

SSN (Print) 2596 – 7517

ISSN (Online) 2597 – 307X

FULL PAPER**Incorporating Artificial Intelligence Theories in English for Academic Purposes
(EAP) Curriculum Development:
*A Pedagogical Innovation and Critical Engagement Theoretical Paradigm*****Abstract*****Prepared by******Dr Nadiya Al-Issaei****University of Technology and
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This paper examines the theoretical underpinnings of curriculum development in English for Academic Purposes (EAP) and proposes a framework for integrating contemporary artificial intelligence (AI) theories into curriculum conceptualization, design, and implementation. Drawing on established curriculum ideologies—technical-behavioral, learner-centered, and critical-political perspectives—this research explores how AI technologies and theories can enhance EAP curriculum development while addressing longstanding challenges in higher education contexts. The paper argues that AI integration must be approached through a critical lens that considers the sociocultural, ethical, and pedagogical implications while leveraging AI's capabilities for adaptive learning, assessment, and content development. The proposed theoretical framework offers a foundation for curriculum developers, EAP practitioners, and educational administrators seeking to navigate the evolving landscape of AI-enhanced language education while maintaining core pedagogical principles and values.

Keywords: curriculum development, English for Academic Purposes (EAP), artificial intelligence, educational technology, curriculum theory, higher education, teacher development

- 1. Introduction

As higher education institutions worldwide continue to expand their English-medium programs, the field of English for Academic Purposes (EAP) has faced increasing demands to adapt to rapidly evolving educational contexts. Curriculum development in EAP must now respond not only to traditional linguistic and pedagogical concerns but also to technological innovations that are transforming teaching and learning. Among these technological shifts, artificial intelligence (AI) represents perhaps the most significant paradigm change, offering new possibilities for personalized learning, automated assessment, content development, and pedagogical support while simultaneously raising critical questions about the future of language instruction.

This theoretical paper addresses a significant gap in the literature by examining how AI theories can be integrated into curriculum development for EAP programs. While considerable attention has been given to practical applications of AI tools in language learning, less research has focused on how AI theories might inform the conceptual frameworks that guide curriculum development. This paper argues that AI should not merely be viewed as a supplementary tool but as a transformative force requiring a fundamental reconsideration of curriculum theory and practice in EAP contexts.

- 2. Research Problem

Although AI continues to become more involved in language acquisition, there is a theoretical void as to how AI theories—machine learning, adaptive learning, and natural language processing—can apply to curriculum design in English for Academic Purposes (EAP). Traditional EAP curricula rooted in ideologies are not relevant to AI's revolutionary effect and moral issues. Unless they take a theory-informed, critical approach, teachers risk under using AI or applying it in ways that undermine pedagogy and exacerbate inequalities. This study outlines a synthesis of AI theories and ideology of curriculum to facilitate adaptive, equitable, and theoretically informed innovation in EAP.

- 3. Research Objectives

1.To discuss existing curriculum theories in English for Academic Purposes (EAP)

and critically evaluate dominant curriculum ideologies such as technical-behavioral, learner-centered, and critical-political and their relevance to EAP curriculum design.

2.To study the theoretical foundations of artificial intelligence relevant to language instruction and critically review existing AI theories (e.g., machine learning, natural language processing, adaptive learning systems) with relevance to higher education curriculum design.

3.To explore the potentialities of AI in enhancing the central features of EAP teaching

and to investigate how AI can contribute to personalized learning pathways, machine learning-based assessment, adaptive content generation, and teacher support in EAP lessons.

4.To offer realistic suggestions to curriculum developers, teachers, and policymakers

on how the stakeholders can incorporate AI into EAP curriculum development in a responsible and effective manner with respect to inherent educational values.

- 4. Research Questions

- 1.What is EAP teachers' and curriculum developers' perceived role of artificial intelligence theories in shaping curriculum planning and delivery?
- 2.What are the perceived pedagogic, ethical, and sociocultural implications of the integration of AI in EAP curriculum development?
- 3.In what way do AI theories reinforce or destabilize existing curriculum ideologies (technical-behavioral, learner-centered, critical-political) in EAP settings?
- 4.How do contextual and institutional conditions impact the adoption and adaptation of AI-driven approaches to EAP curriculum design?

