AN ANALYSIS OF CURRICULUM RENEWAL IN EAP CONTEXT

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This study aims at describing the new approach to English for Academic Purposes (EAP) teaching based on the results of the curriculum renewal conducted for the freshman "Academic Skills in English" courses (ENG 101 and ENG 102) with reference to the Faculty of Computer Sciences. The study is based on the results of the needs analysis carried out with 1005 Freshman students, 17 Freshman EAP course instructors, and 35 departmental teachers. Taking the results of the needs analysis as the starting point, semi-structured interviews were conducted with department teachers to elicit their expectations from freshman students in terms of English language skills and academic skills. The sum of the gathered data formed the basis for the curriculum renewal, the target objectives and the approach for their achievement in the classroom. The findings of the study refer to a need for an integrated approach to EAP teaching which centers around the achievements of certain tasks expected by students' department teachers. The findings also highlight the need for an approach which is content-based and specific to students' study areas.

Key Words: curriculum renewal, needs analysis, course objectives, English for Academic Purposes (EAP), English language skills

INTRODUCTION

The worldwide increase in the use of English has led to many changes in educational institutions. Today, English is no longer simply taught as a foreign language, but in an increasing number of countries serves as the medium of instruction, even in non-English speaking countries. Kennedy (2001) uses the idea of circles to illustrate the difficult roles of English. He divides the circles into three: the first (inner circle) consisting of countries which use English as their first language, the second (outer circle) consisting of countries that use English as a lingua franca, and finally, the expanding circle where English is used to communicate with people from other countries. The focus here will be

on the expanding circle, i.e. countries which use English for communication purposes.

From the educational point of view, teaching English to students who live in a non-English environment and whose mother tongue is not English imposes two distinct roles for institutions which have English as the medium of instruction. The first is related to teaching the English language to equip students with the necessary linguistic knowledge. In the literature, this area is usually referred to as English as a Foreign Language (EFL). EFL has risen to a status now where it is being considered as an indispensable part of almost all educational institutions, especially the expanding circle countries. This, in turn, has resulted in a vast number of studies investigating different aspects of EFL, including curriculum design, English teaching methods and techniques, material development and testing. Thus, EFL today is very rich in terms of training, teaching approaches, material and many other components (Branden, Bygate & Norris, 2009; Garet, Porter, Desimone, Birman, & Yoon, 2001; Council of Europe, 2001).

The second role of educational institutions in terms of English, on the other hand, is known as English for Academic Purposes (EAP). The demand for this course, especially in higher education institutions, is continuously increasing, not only in countries where English is the mother tongue, but also many other countries, as a growing number of higher education institutions choose English as their medium of instruction (Kennedy, 2001; Jordan, 1997). Thus, it is not enough for students to "know" English, but they are also expected to accomplish certain academic tasks using academic skills in English. Therefore, universities offer Freshman courses in English which cover the basic academic skills needed for academic studies in higher institutions.

In EAP, which is considered as a branch or even a type of ESP (English for Specific Purposes), it is important for students to be able to construct texts (written and oral) in their own disciplines, and also to be able to engage in various tasks within the context of their disciplines, such as note-taking during lectures, or reading texts specific to their area of study (Dudley-Evans & St John, 1998). In other words, as Hyland & Hamp-Lyons (2002) propose, EAP is directly related to instruction which centers around the communicative needs and practices or tasks that a certain group is expected to accomplish in a given academic context. As such, it is directed towards the demands of specific disciplines. However, these demands pose particular challenges in Higher Education, especially when English, the medium of instruction, is not the

students' mother tongue. Struggling both with demanding academic tasks and using English (a foreign language) while doing so, inevitably results in a degree of failure and underachievement, which affect students' overall academic performance or success.

