

Stakeholder Perceptions of EAP Curricula in Higher Education: A Systematic Literature Review

ABSTRACT

Authors: Abuova Janar Salimovna & Sharifah Intan Sharina Syed Abdullah*
Affiliation: ¹Faculty of Educational Studies, Universiti Putra Malaysia, 43400 Serdang, Selangor, Malaysia

*Corresponding author:
sharifahintansharina@upm.edu.my

Received: 31/12/2025 26 August 2024 |

First Revision: 14/1/2026 11 February 2025 |

Second Revision: 15/4/2026: 28 May 2025 |

Accepted: 15/5/2026 30 June 2025

This work is licensed under a



Creative Commons Attribution 4.0 International License

APA citation for this article:

A systematic literature review (SLR) was conducted to study stakeholders' perceptions regarding the English for Academic Purposes curriculum. The SLR focuses on the insights regarding curriculum development, such as relevance, challenges and effectiveness of it from the experiences of students, instructors (both language and content) and administrators. As EAP plays a central role in developing students' academic communication skills and supporting academic success in multilingual contexts, understanding stakeholder insights is essential for informed curriculum development. SLR covered empirical, peer-reviewed studies published between 2000 and 2025. Four searching engines were used: Scopus, ERIC, ScienceDirect, and SpringerLink. Study selection followed the PRISMA framework, and the inclusion criteria were based on the PICO model. Data were extracted into a standardized table and thematically analysed following Braun and Clarke's (2006) six-phase framework, with quantitative findings summarized descriptively. Findings indicate that stakeholders generally recognize the value of EAP curricula in promoting academic literacy and communicative competence. However, several gaps persist. Students often report limited transferability of EAP skills to discipline-specific academic contexts. Instructors highlight challenges related to curriculum flexibility, pedagogical alignment, and institutional support, while administrators emphasize the need for ongoing evaluation and collaboration to maintain curriculum relevance. The review concludes that stakeholder engagement is critical in ensuring that EAP curricula effectively address diverse academic and disciplinary needs. It recommends participatory curriculum review processes, stronger alignment between EAP content and academic tasks, and institutional policies that foster collaboration among all stakeholders. Additionally, there is emerging theme for further studies incorporating sustainability competencies integration.

Keywords: English for Academic Purposes (EAP), stakeholder perceptions, higher education, curriculum development, systematic review, thematic analysis.

1. Introduction

English for Academic Purposes (EAP) is one of the central parts of the English medium of instruction (EMI) teaching in Higher Educational Institutions (HEIs). The main aim of the module is to equip learners with essential skills supporting their academic success in an English-medium context. EAP equips students at HEIs with important skills such as communicative competence, critical thinking, reading academic texts, writing research-oriented writing, and presenting and participating in seminars (Hyland, 2006; Hu & Lei, 2014). The rise of internationalization and the adaptation of the EMI at universities increases demand for well-structured EAP programs (Ding & Bruce, 2017). EAP is not only about teaching terminology of the specific field or in a general context, but it is also more about the discourse practices of the academic world. It supports students to understand and participate in the chosen discipline (Hyland, 2016). As a result, EAP is a bridge that helps students to have smooth academic acculturation and navigate them in their disciplinary expectations (Floyd, 2015). Additionally, it serves for international and second language students as cultural and linguistic scaffolding, providing an equitable transition into academic life (Walqui, 2006). Therefore, when students transfer from the comfortable environment of their own language into English, the support of EAP both linguistically and disciplinary makes it inevitable.

Even though the importance of EAP is mentioned a lot in the scholarly world, the implementation of it in the curriculum of higher educational institutions all the time differs across regions and even institutions. Such factors as institutional goal, resources, teacher's expertise, and administrators' competence influence the designed program (Aksit & Aksit, 2022). This divergent attitude toward the program shows the importance of the evaluation of how EAP curricula are perceived and experienced by stakeholders.

Understanding stakeholders' perceptions, especially students, instructors, and administrators, will ensure that the program is relevant and effective. The needs of students will provide insight regarding how well the program is considering their academic, linguistic needs, and instructors' perspectives present pedagogical and practical challenges in the course delivery (Dou, 2024). On the other hand, administrators present administrators' perspectives on the curriculum goals, policy priorities, and resource division (Iranmehr & et. al, 2018). The combination of all those perspectives shapes the high quality of EAP teaching.

However, current studies on stakeholders' perceptions are fragmented. A lot of studies are focusing on one group of stakeholders (mostly students) or on local case studies, and there is almost no integration of the findings across the various contexts (Bakogiannis & Papavasiliou, 2025). Although a number of earlier systematic literature reviews have discussed EAP and academic literacy, most of them have addressed the issue through a prism of pedagogical practices (Csiernik & et.al, 2021). The wider literature on EMI has been charted by other researchers without a specific consideration of stakeholder views of EAP curricula (Pomat, 2025). This current review builds upon this previous study in three aspects; first, it adopts a multi-stakeholder approach, which, at the same time, incorporates the views of students, instructors, and administrators; second, it synthesizes the literature published to date 2000-2025, thus updating the previous reviews of EAP curriculum syntheses. As a result, this research aims to review collective insights of multiple stakeholders to understand how EAP curricula are conceptualized, valued, and critiqued in different higher educational contexts. Specifically, it addresses the following research questions:

1. How do different stakeholders (students, instructors and administration) perceive the purpose, design, and effectiveness of EAP curricula in higher education?
2. What similar themes, challenges, and contextual differences emerge from these perceptions?
3. What consensus recommendations for EAP curriculum improvement emerge across stakeholder groups and institutional contexts?

The systematic analysis of the stakeholders' viewpoints across various contexts will provide a holistic understanding of EAP curriculum design and evaluation. The review highlights the importance of

critical thinking, problem-solving skills and research writing for the improvement of education and the role of the EAP in their integration from the first steps of higher education by integrating them in the course curricula.

1.1. Theoretical and Conceptual Framework.

This section is a theoretical and conceptual framework of the current systematic review. The framework has three functions firstly; to operationalize the key constructs; secondly, to chart the relationships between the constructs based on the existing curriculum theory; and third, to describe the way the framework informs the interpretation of the perceptions of stakeholders throughout the literature reviewed.

This review is guided by two key constructs, including stakeholder perception and EAP curriculum. The operational definition of stakeholder perception can be described as cognitive and affective judgment that individuals have about the purpose, design, delivery, and results of an EAP curriculum. Based on the literature in educational evaluation (Al Issaei, 2018; Kirkpatrick, 1998), this definition covers three dimensions, which are related to each other such as cognitive, affective and evaluative. Notably, this review acknowledges that not all stakeholders have the same perceptions. Each of the students, instructors, and administrators is in different positionalities in the educational system possessing varied interests, duties and access to information. Thus, they can be similar or dissimilar in perceptions meaningfully and the patterns of similarity and dissimilarity are considered data of analytical importance and not error of measurement.

The operationally defined EAP curriculum is the planned and implemented educational experience that aims at providing students with the academic language and literacy skills to succeed in English-speaking higher education. In order to systematise the operationalisation of this construct, the review uses the framework of curriculum development proposed by Richards (2001) as the main theoretical framework. Richards rationalises curriculum as consisting of a number of interacting phases that constitute a dynamic and reiterative system. These stages involve needs analysis, setting of goals and objectives, selection and sequencing of contents, instructional delivery and methodology, materials development, assessment design and programme evaluation. In this context a curriculum is not considered a fixed document but it is a living process that develops through the continuous processes of planning, implementation and refining. The framework also stresses that an effective curriculum development should focus on the intended curriculum (what is planned) and the enacted curriculum (what actually occurs in the classrooms) and the interrelationship between the two.

Mapping Relationships between Constructs with the Framework of Richards.

The curriculum development framework created by Richards (2001) can help in gaining a systematic view of the relationship between the opinions of the stakeholders and the quality of EAP curriculum. In this context, the stakeholder perceptions are perceived to work at various levels through the curriculum cycle.

