# The Challenges of Pedagogy and the Application of ICT in Applying English for Academic Purposes Course: Teachers' Insights

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English for academic purposes (EAP), as a study skill, is a requirement for students at the university level in sustaining their academic competencies. However, the question of how best to teach the EAP course is largely overlooked, including the application of ICT as the learning media. The current study explores the challenges of pedagogy and the application of ICT in applying the EAP course, taken from English teachers' perspective. The descriptive inquiry was used in identifying data. Observation and interview were undertaken to explore the multiple realities condition involving the thematic analysis used. The students' survey was done to strengthen the collected data. The findings show that (1) needs analysis has not been implemented according to the ESP approach; (2) teacher's difficulties in syllabus and course design are due to the large size of the EAP class and a lack of know-how in designing the effective EAP course; (3) material writing is a slight problem for the teachers due to a lack of knowledge, self-confidence, creativity, imagination and experience related with the students' discipline in study; (4) the implemented evaluation is only focused on a paper and pencil test; 5) teachers had a strong desire to use ICT in applying the EAP course, but they encountered several barriers, like insufficient technical support and limited access to the internet. These are also considered as the major barriers preventing teachers from integrating ICT into the EAP class. In addition, the teachers have not maximised all the learning components and media in the implementation of the EAP course. EAP teachers have an important role in achieving the EAP learning goal. Teachers' competencies should be upgraded and stakeholders' support is required, including in providing suitable facilities in supporting the learning process.

## Introduction

English for academic purposes (EAP) is an approach in teaching English for students at the university level. It is one of the common types of English for specific purposes (ESP) that aims to help students in using English appropriately for study purposes. EAP aims to capture 'thicker' descriptions of language use in the academy at all age and proficiency levels, incorporating and often going beyond immediate communicative contexts to understand the nature of disciplinary knowledge itself (Hyland, 2006). Furthermore, Hyland defined and described two streams, as English for general academic purposes (EGAP) and English for specific academic purposes (ESAP). Following an EGAP approach, teachers attempt to isolate the skills, language forms and study activities thought to be common to all disciplines. Meanwhile, ESAP concerns the teaching of skills and language which are related to the demands of a particular discipline or department. The purpose of the EAP program is to help students to be successful in the tasks required in their disciplinary courses, by means of a transfer of learning (James, 2014).

The recent study focuses on the challenges of EAP teachers to take a position on how they view language learning in the light of this stance. It forces us to ask the question whether there are skills and features of language that are transferable across different disciplines or whether we should focus on the texts, skills and forms needed by students in distinct disciplines, especially in non-English departments. The application of ICT as the learning media can be viewed as the pedagogical challenge, that has an important role in achieving the learning goal.

To teach EAP, it is necessary for the teacher to use different practices (and activities) in the classroom than those adopted when teaching general English. Nevertheless, these teaching guides do not address the issue of how novice EAP teachers can implement these practices in their classrooms (Vial et al., 2017). Furthermore, EAP courses should correspond to the goals and objectives of the designed course. Therefore, the course goals and objectives include the following (Spirovska, 2015):

Writing skills: drafting and outlining, paragraph and essay writing, including persuasive writing and argumentation, comparing and contrasting, writing problem solution essays, editing and evaluating paragraphs and essays using self-check lists or rubrics.
Reading skills: reading for gist and detail, previewing and predicting information from texts, inferring and identifying key information in the text.

Speaking skills: preparing and delivering individual or group presentations (PowerPoint and poster presentations), using arguments and persuading effectively when presenting and debating and communicating individual opinion.

Listening skills: listening and understanding lectures debates and presentations, evaluating them on the basis of the persuasiveness and effectiveness and applying the same criteria when speaking.

EAP classes, in the context of the university level, must meet the needs of several areas in one course, which can be demanding for the teacher. Building a university EFL curriculum in an EAP-oriented way does not discard mastering other, more general language skills. However, it can allow developing those competences that are indispensable for academic study (Dvoretskaya, 2016). EAP presents as the target variety of academic English which is considered by virtue of a perceived epistemological universality, to be culturally neutral. However, in reality, it represents a preferred variety of English that has embedded ways of organising and generating knowledge. At the level of a target variety of English, EAP does not just encompass the mechanics of language and accurate use; what is involved includes aspects of language use that are bound up, not with English proficiency, but with cultural communication styles (Liyanage & Walker, 2014).