Turkey is an example, where a relatively high proportion of higher education institutions use English as the medium of instruction. The Freshman courses mentioned above are obligatory courses as dictated by the Higher Education Council in Turkey. However, in spite of this, the course content varies widely across universities. Some universities shape this course in such a way that it serves as an additional English Language course, with a syllabus filled with more complex grammar rules and usages, while others base it on academic skills, but limit the content to Academic Reading and Writing only, and still others use literary texts to further equip students with reading skills. This variety of course content inevitably leads to a variety in teaching approaches and course objectives as well.

There are some studies conducted around identifying the needs of students enrolled at different departments of universities in Turkey. Eroğlu (2005) conducted a needs analysis with different department teachers and students to determine the needs of first year students in terms of academic reading skills and concluded that their current curriculum failed to meet the expectations. Likewise, Taşçı (2007) analyzed the needs of medical students and highlighted the need for both academic reading and speaking in their context. Keşmer (2007) conducted her needs analysis with Engineering students and found that an English for Specific Purposes would meet the needs of the students more than language teaching only. Based on the results of these studies conducted in similar contexts to the one being discussed in this paper, it can be said that there is a real need for analyzing students' needs in terms of EAP skills, thus forming the basis for a renewed curriculum that better helps students to achieve their goals regarding the use of the English language within an academic context.

There are 94 state and 45 private universities in Turkey. According to 2008-2009 (OSYM, 2009) figures, approximately 668.000 students take this Freshman course. The degree of diversity in this course, taken by a large number of students across the country, is considered a problem, especially for students transferring between universities at the end of the first or second year. In particular, this is seen as a problem by department instructors, claiming that academic skills needed more development for certain students, as those students

took the same course with the same name and course code, but with a completely different content.

This study addresses this problem by outlining a case study conducted at one private English medium university in Turkey. The case study is prompted by students' course evaluations gathered at the end of each semester. The results suggested that students were unsatisfied with the freshman course, thus a chain of data gathering stages were implemented and the freshman English course underwent a curriculum renewal process.

Purpose of the Study

This paper outlines the curriculum renewal process and explains the stages of change in the curriculum, approach and the objectives in the English Freshman course, specifically in the Computer Sciences Faculty. The renewed curriculum, its main objectives and the corresponding teaching approach are presented in order to provide guidelines to higher education institutions, both in Turkey and abroad, that plan to undergo similar changes, or make adaptation to their existing curriculum of the same courses mentioned.

The research questions guiding the study are:
1. In terms of academic skills, what are Computer Sciences students' needs in ENG 101 and ENG 102 courses?
2. Which teaching method should be implemented so that students attain the identified objectives?

Revisiting the existing curriculum

Making changes in any area of the educational setting initially requires the identification and evaluation of the current situation. As Rea-Dickins and Germaine (1998) also state, "evaluation is about forming a judgment, and providing evidence about the worth of something" (p.11). Before forming judgments about an existing program or approach, all parties affected need to be consulted in a systematic and principled way, which is usually referred to as "needs analysis" in the literature of curriculum development and curriculum renewal. Before outlining the needs analysis conducted at the university where the study was carried out, there is a need to briefly examine the situation before the renewal process started.

ENG 101 and ENG 102 (English Freshman Course-before the Curriculum Renewal)

The aim of this course was to prepare students for their departments by promoting academic skills in Reading and Writing in English. Accordingly, the course covered Reading and Writing objectives, accompanied by academic skills such as Paraphrasing, Summarizing, Synthesizing and Quoting. The assessment reflected the objectives in the course, thus, consisted of reading, writing, and vocabulary components. The course consisted of two semesters of approximately 14 teaching weeks, with 4 hours per week of teaching. This still applies to the new course.

Curriculum Renewal Project

In many instances, curriculum is just seen as the content page of any course book, or the list of topics that are covered during course time, which are often unsuited to the needs of the students. However, a curriculum is certainly much more than that. Flowerdew and Peacock (2001) highlight the fact that teaching and learning of EAP is a challenging task for students, teachers and curriculum designers. They further list three vital phases of curriculum development or renewal. The first involves the description of the needs of the EAP students, which are directly related with conducting a comprehensive needs analysis. The second phase is related with the actual teaching-learning process in the light of the needs set in the previous phase. The final phase is selecting the right methodology or approach to achieve identified objectives and overcome identified weaknesses.