5. Conceptualizing Curriculum in EAP

5.1 Historical Perspectives on Curriculum

The conceptualization of curriculum has evolved significantly through different historical periods, reflected in diverse theoretical perspectives. As Jackson (1992) notes, curriculum was initially conceived as an organizational framework imposed by educational authorities "for the purpose of bringing order to the conduct of schooling" (p. 5). This instrumental view has gradually expanded to encompass broader understandings of curriculum as a complex sociocultural phenomenon.

Pinar et al. (2008) identify a significant paradigm shift in curriculum studies that occurred in the 1970s, moving from a predominant focus on curriculum development towards deeper theoretical engagement with the nature and purpose of curriculum itself. This "reconceptualization" movement challenged narrow definitions of curriculum as merely content or syllabus, arguing instead for more holistic approaches that recognize curriculum's multifaceted character.

Marsh (1997) similarly critiques limited conceptions of curriculum, observing that curriculum cannot be reduced to syllabi or performance objectives. Rather, a comprehensive understanding must account for various factors including "teachers' methodological priorities as well as students' preparedness and motivation" (p. 4). These expanded conceptions provide valuable theoretical grounding for examining curriculum development in specialized contexts such as EAP.

5.2 Curriculum Ideologies in EAP Contexts

Curriculum development in EAP has been shaped by several competing ideological orientations. This paper focuses on three major ideologies that have particular relevance for contemporary EAP programs in higher education.

5.2.1 Technical-Behavioral Ideology

The technical-behavioral ideology, also termed the "social and economic efficiency" model (Richards, 2001), focuses on preparing students for specific vocational contexts. This ideology emphasizes measurable outcomes, skill development, and economic productivity. In EAP contexts, this approach manifests in courses designed to develop specific academic skills (academic writing, presentation skills, etc.) deemed essential for success in university studies and subsequent employment.

As Mackernan (2008) observes, this ideology views students "as consumers in the capitalist system: producing, consuming, measuring, and vocalization" (p. 29). In many higher education institutions, including those in Oman and other Gulf countries, EAP programs are strongly influenced by this ideology, reflecting broader socioeconomic priorities and globalization trends.

5.2.2 Learner-Centeredness Ideology

The learner-centered ideology, grounded in constructivist learning theories, has a similar approach of that of the technical-behavioral approach as it prioritizes students' active participation in the educational process. Nunan (1988) argues that learner-centered approaches should involve students as "active participants in the decision-making process regarding the content of the curriculum and how it is taught." This ideology emphasizes the importance of negotiated needs, learner autonomy, and the social construction of knowledge.

In EAP contexts, learner-centeredness manifests in approaches that prioritize needs analysis, student choice in project topics, and collaborative learning environments. Emenyeonu (2012) notes that successful implementation of student-centered learning requires "efforts to prioritize students' needs, motivations and interests and put them at the center of educational practice" (p. 245).

5.2.3 Critical-Political Ideology

The critical-political ideology, informed by critical theory, examines power relations and political dimensions of education. This approach, which Mackernan (2008) describes as addressing "social inequalities" and promoting "political and cultural renewal" (p. 31), encourages critical awareness among teachers and students.

In EAP contexts, a critical-political perspective challenges the "accommodationist ideology" described by Benesch (1993) that focuses solely on helping students meet existing academic demands. Instead, it advocates for more transformative approaches that empower both teachers and students to critically engage with academic discourses and practices.

5.3 Models of Curriculum Development in EAP

Several influential models inform curriculum development in EAP. Richards' (2001) model emphasizes the interconnectedness of various elements: "needs analysis, situational analysis, planning learning outcomes, course organization, selecting and preparing teaching materials, providing for effective teaching, and evaluation" (p. 41). This model places teachers "at the center of the planning and decision-making process," recognizing their crucial role in curriculum development.

Nation and Macalister (2010) propose a model emphasizing three key external factors that are principles, environment, and needs which constrain and guide the curriculum design process. Their model highlights the importance of contextual factors, including "the learners' present knowledge, and lacks, the resources available including time, the skills of the teachers, the curriculum designer's strengths and limitations, and principles of teaching and learning."

For EAP programs, these models provide valuable frameworks for addressing specific challenges, including the "common core hypothesis" debate (whether to focus on general academic skills or discipline-specific approaches) and the balance between "what" and "how" in EAP instruction (Todd, 2003).