Globalisation has made the English language a necessity for non-English departments' students, not only in academic sphere, but also in work competition. ESP teachers have an additional function to that of a classroom teacher. The ESP teacher must deal with (1) needs analysis; (2) syllabus design; (3) materials writing or adaptation; and (4) evaluation (Hutchinson & Waters, 1987). Furthermore, applying needs analysis requires skill in order to obtain the information, to gain access to the students' discipline and to get the authentic documents. In addition, it is necessary for the EAP teachers to develop effective learning components, including methods of communicating naturally and understanding the purpose of the program to the non-specialist. In designing a syllabus and course program, the EAP teachers should have analytic techniques; whether linguistics, discourses or ethnographic. The teacher should be able to select, in a principled way, the language items, or discourse features, or elements of the disciplinary culture which need to be taught. Related with materials writing, EAP teachers should be involved in material preparation, although they are frequently under time pressures. It is required that teachers prepare a wide variety of materials in advance, according to the students' needs. During the course and certainly at the end, the EAP teacher should be involved in evaluating and testing, quite often devising the tests as well as administering them. By the end, they should write reports on the students and on the course as a whole (Robinson, 1991).

English Language Teaching (ELT) in higher education is based on the need of each university due to a university's autonomy to design their own curriculum. It makes ELT in

universities vary and the variation grows wider in the teaching of English for non-English study programs. The variation includes teaching aim, learning management, material design, amount of credits, lecturers' qualification, amount of students in a class, supporting facilities and many others (Akhiroh, 2017). In fact, in Indonesian universities, students of non-English study programs have faced difficulties in using English in order to support the learning process in an academic context. English at universities should be ESP which is more advanced, more specialised and academic, and match students' majors of study, where students are trained to perform on the job (Kusni, 2013). Besides, ESP should help the students in their academic tasks, which depends greatly on English proficiency related to their field of study.

Teaching English for academic purposes aims to provide benefits for students in the academic field, as well as in the work field. Students at the university level are expected to have practical English proficiency. As a study skill, English ability can be seen as a means in assisting the learning process. Mastering academic English tends to be seen as a hindrance for the students related with their discipline, so it prepares them to meet the demands of their faculties (Soliman, 2016). There are many components that should be considered in the EAP learning process. Pedagogy, as one of them, has an important role. It is related with the quality of the teaching processes. One of them, is by maximising the role of EAP teachers as the forefront in the teaching and learning process. A 'transition' from 'education for life' to 'lifelong learning', which is understood as a continuous and self-motivated search of knowledge for different purposes, either professional or personal (Evseeva & Solozhenko, 2015).

The use of technology in developing language skills has received great attention. A number of different information and communication technology (ICT) tools, including its applications, have been integrated into the teaching and learning process (Yunus, 2009). Some of the ICT tools and applications were designed specifically for educational purposes. The choices of resources, and the way we use them, can be linked to different learning theories which may be invoked to explain or predict learning benefits from the application of ICT (Wishart & Blease, 1999). Many experts believe that the application of ICT has evolved into two educational approaches: directed, and constructivist instructional methods (Roblyer & Edwards, 2000). It can be concluded that cognitive learning theory was applied when ICT based media was used in the learning process.

Many English teachers have started to explore the use of technology in supporting their teaching process in class. Any kind of technology can be seen as a learning tool or media that can attract the students' attention, as students consequently prefer to become involved actively in the learning process when teaching with a technology media base is applied. Many kinds of technology devices have been incorporated as tools or media for language teaching

and they keep developing from time to time. However, the application of ICT in everyday education has several problems. The virtually limitless opportunities of access to information in an educational field can pose negative consequences of information overload, if the teachers are not capable of filtering only the relevant information.