To begin with, stakeholder perceptions shape the needs analysis phase that is described by Richards as the initial phase of curriculum development. Perceptions of students about their own linguistic and academic needs, perceptions of instructors about classroom realities and student challenges and perceptions of administrators about institutional priorities and resource constraints are all critical input to the process of deciding what an EAP curriculum should cover. As these perceptions are assembled systematically and put together, then the resultant curriculum will be potentially more relevant and responsive. They may be neglected or the groups of stakeholders may have different perceptions that lack ways of reconciling hence the curriculum may end up being out of sync with the real needs.

Second, curriculum delivery and curriculum methodology are shaped and have an influence on stakeholder perceptions. Richards underlines that the curriculum implemented by teachers and students in classrooms, the curriculum actually being implemented, can be quite different as compared to the

planned curriculum. The perceptions of instructors about the feasibility, student motivation, and available resources affect the way they understand and adjust curriculum plans. Equally, perceptions of students with regard to relevance, difficulty, and engagement to the task influence their engagement and the learning outcomes. These perceptions form feedback loops: positive perceptions are likely to support the continued effective delivery, whereas negative perceptions can result in disengagement, resistance, or demands to change the curriculum.

Third, the stakeholder perceptions can be considered as informal curriculum evaluation. The programme evaluation is an important last step that is included in the framework by Richards, but formal evaluation mechanisms are usually limited or not very common. Without them, the stakeholder perceptions would act as the daily, continuous measures of the quality of the curriculum. The high degree of congruence between student, instructor and administrator perceptions (such as all three groups agreeing that the EAP curriculum prepares students effectively to write about disciplinary subjects) is indicative of curriculum coherence and effectiveness. On the other hand, systematic discrepancies, i.e. when administrators think that the curriculum works and students and instructors tell them that there are serious issues in the curriculum, indicate that there may be communication, implementation, or resource-distribution failures in the system.

The present systematic review should be viewed as an attempt to explain the rationale of the interpretation through the adoption of the Richards (2001) framework of curriculum development. Since the review is a compilation of results of the studies that present the perceptions of the stakeholders about EAP curricula, the framework can provide a set of conceptual anchors that can be used to structure and interpret different results in different institutional settings.

Where a study reports that students consider EAP writing tasks irrelevant to their disciplinary tasks, the framework interprets this result as a perception found at both the needs analysis (were student needs correctly assessed) and curriculum delivery (is the implemented curriculum appropriate to disciplinary realities) points. Where a paper indicates that instructors believe that they do not have sufficient training to teach discipline-specific academic writing, the framework would understand this as a perception about the resourcing and implementation stages of curriculum development, indicating that there is a mismatch between curriculum plans and instructor capacity. When an experiment results in administrators putting standardised testing first and students and instructors demand more authentic assessment, the framework views this difference as a lack of coherence between stakeholder groups that points to possible issues in the curriculum evaluation and revision processes.

In this interpretive process, the framework created by Richards is more of an orienting device and not a strict template. It enables the review to systematically classify the perceptions of the stakeholders based on the stage of curriculum development that they majorly relate to-needs analysis, goal setting, content selection, delivery, materials, assessment or evaluation. Meanwhile, the framework is also open to emerging themes not initially foreseen by the theoretical framework, including the incorporation of sustainability competencies into EAP curricula. Once these emergent themes appear inductively through the literature reviewed, they are presented as exploratory results potentially extending or challenging the current framework, thus indicating future directions of theoretical development.

2. Methodology

2.1. Review Design

The research combines a systematic review design with narrative thematic synthesis in the research to explore how university stakeholders perceive the EAP curriculum in higher education. The systematic literature review was selected to guarantee methodological, replicability, and transparency during the selection and analysis process. As stakeholders' perceptions are complicated and depend on the context where they happen, it was decided to study them qualitatively (Fendt, 2025). Narrative synthesis will

help to analyze different data sources, including qualitative interviews, surveys, and mixed-method studies in the diverse EAP curriculum research.

The review covers articles published over a 25-year period, starting from 2000 to September 2025. This period covers the most important milestones in the EAP development, such as the expansion of the EMI programs, especially in post-soviet countries. Additionally, it coincides with the evolution of the curriculum standards, assessment, institutional expectations, and HEIs' advancements over the years. The restriction of the review will cover the last two and a half decades, and cover the most modern trends without eliminating crucial shifts in the stakeholders' needs and curriculum design frameworks over the years.

2.2. Study Selection Process

The research paper selection process went through a multi-stage screening and selection procedure. The process followed PRISMA 2020 guidelines to emphasize accuracy, transparency, and replicability in the systematic review of the material (Page et al., 2021). The stage of identification was across four major databases, such as Scopus, ERIC, ScienceDirect, and SpringerLink. All those databases are easy to access, have full possibilities to gain the text, and there is a high chance of selecting a reliable and valid research paper that will avoid predatory journals. The first stage of the selection procedure started from the manual selection through the title and abstracts of the journals, resulting in 318 records from ERIC (24 retained for screening), 227 from Scopus (33 retained), 204 from SpringerLink (9 retained), and 796 from ScienceDirect (28 retained). The second stage of the selection included reading the whole article, resulting in 24 records from ERIC (6 retained for qualitative study), 33 from Scopus (6 retained for qualitative study), 9 from SpringerLink (0 retained), and 28 from ScienceDirect (9 retained for qualitative study). Resulting in 21 papers at the final stage. During this period, all the duplicated articles or irrelevant records were excluded, resulting in overall 21 extractions.

The main aim of the title screening stage was to remove studies unrelated to the scope of EAP, such as general English instruction, K-12 English, training programs not connected to an academic context, and others. Only titles connected to EAP, curriculum development, or stakeholders' perceptions in higher education were considered. The next stage of abstract screening was conducted with the help of the designed criteria to guarantee that the remaining studies include the involvement of university-level stakeholders, consider perceptions and experiences, and are relevant to the EAP curriculum. The paper was not included if the abstract showed no information about perceptions and was limited to the language proficiency outcome. Also, if the population was not relevant to the study, it was not included in the list.

Table 1. Prisma Diagram

Stage	Database	N of identified articles	N of eliminated articles	N of duplicated articles	N of articles included for further analysis
Identification and screening for title and abstract	ERIC	318	296	not checked for duplication	24
	Scopus	227	194		33
	SpringerLink	204	195		9
	ScienceDirect	796	768		28
Screening for the whole text	ERIC	24	18	3	6
	Scopus	33	27		6
	SpringerLink	9	9		0

	ScienceDirect	28	19		9
Reports assessed for quality	ERIC	6	0		6
	Scopus	6	0		6
	ScienceDirect	9	0		9
Included studies	21				

The next stage followed was full-text screening, where each article was read in detail. The exclusion at this stage happened when there was no voice of the stakeholders, when the article did not contain empirical data, or when participants were not part of a HEI. Following the PRISMA model, all the decisions were documented systematically to ensure that the transparency of the study is maintained. After the selection process, each selected article was checked for quality appraisal. It was done to assess the clarity of research design, transparency in sampling, adequacy of data collection, richness of contextual description, usage of trustworthiness strategies, implementation of ethical considerations, and overall relevance to the research review questions. After the quality appraisal, all 21 selected articles were kept for further analysis. The assessment was provided with the rubric and assessed as yes, no, or unclear options, providing a chance for numerical scoring.

In Table 1, it is possible to see an illustrated process in the PRISMA model of the systematic literature review selection procedure, which included screened, assessed, and included articles. This systematic process ensured that only studies directly connected to the aims of the review were selected for the final stage.

2.3. Search Strategy

The searching strategy of the study was designed based on the step-by-step approach to ensure comprehensive and detailed coverage of research related to the stakeholders' perception regarding the English for Academic Purposes. There were selected 4 databases due to their strong coverage of the social science and applied linguistics: Scopus is a database which is famous for its reliability and validity in the selection process of the quality journals especially those having strong connection with social science and applied linguistics; ERIC, specialized education oriented database focused on language learning and pedagogy; Science Direct, one of the broadest databases which contains the most research papers about academic and professional education context; and the Last one is SpringerLink, which contains peer-reviewed and open access journals connected with language teaching, higher education and curriculum development. One more criterion that was considered to maintain scholarly rigour was limiting the journal selection only with peer-reviewed, English language journal articles.

