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Addressing the Requirements of EAP Students by Analyzing Their Demands in the Technological and Information Program

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Abstract: - The aim of the research is to determine the specific requirements and needs of both students and lecturers in the EAP program for the Technology and Information Education Department in East Java Indonesia. A qualitative research design was adopted, utilizing closed-ended questionnaires to collect in-depth information. Contacts were made with Technology and Information students and EAP lecturers. The data collected through online forms focused on identifying needs, lacks, and wants. The data was then analyzed through coding and categorizing in a quantitative manner. The results indicate that both students and lecturers believe that the main areas of concern for prospective Technology and Information students are the need for English materials tailored to their specific field of study, as they have a limited English language proficiency. They expressed a desire for reading materials that align with their future careers. Lecturers identified the main need as English teaching materials aligned with EAP principles, and they also mentioned a lack of appropriate EAP resources and expressed a need for teaching materials focused on reading for students majoring in Technology and Information Education.

Keywords: EAP, Need Analysis, Demand (Need, Lack, Want), Technological and Information.

I. INTRODUCTION

The English language holds a significant position as a global language in every matter thing in the world, serving as a lingua franca and the occupational term in the need of communication and procedures in several thing such as technology in modern era. English as occupational in academic purposes began to recognize the need for language support programs for non-native English speakers. Initially, these programs focused on teaching English language skills to help students meet the language requirements of their academic programs.

EAP has evolved from the larger domain of English for specific purposes (ESP), becoming more intricate as additional objectives are identified [1]. The ways of EAP in which English language teaching and research are conducted in higher education have been transformed as a result of various developments and changes. In fact, EAP as a major force in English language teaching and research around the world. The expansion of EAP came along with the growth of the universities and the numbers of the international students. EAP provides a comprehensive perspective on the theory and practice, based on the specification of learners' needs and study skills that fit their needs [2].

English's prominence as the main platform for disseminating academic knowledge has profoundly transformed the educational experiences of countless students. This has created a need for students to become proficient in English academic language in order to comprehend their chosen subjects and actively participate in their learning. Consequently, the language teaching industry has recently seen the development of a new field called English for Academic Purposes [1]. Hyland, K. shows the difference between EAP course and English language teaching course as the latter was based on "the teacher's intuitions about learners' needs", whereas "today needs is a much broader term and also includes linguistic and learning factors as well as a sense that these should not be uncritically accepted as the sole determinant of instruction"[3].

Moreover, English language learning materials play a crucial role in teaching and acquiring proficiency in English as a second or foreign language. This research background aims to provide an overview in need analysis of the

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development of English book materials, and considerations involved in creating effective resources for Technology and Information student. The research delves into the evolution of English book materials, and highlighting various student need in their development.

The development of English book materials involves a multifaceted process, considering various factors such as language proficiency levels, curriculum requirements, and pedagogical approaches. By incorporating needs analysis, relevant content, engaging tasks, and authentic materials, developers strive to create resources that facilitate effective language learning and cater to the diverse needs of learners. Continuous research and innovation in this field contribute to the evolution and improvement of English book materials, ensuring their effectiveness in language education.

In this research the main topic is knowing student need in arranging the materials through the EAP material for Technology and Information student. Contrary to the implication of the need analysis, all it does not propose that ELT textbooks are entirely without merit or that commercial materials should be entirely disregarded. Instead, the process in EAP recites that language learning is a multifaceted process, and textbooks alone cannot accommodate the diverse range of needs present in classrooms worldwide. Teachers and learners require the freedom and independence to assume responsibility for their own teaching and learning.

Material or media in accordance of EAP implementation significantly superior to the textbooks examined in the studies. It serves as a prime example of how cutting-edge research findings can be effectively presented in a manner that is accessible to both students and teachers. Therefore, future researcher would benefit greatly from taking the student need in arranging the EAP materials, as it deviates from the conventional mold of EAP textbooks[4].

II. LITERATURE REVIEW

English for Academic Purposes (EAP) is a program that focuses on helping students develop academic language skills and academic study and research skills [5] [1]. Additionally, EAP aims to improve students' communicative skills in English, bridging the gap and enabling them to achieve future academic success. The program is designed to bring students' English skills to a level that will help them be successful in college courses, and it offers classes that teach English skills involved in speaking/listening, reading, writing, and grammar. By strengthening English skills, students can improve grades, gain better jobs, and earn higher wages, and bilingual individuals have more opportunities for employment and promotion. Hyland and Hamp-Lyons proposed that the objective of EAP extends beyond simply enhancing English language skills to include students' awareness and competence in various academic tasks, such as taking lecture notes, giving presentations, and actively participating in group discussions. Rather than concentrating solely on grammar knowledge and fundamental skills geared towards exams, a change towards formative assessment is embraced as a means to enhance students' active engagement in EAP.

