the current era [7]. Additionally, advancements in technology and information have contributed to the implementation of English for Academic Purposes (EAP). The integration of technology in EAP programs is seen as a way to improve teaching methods and promote progress in higher education. [8]. Consequently, the advancement of technology and information has significantly supported the learning process, particularly in today English for Academic Purposes (EAP) programs.

Educational technology can have several benefits for EAP learning. It can increase exposure to different types of English language input, provide opportunities for authentic interactions, and offer learners personalized and self-paced learning experiences. Through technology, teaching can extend beyond the classroom and create engaging online learning environments that promote autonomy and enhance modern communication skills. Developing technology and information skills is crucial for language learners entering higher education, as it equips them with the ability to use technology effectively for learning, critical thinking, problem-solving, information retrieval, communication, innovation, and collaboration. The incorporation of web technologies into the field of EAP learning is significant for students in the modern era, as technology and collaborative methods play an increasingly significant role in shaping literacy, writing skills, and communication. Instructors of English for Academic Purposes (EAP) can effectively utilize technology to enhance their teaching methods by streamlining organization, facilitating management, and promoting innovation. The current availability of technology-driven language learning platforms provides an extensive selection of advanced tools that encourage active student engagement and enable the creation of flexible and personalized online language learning opportunities. These options can be integrated alongside traditional in-person classroom instruction or utilized for fully online teaching [8],[9] .

In the development of education in universities, especially in Indonesia, the availability of English EAP books and teaching materials, especially for the Department of Technology and Information Education, is very limited. This has encouraged English lecturers to create EAP teaching materials that can truly be applied according to their field. In EAP, there are numerous elements involved in inference, including the absence of text book [10]. To overcome the challenges, the prospective lecturers indicated that they tried to allocate more time to arrange appropriate materials for EAP student. In cases where they could not find the authentic materials about EAP for student in Education Technology and Information in Indonesia.

From the various reasons mentioned above, it can be integrated that in EAP learning, it is necessary to have teaching materials that can truly accommodate discussions about technology and information. This is especially true for students who are learning English in the field of technology and information education. The inclusion of EAP in the college English teaching system has sparked intense debates due to the advancements in international communication. [11] Beginning with the materials they want to arrange with several improvement using the features of EAP, and what lecturers need to arrange the applicable EAP materials for Education technology and Information program. This paper discusses the voices from English lecturers about their needs in EAP class from the prospective of qualitative analysis. Based on these, some suggestions are provided for the EAP materials setting for student at universities of Education Technology and Information.

This article delves into the lived experiences of lecturers within technology and information education. Through their voices, we explore the current landscape of EAP materials and uncover the critical needs that must be addressed. Hence, in this paper, we focus on the Lecturers needs in materials for EAP student in majoring Education Technology and Information and answer the following questions:

- What specific challenges do lecturers face when teach EAP for student majoring in Technology and Information?

- What features and functionalities are missing from current EAP materials?
- What ideals and aspirations do lecturers hold for the future of EAP materials in this dynamic field?

In this article, we carry out a qualitative systematic data from the English EAP Lecturers and explore the needs of materials in teaching EAP student majoring in Technology and Information Education. This article aim is to know the Lecturers need in the appropriate and applicable materials in teaching and learning EAP students.

EAP, or English for Academic Purposes, is a specialized form of English language instruction that is aimed at preparing non-native English speakers for the demands of studying academic subjects in English-speaking universities. EAP resources are created with the aim of enhancing language proficiency crucial for achieving academic excellence in tasks like analyzing and reading authentic texts, writing and arranging research essays, delivering presentations, and engaging in academic dialogues as the act of discussion. [12],[13],[14]. These materials often include a variety of texts, activities, and exercises that help learners improve their language proficiency and academic skills [15].

Lecturers and students should have the freedom and responsibility to be in control of their own teaching and learning. Accordingly, materials writers should adapt their textbooks to accommodate this. While Allwright is sometimes associated with those who advocate for relying solely on locally created materials, he also supports the idea of empowering lecturers and learners[16],[12].