To maximize the sensitivity and specificity of the searching terms, it was decided to use Boolean operators. The initial searching key word line used across databases was: (“Perceptions” OR “Perspectives” OR “Attitudes”) AND (“Stakeholders” OR “Teachers” OR “Students” OR “Administrators”) AND (“EAP” OR “English for Academic Purposes”) AND (“Curriculum” OR “Syllabus” OR “Program” OR “Course”) AND (“Higher Education” OR “University”). If the searching platform had no Boolean capabilities, there was a simplified version of the key terms such as “Perceptions”, “Stakeholders”, “EAP”, and “Curriculum”. All the filter settings were set to restrict the search to peer-reviewed publications written in English in the period between 2000 and 2025. The exact searching string with applied strings is available in Appendix I.

After retrieving records from the platform during the second stage of screening, duplicate entries were removed manually. After checking the second eligibility criteria and quality checking stages, the first pool of articles was generated for full-text assessment.

After retrieving records from all databases, the results were merged, and duplicate entries were removed using a reference management system. The remaining studies were then screened for relevance through title and abstract review according to the predefined eligibility criteria. This process generated the initial pool of articles for full-text assessment.

2.4. Eligibility Criteria

The adaptive version of the PICO framework was developed for eligibility criteria. It was tailored for qualitative, quantitative and mixed-methods research in education. The first population component focused on university stakeholders who are directly involved in EAP curriculum design, decision-making, teaching and learning. The population included students, instructors, curriculum developers, and administrators. Studies which included information regarding K-12, general English or non-academic English subjects were excluded. The second component, Intervention, was selecting stakeholders' perceptions, experiences, attitudes or evaluations related to articles. There were studies about curriculum design, implementation, delivery, and alignment of needs and curriculum outcomes. Studies focusing only on language proficiency or other unrelated pedagogical elements were not considered. The next element of comparison supports the inclusion of studies offering comparative perspectives across stakeholder groups, programs and institutional context, provided that all the comparisons are directly related to EAP. The last outcome domain was the same way focusing on studies reporting stakeholders' perceptions, curriculum effectiveness, relevance and recommendation. The articles without or with limited orientation on perception were excluded. The final and most important eligibility criterion was only in English, peer-reviewed journal articles, which were published between 2000 and August 2025. All empirical studies, including qualitative, quantitative and mixed-methods, were eligible as long as they met the provided criteria.

The screening process took place in two phases because of the application of these criteria. The title and abstract screening were done in the first stage. At this point, 1453 records were filtered out (Eric 296, Scopus 194, SpringerLink 195, ScinceDirect 768). The most common exclusion criteria were: (a) the research included studies about K-12 or non-university setting, (b) the research included studies about general English or English for Specific Purposes (ESP) without explicit focus on the outcomes in language proficiency, and (c) the research included studies that reported stakeholder perceptions. In the second stage, full-text screening was performed on the remaining 95 articles. Out of the total number of articles screened 73 were full-text articles that were excluded (Eric 18, Scopus 27, SpringerLink 9, ScinceDirect 19).. The rationale behind this exclusion was as follows (counts): no explicit stakeholder perception data were given, non-EAP language teaching settings were considered, theoretical or opinion articles lacked empirical data, and did not have sufficient relevance to curriculum design, delivery or assessment (3). This two-step screening procedure ensured that all the studies that were selected directly answered the main research question of the review: How do stakeholders perceive the EAP curriculum in higher education? The full access to the eligibility criteria dataset could be visible through this <https://doi.org/10.5281/zenodo.18489466> link.

2.5. Quality Assessment

After the final selection procedure, a structured quality assessment of the articles was implemented to evaluate the methodological rigour and relevance of the studies chosen for the review. The purpose of the process was not to exclude studies. Mainly, it was aimed to enhance transparency in data interpretation and prove the reliability of the evidence provided. In order to make this process in a very smooth way there was a quality appraisal rubric. The rubric was adapted from the qualitative checklist of the Joanna Briggs Institute critical appraisal tools (Joanna Briggs Institute, 2017). The focus of the review was on studies exploring stakeholders' perceptions of EAP curricula.

The rubric contained several important elements. The first domain was Study Design appropriateness, which assessed the clarity of the selected papers' research design along with its connection with the research question. The second and third domain is regarding sampling and sampling method, which identified stakeholder groups, adequacy of the sample size, transparency of sampling and recruitment

of the procedure. Data Collection is the fourth domain evaluating the transparency of the data collection tool, including ethical issues like confidentiality. The next domain, Data Analysis Quality, checked that the article has a clear and systematic data analysis process, including evidence of credibility such as triangulation and validation. The final section is about contextual theoretical evidence, where it was assessed that context was contextualized enough, and the chosen theoretical framework was clearly connected to the study.

Each criterion was assessed using a three-point scale: 2 (YES), 1 (PARTIAL) and 0 (NO) i.e. fully, partially, or not addressed. A cumulative score was computed on each study included based on all criteria. The highest possible score was 12 and the lowest possible score was 0. The application of the rubric is critical because it demonstrates the diversity of methodology of the studies and their difference in the quality of reporting (Azarian et al., 2023). In total, 21 articles were evaluated in terms of their quality. The minimum score of the chosen articles was 6 and the maximum was 12. To explain the score allocation: 13 studies had a score of 10-12 (high quality), 3 studies had a score of 7-9 (moderate quality), 5 studies had a score of 6 (the minimum threshold). It was originally a part of the quality assessment to inform the interpretation of findings but was not meant to be an exclusion criterion. Nevertheless, in order to be methodologically relevant, it was agreed that the study with a score lower than 50% (that is, less than 6 out of 12) would not be included. This criterion was clear cut: those studies with a score of 5 or less were eliminated; those studies with a score of 6 or higher were retained.

After this threshold was applied, no studies were eliminated based on quality criteria as all 21 studies initially identified met this criterion with 6 points or higher. The rationale behind the inclusion of all studies was that, despite the limited methodological capabilities of such research, it may still yield valuable information, especially when the aim is to chart the diversity of stakeholder perceptions in different EAP contexts. No formal kappa statistic on the inter-rater reliability on the quality appraisal was carried out because the appraisal was carried out by one reviewer who was then audited (as outlined in the coding reliability section). Appendix II presents the list of 21 selected articles, including the quality rubric scores of each article.

2.6. Data Extraction

The data extraction process was focused on 5 analytical elements, which included the most important parts of the study, which would help to respond to the key research question of SLR. The dimensions are Participants, EAP Focus or Intervention, Key Findings, Positive/Negative Perceptions, and Recommendations. Keeping fixed data extraction provided consistency in the data interpretation in the further data analysis process. Moving to the first section of the extracted data, it is important to note that the participants contained a variety of stakeholder representatives, including undergraduate and postgraduate students, EAP and Content instructors, curriculum developers, and institution administrators. This wide variety of stakeholders give an opportunity to see broader perceptions and experiences regarding EAP provision in the higher educational context. The section about EAP focus and intervention included data about curriculum design, course delivery, assessment, skill integration, teacher preparation for the EAP teaching role and academic literacy. There were also some studies which were focusing on institutional reforms, policy changes and the transition of the Language teaching modules. The next section regarding Key findings extracted data about curriculum relevance, its connection with academic expectations, readiness of the instructors, lesson materials and the way it was assessed. The Positive and negative perspectives section observed and documented information that was regarding positive trends, such as improved skills, increased awareness of academic notions, while negative perceptions included such data as outdated materials, heavy workload limiting teachers' professional development and others. Finally, the last section focused on various suggestions which were recognized in the articles and highlighted the improvement of EAP. Organizing data within these five dimensions ensured a structural and transparent syllabus synthesis that captured different perspectives of the stakeholders. The detailed data extraction field could be found in the [10.5281/zenodo.18513532](https://zenodo.org/record/18513532).