Additionally, EAP plays a crucial role in nations where English is predominantly employed for academic pursuits. Nonetheless, the development of EAP programs has occurred in the absence of a comprehensive needs assessment carried out from the viewpoints of both students and instructors. Due to the status of English as an international language and advancements in technology in recent years, there has been a worldwide increase in demand for English for Academic Purposes (EAP) courses varying in length and the mode of instruction. EAP is needed not only for educational studies in countries where English is the mother tongue, but also in other countries where English is the medium of instruction in the higher.

Many scholars and authors have provided definitions for English for academic purposes. It refers to the instruction of the English language with the objective of supporting learners in their studies or research in that language. In this aspect English for academic purposes can be categorized into two types: general academic purposes and specific academic purposes. General academic purposes entail activities such as note-taking, listening to lectures,

and utilizing dictionaries. On the other hand, specific academic purposes involve disciplines like medical English, business English, scientific English, and English for science and technology [6].

Through the meaning of theoretical of the research, it is clear that EAP cannot be separated from a specialization in one aspect of English language education. In this study, one of them is the involvement of EAP in technology and information. Technology and information itself are a field in EAP teaching that is developing alongside the progress of the current era. Technological information is a major at the university level in Indonesia, and from the theory that assume technological and information as the capability of processing data or information, either consistently or occasionally, whether used for the product itself or during the process [7].

In recent years, there has been a growing interest in English for Academic Purposes (EAP) in Indonesia due to internationalization and the need for innovative teaching methods in universities. This interest is evident in the increasing focus on the practicality and potential challenges of implementing EAP practices in Indonesian University to learn English as a Foreign Language (EFL) contexts. In response to the growing demand, EAP courses have been implemented at various subject in University as the EAP program such at Technology and Information Education subject. EAP for occupational Technology and Information students University in Indonesia including the University of Bhinneka PGRI Tulungagung, Indonesia. The EAP program provides specially designed EAP materials to students in this private Education University.

In the field of English for Academic Purposes (EAP), needs analysis is the process of gathering and organizing relevant information about the specific goals and objectives of learners or a group of learners. This data is then interpreted to make decisions about designing a course and selecting appropriate materials. However, this process involves asking important questions that must be answered, such as who is responsible for identifying needs, who collects the information, what kind of information should be gathered, from whom, how, where, and when, who uses the information, how, and for what purpose. In other words, the information collected during the needs analysis process should be utilized in the EAP program to ensure that the learning requirements and preferences of the learners are effectively addressed.

This study mainly focuses on the learning and target needs considering the objectives of the research. According to Hutchinson and Waters as cited in [8] the learning and target needs is of three subcategories as "necessities, lacks and wants.". Necessities can be defined as the ideal requirements for anyone to reach target situation. Lacks are determined by comparing both the current status and the target level of learners. Wants are determined by the insiders that are learners and outsiders that are experts, teachers, trainers involved in the learning process. The collection of information on learners' requirements is referred to as needs analysis. Similarly, it defines needs analysis as the process of gathering information about learners' needs. Before conducting the analysis, it is essential to distinguish between target needs and learning needs. Additionally, it categorizes needs as target needs, which pertain to learners' ability to communicate in the target situation, and learning needs, which are related to what learners must acquire. To further specify target needs, they can be further divided into:

1   *Necessities*: what language aspects are needed by the learners to reach the target effectively.
2   *Lacks*: what learners have not mastered.
3   *Wants*: what learners want to learn.

The needs analysis procedure is useful for assessing the current status of educational institutions, learners, curriculums, or programs that have long-term strategic goals. It considers the desired proficiency levels of both learners and institutions and can lead to improvements and revisions in teaching and learning processes. The results of a needs analysis serve as valuable references for experts, policymakers, authorities, and curriculum developers involved in the development processes [9] [10]. This procedure helps teachers and instructors understand and prioritize learners' objectives and needs.

III. RESEARCH METHODS

The research method used in this study is a qualitative descriptive analysis. The data collection involved distributing questionnaires to respondents, specifically targeting two regular classes in Technology and Information Education study program. The questionnaire aimed to gather information about the English learning needs of Technology and Information students and included three aspects: Necessities, Lack and Want, while it consisted mixed several questions pertaining to the need for English for Academic Purposes (EAP).