Learners are exposed to various types of English in accordance to expand their skills in specific performance as their specific major. The materials also provide exercises to help learners expand their specific and academic goals in English. [17]. EAP materials also focus on helping learners develop their academic competence, which is characterized by their needs in their occupation. Materials serve as a crucial backbone for both general language and English for Academic Purposes (EAP) programs, acting as the teacher's indispensable companion [18], [19].

According to Hutchinson and Waters (1987) and Richards (1998) cited in Kaivanpanah et al., (2021) [20], teachers, students, and materials/textbooks are considered the three essential elements in language teaching and learning. However, Brown [21] argues that when it comes to English for Academic Purposes (EAP), teachers play a central role in the implementation of ESP courses. The responsibility of teachers in EAP includes supporting the key aspects of the field, such as materials and methods, needs analysis, learning objectives, and evaluation [22].

In conclusion, EAP materials play a crucial role in preparing non-native English speakers for the academic demands of English-speaking universities. These materials provide learners with extensive reading texts, writing activities, listening exercises, and speaking tasks that help them improve their academic language skills. Through EAP materials, learners develop the language proficiency and academic skills necessary for success in their academic studies. As John Flowerdew states, "EAP textbooks constitute a vital resource for both students and teachers in their efforts to acquire and teach the academic skills" [23].

Textbooks and materials on English for Academic Purposes typically emphasize the use of authentic texts. However, it is frequently difficult for lecturers to locate suitable academic material that is both comprehensible and captivating for students who are new to navigating scholarly materials. The difficulties of finding the appropriate materials more often sparks in class activity. However, there is uncertainty surrounding the effectiveness of non-academic materials as appropriate examples for students. Certain academics have expressed concerns about the possible negative consequences of educators utilizing inappropriate materials and giving tasks that do not cater to students' requirements, as highlighted by Leki and Carson (1997) [24] they named their article 'Completely different worlds' in order to underscore the clear contrast between English for Academic Purposes classes and other university courses. To bridge this gap, many EAP lecturers (such as Johns, 1993) [25] have been made an effort to guarantee that the language utilized and the tasks designated are genuinely authentic.

The digital age demands not only technical prowess but also the ability to communicate effectively within the unique language of technology and information fields. English for Academic Purposes (EAP) serves as a vital bridge for non-native speakers, equipping them with the specialized occupation. So, on the English language skill is important for

student in majoring Technology and Information as the matter of succeed in their knowledge for academic scenario [26].

EAP materials in Indonesia differ significantly from those in other parts of the world, where English is often viewed and taught as distinct segments of linguistic and grammatical knowledge. An essential issue in the field of English for Academic Purposes is determining if the course materials are suitable for the specific requirements of a lecturer and the context in which they are being used in the future needs. In this context, understanding the perspectives of lecturers on their English for Academic Purposes (EAP) materials can serve as a foundation for students studying Technology and Information Education in Indonesia. Major scale in general EAP is always about the inappropriate materials used for specific or majoring goals student. The lack of materials used in EAP as the major challenges for the lecturers. It must be the preparation materials form the lecturers in teaching and learning EAP with the needs of majoring aspect they want to achieved. The specific EAP materials or programs must require satisfaction of students for completing their requirement in their majoring. *The aspects of EAP materials must be presented more detail the selection on criteria that existing the lecturers' views and opinions or need on that EAP program* [27].

METHODS AND METHODOLOGY:

(a) Participants

The sample consisted of three EFL lecturers who taught EAP courses at the university. The group included two men and one woman, aged between 30 and 70 years, with university-level teaching experience ranging from six to twenty years. All of the lecturers were master holders in TEFL and English Education from Universitas Bhinneka PGRI tulungagung, East Java, Indonesia.