6. Artificial Intelligence Theories and EAP Curriculum

6.1. Emerging AI Paradigms in Education

Recent advances in artificial intelligence have led to several theoretical paradigms with significant implications for education generally and language learning specifically. The most current research from 2023-2025 reveals increasingly sophisticated frameworks for understanding and implementing AI in EAP contexts:

6.1.1 AI for Academic Purposes (AIAP) Framework

A significant advancement in theoretical approaches in relation to EAP curriculum is the AI for Academic Purposes (AIAP) framework, developed specifically for EAP contexts. Ngo and Hastie (2024) introduced this framework to address the imperative need for AI literacy within academic language instruction. The AIAP framework emphasizes the integration of AI literacy alongside traditional language and academic skills, representing a paradigm shift in how EAP curriculum is conceptualized.

The AIAP framework moves beyond seeing AI as merely supplementary to EAP and instead positions AI literacy as a core academic competency essential for international students. This approach acknowledges that modern academic discourse increasingly requires students to navigate AI-mediated communication environments effectively. According to this framework, AI literacy encompasses not just technical skills but also critical evaluation abilities and ethical understanding of AI applications in academic contexts.

A cluster of empirical studies underscores the value of incorporating GenAI literacy directly within English for Academic Purposes (EAP) curricula. Kohnke (2024), for instance, showed that Hong Kong EAP students perceive GenAI tools as more context-sensitive and useful for academic writing than traditional grammar checkers, suggesting that GenAI aligns well with existing EAP skill development. Similarly, Du (2024a) examined EAP students' classroom use of ChatGPT in New Zealand, finding that GenAI tools enhanced students' sense of autonomy and competence, albeit with tensions around social relatedness. These findings support the AIAP model's insistence on embedding AI literacy into EAP instruction rather than treating it as an ancillary skill.

6.1.2 Sociocultural Theory and AI-Enhanced Learning

Recent theoretical developments have integrated Vygotskian sociocultural theory with AI-enhanced language learning. This synthesis, discussed by Jin et al. (2023), positions AI tools as collaborative partners in the language learning process, extending the concept of the Zone of Proximal Development (ZPD) to include AI-mediated interactions.

This theoretical position views AI not as replacing human instruction but as providing an additional layer of collaborative learning (Weng & Chiu, 2023). The quality and impact of AI feedback depend on learners' collaborative abilities to effectively interpret and apply feedback to their language learning practices, representing a convergence of established educational theories with emerging technological paradigms.

6.1.3 The EAP-AIAS Assessment Framework

Addressing the specific challenges of assessment in AI-enhanced EAP contexts, Perkins and Furze (2024) developed the English for Academic Purposes AI Assessment Scale (EAP-AIAS). This framework aims

to maintain assessment validity while acknowledging the reality of AI tools in academic environments.

The EAP-AIAS provides a structured approach to determining appropriate levels of AI integration in different assessment tasks, balancing the opportunities and challenges presented by generative AI. This theoretical model responds to conflicting pressures in EAP assessment: maintaining academic integrity while recognizing that AI tools will be increasingly deployed in academic and professional contexts. The framework emphasizes the need for ethically-oriented, easily communicable assessment strategies that accurately reflect learners' true abilities while preparing them for AI-enhanced academic futures.

Several pilot studies, case studies, and quasi-experimental designs have demonstrated the practical feasibility and pedagogical value of integrating AI into English for Academic Purposes (EAP) assessment. One of the most robust studies comes from Furze, Perkins, Roe, and MacVaugh (2024), who conducted a large-scale institutional pilot at the British University Vietnam. By adopting the five-level AI Assessment Scale (AIAS), they reported a complete elimination of documented AI misconduct cases, a 5.9% increase in average student attainment, and a 33.3% improvement in module pass rates. These findings suggest that structured, transparent, and scalable approaches to AI integration can enhance both academic integrity and learning outcomes.

6.1.4 Critical AI Literacy Theory

Recent scholarship has emphasized the need for critical approaches to AI literacy that go beyond technical proficiency. Chiu et al. (2023) argue that beyond algorithmic thinking, AI integration in education demands focus on creativity and technology fluency to foster innovation and critical thought. This approach requires a paradigm shift in educational practice, moving from traditional methods to more dynamic, interactive, and student-centered learning environments.