METHOD

This study is designed in a descriptive way, where the aim is to describe the current curriculum, then discuss the results of the needs analysis conducted prior to the renewal process, and finally list the course objectives and the related teaching approach.

Needs Analysis

As needs analysis is the starting point to any curriculum development and renewal process, syllabus and material, collecting information on learners' needs is one of the defining features of EAP (Jordan, 1997, Flowerdew& Peacock, 2001). In accordance with this key role of needs analysis in curriculum renewal, the data for the renewal process was collected from a variety of sources. The aim was to collect data about the program a) from the

learners, b) from the academic teaching staff in their departments, c) from their administrators and d) from their current ENG 101 and 102 teachers, and thus identify students' target needs in terms of the academic skills required from them in their departmental courses. The first step to needs analysis was conducting a SWOT meeting.

The SWOT Meeting

The SWOT Meeting (Strengths-Weaknesses-Opportunities-Threats) was conducted with a group of 52 participants. The group consisted of teachers and administrators form the School of Foreign Languages, instructors and administrators from all five different faculties (Administrative Sciences, Computer Sciences, Fine Arts, Communication Sciences, Arts and Sciences) and student representatives. The theme of the SWOT meeting was The School of Foreign Languages, the unit that offers the English Freshman Course to all the faculties listed above. The results of this meeting suggested that among many strengths and opportunities, there were some weaknesses in terms of students' linguistic and academic skills. Below is a list of weaknesses mentioned during the meeting, which are directly related to freshman students:

-lack of ability in listening, speaking, writing and critical reading in some students

-lack of test of spoken English

-lack of teaching department-specific terminology

-lack of dialogue between School of Foreign Languages and the Faculties

-insufficient challenge in ENG 101 and ENG 102 for some students

In addition to these weaknesses, one of the most important threats mentioned was that incoming students' study habits, (memorization, lack of critical thinking, being accustomed to multiple choice type of testing) which dramatically affected the quality of teaching, learning and the development of academic skills in English. These points mentioned by teachers, department professors, administrators and student representatives resulted in the School of Foreign Language's designing an in-depth needs analysis in order to obtain objective data on the various needs of freshman students, their department professors and the Freshman English course instructors.

Data Collection Procedure

Instrument

The needs analysis questionnaire, originally developed by METU was adopted to identify which skills were required from students in their departments and to what extend students felt they were able to apply these skills during their courses. The questionnaire had three versions: one version for the current ENG 101 students, one for ENG 101 instructors and one for their department instructors.

The questionnaire consisted of five sections: skills for speaking, skills for reading, skills for listening, skills for writing, and non-linguistics skills, i.e. study skills and cooperative learning.

Participants of the Needs Analysis

The questionnaire was given to the following participants:

Freshman students (n=1005): Students who are studying in their first year;

Freshman instructors (n=17): English language teachers who are teaching the ENG 101 and ENG102 courses in the institution;

Department instructors (n=35): Department course instructors teaching subject specific courses in the institution.

Outcomes

As the focus of this paper is the curriculum renewal process and the approach to EAP adopted after the needs analysis, only a brief summary of the most striking outcomes of the needs analysis are listed below. Table-1 shows the percentages and frequency distributions of the six main outcomes with respect to students, freshman instructors and department instructors.

Outcome-1: Students were expected to participate in class discussions and give academic presentations, which was not among the objectives of the course, thus this skill was not adequately improved by the students.

Outcome-2: Students were expected to read academic texts, which was among the objectives of the course and students indicated that they developed their academic reading skills to a satisfactory degree.

Outcome-3: Students were expected to listen to lectures and take notes, which was not among the course objectives, and as indicated by the students, was a skill that they did not improve at all (unless they had a native speaker as their course instructor).