The research used a qualitative approach, specifically a thematic analysis of interview data, to explore the perceptions of EAP lecturers on the use of textbooks in language learning programs. The data was collected through a literature review and a series of informal, semi-structured or unstructured interviews with EAP lecturers (Bryman, 2012). The sampling method used was non-probability purposive sampling, which means that participants were chosen based on their expertise and experience in the field, rather than being randomly selected from a population (Dörnyei and Csizér, 2011; Bryman, 2012).

The basic information about participants background study needs to be known as the role in getting the valid feedback. It can be shown as the Table 1 below.

Table 1
The List about Participants' Background information

No	Role	Academic	Years of experiences
1	English Lecturers (a)	Master in English Education	4
2	English Lecturers (b)	Master in English Education	12
3	English Lecturers (c)	Master in English Education	20

(b) Instruments

In this research, semi-structured or unstructured interviews were employed to collect qualitative data. This method offers a more comprehensive and comparative perspective on the subject being examined. The qualitative data, obtained through interviews, aimed to enhance our understanding and interpretation of the findings, as well as to provide specific insights into the needs of lecturers regarding EAP materials.

The primary purpose of conducting the interviews was to gather data on the interviewees' views regarding: (a) the challenges associated with teaching and learning EAP in large, overcrowded classes, (b) two specific criteria from the questionnaire (the layout and design of their textbook, and reading skills), (c) additional challenges within the EAP context, and (d) their recommendations for enhancing the teaching and learning of EAP courses in medical schools. The interview questions were developed by the researcher and reviewed by the study's supervisor for clarity and relevance.

To gain deeper insights, interviews were conducted to capture the interviewees' experiences and perspectives on three key areas. Firstly, the exploration about the specific challenges of teaching and learning English for Academic Purposes (EAP) for student majoring in Technology and Information. Secondly, they delved into their perceptions of the feature and functionalities of the EAP materials. Thirdly, the collection of the lecturers' aspirations for the future EAP materials to enhance the effectiveness of EAP courses in Technology and Information Education.

(c) Procedure

To capture the lived experiences and diverse perspectives on EAP Lecturers needs, this article employed semi-structured interviews. One-on-one conversations were conducted with 3 EFL lecturers conveniently available from the research population. Before each interview, participants were provided with information regarding the study's goals and guaranteed that their responses would be kept confidential in order to address any concerns about sharing their true opinions and feedbacks. The next process was contributed the participants with several rules and attributes in compiling the data. After obtaining the participants' informed consent for audio recording, interviews were conducted in their native language, Indonesian. The set of ten carefully designed interview questions was consistently posed to each participant. To gather rich data, an approximate duration of 20 minutes per interview was allocated.

Some interview questions arranged based on the need of EAP and its compliments in semi-structure interview items to get the qualitative data. The list of semi-structure questions items as shown in the Table 2 below.

Table 2

The Semi-structure interview questions

<i>Items.</i>	<i>Interview questions</i>
1	How long have you been teaching EAP?
2	How did you teach EAP?
3	What materials is available in your workplace/institution?
4	What are the main challenges in teaching EAP?
5	What the specific materials is available?
6	How do you use book in your EAP teaching?
7	How do you use other materials in your EAP teaching?
8	Which English skills are most important for EAP lecturers?
9	Which English skills are most important for EAP students?
10	What are the most important materials in teaching and learning EAP that you would like to use it?

(d) Data Analysis

Qualitative data is obtained through the distribution of items and analysis in the form of direct interviews with EAP lecturers at a private university in the East Java, Indonesia. The data consists of direct interviews with several experienced EAP lecturers who have been teaching for a minimum of 4 years. The lecturers will be asked to provide information through interviews by answering several interview items designed by the researcher. The first step is to provide the lecturers with 10 interview items that must be answered consciously and accurately. The second step is to collect the results of the interviews from the 10 interview items, which are descriptive responses from the lecturers regarding several important aspects in the need for EAP teaching materials in the field of Technology and Information Education. The third step involves the collection and analysis of all qualitative data to form a research conclusion.