Critical AI literacy theory distinguishes between functional AI literacy (how to use AI tools) and critical AI literacy (how to evaluate AI outputs, understand limitations, and consider ethical implications). This dual approach is particularly relevant for EAP, where critical thinking and evaluation of sources are already central concerns. Alhusaiyan (2025) further emphasizes that effective AI integration must be informed by educational theories and requires teacher configuration to enhance AI-supported language learning. A pilot study by (Kaspersen et al., 2022) implemented a design-based learning project where high school students critically engaged with AI tools such as text classifiers and image recognition systems. Beyond technical functionality, students reflected on issues of algorithmic bias and fairness. Findings highlighted that structured reflection tasks enabled students to connect algorithmic decision-making with broader concerns of justice and equity.

6.1.5 Legitimation Code Theory in AI-Enhanced EAP

A sophisticated theoretical lens for understanding AI's role in EAP comes from Legitimation Code Theory (LCT). According to a recent work applying LCT to EAP by (Monbec, 2020) examines how knowledge practices in EAP are legitimized and transferred. When extended to AI-enhanced contexts, LCT offers insights into how AI tools may reinforce or challenge existing knowledge codes in academic discourse.

In the context of English-medium instruction, Argüelles-Álvarez (2023) investigated computing courses taught in universities where subject content was delivered in a second language. Using the semantic and specialization dimensions of LCT, the study identified how lecturers often simplified disciplinary knowledge to accommodate language demands, thereby shifting the semantic gravity of classroom discourse. This revealed tensions between linguistic accessibility and disciplinary integrity,

demonstrating LCT's value in analyzing how meaning is recontextualized and how certain forms of knowledge are privileged or marginalized in EMI settings.

7. Theoretical Framework for AI Integration in EAP Curriculum Development

Building on the preceding analysis of curriculum theories, EAP contexts, and emerging AI paradigms, this section proposes a theoretical framework for integrating AI into EAP curriculum development. The framework addresses four key dimensions: curriculum conceptualization, design processes, implementation approaches, and professional development implications.

7.1 Reconceptualizing EAP Curriculum in the AI Era

Traditional conceptions of curriculum as fixed, linear plans for instruction are increasingly challenged by AI capabilities for personalization and adaptation. Drawing on Holmes et al. (2022) and Luckin and Cukurova (2019), we propose reconceptualizing EAP curriculum as a dynamic, responsive system rather than a static document or plan.

This reconceptualization involves several key shifts:

- From predetermined content sequences to flexible learning pathways that adapt to individual student needs and progress
- From discrete skills to integrated competencies that recognize the interconnected nature of academic language use
- From standardized assessment to continuous, embedded evaluation that provides ongoing feedback
- From teacher-directed to collaborative learning environments where both human and artificial intelligence contribute to educational experiences

These shifts align with Wallin's (2011) critique of "identitarian thinking" that constrains curriculum conceptualization and with Kelly's (1999) call for a "total curriculum" that goes beyond knowledge content to consider broader educational purposes and effects.

The most recent research by Alhusaiyan (2025) expands this reconceptualization by emphasizing the importance of integrating AI tools with educational theories to enhance AI-supported language learning. This perspective recognizes that effective AI integration in EAP curriculum must be theoretically grounded rather than technology-driven, focusing on the development of both linguistic abilities and critical AI literacy.

7.2 AI-Enhanced Curriculum Design Processes

Curriculum design in EAP has traditionally relied heavily on needs analysis to identify target language situations and required skills. AI technologies can significantly enhance these processes through:

Enhanced Needs Analysis: AI can analyze vast amounts of authentic academic discourse (journal articles, lectures, student writing) to identify patterns, structures, and features relevant for EAP students. This approach, extending Dunworth's (2008) work on analysis of academic tasks, can provide more comprehensive and nuanced understanding of academic language demands across disciplines.

Dynamic Syllabus Development: Rather than static syllabi, AI can support the development of

responsive curricular structures that evolve based on ongoing analysis of student performance, emerging academic language needs, and changing disciplinary practices. This approach aligns with Nation and Macalister's (2010) emphasis on environmental factors in curriculum design.

Intelligent Content Development: AI can assist in generating, curating, and adapting learning materials that address specific academic language needs. This addresses Harwood's (2005, 2010) concerns about commercial textbooks by enabling more contextualized, relevant materials development.

Predictive Analytics for Curriculum Planning: AI systems can analyze patterns in student performance and engagement to identify potential gaps or weaknesses in curriculum design, enabling more proactive curriculum development approaches.

These enhancements to design processes align with Richard's (2001) model of curriculum development as a "network of interacting systems" while introducing new dimensions of adaptivity and responsiveness.