Outcome-4: Students were expected to write reports, summaries and essays, which were among the course objectives. The students also indicated that they felt more confident in academic writing, as most essay types were covered during the course.

Outcome-5: Regarding non-linguistics skills, most students stated that they lacked study skills but felt much better in cooperative learning.

Outcome-6: The majority of the students also mentioned that the content of the course should be related to their departments so that they could become familiar with the relevant terminology and concepts.

Table 1. Questionnaire Results of Students, Freshman Instructors and Department Instructors

	Students (n=1005)		Freshman Ins. (n=17)		Dept. Ins. (n=35)	
	f	%	F	%	F	%
Outcome-1	612	60.90	15	88.24	31	88.57
Outcome-2	972	96.72	17	100	33	94.28
Outcome-3	376	37.41	12	70.59	29	82.86
Outcome-4	416	41.39	14	82.35	26	74.29
Outcome-5	517	51.44	10	58.82	29	82.86
Outcome-6	876	87.17	16	94.12	33	94.28

In summary, as academic reading and academic writing were two of the main objectives of the existing course, they received little criticism. However, the integration of listening and speaking had to be reconsidered as both department instructors and students indicated a need for these two specific skills. In addition, the need to make the course content specific to the students' area of study was frequently mentioned.

Interviews with Department Teacher

Semi-structured interviews were conducted with faculty staff members of the five different faculties: Administrative Sciences, Computer Sciences, Fine Arts, Communication Sciences, Arts and Sciences. These aimed at eliciting student needs throughout their university career, as perceived by department instructors. During the interviews, the main focus was on a) the academic skills, and b) the level of linguistic competence they consider as vital for their department

students. As this paper focuses on the curriculum renewal process of Computer Sciences in particular, the results of the interviews will be discussed with reference to these Faculty instructors' responses. The needs identified by these interviews are listed under the heading "Findings" in three main categories: competence in academic skills, linguistic competence and task achievement.

FINDINGS

The following needs were identified at the end of the interviews with the department instructors.

Competence in Academic Skills

Speaking: Students' limited speaking and presentation skills were mentioned by almost all Faculty instructors. The students encountered problems during class, especially when participating in discussions. Furthermore, academic presentation skills, especially important in the third and final years, were considered as one of the areas that needed to be dealt with.

Listening: In terms of listening skills, the major issue was related to the limited note-taking skills that the students were able to employ while following lectures in English. As most of the faculty instructors were non-native speakers of English just like the students, no major problems were mentioned about comprehension problems resulting from either pronunciation or accent variations.

Reading: The majority of faculty members highlighted the importance of academic reading skills, with particular emphasis on critical reading, text evaluation and understanding concepts and terminology specific to their study area. Another area which was emphasized was the need for subject-specific texts, i.e. texts related to any area of computer sciences, so that students could familiarize themselves with concepts and terminology related to computer sciences in English.

Writing: This key area was identified as one of the most important skills for students to develop as exams were in English and required extended written answers. Thus, production of coherent and meaningful written texts was one of the necessary skills students needed to demonstrate. It was clearly stated that organizational concerns such as thesis statements and topic sentences gained importance only at the very last stages of the four-year faculty education and the priority was to enable students to produce comprehensible responses to written tasks.

Linguistic Competence

a) Vocabulary: All faculty members highlighted the importance of subject-specific vocabulary knowledge, emphasizing that a lack of basic concepts and vocabulary/terms in English caused students difficulty in (understanding) lectures.

b) Grammar: No specific weaknesses were pointed out regarding grammar. The staff members indicated that the use of basic structures was acceptable as long as students could express themselves accurately. They expressed the opinion that, in terms of grammatical meta-language, students' level was more than sufficient, whereas, in terms of actual ability to use structures, their level was less satisfactory. Thus, rather than subject students to further rule-based grammatical information, they preferred students to have more practice in expressing themselves with the linguistic resources already available to them.