According to Creswell [11] in analyzing the qualitative data, there are six steps to be followed in the analysis procedure. The first step is organizing and preparation process of data, which are going to be analyzed. Second is coding the data to explore the structure and content of the collected data. Next step is data description and themes of the codified data to see the general picture of the overall data. Narrating and using visuals come next to represent the findings. The fifth step is the interpretation of the results, which is understood from the findings, and it reflects both personal and previous relevant literature results that can clarify the current findings. The last and the final step is to validate the accuracy of findings by conducting some strategies. It is not obligatory to follow all the steps in sequence. McMillan and Schumacher [12] also list the steps as recording, data, coding and categorizing, patterns/themes/ concepts and narrative structures or visual representations.

This study is based on qualitative research design and used open-ended questions which are the instruments of this research used to provide in-depth understanding of both teacher trainers and prospective teachers views on the needs of prospective teachers. Open-ended items provide greater richness in collecting data to find answers to the research questions. As the respondents feel free to answer these kinds of questions, they are mostly preferred in qualitative data collection. Dornyei stated "Respondents often like to have an opportunity to express their opinions more freely and may find it frustrating to be completely limited to choosing from ready-made options" [13]. The reason why open-ended questions were chosen to collect qualitative data lies behind these lines. The answers to these open-ended questions clarify, exemplify, and illustrate the underlying reasons for their responses. The open-ended questions were first sent via Google sheet and data were collected online.

IV. RESULT AND DISCUSSION

This research analyzes data from 56 respondents from Technology and Information Education students and EAP Lecturers. The distribution of respondents in the research is as follows; Respondents are generally under 25 years old with a presentation of 94.6%, while the remaining of 5.3% are between 28-35 years old; Respondents coming from university students and EAP lecturers.

The respondents of the research respond to several statements that are classified into three categories, namely: 1) The need of learning English; 2) The lack aspects of English that students want to learn, 3) The aim of learning or want of learning English. In other hand the categories for EAP lecturers have same categories such as 1) Need; 2) Lack; and 3) Want.

In term of "Need", the question of expectations of the prospective students from the EAP program was asked to determine what they are. Necessities should be seen as the level to be reached or the objectives to be reached. So, the respondents should feel themselves as free as possible to express their feelings in terms of their expectations from the program, interior, practical necessities and occupational necessities. Table below gives details about the needs of prospective students which were indicated the demand that required the need in EAP program.

Table 1: Student Questionnaires "Need"

	Items	Response
a	Is English required to operate a computer?	Yes, at all
		Yes
		Not at all

b	Is English required to learn software and hardware?	Yes, at all Yes Not at all
c	Is English required to understand books, articles or Information and Technology materials in your major?	Yes, at all Yes Not at all
d	Is there a need for a special English book or teaching material for Information and Technology majors?	Yes, at all Yes Not at all
e	Is an English course necessary for your major?	Yes, at all Yes Not at all

To determine the needs of the prospective EAP students, the students were adjusted to response the question above. This type of needs can also be thought as "Lack". Lacks can be seen more objectively from outsider evaluators to reach more concrete, and objective results that sometimes cannot be seen by the insiders. Table below gives details about the lacks of prospective students which were indicated the demand that required the need in EAP program.

Table 2: Student Questionnaires "Lack"

	Items	Response
a	English courses are considered difficult for your major.	Totally Agree Agree Not Agree
b	There are difficulties in finding English material that is suitable for the Technology and Information Education major.	Totally Agree Agree Not Agree
c	There are difficulties in understanding English courses because the material and books are not in accordance with the Information and Technology major.	Totally Agree Agree Not Agree
d	There are difficulties in writing and reading in English for students majoring in Information and Technology Education.	Totally Agree Agree Not Agree
e	There are difficulties in listening and speaking in English for students majoring in Information and Technology Education.	Totally Agree Agree Not Agree

The last question is to determine the wants of the prospective students in order to reach a needs analysis. Table below gives details about the "Want" of prospective students which were indicated the demand that required the need in EAP program.

Table 3: Student Questionnaires "Want"

	Items	Response
a	Proficiency in English is required for your occupations.	Totally Agree Agree Not Agree
b	Appropriate and appropriate English teaching materials or reading materials are needed for the Information and Technology Department.	Totally Agree Agree Not Agree
c	Proficiency in reading English as a procedure in operating a computer.	Totally Agree Agree Not Agree
d	Proficiency in reading English as a procedure in understanding the software and hardware installation process.	Totally Agree Agree Not Agree
e	English is needed to improve competence in the future world of work in the field of Information and Technology.	Totally Agree Agree Not Agree

The second step is to determine the response from the EAP lecturers with the same procedures as Need, Lack and Want as the catalyst items in order to know the aspect of the demand and required of need analysis in EAP program. Table below gives details about three aspect of prospective EAP lecturers which were indicated the need in EAP program.