A barrier can be understood as any condition that makes it difficult to achieve the aim (Schoepp, 2005). The barriers in the application of ICTs were classified into extrinsic and intrinsic. Extrinsic barriers can be identified as first-order and cited access, time, support, resources, and training. On the other hand, intrinsic barriers can be identified as second-order and cited attitudes, beliefs, practices, and resistance (Ertmer, 1999). Extrinsic barriers are related to organisations, rather than individuals (Al-Alwani, 2005). Intrinsic barriers are related to teachers, administrators and individuals. The application of ICT is considered important in language learning. The learning process should be integrated with ICT.

Accordingly, most English teachers are accustomed to frequent subject innovations, but they are not necessarily being more resourceful or are aware of the new ideas. However, in the EAP course, English teachers are faced with some barriers that prevent them from employing ICT. Thus, there was a need for a new teaching pedagogy that changes the role of the teacher from a knowledge disseminator, to a learner coach and helper. It is important for English teachers in maximising and exploring the application of ICT. It is the crucial theme for the EAP teachers to adapt to the challenges in the future. Clearly, it is important to explore the challenges of EAP teaching in order to take students' English skill improvement through ICTs, as the technology-based media. Thus, this study explores the challenges of pedagogy and application of ICT in applying the EAP course, taken from English teachers' insights.

**Research Methodology**

The present study was designed to find the pedagogical challenges in performing the EAP course by examining the current EAP course. The descriptive inquiry was used as a qualitative approach domain. The qualitative approach is constructivism (Tuckman, 2012). Constructivism or naturalistic inquiry, studies real world situations as they unfold naturally, in unobtrusive, non-controlling ways, and with openness to whatever emerges.

The data was collected by observing the EAP class and interviewing the students and EAP teachers, whom were selected by using purposive sampling in order to construct multiple realities which were explored from different participants' perspectives. The theme to this study was tapping into the participants' experiences, including their expectations. A purposive sampling technique was chosen since the researchers believe that respondents will provide the data they need (Fraenkel et al., 2012). Their involvement was considered important, since the researchers want to know the challenges encountered in performing the EAP course, as well as the reasons.

During the EAP class observation, we took notes of the class activities. This included ascertaining what the teachers do in the classroom, how they do it, why they do it, and what the impact of their teaching has on students' learning. The EAP teachers were asked about the challenges in pedagogy and the application of ICT in applying the EAP course. The interviews were conducted at the end of the EAP program, after the class observations, and they lasted for approximately 45 minutes. To know the answer, the data of observation and interview were analysed by using thematic analysis. The phases of thematic analysis are familiarising researchers with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report (Braun & Clarke, 2006). The explanations of each phase are: the researcher reads and re-reads the transcript to make more understanding of the data; the data is coded into the teachers' expectations on the students' learning; constructing themes for the coded data; reviewing the themes that had been constructed, in which we might combine two themes into a single theme, split one theme into two themes, or delete themes; identifying the essence of each theme and constructing a concise and clear name for each theme; and writing the report of research results, supported by the relevant theories.

The students' survey was completed in order to strengthen the research finding, as the result of the teachers' perceptions. It was to find the students' perception about their readiness in taking the EAP course. There were thirty, second year students from the non-English study program. Five questions were posed and answered by choosing from the scale and in the terms of completely, not at all, and partly.

**Results and Discussion**

The findings of this study are described from collected data obtained through the EAP class observation and teachers' interviews. The students' survey was completed to strengthen the findings. The results and findings are presented in two separate sections. The following tables show us the findings concerned with the challenges of pedagogy and the application of ICT in applying the EAP course, taken from the teachers' responses.

*Pedagogical challenges*

In the EAP context, teachers have a specific role that differs from the general English teacher. In addition to the normal functions of a classroom teacher, they will have to deal with the aspects of needs analysis, syllabus and course design, materials writing and evaluation (Zrniková, 2015).

In terms of needs analysis, teachers stated that needs analysis are seldom performed before starting the EAP course. This was for several reasons, including being time consuming. In

fact, needs analysis should be done as a basis of learning course design in the ESP approach. It is a part of academic culture at well-developed universities to ask students for their needs analysis at the beginning of the course, as well as for their feedback at the end of the course (Yundayani et al., 2017). Needs analysis is a process to find students' expectations and needs by identifying the effective ways to present the ESP learning program (Shing & Sim, 2011). Without students' needs analysis, the EAP learning program is not suitable with students' requirements and consequently, their motivation is low and by the end, it has an impact on their English performance.