Task Achievement

One of the most outstanding concerns indicated by faculty members was that they wanted students to be able to perform a given task in the discipline. That is, they expected students to use English not for the sake of English itself, but for functional purposes. This is also one of the key issues mentioned by Branden, Bygate & Norris (2009) who highlight the fact that language should serve an ultimate function or purpose. Here, in the Faculty of Computer Sciences, the emphasis was one students' being able to understand lectures and written texts on any area of computer sciences and transfer this knowledge into an output-either written or spoken. Thus, the learners' lack of achievement in tasks based on input was indicated as one of the key issues.

The Teaching and Learning Process

One of the key issues in the learning-teaching process is the identification of objectives that the learning-teaching process will center around. The result of the needs analysis clearly suggested that there was a need to cover all four skills when renewing the curriculum of the course. In addition to the four skills, a more EAP type of approach was needed, as the focus of the course was the development of academic skills within the students' study areas, rather than the English language. In terms of vocabulary, the focus needed to shift more towards academic words that are most frequently used in their study area. Regarding grammar, students needed to be given plenty of opportunities to practice the linguistic competence they already have. In the light of these,

Academic Skill Objectives and Research Skill Objectives listed in tables 2 and 3 formed the basis for the new curriculum to be developed.

a) Academic Skill Objectives

Table 2. Skill Objectives

Skills	Objectives
Listening	Main Objective: Take notes while listening to English lectures
	Sub-objectives:
	a) identify the purpose of a spoken text/lecture
	b) use a suggested note-taking method
	c) Summarize spoken texts and lectures
	d) distinguish main ideas
	e) differentiate important and irrelevant information
	f) identify signal words that show lecture organization
	g) listen for and understand information markers on importance, examples and clarification
	h) recognize reformulated information
	i) listen for and understand information markers to identify definitions, contrasting information, cause, effect, lists and classification
	j) recognize the speaker's attitude
	k) evaluate a spoken text
	l) paraphrase ideas from a spoken text
Speaking	Main Objective: Give an academic presentation in English
	Sub-objectives:
	a) identify the structure of a speech
	b) introduce a topic
	c) sequence a speech
	d) summarize and conclude a speech
	e) outline a process
	f) give a talk on problem-solution
	g) ask for clarification
	h) illustrate and explain a point
	i) give examples by referring to research
	j) use effective body language
	k) Give a persuasive speech
	l) check the audience is following
	m) invite others to contribute
	n) give a talk describing graphs and illustrations
	Main Objective: Develop basic speaking skills
	Sub-objectives:
	a) state an opinion and give support to it
	b) comment on a given opinion
	c) challenge a given opinion
	d) ask questions
	e) ask for clarification
	f) illustrate and explain a point
	g) interrupt and deal with interruptions
	h) invite others to contribute
Reading	Main Objective: Read and understand an academic text in English
	Sub-objectives:
	a) survey a text
	b) scan to locate specifically required information
	c) summarize information from different sources
	d) deduce the meaning of unknown words

	e) understand implicit and explicit information f) make inferences g) distinguish between fact and opinion h) understand conceptual meaning i) extract main points j) understand text structure l) understand the use of transition signals m) understand reference words
Writing	Main Objectives: Write an academic text in English
	Sub-objectives: a) identify the parts of an academic essay b) use other's words in an essay c) write definitions d) classify/categorize e) express reasons f) make explanations g) express cause and effect h) present arguments, ideas and opinions i) express certainty and doubt j) refute arguments, ideas and opinions k) describe developments and changes l) describe a sequence of events/time relations

b)   *Research Skills Objectives*

In terms of research skills, the following have been included as the objectives of the course:

Table 3. Research Skills Objectives

Research skills	Objectives
	a) use different sources for research
	b) identify cases of plagiarism
	c) identify reliable sources for research
	d) evaluate texts
	e) evaluate sources
	e) quote
	f) paraphrase
	g) summarize

Although the linguistic component of EAP seems to be ignored (in the list of objectives), this is certainly not the case. For all the objectives to be successfully achieved, students need to demonstrate a minimal knowledge and use of the English language, both in terms of lexical resources and grammar. Thus, the component of grammar and vocabulary are inevitably embedded in every single objective listed, however, as long as communication takes place and objectives are achieved, there is no need for these to be dealt with overtly.