2.7. Data Analysis and Synthesis

The process of analysis was systematic and rigorous to ensure that no important data from the reviewed literature would be missed or wrongly interpreted. The analytical approach, which was used for thematic analysis, was guided by the framework developed by Braun and Clark (2006). This model contains six phases: data familiarization, initial coding, theme generation, theme review, definition of themes and final reporting of the findings. This structure is flexible but at the same time robust and will clearly state stakeholders' perception regarding EAP program development. The usage of this approach provided an inductive and theoretically supported analysis, which was directly retrieved from the extracted data. The detailed extraction table and the coded materials could be found in [10.5281/zenodo.18513532](https://doi.org/10.5281/zenodo.18513532).

The thematic coding was performed by a single coder who used the thematic codebook over the whole dataset of 21 studies included. To maintain quality control and to determine the validity of the coding procedure, an independent audit by a second researcher who was not involved in the initial coding was done. The second researcher examined a purposively sampled coded data of 6 out of 21 studies. Sampling was selected to reflect the various stakeholder views (students, instructors, administrators) and a geographical distribution (East Asia, Western countries, and the small number of available studies in other areas).

The second researcher did the audit process to ensure every given code was relevant and eligible according to the operational definitions and indicators of the codebook. In particular, regarding each coded segment, the second researcher determined: (a) whether the code was correct in terms of the content of the extracted finding, and (b) whether the code was in line with the thematic category as specified in the codebook. The formal kappa statistic was not computed, because the audit was done on content relevance and eligibility as opposed to chance-corrected agreement; in this case, percent agreement is a clear and sufficient measure of coding consistency due to the design of the audit and the process of consensus.

Any inconsistencies and unclear situations found in the course of the audit were resolved by exchanging views in the online meetings between two researchers. During these consensus discussions, every dispute was discussed, the pertinent text re-read, and the codebook definitions were consulted in order to come to a common decision. No third reviewer was needed, because all the disagreements were overcome by means of the dialogue. This method of a single primary coder, then an independent audit, and consensus based verification offered a sound system of assuring consistency of coding and reduced individual bias. The coding consensus formed the basis of all future thematic synthesis that was reported on in this review.

The thematic synthesis was guided by six-phase framework developed by Braun and Clarke (2006) that consists of data familiarisation, initial coding, theme generation, theme review, theme definition and final reporting. This part explains in detail how the synthesis was operationalised.

The first stage of the analysis consisted of line-by-line reading of the 21 studies included whereby 87 initial codes were inductively generated based on the extracted results. These codes were descriptive, and they remained close to the original language of the studies (e.g., students desire more authentic tasks, instructors complain about lack of class time, administrators do not have any mechanisms of collaboration).

Theme generation was done via iterative deductive and inductive reasoning. The original coding was mainly inductive and the themes that came out of the data were not subject to any predetermined categories. But with patterns starting to emerge, the process became more deductive, with new themes being narrowed down and validated through the entire dataset. This mixed methodology made sure that the resulting thematic framework was data-driven and systematically structured. The curriculum development framework by Richards (2017) was applied to the theme generation only after preliminary theme generation to give theoretical coherence but not a priori categories.

Each of 21 studies covered several themes. No study was assigned a single code. Rather, every study added to several thematic categories based on the scope of the stakeholder perceptions reported. As an

example, one study would include results coded to Curricular Misalignment (students indicating a mismatch between EAP and disciplinary writing), Teacher Expertise Gap (instructors indicating insufficient training), and Institutional Constraints (administrators indicating resource constraints). In those instances, each individual finding was coded individually and the study was matched in the respective themes. This methodology allowed capturing the full depth of the stakeholder perceptions without imposing studies under one thematic label.

Themes (general, repetitive patterns of meaning in two or more studies) and sub-themes (narrower dimensions of a theme that describe particular manifestations or stakeholder orientation) were differentiated. A theme was considered a pattern that emerged in a minimum of three studies and reflected a consistent dimension of stakeholder perception pertaining to EAP curriculum design, delivery, or evaluation. A sub-theme was considered to be a particular aspect, variant or stakeholder-group-specific instantiation of a larger theme. As an illustration, the Curricular Misalignment (Theme 2) had sub-themes such as Genre Mismatch (2.1), Skill-transfer Failure (2.2), Authenticity Deficit (2.3), Audience Awareness Gap (2.4), and Temporal Disconnect (2.5). This hierarchical design enabled the synthesis to work at various levels of granularity.

Theme consolidation was directly impacted by the independent audit done by the second researcher (which is covered in the coding reliability section). The second researcher did not go through each assignment of the code alone, but also through the general structure in terms of the themes during the audit. Where the second researcher found overlapping or ambiguous thematic boundaries, they were noted to be discussed.

Quantitative data was analyzed descriptively if it was possible. Studies with the usage of surveys and rating scales were transferred into a qualitative synthesis. According to Hong (2018), as it was in mixed method reviews, quantitative evidence could be kept with the help of descriptive synthesis without destruction of academic integrity. As a result, this analytical review produced a context-sensitive, comprehensive, and transparent synthesis of the stakeholders' perception regarding EAP curricula in the higher education context.

3. Findings and Discussion

3.1 Overview of Included Studies

The final sample number consisted of 21 empirical studies published between 2000 and August 2025. Each peer-reviewed article examined stakeholders' perceptions regarding EAP curricula in the context of higher education. All the studies were conducted across 12 countries and regions of the world, showing the immense expansion of EAP and different institutional models where it was used. The most concentrated research was conducted in East Asian territories such as China, where the importance of EAP is stated at the national level (Goa & Bartlett, 2014). Other studies were conducted in Hong Kong, Taiwan, Japan, Singapore, Sri Lanka, Thailand, Indonesia, Iran, the Czech Republic, and Canada, as well as international branch campuses operating within China.

When it comes to the methodological orientation, most studies employed qualitative designs, such as semi-structured interviews, focus group discussions, document analysis and thematic analysis, followed by Braun & Clarke's framework. This type of approach usage once again represents the exploratory nature of perception-based research. There were some studies which implemented a mixed-method approach, especially those focusing on needs analysis, which triangulated data from faculty surveys, questionnaires, course outlines and assessment mappings. Even fewer studies adopted purely quantitative survey designs. However, even those surveys capture quantitative surveys with open-ended questions to gather a richer viewpoint. Overall, it was possible to see that most studies demonstrated methodological robustness as they were using data triangulation, member checking or iterative coding to ensure reliability and trustworthiness of the results.

Across the studies, there were the following stakeholder groups: undergraduate and postgraduate students enrolled in English-medium or bilingual programmes; EAP instructors and English language lecturers; subject-specialists teaching content courses; pre-service teachers preparing for future EAP or EFL roles; curriculum designers, EAP coordinators, or institutional administrators.

The largest stakeholder group were students. Their perspectives were around academic challenges, the relevance of EAP to real coursework, and the scope of how EAP could prepare them for discipline-specific demands. The next group in number was instructors and faculty members. They mainly had perspectives regarding teacher preparedness, pedagogical challenges, material design and institutional constraints. The smallest group was related to the administrators and curriculum designers who mainly had perspectives about policy of higher education, curriculum changes and organizational expectations of HEIs. All together those insights create a multi-layered picture of how EAP curricula is experienced in different contexts.

3.2 Thematic Findings

3.2.1 Stakeholder Perceptions of EAP Relevance and Curriculum Design

One concept that was mentioned across studies is the growing significance of EAP in higher education because of internationalization and rising demand for academic literacy. Generally, students see it as highly relevant, especially in writing or research-oriented programs. Pre-service teachers in Hong Kong and China mentioned that traditional College English did not prepare students for academic tasks. Mainly because he was not filling the gap which was between general English and discipline-oriented academic skills. The same view was mentioned by faculty members, adding that EAP is crucial for academic argumentation, source integration and academic integrity.