Table 4: Lecturer Questionnaires

	Items	**Response**
	NEED	
a	Are appropriate English teaching materials required to teach EAP?	Yes, at all Yes Not at all
b	Are English teaching materials with themes and materials according to the EAP major needed?	Yes, at all Yes Not at all
c	Does teaching English for the Technology and Information Education major require teaching materials that are more focused on understanding texts, articles or Information and Technology materials?	Yes, at all Yes Not at all
d	Is there a need for a special English book or teaching material for the Technology and Information Education major that contains material about the current context of Technology and Information?	Yes, at all Yes Not at all
e	Is there a need for English reading teaching materials for the Technology and Information Education major with the theme and containing specific material regarding Technology and Information at this time?	Yes, at all Yes Not at all
	LACK	
f	In general, EAP lecturers face problems in finding appropriate teaching materials and materials, especially for the Education and Information Technology major.	Totally Agree Agree Not Agree
g	EAP lecturers at the beginning of teaching courses usually have to determine a theme and map out what material they want to convey,	Totally Agree Agree

	especially for the Technology and Information Education major.	Not Agree
h	EAP lecturers usually face difficulties in finding books and teaching materials that are suitable for the Information and Technology major.	Totally Agree
		Agree
		Not Agree
i	EAP lecturers usually face difficulties in designing English language tests, evaluations and assessments, especially for the Education and Information Technology major.	Totally Agree
		Agree
		Not Agree
j	EAP lecturers usually face difficulties in determining what skills or abilities students must achieve, especially for the Technology and Information Education major.	Totally Agree
		Agree
		Not Agree
	WANT	
k	English teaching materials that are in accordance with the themes and topics regarding technology and information are needed.	Totally Agree
		Agree
		Not Agree
l	Appropriate and appropriate English teaching materials or reading materials are needed for the Information and Technology Department.	Totally Agree
		Agree
		Not Agree
m	English teaching materials must be in accordance with the needs of students to improve their skills and for needs in the future.	Totally Agree
		Agree
		Not Agree
n	Teaching materials for reading English are necessary for students majoring in Technology and Information Education.	Totally Agree
		Agree
		Not Agree
o	English teaching materials are needed which contain tests, evaluations and assessments that are appropriate in the learning and teaching process, especially in the Education and Information Technology major.	Totally Agree
		Agree
		Not Agree

From the questionnaire items above it conclude the percentages about the response determine both Students and lecturers in the demand and need of addressing about the EAP program such as the materials and the program that focused in the occupational need in the EAP goals. The percentages from students' response can be shown below.

Table 5: Student Responses

Students Need	Yes at all	Yes	Not, at all
Is English required to operate a computer?	52.8%	47.2%	-
Is English required to learn software and hardware?	43.4%	54.7%	-
Is English required to understand books, articles or Information and Technology materials in your major?	34%	62.3%	-
Is there a need for a special English book or teaching material for Information and Technology majors?	26.4%	64.2%	9.4%
Is an English course necessary for your major?	35.8%	60.4%	-
Students Lack	Totally Agree	Agree	Not Agree
English courses are considered difficult for your major.	15.1%	56.6%	28.3%
There are difficulties in finding English material that is suitable for the Technology and Information Education major.	11.3%	62.3%	26.4%
There are difficulties in understanding English courses because the material and books are not in accordance with the Information and Technology major.	9.4%	71.7%	18.9%
There are difficulties in writing and reading in English for students majoring in Information and Technology Education.	13.2%	66%	20.8%

There are difficulties in listening and speaking in English for students majoring in Information and Technology Education.	11.3%	73.6%	15.1%

Students Want	Totally Agree	Agree	Not Agree
Proficiency in English is required for your occupations.	34%	62.3%	-
Appropriate and appropriate English teaching materials or reading materials are needed for the Information and Technology Department.	28.3%	67.9%	-
Proficiency in reading English as a procedure in operating a computer.	22.6%	75.5%	-
Proficiency in reading English as a procedure in understanding the software and hardware installation process.	30.2%	67.9%	-
English is needed to improve competence in the future world of work in the field of Information and Technology.	37.7%	60.4%	-

As is illustrated in the following table, the most recurrent emergent themes were distinguished and categorized. Based on the students' views about the questionnaires items that they perceived as need, lack and want, the most recurrent themes for student need included: the need about the special materials English book in EAP for their occupation, English is required to expand their capability in assisting the subject and English is necessary for their occupations. As for the student lack mentioned the following aspect: listening and speaking is the lack for the Technology and Information students, students are lack of understanding within the materials that do not fit with their occupation follow by reading and writing as their lack in English. Similarly, the students expressed their want in learning English the following as: reading is become their proficiency for their occupations, reading English as the procedure will face their want in the future jobs follow by appropriate English materials for their major in Technology and Information is a must. Moreover, the percentages from lecturer response as is shown in table below, the lecturer response the dominant aspect such as follow the previous aspect in need, lack and want in accordance with EAP needs in Technology and Information Education program.