AI for Academic Purposes (AIAP) Integration: The recently developed AIAP framework (Ngo & Hastie, 2024) provides specific guidance for incorporating AI literacy throughout the EAP curriculum. This framework emphasizes the need to develop students' abilities to critically evaluate AI outputs and use AI tools ethically and effectively in academic contexts, representing a significant advancement in how AI is conceptualized within EAP curriculum design.

Discipline-Specific AI Integration: Recent research on tailoring EAP for STEM students (EFL Cafe, 2024) demonstrates how AI can be embedded into content-specific modules through Content and Language Integrated Learning (CLIL). This approach allows for more relevant language learning experiences aligned with specific disciplinary requirements while simultaneously developing students' AI literacy within their field of study.

8. Implementation Approaches for AI-Enhanced EAP Curriculum

Implementing AI-enhanced curriculum requires careful consideration of pedagogical approaches that leverage technological capabilities while maintaining core educational values. The framework proposes several principles for implementation:

Balanced Integration: AI should complement rather than replace human instruction, particularly for complex academic skills requiring nuanced feedback and cultural sensitivity. This aligns with the "curriculum-developers" approach identified by Shawer (2010), where teachers actively adapt and supplement curriculum materials.

Critical Mediation: Teachers should help students critically evaluate AI-generated content and feedback, developing digital literacy skills essential for academic success. This reflects the critical-political ideology discussed earlier.

Collaborative Intelligence: Curriculum implementation should leverage the complementary strengths of human and artificial intelligence, humans' contextual understanding, cultural sensitivity, and ethical judgment alongside AI's processing power, consistency, and personalization capabilities.

Ethical Implementation: Adoption of AI technologies must prioritize ethical considerations including privacy, consent, algorithmic fairness, and transparency. This addresses critical concerns raised by Selwyn (2019) and others.

Contextual Adaptation: Implementation approaches should be tailored to specific institutional, cultural,

and disciplinary contexts, reflecting Nation and Macalister's (2010) emphasis on environmental analysis in curriculum design.

9. Professional Development for AI-Enhanced Curriculum

The integration of AI into EAP curriculum necessarily implicates teacher roles and competencies. Building on the interrelationship between curriculum development and professional development discussed by Al Busaidi and Tuzluzkova (2014), the framework proposes several dimensions of professional development for AI-enhanced curriculum:

Technological Literacy: Teachers need opportunities to develop understanding of AI capabilities, limitations, and appropriate applications in EAP contexts.

Critical Digital Pedagogy: Professional development should foster critical approaches to educational technology that consider ethical, sociocultural, and political dimensions of AI implementation.

Collaborative Curriculum Development: Teachers should be positioned as active agents in the development and refinement of AI-enhanced curriculum, rather than merely implementers. This addresses concerns about teacher marginalization raised by Troudi and Alwan (2010).

Research Skills: Teachers should be equipped to systematically investigate the effects of AI implementation on teaching and learning, contributing to the knowledge base for future development.

Adaptive Expertise: Professional development should foster teachers' capacity to flexibly respond to changing technological environments and emerging pedagogical possibilities.

Prompt Engineering Proficiency: Recent research highlights the importance of developing teachers' abilities in prompt engineering which is the process of crafting effective instructions for AI systems (Case & Liu, 2025). This emerging skill area is recognized as crucial for effective AI-enhanced teaching across disciplines.

AI Assessment Literacy: The EAP-AIAS framework (Perkins & Furze, 2024) emphasizes that teachers need specific training in how to design, implement, and interpret assessments in AI-enhanced educational environments. Professional development should help teachers balance traditional assessment approaches with new methods appropriate for an AI-mediated academic landscape.

Interdisciplinary Collaboration: Crompton and Burke (2023) emphasize that EAP is the most common discipline for AI use in education, suggesting that EAP teachers can serve as leaders in cross-disciplinary professional development initiatives focusing on AI integration.

This professional development approach aims to avoid the "top-down" implementation critiqued by Al-Issa (2006) and others, instead positioning teachers as central contributors to curriculum innovation.