However, the relevance of EAP was different in different institutional settings. In Western universities like Canada, EAP is often seen as a transitional tool supporting students' entry into the academic university context, whereas the Asian context sees EAP as a curriculum reform agenda demanding shifts in pedagogy, teacher identity and priorities of institutions. Therefore, the design of EAP curricula presented structural and stakeholders' evolving expectations.

3.2.2 Perceived Strengths and Gaps in EAP Delivery

Some studies mentioned strong sides of EAP curricula, such as improved academic writing skills, stronger confidence in summarising, paraphrasing and citation usage. Students usually prefer explicit instructions in language, like grammar accuracy or sentence structure. Especially, from the context where the schooling system was focused on test-oriented learning and memorization.

However, even though there were a lot of strong sides. It was possible to see a lot of weaknesses. The list includes not enough connection between writing assignments and disciplinary tasks, limited teacher preparedness, lack of institutional support, gaps and difficulties in material design, and limited incorporation of academic integrity, digital literacy and research skills. The cases of these weaknesses were due to different reasons and in different contexts. The strongest reason was the transition of teachers from the general English course to the EAP teaching context or a combination of EAP and general English, thus designing English for General Academic Purposes. Other reasons included heavy workload, very limited or no professional development activities, old or generalized textbooks, and inconsistent incorporation of academic integrity, digital literacy and research skills.

In some cases, the absence of any documentation or policy regarding the module became one more fragmentation in curriculum design and delivery.

3.2.3 Curriculum Alignment with Academic and Disciplinary Needs

The biggest misalignment was between EAP curricula and the actual writing, reading and communication demands of the degree programs. Needs analysis in Iran, Sri Lanka, and Canada showed the difference between what students expected from the course and what was actually taught during the

program. While studying disciplinary courses, students were expected to submit case studies, technical reports, abstracts, design proposals and summaries. However, this was not taught during the EAP program.

Also, there was a very strong mismatch between writing-focused fields such as Business, Engineering, Health Studies, and Media & Design and programs which were audience-oriented and expected to have professionally relevant genres. If the first was expecting an academic essay, the second one rarely used it and suggested English for Specific Academic purposes or any hybrid approach which could help to combine both concepts. Additionally, instructors mentioned that there was not enough collaboration between language and content instructors, which caused less discipline-oriented curricula development.

3.2.4 Institutional and Pedagogical Factors

The most decisive role among stakeholders belonged to institutional structuring. Countries working with centralized systems, like China, mentioned the importance of national policy change impact on the development of curriculum development framework, exam-driven EAP teaching, and fixed curriculum frameworks. Also, there were mentioned challenges like low institutional recognition, no training opportunities and limited autonomy in material development for the course. The Canadian and European context in comparison was more supportive, providing structured professional development training, specialized curricula development committees and better developed learning outcomes. However, there were difficulties in balancing EAP with the specialized needs of the stakeholders.

Many studies showed that there was specific tension between the traditional teacher-centred teaching approach and the student-centred interactive approach which is usually recommended in EAP. In most cases, students who studied in the system with passive learning were resistant to modules which required critical thinking implementation, project-based learning, or collaborative writing. In the same way, teachers who had lack of training or institutional help could not implement a new role in the classes. As a result, it affected overall EAP delivery and stakeholders' perceptions of curriculum quality.

3.3 Comparative Insights

3.3.1 Contrasts Between Stakeholder Groups

Different stakeholder groups usually had different evaluations regarding the EAP evaluation. Students, while expressing their perceptions, were focusing on their immediate academic needs. Those could be learning how to write reports, essays, summaries and citations of the work. Instructors were providing insights regarding pedagogical factors in EAP teaching, providing examples regarding the large size of groups, lack of resources, weak feasibility in the disciplinary knowledge, and insufficient preparation for EAP teaching. Content instructors were concerned regarding misalignment among the disciplines which were taught. They stated that EAP courses have limited integration of writing, connection to the specialized field. Finally, administrators and curriculum designers often look at EAP as a module which must focus on institutional goals, which will ensure internationalization, accreditation and EMI expansion at the university.

These various perspectives once again presented the need for coordinated, multi-stakeholder-oriented development of curriculum, which will be aligned, sustainable and relevant for most stakeholder groups.

3.3.2 Contextual Differences (Regional and Institutional)

The differences in perspectives were not only among stakeholders, it varied among different contexts. Western Institutions in Canada and European countries focused their priority on academic integrity, development of research skills, workplace-oriented topics and vocational program demands. However, East Asian universities struggled with changing from general English to academic one and also transitioning from exam-oriented classes with more student-centred hands-on practices. One more difficulty faced was the lack of training for teachers. The Middle East and South Asian contexts provided concerns regarding the importance of aligning EAP with disciplinary tasks the same way mentioning the lack of resources and limited teacher training. One more context was related to joint

venture universities in China, which provided perspectives regarding hybrid practices which combined Western-style academic literacy with local contextual input.

There were different perspectives in different types of universities as well. For example, research-oriented universities were focusing on academic writing and research skills. However, teaching-oriented institutions preferred professional communication, audience awareness. This contextual difference shows that EAP must be implemented considering local educational culture, policy and discipline to make it more stakeholder-oriented and needs-focused.

3.4. Discussion

The findings of this systematic literature review present the complex and developing nature of EAP curriculum implementation in different HEIs. Most stakeholders mentioned the importance of EAP for supporting students' academic success. However, it was possible to see huge gaps in curricula alignment, teacher readiness, and institutional support. The following discussion will interpret the findings, including global and local trends.

3.4.1 Interpretation of the Main Findings

In internalization-focused and English medium institutions, EAP is generally perceived as a special program which prepares students for academic success. Students in different contexts stated the relevance of EAP for writing, reading and communication skills enhancement. It was mostly used to help learners navigate disciplinary courses. This idea is aligned with scholars indicating that academic literacy is central to students' success in higher educational contexts (McWilliams & Allan, 2014; Murray, 2022). However, there was a mismatch between the EAP curricula that were taught and the actual academic tasks which students encountered during their academic journey. Especially, this was clearly seen in the EGAP modules and less vivid in ESAP courses.

This tension was also supported by teachers' perceptions. Many EAP instructors reported that they felt underprepared for the course teaching as their training background was oriented toward general English teaching and lacked academic literacy or discipline-oriented pedagogy. That was one more example provided by Liu and Zou (2021), regarding the shift from language-focused instructions to academic ones. Additionally, instructors from different regions mentioned institutional limitations such as heavy teaching loads, limited access to professional development and limited curricula independence. All those factors were a big obstacle in EAP curriculum development.

It is important to mention policy-level perspectives as well. As an example, in China, the nationwide reform regarding EAP lifted its status. However, there was strong pressure on curriculum development and transformation. As it had no proper support for teacher training or resource development. In the Western context, the development of EAP is more flexible, but there were challenges regarding the balance between academic literacy and discipline-oriented expectations. All the institutions perceived EAP as a bridge that connects institutional, pedagogical, and disciplinary priorities.

3.4.2 Implications for Curriculum Development and Institutional Policy

The result provides several solutions that must be applied to strengthen the EAP provision. Initial misalignment between EAP curricula and disciplinary requirements. This challenge highlights the importance of Needs analysis as the most important pillar of curriculum design. In order to overcome the challenge, institutions must map assessment practices, communication expectations, and disciplinary demands between various fields. Collaboratively designed curriculum involving all stakeholders can connect disciplinary and language lacks and enhance curricula coherence.

The second important action requires professional development, which is tailored to the EAP teachers. EAP demands knowledge in academic integrity, digital literacy, genre-oriented and research skills; therefore, training that will provide a smooth transition from general English to EAP would facilitate and improve teachers' competency. Training could include workshops, co-teaching models, and institutional support for research. All those topics would make the shift process a more structured way

The third point is that EAP should be recognized as a strategic subject which helps with internationalization, student mobility and program quality assurance. This recognition of EAP would be followed by greater investment into professional development, materials development and better working conditions. These reforms will integrate EAP as a subject which provides literacy for further studies rather than a stand-alone subject which is core but not needed.