Table 6: Lecturer Responses

Lecturers Need	Yes at all	Yes	Not, at all
Are appropriate English teaching materials required to teach EAP?	66.7%	33.3%	-
Are English teaching materials with themes and materials according to the EAP major needed?	100%	-	-
Does teaching English for the Technology and Information Education major require teaching materials that are more focused on understanding texts, articles or Information and Technology materials?	66.7%	33.3%	-
Is there a need for a special English book or teaching material for the Technology and Information Education major that contains material about the current context of Technology and Information?	100%	-	-
Is there a need for English reading teaching materials for the Technology and Information Education major with the theme and containing specific material regarding Technology and Information at this time?	66.7%	33.3%	-

Lecturers Lack	Totally Agree	Agree	Not Agree
In general, EAP lecturers face problems in finding appropriate teaching materials and materials, especially for the Education and Information Technology major.	66.7%	33.3%	-
EAP lecturers at the beginning of teaching courses usually have to determine a theme and map out what material they want to convey, especially for the Technology and Information Education major.	33.3%	66.7%	-
EAP lecturers usually face difficulties in finding books and teaching materials that are suitable for the Information and Technology major.	66.7%	33.3%	-
EAP lecturers usually face difficulties in designing English language tests,	33.3%	66.7%	-

evaluations and assessments, especially for the Education and Information Technology major.

EAP lecturers usually face difficulties in determining what skills or abilities students must achieve, especially for the Technology and Information Education major.	66.7%	33.3%	-

Lecturers Want	Totally Agree	Agree	Not Agree
English teaching materials that are in accordance with the themes and topics regarding technology and information are needed.	33.3%	66.7%	-
Appropriate and appropriate English teaching materials or reading materials are needed for the Information and Technology Department.	66.7%	33.3%	-
English teaching materials must be in accordance with the needs of students to improve their skills and for needs in the future.	66.7%	33.3%	-
Teaching materials for reading English are necessary for students majoring in Technology and Information Education.	100%	-	-
English teaching materials are needed which contain tests, evaluations and assessments that are appropriate in the learning and teaching process, especially in the Education and Information Technology major.	66.7%	33.3%	-

As is illustrated in the following table, the most recurrent emergent themes were distinguished and categorized. Based on the lecturers' views about the questionnaires items that they perceived as need, lack and want, the most recurrent themes for lecturers need included: teaching English materials that suitable with theme and occupation is a must, secondly there is a need in English materials that fit with the context directly to the Technology and Information program. Follow by the lecturer lack it can be described as: EAP lecturers face many a problem in suitable materials, they have many difficulties in searching the materials and determining the skill that fits with the Technology and Information program. The lecturer wants some of aspect in EAP such as: teaching materials focused on reading that suitable with the Technology and Information students and the materials that appropriate with the student occupation fulfilled with the assessment and skill enhancement.

CONCLUSION

The demand and requirement of Needs Analysis is frequently emphasized specially as a first step to be taken in designing EAP material. Needs Analysis conducted continuously even within the scope of one item since the students may develop different needs as they get involved with the requirements of their occupation in EAP. Needs Analysis will provide insights for developing the materials and books in every field in general and EAP in particular to evaluate the success of a program in selected major, find the points of strength and weakness as well as to do the required materials to improve the programs. However, based on the results of the present survey, there are several aspects divided into need, lack and want both of Technology and Information students and EAP lecturers. Additionally, as the data suggests, students need English as their occupation and the materials that support their occupation, then students lack in understanding English through their several skills such as reading, listening and speaking, then the students want the appropriate materials in EAP that consist reading procedure that support their future jobs. The qualitative data in other hand also revealed the need, lack and want from the data analysis get from the EAP lecturers that the lecturer need teaching materials in selected goals as the EAP for Technology and Information student, and the lecturer lack of finding the suitable materials in EAP through determining the goals and skills to enhanced in EAP program, and last the lecturer want a reading teaching material for EAP. Remarkably, the results also depict that the reading skill which has been given emphasis- not only through the text book but also through the themes.

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