**Table 1:** Teachers' responses.

| No | Pedagogical challenges | Findings |
|----|------------------------|----------|
| 1 | Needs analysis | Teachers stated that they seldom perform needs analysis before starting the EAP course. They believed that students' characteristics will not be different with the previous intake, including the students' needs. As a consequence, the EAP course design will always be the same, covering the same learning goal, instructional materials, learning methodology and evaluation. In addition, stakeholders — including some of the teachers — have not realised why the needs analysis should be performed in the EAP course, as a part of the ESP approach. Teachers require considerable skill in applying the needs analysis, in order to gain the required information. Some of them have not understood what should be analysed or how to analyse. |
| 2 | Syllabus and course design | Teachers believed that the background in designing a syllabus, including the EAP course, is a needs analysis. However, they faced some difficulties in considering several important factors in the syllabus, due to the large size of the EAP class with mixed English ability students, including their motivation problems. In addition, they realised that they should be able to specify what the learning components are that should be included in the EAP course. However, they have a lack of know-how in designing the effective EAP course that covers the students' specific and different language needs. |
| 3 | Materials writing | Teachers realised that they should be involved in material preparation, but they are frequently under time pressures in preparing and piloting the required materials. The problem appears when they, as an EAP teacher, have a lack of knowledge and experience related with the students' |

| | | |
|---|---|---|
| | | discipline in study, including a lack of self-confidence, creativity and imagination. It is strengthened by the lack of personal contact with the subject teacher, related with the students' discipline. Most of the respondents stated that they have not done material evaluations. They prefer to use the same material from time to time for any students with different disciplines and/or backgrounds. |
| 4 | Evaluation | Most of the teachers focused only on the students' performance evaluation. The evaluation is inclined through a paper and pencil test to determine the cognitive ability. They preferred to give the written test, due to the large size of the EAP class. They stated that the written test is the easiest way to know students' performance. The aim of students' evaluation is not only to know students' proficiency level, but also to show how effective the course is. To strengthen the information, sometimes the EAP teacher observes the students' behaviour during the class, although they realised that it was quite difficult to judge students' proficiency through the observation. |

**Table 2**: Students' responses (Saliu, 2013).

| No | Questions | Students' Responses | | |
|---|---|---|---|---|
| | | Completely | Not at all | Partly |
| 1 | Do you have enough English knowledge to learn English for academic purposes (EAP)? | 0 | 87% | 13% |
| 2 | Do you have any experiences in practicing the scope of English for academic purposes (EAP)? | 0 | 73% | 27% |
| 3 | Do you understand the essence of English for academic purposes (EAP) related to your study at university level? | 60% | 23% | 17% |
| 4 | Can you practice your English study skills in supporting your academic learning process? | 27% | 0 | 73% |
| 5 | Does the essence of English for academic purposes (EAP) course meet your learning needs? | 87% | 0 | 13% |

The lack of needs analysis in every EAP program is also caused by teachers' perception that students' characteristics are not always different from the previous intake, including the students' needs. As a consequence, the EAP course design is always the same, covering the same learning goal, instructional materials, learning methodology and evaluation. It is

possible to deliver the same content, as long as the students' characteristics and their learning needs are the same. ESP courses are taught to adults in homogeneous classes, in terms of the work or specialist studies that the students are involved in (Otilia, 2015). However, from the student's perception in Table 2, we concluded that students tend to have different needs. The data reflected the perception about students' EAP skills requirements. The EAP teachers should be notified with these findings. A needs analysis should be performed at the beginning of every EAP learning course, in order to know students' wants, lacks and necessities (Kardijan et al., 2017; Mao, 2017; McDonough et al., 2013; Sulistiyo, 2016). Furthermore, stakeholders — including some of the teachers — have not realised why the needs analysis should be performed in the EAP course, as part of the ESP approach. Teachers require considerable skill in applying the needs analysis, in order to gain the required information. Some of them have not understood what should be analysed or how to analyse it. In the ESP field, needs analysis enables teachers to understand students' need and students' learning problems, including how suitable lesson plans should be arranged for the instructional goals. ESP teachers must have competence in providing stimulation for class interaction and cooperation, as well as classroom management implementation (Bradford, 2007). EAP teachers have the task of finding the needs of the students and study situation locally, so as to develop an EAP curriculum that caters for the needs of all students (Richards & Rodgers, 2003). As the ESP practitioner, it is a must for the EAP teachers to master the ESP approach and its requirements and implementation, including the needs analysis application as the basis in ESP approach, especially in the EAP course.