10. Critical Perspectives on AI in Education

Beyond general critiques, several ethical challenges emerge in practical EAP settings. For instance, plagiarism detection systems powered by AI often disproportionately flag multilingual students' writing due to linguistic diversity not accounted for in training data, raising questions of fairness. AI-supported writing platforms also raise privacy issues, as students' drafts and personal data may be

stored or analyzed by third-party systems without full informed consent. Furthermore, inequitable access to advanced AI tools risks widening achievement gaps between well-resourced students and those with limited technological support. Addressing these concerns requires curriculum policies that emphasize algorithmic transparency, strong data governance, and equitable resource distribution. Teachers play a critical role as mediators who ensure that ethical safeguards are integrated into both pedagogy and assessment.

Alongside theories exploring AI's potential benefits, critical perspectives examine the sociocultural, ethical, and political implications of AI adoption in educational contexts. Selwyn (2019) has developed a critical framework for analyzing educational technologies that considers issues of power, control, surveillance, and commercialization all particularly relevant for AI implementations.

Similarly, Zawacki-Richter et al. (2019) highlight concerns about algorithmic bias, data privacy, and the potential reinforcement of existing educational inequalities through AI systems. These critical perspectives are especially important for EAP contexts, which often serve linguistically and culturally diverse student populations who may be differently affected by algorithmic biases or normative assumptions embedded in AI systems.

A critical approach to AI integration must consider questions of epistemological authority whose knowledge is privileged, what counts as valid learning, and how educational decisions are made that resonate with the critical-political ideology discussed earlier.

11.3 Contextual and Institutional Adaptations

AI integration in EAP curriculum is deeply influenced by institutional, cultural, and disciplinary contexts. In Gulf and Omani higher education settings, EAP curricula are often shaped by technical-behavioral ideologies that emphasize measurable outcomes and efficiency. Here, AI adoption aligns with priorities for academic skill mastery and workforce readiness, but ethical and pedagogical considerations must be localized to avoid over-standardization. In contrast, Western institutions often emphasize learner-centered or critical-political approaches, using AI to promote autonomy, collaboration, and critical engagement. In disciplinary contexts STEM-focused programs may leverage AI for simulation-based tasks and data-driven writing, while humanities programs require sensitivity to interpretive and discursive practices. These variations highlight that the proposed framework must remain adaptable, sensitive to context, and guided by local educational values rather than imported wholesale from other settings.

11. Implications for EAP Programs

The theoretical framework presented above has several important implications for EAP programs in higher education:

11.1 Institutional Strategy and Policy

Institutions must develop coherent strategies for AI integration that align with broader educational missions and values. Policy frameworks should address:

- Ethical guidelines for AI use in teaching, learning, and assessment
- Data governance principles that protect student privacy while enabling beneficial applications
- Resource allocation that supports both technological infrastructure and human expertise

- Evaluation mechanisms that assess the impact of AI integration on educational outcomes

11.2 Curriculum Leadership and Management

Effective integration of AI into EAP curriculum requires reconsideration of leadership and management approaches:

- Moving from hierarchical to distributed leadership models that leverage diverse expertise
- Developing more flexible quality assurance mechanisms appropriate for adaptive curricular systems
- Creating collaborative spaces for ongoing curriculum development among teachers, technologists, and administrators
- Establishing feedback loops that inform continuous improvement of AI-enhanced curriculum

12. Research Agenda

The framework highlights several important areas for future research:

- Empirical studies examining the effectiveness of specific AI applications in EAP contexts
- Investigations of teacher and student experiences with AI-enhanced curriculum
- Analysis of how AI implementation interacts with cultural, institutional, and disciplinary contexts
- Exploration of ethical dimensions of AI use in multicultural EAP settings

13. Conclusion

This paper has presented a theoretical framework for integrating artificial intelligence theories into curriculum development for English for Academic Purposes. Drawing on established curriculum theories and emerging AI paradigms, the framework proposes new approaches to conceptualizing, designing, implementing, and supporting EAP curriculum in the AI era.

The integration of AI into EAP curriculum development offers significant potential benefits, including enhanced personalization, more sophisticated needs analysis, dynamic content development, and innovative approaches to assessment. However, realizing these benefits requires careful attention to theoretical foundations, ethical considerations, and contextual factors.

The framework presented here emphasizes that AI should be approached not merely as a technological tool but as a transformative force that necessitates fundamental reconsideration of curriculum theory and practice. This reconsideration must balance technological possibilities with enduring educational values and principles, maintaining a critical perspective while embracing innovative potential.

For EAP programs navigating rapidly evolving technological and educational landscapes, this theoretical foundation provides a basis for thoughtful integration that enhances rather than diminishes the quality and integrity of academic language education.

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