The Methodology and Approach

After having identified the needs of the students with respect to the five areas of listening, speaking, reading, writing and research skills, the most crucial phase is to offer an answer to "how?". As Todd (2003) also emphasizes, the most challenging and significant key factor in achieving objectives is how students will attain them. The problem here, lies in the fact that in terms of methodology and teaching approach, EAP is not as rich as General Language Teaching. The various approaches, principles and techniques of ELT (English Language Teaching) can unfortunately not be directly taken and applied to EAP teaching as the requirements of these two distinct areas show great variation. While ELT overtly deals with the development and improvement of more general linguistic needs, abilities and skills, EAP takes some of these for granted by focusing on academic skills and subject-specific communicative context that are to be used to accomplish certain tasks set by the students' departments; in this case computer sciences. As such, while terms such as academic skills", "skills integration", "content-based instruction", and "task-based learning" mean different things, they seem to overlap to a considerable degree.

Most professionals in the area of EAP agree that the ultimate aim of EAP courses should be to prepare students for their departments and the requirements of their departmental courses (Jordan, 1997). However, even after having identified the objectives for the curriculum gathered from different domains of the educational setting, the decision as to which approach would seem the best to achieve the set goals is not an easy one. It has frequently been stated that the EAP has no single approach or a specific methodology, rather it is the integration of different approaches of ELT, such as task-based teaching, integrated skills teaching, and content-based instruction, which leads to innovative teaching methodologies in that specific field (Johns & Dudley-Evans, 1991). Considering the expectations of the department instructors regarding the tasks students need to achieve in the computer department, the weaknesses of students in terms of all four major academic skills (listening, speaking, reading, writing) and the content-specific familiarity, the following approaches formed the basis of instruction in the Computer Sciences Faculty.

Integrated Skills Teaching: Flowerdew and Peacock (2001), in their book Research Perspectives on English for Academic Purposes, highlight the importance of all four skills. Academic Listening is vital in the sense that students are expected to take notes on lectures in their department-specific

courses, requiring the learners to be able follow lectures and identify the main points. Regarding Academic Speaking, Robinson, Strong, Whittle and Nobe (2001) note that even though speaking, when compared to the other skills, has been neglected in EAP, it should be included as most academic environments require students to express their opinion and participate in discussions. Academic Reading, one of the most widely studied skills, is crucial because students need to read, comprehend and extract main ideas of scientific books and articles related to computer sciences in English. In addition, it forms the basic input for potential writing or speaking assignments, or examinations during university or college education (Flowerdew & Peacock, 2001). Finally, the development of Academic Writing is important because EAP students "need to be able to plan for writing, select and organize content before writing, review and revise successive drafts….based on their knowledge of the subject and their knowledge of the language" (Flowerdew & Peacock, 2001, p. 187).

Considering these, an approach that combines all of these four academic skills seemed crucial in the Faculty of Computer Sciences, where the curriculum renewal process was conducted. Thus, an integrated approach rather than one focusing on skills in isolation was preferred as it was considered more authentic in the implementation of a curriculum based on the objectives listed for the four different skills.

Content-based Instruction and Task-based Instruction: Based on the results of the needs analysis conducted with the instructors and students, the second consideration was the need for a combination of Content-based Instruction and Task-based Language Teaching. Carson, Taylor and Fredella, (cited in Stoller, 2001) foreground such an integration by claiming that task-based EAP instruction goes hand-in-hand with content-based instruction as it requires the students to master the content in order to achieve the ultimate aim, the completion of a (certain) task. They also argue that it is the task itself that determines the way students process the input, which in turns defines the way they read, write, listen and speak. So, tasks seem to play a crucial role in making student interact with content in a meaningful and purposeful way.