As the indicator of syllabus and course design, teachers believed that the background in designing a syllabus, including the EAP course, is a needs analysis. The syllabus can understood as the purpose of the overall organising principle for what is to be taught and learned. It is a general statement to the pedagogical arrangement of learning content (Nunan, 1988). However, teachers faced a number of difficulties in considering several important factors in the syllabus, due to the large size of the EAP class with mixed English ability students, including their motivation problems. This influenced how teachers are able to design the syllabus and course, based on the classroom condition and students' different backgrounds. Teaching English is not easy for several reasons: dealing with large classes; not all students who attend the English classes are motivated and it becomes the obstacle; and reading skills oriented in English teaching at the university level is based on assumption (Tabari, 2013). Less effective English learning and teaching in Indonesia is often due to classroom size and student motivation, although it also includes the factor of teacher qualifications as contributing to the limited effectiveness of EFL teaching in Indonesia (Cunningsworth, 1998). Every student is unique by having their own needs, which are entirely different to others. This statement is strengthened by the students' perception in Table 2. The way in understanding the essence of EAP is different, including the students' ability and the requirements. The teachers should deal with this challenge by thinking

globally and acting locally. They should be able to translate the students' expectations by deciding the appropriate learning goals, teaching methods, and material, including evaluation, in line with students' needs.

In addition, teachers realised that they must be able to specify what the learning components are that should be included in the EAP course. However, they have a lack of know-how in designing an effective EAP course that covers students' specific and different language needs. It is crucial, because the lack of studies on teacher variables seems distressing in that teachers are in a fundamental position in language teaching and learning and are often anticipated to be in charge of essential stages of curriculum development (Dudley-Evans & St. John, 1998). The language classroom can be observed as a rather unique learning environment, in which the teacher needs to feel free to insert the required adjustments in the designed syllabus and the curriculum with respect to the learning goal, objective, the students and teachers' variables, including other situational factors, in order to pave the ground for leading the students towards fulfilling their needs and expectations (Irvine et al., 2011). The processes are needs analysis, jointly conducted goals and objectives, exercises set by teachers and students, selection of preferred methodology through negotiation, materials and learning activities, and the sharing of evaluation and self-evaluation procedures (Ur, 1991). Prediction of learning and teaching for teachers is a daunting task, and even teachers, no matter how well they know their classes, often need to make adjustments to their planned lessons so as to provide somewhere to explore an unexpected difficulty faced while teaching an item, or to respond to the mood of a class on a particular day (Pescador, 2014).

It is possible for the EAP teachers to make some necessary adjustments as to students' requirements. As an ESP practitioner, EAP teachers should have upgraded teaching competencies, not only as a teacher, but also as a learning designer and learning manager. It is possible to be reached, if there is a support from the stakeholders.

The third indicator, concerned with pedagogical challenges in the EAP course, is EAP materials writing. The research result showed that EAP teachers realised that they should be involved in material preparation, but they frequently under time pressures in preparing and piloting the required materials. The teachers' role in designing the EAP materials is very crucial. The EAP material has a special role concerned with knowledge construction by helping students to construct their mental representation of knowledge. Hyland (2006) stated that EAP material has several functions as language scaffolding, models, reference, and stimulus. The EAP material is important to be used as a source of language, a learning support, for motivation and stimulation, and reference [40]. It is a necessity for the EAP teachers to design their own EAP materials according to the students' needs. Possible ways to provide EAP materials is to select from the existing materials, write one's own materials, and modify existing materials. It is possible for the teachers to use numerous ways in designing

the materials, including in maximising and choosing any material source. EAP teachers are regarded as the ones who know well what EAP material is most needed by the students.