RESULTS:

The ten interview question items resulted in three sets of focus form of the research question about lecturers' specific challenge in EAP, feature and function of the EAP materials and what the lecturers want in for the future for EAP materials development. As such, their responses are indicative of their views on EAP courses and should be regarded as important. Below on the Table 3, we will highlight the most enlightening answers to the questions.

Table 3

The Semi-structure interview feedback

Question 1: How long have you been teaching EAP?
<i>The answers from the lecturers teaching English for Academic Purposes (EAP) at universities in East Java range from a minimum of 4 years of teaching experience to a maximum of 20 years.</i>
Question 2: How did you teach EAP?
<i>I teach students using a variety of mixed materials. I gather materials from different sources and books. (a)</i>
<i>I teach students using various media and teaching materials that I gather from here and there. Likewise, when teaching, I consider the needs of the students. (b)</i>
<i>I teach students with materials from the internet, different books, and by looking at what is most needed by students in the field of technology and information. (c)</i>
Question 3: What materials is available in your workplace/institution?
<i>All lecturers responded that in each institution in Indonesia, there are no specific patented materials and books for EAP, so every lecturer has the right to search for and choose their own materials and EAP books that are deemed most suitable for use by students in the Department of Technology and Information Education.</i>
Question 4: What are the main challenges in teaching EAP?
<i>The biggest challenge in teaching EAP is in identifying the needs of students regarding what is necessary and useful for their majors. (a)</i>
<i>The biggest challenge is to enhance and identify the needs of students in learning English. (b)</i>
<i>The biggest challenge in teaching English EAP is to find materials that align with the planned learning outcomes. (c)</i>
Question 5: What the specific materials is available?
<i>All lecturers answered that specific materials regarding Technology and Information Education in EAP are very limited. Therefore, in order to find and apply truly specific materials, lecturers must design, gather, and search for materials that are most suitable.</i>
Question 6: How do you use book in your EAP teaching?
<i>All lecturers generally responded that the available EAP books do not cover specific areas of Technology and Information Education. Therefore, lecturers must search for books from various sources.</i>
Question 7: How do you use other materials in your EAP teaching?
<i>In general, all lecturers answered that the use of EAP teaching materials can be done through various media, including books, magazines, and articles from the internet. Most lecturers search for materials from the internet, such as articles, readings, or websites that can enhance students' English language skills in following lectures in class.</i>
Question 8: Which English skills are most important for EAP lecturers?
<i>In general, all lecturers responded that the abilities and skills of lecturers must all be applied, but there are two aspects that need to be noted: lecturers must focus on teaching reading skills and be better able to demonstrate proper English speaking to be emulated by students.</i>
Question 9: Which English skills are most important for EAP students

In general, all lecturers responded that the necessary and needed skills to be enhanced for students are reading and speaking skills.

Question 10: What are the most important materials in teaching and learning EAP that you would like to use it?

In general, all lecturers responded that it would be easier if there were a specific teaching book specifically focused on English for students majoring in Technology and Information Education.

DISCUSSION

To sum up the qualitative data collected from the lecturers' voices about the EAP materials, it will categories as the three aspects. The three categories will be answering the research questions as described and shown below.

The EAP materials challenge faced by lecturer in their activity it can be shown on the Figure 1(a), there are 3 main aspects consist of student need, the materials that appropriate with the EAP target and lecturer capability in expanding their materials.

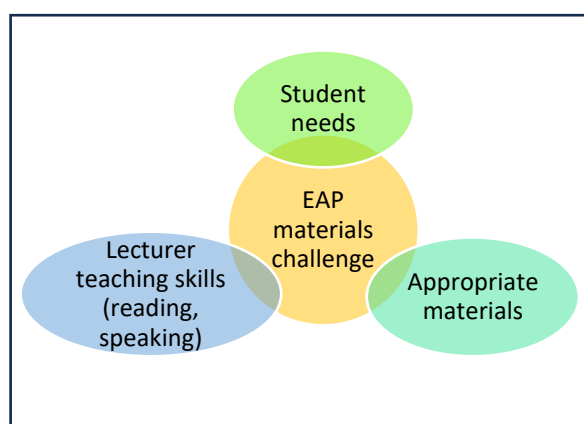


Figure 1(a) EAP Materials Challenge

The second diagram is about features in EAP materials in accordance with the compositions needed in their application. It consists of materials form as specific book that include reading and speaking activity with various complements as article, web, game etc. The result it can be shown on the Figure 1(b).