The Integration of Grammar and Vocabulary: Clearly, in order to perform a task successfully, EAP students need an adequate level of English (which might vary across institutions), both in terms of grammar (language form-function and use) and the lexical resources. However, having adapted a content-based/task-based integrated skills teaching approach, grammar and lexicon play only a covert role in the curriculum (designed for the computer sciences students).

Instead of an open-focus on these, the new curriculum relies on "incidental internalization" as suggested by Wesche (1993). It is believed that exposure to content will result in new language acquisition-as long as the target task requires it. In terms of vocabulary, Academic Words (AWL) is given importance as it is believed that academic vocabulary is common to a variety of academic texts and it also provides students with ease for comprehending academic texts (Coxhead & Nation, 2001). Consequently, academic words are highlighted within the input sections of the course, especially the reading sections.

DISCUSSION

There are several issues regarding EAP instruction, one being the design of a curriculum that matches the needs of a specific group of students studying a distinct branch of the academic world. As most researchers in the field have highlighted, there is no single correct way of dealing with this issue since every educational context has its own unique needs and individual methods and approaches (Widdowson, 1983; Dudley-Evans, 1980; Johns, 1991). Yet, EAP is an area that lacks comprehensive teacher training, syllabus, curriculum and even testing design procedures. Until recently, solutions have been sought within the principles of ELT, of which it has been considered a sub-category; however, the application of general rules has not been satisfactory because of the distinct and specific nature of EAP.

This paper has outlined the point of view from a private university in Turkey, and has taken the Computer Sciences Faculty as its starting point. Based on the identified needs of students and department instructors, the curriculum was renewed, objectives revised and an approach identified. The following chart outlines one typical flow of the approach being adopted after the renewal process:

Figure 1. EAP approach flow
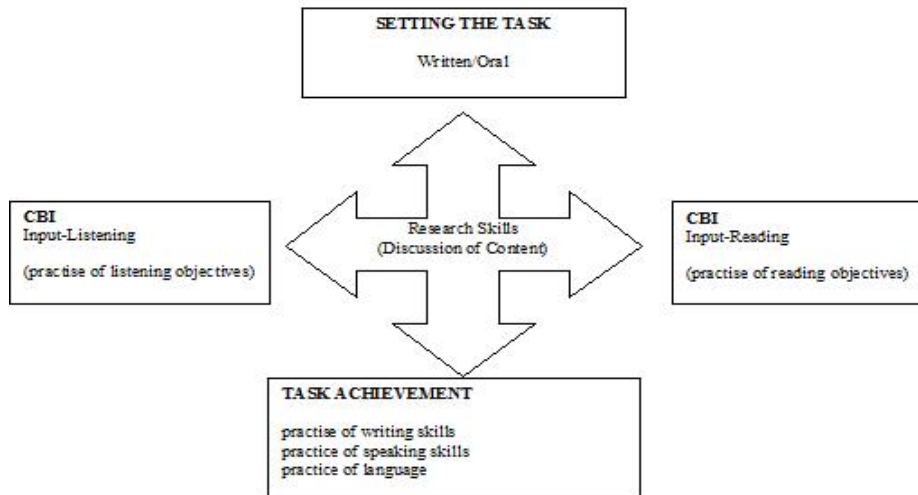
The figure shows the interaction between the three approaches being integrated into the EAP instruction in the Computer Sciences Faculty in its simplest form. The target task is the point of departure in any interaction with department related content. Academic Listening and Academic Reading serve as input generators for the output task. During input processing, students are expected to comprehend content by applying skills such as extracting main points, guessing words from context, or identifying relevant and irrelevant information. While doing so, students engage in group or class discussion where they are also asked to question the reliability of information they encounter. In the light of the task expected from students, they plan, organize and perform the target task guided by the stated objectives that lead to successful task-achievement. As the course is a two-semester course, the tasks, objectives and input for the first semester have been demonstrated in Table 4 as a sample.