Finally, Curriculum development will be improved if authentic, task-based, and genre-oriented pedagogy is implemented. Especially in the EMI setting. As all those factors prepare for better results in further studies and the preparedness of students to disciplinary genres.

3.4.3 Alignment with Global Trends and Local Educational Realities

One more factor that was identified in the articles was the tension between global academic norms and local educational constraints. On one hand, global trends like the international ranking system, the expansion of EMI and partnerships among universities increased the importance of English language proficiency and communication skills. On the other hand, local realities make the whole process challenging to unfold. In most Asian and Middle Eastern contexts exam exam-oriented culture is in priority. Most universities are following hierarchical institutional structures; as a result, teacher autonomy is very limited, which prevents innovation and progress. Local teacher training systems, resources and sociolinguistic norms shape expectations of stakeholders of how global practices in EAP could be adapted. Considering all these factors, EAP development must be smooth without rapid transitions. It must be context sensitive that acknowledging international standards of the educational system of the particular region. Thus, learners are better prepared to the academic life and quality education is supported with the help of integration and implementation of those skills from the first year of education in the institutions.

4. Recommendations

4.1 Suggestions for EAP Curriculum Enhancement

The results showed that EAP curricula will be more responsive to the actual academic and disciplinary needs of students (backed by 18 out of 21 studies; very high evidence strength). This might be done through the inclusion of routine needs analysis that is critical to afford alignment between evaluation, disciplinary needs, and communicative practices to which students are subjected in their programs (18/21 studies; very high). Connecting authentic academic tasks would by integrating English for Specific Academic Purposes (ESAP) clearly demonstrate the relationship between what students learn and what students need during the course supported with 17 studies (high evidence strength).

Another significant aspect, which should be considered, is that EAP has to be instructed more than general academic skills (15/21 studies; high). Literacy skills, critical thinking, multimodal literacies, academic integrity and problem-solving skills are vital components that should be incorporated in globalized higher education (academic integrity: 16/21 studies, high; multimodal literacies: 12/21 studies, moderate).

Moreover, the review also points to the critical importance of stakeholder partnership in terms of the improvement of EAP curricula (18/21 studies; very high). Collaboration between all the involved stakeholders (EAP instructors, content instructors, program coordinators, policy and decision makers (cross-departmental committees: 14/21 studies, high; co-teaching models: 11/21 studies, moderate) needs to be established. Co-teaching in practice, the formation of cross-departmental curriculum planning committees and development of common assessment might form a coherent academic literacy improvement environment.

The primary recommendation is the one about the investment in professional development of EAP instructors who are oriented on genre pedagogy, academic writing, corpus-informed teaching, and disciplinary knowledge development (genre pedagogy training: 19/21 studies, very high; corpus-informed teaching: 10/21 studies, moderate; disciplinary knowledge development: 17/21 studies, high).

The detailed recommendations retrieved from the studies and collected from the analysis of the papers is provided in Table 2.

Table 2. Evidence grading box for recommendations

Recommendation	Specific Action Proposed	Strength of Evidence (Studies Supporting)
Needs-Driven Curriculum Design	Conduct regular, systematic needs analyses involving students and content faculty	Very High (18/21)
	Align EAP tasks with actual disciplinary assignments (reports, case studies, proposals)	Very High (19/21)
Disciplinary Integration & Authenticity	Integrate English for Specific Academic Purposes (ESAP) alongside general EAP	High (17/21)
	Use authentic materials from students' disciplines (research articles, technical reports)	High (16/21)
Expansion of Academic Literacies	Teach critical thinking and source evaluation alongside language skills	High (15/21)
	Integrate digital and multimodal literacy skills	Moderate (12/2)
	Explicitly teach academic integrity and ethical scholarship practices	High (16/21)
Stakeholder Collaboration & Integration	Establish formal collaboration mechanisms between EAP and content faculty	Very High (18/21)
	Create cross-departmental curriculum committees	High (14/21)
	Implement co-teaching or team-teaching models	Moderate (11/21)
Teacher Professional Development	Provide genre pedagogy and disciplinary writing training for EAP instructors	Very High (19/21)
	Offer corpus-informed teaching and materials development training	Moderate (10/21)
	Support EAP teachers' disciplinary knowledge development	High (17/21)
6. Institutional Support & Recognition	Improve EAP instructors' status and workload conditions	High (16/21)
	Integrate EAP as credit-bearing courses within degree programs	Moderate (13/21)
	Provide adequate resources (class size, materials, technology)	Very High (18/21)
7. Sustainability Integration	Incorporate sustainability-focused reading and research materials	Emergent (5/21)
	Design project-based assignments addressing sustainability topics	Emergent (4/21)
	Foster interdisciplinary collaboration around sustainability themes	Emergent (3/21)
8. Pedagogical Innovation	Shift from teacher-centered to student-centered, interactive approaches	High (17/21)
	Implement task-based and project-based learning methods	Moderate (14/21)
	Provide more speaking and interactive practice opportunities	High (16/21)

Despite not being an analytical claim of this review, a few of the included studies (n=5) expressed the possibility of including sustainability competencies in EAP curricula. These are some of the new results that may indicate that the reading materials, data analysis activities, and writing of research about the environment or social issues might be used as both the means of building academic literacy and awareness of world issues. Project-based assignments based on sustainability-related topics, and

interdisciplinary cooperation between language teachers and specialists in the subject and working on sustainability-related content were also suggested in some studies.

The findings in the Systematic Literature Review show important areas for improvement in EAP such as curriculum design, delivery and policy. Provided recommendations are given to support EAP curriculum designers, administrators and institutional governance and higher educational policy makers to make effective decisions. Especially, they are focused on needs-analysis framework development, designing structured and targeted professional development, establishment of specific mechanisms for content and language instructors' mechanisms.

4.2 Directions for Future Research

The future studies should extend the geographical area of EAP curriculum research to Central Asia, Africa, Latin America and Eastern Europe since cross-institutional research with a comparative mode would provide more information about the structural, cultural and linguistic background that influences the perception of stakeholders. One more suggestion might be long-term research since it would show not only the process of reform and transition but also what impact has been obtained and what results could be achieved. Besides, studies that combine multiple types of data, including document analysis, classroom observations, and corpus-informed studies would offer a more holistic and comprehensive view of EAP curriculum efficacy. In particular, the emergent theme of sustainability integration found in this review needs to be systematically investigated. Future research ought to explore the feasibility and ways in which sustainability issues can be sincerely incorporated into EAP without compromising disciplinary language objectives, effectiveness of sustainability-centric EAP activities on both academic literacy products and sustainability consciousness, and cross-cultural variations in EAP programmes sustainability approaches, especially in under-researched areas. When we reflect on all the suggestions, one should keep in mind that in case of conclusions, one should be cautious about the possibility to generalise since the literature reviewed was limited both geographically and methodologically. The researches have predominantly focused on East Asia and the western countries leaving a huge gap to other regions like central Asia, Africa and Latin America. Moreover, quality qualitative methodologies were able to give in-depth details of particular situations and restrict generalisation. As such, the recommendations in Table 2, particularly the emergent sustainability theme cannot be viewed as universal prescriptions.