The problem appears when they, as an EAP teacher, have a lack of knowledge and experience related with the students' discipline in study, including a lack of self-confidence, creativity and imagination. It is strengthened by the lack of personal contact with the subject teacher, related with the students' discipline. Most of the respondents stated that they haven't undertaken a materials evaluation. They prefer to use the same material from time to time for all students, including those with different disciplines and backgrounds. A closer degree of collaboration between EAP teachers and teachers in other subjects would allow the language-learning expertise of the former to inform the content-learning expertise of the latter. When teachers in a parallel-language environment incorporate English into the curriculum for the purposes of acquiring incidental learning benefits for their students, they can achieve better results if they actually work with the source of input. Collaboration in the EAP team's teaching activity becomes the crucial issue in EAP, as a part of ESP pedagogy. The EAP course would be better implemented by collaborative teachers who focus on different roles, but strengthen each other, making it more efficient. The main role of teachers in regard to the choice of the course book is recognised as a guide, a facilitator, and a monitor. The teacher is seen as guiding students through the learning process, by providing the EAP material, and monitoring student progress, including correcting errors when this is useful for the learning process.

EAP teachers were aware to develop materials in accordance with the students' needs, based on their discipline. EAP teachers have to be able to analyse the communicative situation, evaluate students' difficulties, perceive the origins of their needs, conduct needs analysis, study the genres the student will need, and find materials for the lessons. These authors' claim and suggest that one of the main differences of EAP and general English teaching is that EAP activities can have a truly authentic purpose related to students' target needs. Teachers are the designers and the ones who bring the English language teaching to the classroom. EAP materials should emphasise real communicative situations and be tailor-made for students' needs of target language features in specific academic contexts. Teachers focus on these features in their classroom. Despite, sometimes encountering difficulties when performing both roles.

In evaluation, as one of the pedagogical components, most of the teachers focused only on the students' performance evaluation. The evaluation is inclined through a paper and pencil test to determine cognitive ability. They preferred to administer the written test due to the large size of the EAP class. The number of students in the EAP class can influence the learning process. Not only related with the evaluation, but also in teaching methodology. A set of problems that are generally defining for large heterogeneous classes include discipline,

correcting written assignments, interest, effective learning for all, materials, individual awareness, and participation. In addition, teachers stated that the written test is the easiest way to know students' performance by aiming to not only to know the students' proficiency level, but also to show how effective the course is. To strengthen the information, sometimes the EAP teacher would observe the students' behaviour during the class, although they realised that it was quite difficult to judge students' proficiency through the observation.

The data showed us that EAP teachers didn't apply the whole EAP course evaluation. This was because they felt that the EAP course design could be a permanent design to be used time to time. Many scholars stated that evaluation has been neglected in ESP. Furthermore, because of the time-consuming nature of evaluation and the lack of any felt need for evaluation. In fact, evaluation can be seen as a part of quality control in applying the EAP course. Two levels of EAP evaluation included learner assessment that requires assessing students' performance, and course evaluation that requires assessing whether the course objectives are being met and whether the course is doing what it was designed to do. By undertaking the evaluation, teachers will understand whether the students learn something or not. This is related with the aim of EAP, in helping students with the requirements and the demands of their academic disciplines.

*Application of ICT challenges*

The following Table 3 shows the teachers' response concerning their familiarity in the application of ICT. When they were asked about personal experience in the application of ICT, it was found that a majority (75 per cent) of English teachers considered themselves as having a medium personal experience. When they were asked about the ability in application of ICT, 100 per cent of respondents stated that they had a medium ability. Concerned with their familiarity in ICT as the teaching media, 100 per cent of respondents believed that they were less familiar with the application of ICT.