Table 4. Semester 1 Input-Expected Task

	Expected Task	*Input and objectives*
1	Writing a summary on one aspect of note-taking	*Listening Input:* Lecture: "Reasons and ways of note-taking" *Overt Objectives:* identify the purpose of a spoken text use a suggested note-taking method summarize spoken texts and lectures

2	Writing a report to compare "early robots with robots of today"	*Reading Input:* Text: "The robotics revolution" *Listening Input:* Lecture: "The past-present and future of robots" *Overt Objectives:* distinguish main ideas differentiate important and irrelevant information write about similarities and differences
3	Writing a response to a given opinion on "computer languages"	*Reading Input:* Text: "Programs and programming languages" *Listening Input:* Lecture: "Natural and artificial languages" *Overt Objectives:* identify signal words that show lecture organization listen for and understand information markers of importance, examples and clarification recognize reformulated information paraphrase ideas from a text
4	Writing a response to a question about computers replacing machines	*Reading Input:* Text: "The evolution of intelligence" *Listening Input:* Lecture: "Artificial intelligence" *Overt Objectives:* listen for and understand information markers to understand definitions, contrasting information, causes, effects, lists and classification recognize the speaker's attitude evaluate a text
5	Outlining a talk on the process of "how search engines work"	*Reading Input:* Text: "How search engines work" & "Building a search" *Listening Input:* Lecture: "History of search engine development" *Overt Objectives:* identify the structure of a speech introduce a topic sequence a speech summarize and conclude a speech outline a process
6	Describing a problem and explain its solution	*Reading Input:* Text: "Mis-tech-nology" *Listening Input:* Lecture: "Advantages of information technology" *Overt Objectives:* state an opinion and give support to it comment on a given opinion challenge a given opinion give a talk on a problem and its solution
7	Giving a persuasive talk on computer games	*Reading Input:* Text: "The effects of games" *Listening Input:* Lecture: "Incidents linked to computer games" *Overt Objectives:* ask questions ask for clarification illustrate and explain a point give examples by referring to research

		interrupt and deal with interruptions
		use effective body language
		give a persuasive speech
8	Giving a talk describing graphs	*Reading Input:* Text: "What is a graph?" *Overt objectives:* check the audience is following invite others to contribute give a talk describing graphs and illustrations

It can be seen from Table 4 that most overt objectives emphasize Listening and Speaking because the first semester course covers Academic Listening and Speaking Skills. In contrast, the second semester, not included in this study, focuses on Academic Reading and Writing. However, because of the nature of integrated skills, all tasks, regardless of main focus, employ content input and involve language resources.

CONCLUSION

It is very difficult to reach definite conclusions in a study area like EAP, which tends to be controversial and contradictory by nature because it has no clear-cut objectives descriptions and specified levels of achievement. In EAP, specific needs of specific educational institutions determine the list of objectives based on their own priorities. Thus, the aim here is to combine different applications and implementations backed up with a systematic analysis of needs. Drawing on the literature on EAP and existing theories and approaches in ELT, this paper has outlined the main steps in the Computer Sciences Faculty curriculum renewal and approach revision in EAP teaching. As curriculum renewal is an ongoing and never-ending process, adaptations and alteration will certainly be considered as time and needs change. As a result of this process, however, the basis for teaching EAP within the Computer Science Faculty has been substantially revised, and this revision will almost certainly be of interest to institutions with similar aims and student profiles.

This study focused on a sample based on Computer Sciences, however, in terms of the research design, data collection and curriculum renewal process, it will certainly be a guide as EAP is an international discipline (Flowerdew & Peacock, 2001) and similar steps need to be followed by all institutions offering EAP courses worldwide. Eventually, it would make it possible for EAP practioneers to come up with a core of EAP course objectives that would guide all institutions when designing their curriculum.

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