It should be noted that prior to making cross-contextual comparisons it is critical to note that there are numerous possible biases that can affect the perceived regional trends that are reported in this review. First, the inclusion criterion of studies limited to English-language peer-reviewed journals can have resulted in a publication bias because any studies with negative findings, or any studies published in non-English journals, or any studies based on non-Western education systems and thus having different publication cultures might be underrepresented. Second, institutional reporting cultures can differ significantly between regions; e.g. the higher education systems in East Asia might have a higher number of norms and incentives to publish curriculum evaluation research than Western ones, which may influence the amount and nature of the evidence available. Third, the high rate of East Asian and Western studies in the literature reviewed suggests that the trends in these areas could be stronger, whereas the results of Central Asia, Africa, Latin America, and Eastern Europe could be viewed as provisional because of the lack of representation. This is to encourage readers to take cross-contextual comparisons with due caution, as differences or similarities seeming to be present may be as much due to reporting bias as to actual educational phenomenon

References

- Adarkwah, M. A., & Zeyuan, Y. (2020). Perceptions of the Effect of an EAP Course on English Self-Efficacy and English Proficiency: Voices of International Students in China. *Online Submission*, 10(2), 1-17.
- Afshar, H. S., & Movassagh, H. (2016). EAP education in Iran: Where does the problem lie? Where are we heading?. *Journal of English for Academic Purposes*, 22, 132-151
- Aksit, T., & Aksit, N. (2022). Establishing an institutional EAP teacher development scheme based on BALEAP's competency framework: A critical review of the competencies. *Journal of English for Academic Purposes*, 60, 101175.
- Al Issaei, N. S. A. (2018). *Investigating the perceptions of EAP teachers about Curriculum challenges in colleges of Applied Sciences in Oman*. University of Exeter (United Kingdom)
- Al-Zubidy, A., & Carver, J. C. (2019). Identification and prioritization of SLR search tool requirements: an SLR and a survey. *Empirical Software Engineering*, 24(1), 139-169.
- Azarian, M., Yu, H., Shiferaw, A. T., & Stevik, T. K. (2023). Do we perform systematic literature review right? A scientific mapping and methodological assessment. *Logistics*, 7(4), 89.
- Azarian, M., Yu, H., Shiferaw, A. T., & Stevik, T. K. (2023). Do we perform systematic literature review right? A scientific mapping and methodological assessment. *Logistics*, 7(4), 89.
- Bakogiannis, A. (2025). Exploring Inclusive Teaching Practices of English for Academic Purposes (EAP) in Higher Education (HE): Progress, Challenges and Next Steps. *The Language Scholar*, 7.
- Bo, W. V., Lim, L., & Lin, Y. (2022). An investigation of multilingual domestic university student perceptions of English for academic purposes. *Behavioral Sciences*, 12(9), 328.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Carroll, C., & Booth, A. (2015). Quality assessment of qualitative evidence for systematic review and synthesis: is it meaningful, and if so, how should it be performed?. *Research synthesis methods*, 6(2), 149-154.
- Csiernik, R., Cavell, M., & Csiernik, B. (2021). EAP evaluation 2010–2019: What do we now know?. *Journal of Workplace Behavioral Health*, 36(2), 105-124.
- Ding, A., & Bruce, I. (2017). *The English for academic purposes practitioner*. London: Springer, 10, 978-3.
- Dissanayake, K. M., & Harun, R. N. S. R. (2012). Theory and practice of EAP in the Sri Lankan context. *Procedia-Social and Behavioral Sciences*, 66, 106-116
- Dooley, P. (2010). Students' perspectives of an EAP pathway program. *Journal of English for academic purposes*, 9(3), 184-197
- Dou, A. (2024). Needs analysis of ESP courses from the perspective of students and teachers. *Frontiers in Educational Research*, 7(6), 132-138.

- Douglas, S. R., & Kim, M. (2014). Task-based language teaching and English for academic purposes: An investigation into instructor perceptions and practice in the Canadian context. *TESL Canada Journal*, 1-1.
- Evans, S., & Green, C. (2007). Why EAP is necessary: A survey of Hong Kong tertiary students. *Journal of English for Academic Purposes*, 6(1), 3-17.
- Fendt, J. (2025). Embracing emergence in qualitative meta-analysis: A guide to higher-order synthesis. *Methodological Innovations*, 18(3), 143-167.
- Floyd, C. B. (2015). Closing the gap: International student pathways, academic performance and academic acculturation. *Journal of Academic Language and Learning*, 9(2), A1-A18.
- Galloway, N., Kriukow, J., & Numajiri, T. (2017). Internationalisation, higher education and the growing demand for English: An investigation into the English medium of instruction (EMI) movement in China and Japan.
- Gao, Y., & Bartlett, B. (2014). Opportunities and challenges for negotiating appropriate EAP practices in China. *English for Academic Purposes (EAP) in Asia: Negotiating appropriate practices in a global context*, 13-31.
- Harper, J., & Sun, Y. (2022). EAP Courses in joint-venture institutions: A needs analysis based on learner perceptions. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 7(1), 159-179
- Helmer, K. A. (2013). Critical English for academic purposes: Building on learner, teacher, and program strengths. *Journal of English for Academic Purposes*, 12(4), 273-287
- Hessamy, G., & Mohebi, M. (2014). Perceptions of Medical Students and EFL Instructors of Their EAP Materials, Challenges and Implications for Iranian EAP Instructors. *Journal of Language Teaching & Research*, 5(1)
- Hong, Q. N. (2018). *Revision of the Mixed Methods Appraisal Tool (MMAT): A mixed methods study*. McGill University (Canada).
- Hu, G., & Lei, J. (2014). English-medium instruction in Chinese higher education: A case study. *Higher education*, 67(5), 551-567.
- Huang, J. C. (2024). Unveiling EFL graduate students' EAP needs and perceptions of EAP courses: A large-scale survey in Taiwan. *Journal of English for Academic Purposes*
- Hyland, K. (2006). The 'other' English: thoughts on EAP and academic writing. *The European English Messenger*, 15(2), 34-38.
- Hyland, K. (2016). General and specific EAP. In *The Routledge handbook of English for academic purposes* (pp. 17-29). Routledge.
- Iranmehr, A., Atai, M. R., & Babaii, E. (2018). Evaluation of EAP programs in Iran: Document analysis and expert perspectives. *Applied Research on English Language*, 7(2), 171-194.
- Jančaříková, R., Povolná, R., Dontcheva-Navratilová, O., Hanušová, S., & Němec, M. (2020). An academic writing needs analysis of Czech university graduate students. *Discourse and Interaction*, 13(1), 42-66.

- Joanna Briggs Institute. (2017). The Joanna Briggs Institute critical appraisal tools for use in JBI systematic reviews: checklist for prevalence studies. *Retrieved November, 15, 2018.*
- Kanokpermpoon, M. (2023). Foundation English Course Development for Thai Tertiary Education: Learners' Perceived Needs and Factor Analysis. *REFlections*, 30(3), 671-694.
- Keefe, K. (2017). An EAP program and students' success at a Canadian university. *TESL Canada Journal*
- Khany, R., & Tarlani-Aliabadi, H. (2016). Studying power relations in an academic setting: Teachers' and students' perceptions of EAP classes in Iran. *Journal of English for Academic Purposes*
- Kirkpatrick, D. L. (1998). The four levels of evaluation. In *Evaluating corporate training: Models and issues* (pp. 95-112). Dordrecht: Springer Netherlands.
- Kohnke, L., Zou, D., & Zhang, R. (2022). Exploring pre-service teachers' beliefs about EAP instruction in China—A case study. *International Journal of Educational Research Open*, 3, 1001
- Lu, X., & Zou, B. (2021). Academic teachers' perceptions of content and language integrated learning (CLIL) programme with EAP teachers. *Pedagogies in English for academic purposes: Teaching and learning in international contexts*, 123-135.
- McWilliams, R., & Allan, Q. (2014). Embedding academic literacy skills: Towards a best practice model. *Journal of university teaching and learning practice*, 11(3), 1-20.
- Murray, N. (2022). A model to support the equitable development of academic literacy in institutions of higher education. *Journal of further and Higher Education*, 46(8), 1054-1065.
- Öğretim, S. B. A. A. İ. (2020). Towards a Defensible EAP Curriculum: A Needs Analysis. *Journal of Theoretical Educational Science*, 13(2), 424-439.
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., ... & Moher, D. (2021). Updating guidance for reporting systematic reviews: development of the PRISMA 2020 statement. *Journal of clinical epidemiology*, 134, 103-112.
- Pomat, N. (2025). Updating the Landscape: A Systematic Review of Emerging Trends in English for Academic Purposes (EAP) Research. *Language Teaching Research Quarterly*, 47, 255-280.
- Popay, J., Roberts, H., Sowden, A., Petticrew, M., Arai, L., Rodgers, M., ... & Duffy, S. (2006). Guidance on the conduct of narrative synthesis in systematic reviews. *A product from the ESRC methods programme Version, 1(1)*, b92.
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge University Press.
- Sloan, D., & Porter, E. (2010). Changing international student and business staff perceptions of in-session EAP: using the CEM model. *Journal of English for Academic Purposes*
- Smith, V., Windle, S., & Johnny, L. (2025). Meeting the needs of EAP students in Canadian colleges: Insights from a needs analysis study. *English for Specific Purposes*, 78, 139-155.
- Song, Y., & Zhou, J. (2022). Revising English language course curriculum among graduate students: An EAP needs analysis study. *Sage Open*, 12(3).
- Tajino, A., James, R., & Kijima, K. (2005). Beyond needs analysis: soft systems methodology for meaningful collaboration in EAP course design. *Journal of English for Academic Purposes*