**Table 3**: Teachers' familiarity in the application of ICT.

| No | Statements | Variables | Frequency | Percent (%) |
|---|---|---|---|---|
| 1 | Personal experience in application of ICT | High | - | |
| | | Medium | 6 | 75 |
| | | Low | 2 | 25 |
| 2 | Ability in application of ICT | High | - | - |
| | | Medium | 8 | 100 |
| | | Low | - | - |
| 3 | Familiarity with ICT as the teaching media | High | - | - |
| | | Medium | - | - |
| | | Low | 8 | 100 |

**Table 4**: Barriers in the application of ICT.

| No | Statements | Agree | | Undecided | | Disagree | |
|---|---|---|---|---|---|---|---|
| | | Frequency | Percent (%) | Frequency | Percent | Frequency | Percent |
| 1 | Lack of technical support | 8 | 100 | 0 | 0 | 0 | 0 |
| 2 | Little access | 8 | 100 | 0 | 0 | 0 | 0 |
| 3 | Shortage of class time | 6 | 75 | 2 | 25 | 0 | 0 |
| 4 | Required time to learn in the application of ICT | 6 | 75 | 0 | 0 | 2 | 25 |
| 5 | Students' view | 4 | 50 | 0 | 0 | 4 | 50 |
| 6 | Institution's view | 0 | 0 | 4 | 50 | 4 | 50 |
| 7 | Colleagues' negative views | 0 | 0 | 6 | 75 | 2 | 25 |

The above data described that 100 per cent of teachers believed that the lack of technical support and little access were the biggest problem in the application of ICT. On the other hand, 75 per cent of teachers stated that class time shortages and the required time in learning ICT caused the difficulties in the application of ICT. 50 per cent of respondents believe that the students' view concerned with the application of ICT will influence the EAP learning class. On the other hand, 50 per cent of respondents disagreed with the institution view concerned with the application of ICT. In addition, 75 per cent of respondents stated they were undecided in relation to the influence of colleagues' negative views.

The data provided in Table 3 and Table 4 showed us that teachers faced challenges in the application of ICT in the EAP class. These challenges prevented them from employing or developing ICT as a supporting material. In addition, insufficient technical supports and little access to the internet created barriers in the teachers' applying ICT in the learning process. This situation was quite difficult to be believed, due to education being influenced by technology, which has directly changed the way of interacting, communicating, studying and investigating. The integration of ICT in education must be accompanied by a series of guidelines defining a framework for decision-making regarding the actions to be taken during the process. Three dimensions were identified in the form of: information related to access to, shaping and transformation of new knowledge and digital environment information; communication, connected with collaboration, teamwork and technological adaptability; and ethics and social impact, linked to the competencies needed to face the ethical challenges of globalisation and the rise of ICTs.

From the above description, we can realise that ICT can create a new learning environment where students take responsibility for their own learning, and where time and flexibility play a major role. This is related with the essence of EAP, as part of an ESP approach. The students' requirements should be the focus of the learning process, as the practical and self-learner oriented. The main challenge now is how to address this technological approach to the teaching and learning process.

## Conclusions

It was concluded that the pedagogical components, as the main area of the EAP course, received the highest contribution to achieve the EAP learning goals. Four aspects related with pedagogy indicated that the EAP teachers role included needs analysis, syllabus and course design, material writing, and evaluation (Hutchinson & Waters, 1987). The pedagogical challenges occurred due to several reasons, including insufficient EAP teachers' preparation; a lack of knowledge related with the essence of the EAP course, as part of an ESP approach; the large size of the EAP class; and a lack of stakeholder support.

The needs analysis should be continually applied at the beginning of every EAP course in order to anticipate the ever-changing gaps between learning components, such as the differences between students' characteristics and needs. The results of the needs analysis can be used to design an appropriate syllabus, EAP course, material, and evaluations. Furthermore, the professional development of EAP teachers' performance and competencies should be upgraded from time to time, including their pedagogical skills, which play an important role in improving the quality of the EAP program. Support from stakeholders and the collaborative teaching team are required to improve the EAP course.

On the other hand, the application of ICT plays an important role in the EAP course. It should be realised by the English teachers. As the media, the application of ICT can provide a positive impact and contribution to language learning, specific to study skill competence in the academic field. In handling these challenges, English teachers should improve their knowledge in the application of ICT and explore ICT as a learning media. This condition will be possible to achieve, as long as the stakeholders give support by providing the required facilities.

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