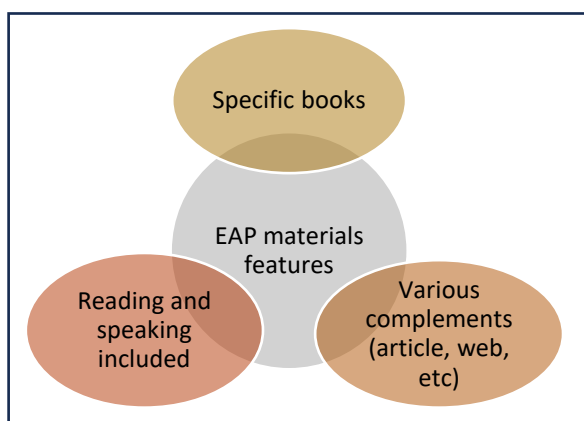


Figure 1(b) EAP Materials Features

The third aspect is about lecturers wants in accordance with their material in teaching and learning EAP. There are two big aspects, firstly, EAP lecturer needs specific books that consist of technology and information education.

Secondly, the materials must include reading and speaking activity that useful for enhance student English skills. The result can be shown as Figure 1(c) below.

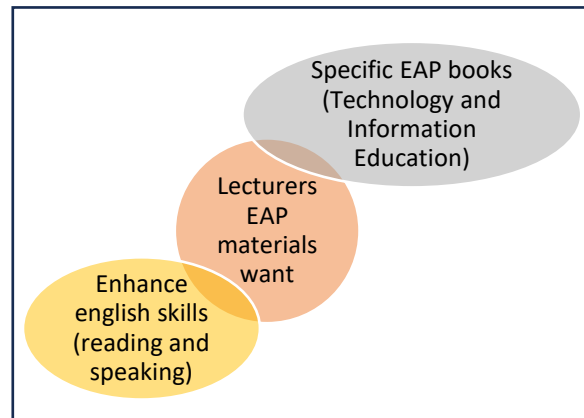


Figure 1(c) Lecturers EAP Materials Want

CONCLUSION

This article collected and analyzed the lecturer voices from their perceptions, suggestions and needs about the materials in teaching and learning EAP for Technology and Information Education. The whole data were analyzed descriptively as the result of qualitative data from the lecturers in their capability in the same major in teaching English in EAP.

However, a potential concern for this article result is the EAP lecturers needs in the materials while they teaching EAP for Technology and Information Education. Experienced EAP lecturers with a minimum of 4 years and up to 20 years of teaching experience apparently require some input and needs of the materials in EAP for Technology and Information Education. EAP lecturers teach students by gathering various materials from various sources such as books, magazines, articles, and the internet. Because there are no specific books available at the institution where they work to teach EAP for Technology and Information Education, lecturers need to know what needs to be taught more extensively and primarily because EAP students have specific goals that need to be carefully considered. Most importantly, EAP lecturers require a book that truly encompasses all aspects majoring in Technology and Information Education.

To conclude, there are 3 aspect of lecturers voices or needs about EAP materials for Technology and Information Education. Firstly, the lecturers challenge in teaching EAP for Technology and Information Education is about the preparation of the appropriate materials, concern in student needs and the capability in teaching reading and speaking. Secondly, the EAP materials must have various activity to enhance students reading and speaking skills using a specific book. Thirdly, EAP materials must be in the form of a specific book that include reading and speaking skills in addition to other English skills to enhance student specific needs in Technology and Information Education.

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