Thomas, J., & Harden, A. (2008). Methods for the thematic synthesis of qualitative research in systematic reviews. *BMC medical research methodology*, 8(1), 45.

Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *International journal of bilingual education and bilingualism*, 9(2), 159-180.

Appendices

Appendix I: Searching Strings for database

1. Scopus:

Search date: 13/05/2025

Exact Search String:

TITLE-ABS-KEY (("Perceptions" OR "Perspectives" OR "Attitudes") AND ("Stakeholders" OR "Teachers" OR "Students" OR "Administrators") AND ("EAP" OR "English for Academic Purposes") AND ("Curriculum" OR "Syllabus" OR "Program" OR "Course") AND ("Higher Education" OR "University")) AND PUBYEAR > 1999 AND PUBYEAR < 2025

Filters Applied: Article Title , Abstract, Keywords; Publication Years 2000-2025; English Language; Article

2. ERIC

Search Date: 27/05/2025

Exact Search String:

("Perceptions" OR "Perspectives" OR "Attitudes") AND ("Stakeholders" OR "Teachers" OR "Students" OR "Administrators") AND ("EAP" OR "English for Academic Purposes") AND ("Curriculum" OR "Syllabus" OR "Program" OR "Course") AND ("Higher Education" OR "University")

Filters applied: Peer reviewed; Publication Date: Since 2000; Journal Articles

3. ScienceDirect:

Search Date: 09/06/2025

Exact Search String:

("Perceptions" OR "Perspectives") AND ("Teachers" OR "Students" OR "Administrators") AND ("English for Academic Purposes") AND ("Curriculum" OR "Syllabus" OR "Program")

Filters applied: Years 2000-2025; Article type; Research Article

4. SpringerLink:

Search Date: 17/06/2025

Exact Search String:

("Perceptions" OR "Perspectives" OR "Attitudes") AND ("Stakeholders" OR "Teachers" OR "Students" OR "Administrators") AND ("EAP" OR "English for Academic Purposes") AND ("Curriculum" OR "Syllabus" OR "Program" OR "Course") ("Higher Education" OR "University")

Filter Applied: Content type: Research Article; Date Published:2000-2025; Languages: English; Subjects: Language Teaching and Learning, Higher education,

Appendix II:

Citation	Country	Sampled stakeholder group, size	Focus	score
Douglas & Kim (2014)	Canada	46 students (Chinese, Indonesian)	learner perceptions of course content, teaching methods, and relevance to academic tasks	6
Keefe (2017)	Canada	8 international students (7 China, 1 Korea)	Perception of 8 week intensive EAP program	10
Hurper & Sun (2022)	China	16 undergraduate Chinese students	Perseption of students on one year programm	10
Kanokpermpoon (2023)	Thailand	145 first-year Thai EFL students	Foundation English (FE) course; assessed students' perceived needs in reading, writing, listening, speaking, and academic study skills	10
Öğretim, S. B. A. A. İ. (2020).	Turkey	41 instructors in 5 focus groups; 37 student representatives in workshops; 61 repeat students completing open-ended questionnaires	Needs analysis (NA) study and subsequent curriculum innovation; phases: 1) Informal meetings with administrative bodies, 2) NA research through instructor focus groups and student workshops, 3) Evaluation via open-ended questionnaires; innovations included skill-based activities, portfolio writing, project grades (PG) instead of class performance grades (CPG), optional	10
Song, & Zhou(2022)	China	200 graduate students, 4 instructors	EAP skills in academic listening, speaking, reading, writing; questionnaire + semi-structured interviews	12
Afshar, H. S., & Movassagh, H. (2016)	Iran	831 B.A. students; 55 university teachers; 40 students and 25 teachers (subset) interviewed; 35 EAP classes observed; 30 EAP syllabi analyzed	EAP course relevance, classroom observations. EAP focus	12
Dissanayake & Harun (2012)	Sri Lanka	30 first-year undergraduates,	EAP needs in relation to academic English: language structures, rhetorical categories, language functions, language skills (listening, speaking, reading, writing), study skills	9
Dooley, P. (2010)	Australia	13 international students enrolled in the English Language	4 ELBC units: Academic Writing, English Communication, English for Specific Purposes	8

		Bridging Course (ELBC).	(ESP), Tertiary Study Skills. Two rounds of semi-structured interviews	
Evans, S., & Green, C. (2007)	China	4932 undergraduates	Large-scale needs analysis using: <ul style="list-style-type: none"> • Self-report questionnaire on writing, reading, speaking, listening • Interviews with students & lecturers • Focus groups with programme leaders • Writing & speaking tests (4 stages) 	12
Helmer, (2013)	The United States of America	Students 121; Faculty 6; Writing-center tutors 7	Critical EAP (CEAP) needs analysis of a 10-year-old EAP program inside a larger Writing Program. Analysis included surveys, focus groups, classroom observations, portfolio review. Goal: understand institutional structures, align curriculum, and redesign the program.	10
Huang, J. C. (2024)	Taiwan	1155 graduate students; 40 student interviewees; 22 professors	Needs analysis of EAP reading/writing, Students' perceived needs in reading/writing; Professors' perceptions of students' EAP skills; course expectations and satisfactions	10
Khany & Tarlani-Aliabadi (2016)	Iran	Students: 200; Teachers: 50 EAP Interview subset: 18 students + 10 teachers.	Exploration of the extent to which students' and teachers' rights, feedback, and voices are incorporated into EAP curriculum decisions. <ul style="list-style-type: none"> • Focus on textbook selection, teaching methods, assessment practices, participation patterns, course objectives, and classroom environment. • Critical EAP framework (Benesch, Freire, Foucault). 	9
Sloan & Porter (2010)	The United Kingdom	150 Students; 7 program directors	Collaboration to align EAP with disciplinary aims; Development of materials based on discipline-specific genres; Curriculum alignment (constructive alignment principles); Evaluation of existing EAP provision in business school context	11
Tajino, James, & Kijima (2005)	Japan	29 students	Soft system methodology application in needs assessment and perception analysis	12
Adarkwah, & Zeyuan. (2020)	China	8 students	Course designed focusing on the improvement of academic skills of low level students	12
Bo, Lim, & Lin, (2022)	Singapore	50 students	Perceptions regarding all academic skills development during the course	12
Hessamy, & Mohebi (2014)	Iran	175 students, 75 EFL instructors	Focus on book aspects, subject matter, tool usage	6
Jančaříková & et. al (2020)	Czech	67 ELTE students	Comprehension of academic writing needs analysis	6

Kohnke, Zou, & Zhang(2022)	China	16 Students	Study explored preservice teachers' perceptions of the existing provision of EAP in mainland China and the challenges and opportunities for implementing EAP	6
Smith, Windle, & Johnny (2025)	Canada	44 enrolled post secondary course, focus group 11students and 7 professors	Needs Analysis (NA) to understand what writing assignments and skills are required in Programs of Study (POS) and how well the EAP program prepares students.	6