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Towards an Effective Pedagogy: Evaluation of Materials Used in Foundation English Courses at Rajshahi University

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This paper is an exploratory study of the materials used in the English language courses offered by the various departments at Rajshahi University. The foundation English language courses at these departments were introduced to help students cope with the rigours of academic programmes conducted in English besides developing their necessary communicative skills. The argument in this paper is based on the theoretical position that materials need to correspond to their respective contexts for effective language teaching and learning. Document analysis was conducted to assess the materials used in the foundation English courses of 16 departments under the 7 faculties of Rajshahi University. It has been found that the language courses fall short of their objectives as the materials focus basically on language forms with little emphasis on practical application of the target language. The situation may be improved by implementing appropriate materials geared towards the learners' needs through a major overhaul of the whole system or by adopting an eclectic approach that incorporates feasible CLT (Communicative Language Teaching) features into the existing traditional approach of teaching English in the various departments of Rajshahi University.

Keywords: *Material design, evaluation, EAP, tertiary education.*

Materials Defined

Teaching materials form an integral part of most English language programmes. Although mostly associated with course books, the term 'language-learning materials' essentially refers to anything which is used by teachers or learners to facilitate the learning of a language. Materials may be linguistic, visual, auditory or kinesthetic in nature. Cassettes, videos, CD-ROMs, dictionaries, grammar books, readers, workbooks or photocopied exercises- are all various manifestations of possible teaching materials. Even everyday objects and occurrences such as newspapers, food packages, photographs, live talks by invited speakers, instructions given by a teacher, tasks or discussions between learners also hold their own as effective materials in a language classroom (Tomlinson 1988). In other words, they can be anything that is deliberately used to increase the learner's knowledge and exposure to the target language. This pragmatic concept of materials is useful in the sense that it enables one to utilize as many sources of input as possible in materials development. It also helps teachers to choose from a vast array of the most appropriate materials for their respective learners in various teaching contexts.

However, course books have long retained the qualification that they are of an acceptable standard or level of quality and appropriate to the learners for whom they are being used as Hutchinson and Torres (1994) suggest- "…No teaching-learning situation, it seems, is complete until it has its relevant textbook."

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It is absolutely essential, therefore, that we establish and apply a wide variety of relevant and contextually appropriate criteria for the evaluation of the textbooks that we use in our language classrooms. This paper will discuss and describe the intricate evaluation process that was undertaken at Rajshahi University in Rajshahi, Bangladesh for textbooks that were being used in this particular learning environment. The purpose of this research was to determine the overall pedagogical value and suitability of the books geared towards these specific English language programmes.

Materials Development

Studies of materials development are a recent phenomena. Until recently, materials development was treated as a sub-section of methodology, in which materials were usually introduced as examples of methods in action rather than as a means to explore the principles and procedures of their developments. However, during the 1990s, language courses started to put more emphasis on the study of materials development for their own merits. Consequently, the ELT market became awash with a plethora of books on the principles and procedures of materials development.

Among the various materials used in language courses, the most frequent one in rotation is the course book. Nonetheless, course books often come under criticism for being inevitably superficial and reductionist in its coverage of language points and in its provision of language experience. (Kitao and Kitao, 1997). Other distinguished theorists have criticized textbooks for their inherent social and cultural biases. Researchers such as Porreca (1984), Florent and Walter (1989), Clarke and Clarke (1990), Carrell and Korwitz (1994), and Renner (1997) have demonstrated that many EFL/ESL textbooks still contain rampant examples of gender bias, sexism, and stereotyping. Moreover, it has also been pointed out that in cannot cater to the diverse needs of all learners and that it imposes uniformity of syllabus and approaches, and also removes initiative and power from the teacher (Allwright 1981; O'neil 1982; Littlejohn 1998; Hutchinson and Torres 1994). However, course books are not without their proponents who argue that they are the most convenient form of presenting materials. They not only help to achieve consistency and continuation, but also provide learners with a sense of system, cohesion and progress. Besides, they help teachers to prepare lessons and learners to revise them. (O'Neill, 1982; Sheldon, 1988; Cunningsworth, 1995) Because of these convenient aspects, course books still remain the favoured vehicle for teaching a language course.

Materials Evaluation

In light of the resources available, it often becomes necessary to distinguish the best one out of a number of possibilities. (Sheldon, 1988) Evaluation is then, concerned with relative merit. It has been generally agreed that for materials to be valuable, the learning points should be potentially useful to the learners and that the learning procedures should maximize the likelihood of meeting the learners' specific needs while also being concurrent with "…the aims, methods, and values of the teaching program." (Cunningsworth, 1995 p.7).

Sheldon (1988) has offered several other reasons for textbook evaluation. He suggests that the selection of an ELT textbook often signals an important administrative and educational decision in which there is considerable professional, financial, or even political investment. A thorough evaluation, therefore, would enable the managerial and teaching staff of a specific institution or organization to differentiate the available textbooks on the market. Moreover, it would provide for a sense of familiarity with a book's content thus assisting educators in identifying the particular strengths and weaknesses of textbooks already in use. This would go a long way in ultimately assisting teachers with making optimum use of a book's strong points and recognizing the shortcomings of certain exercises, tasks, and entire texts.

One additional reason for textbook evaluation is the fact that it can be very useful in teacher development and professional growth. Cunningsworth (1995) and Ellis (1997) suggest that textbook evaluation helps teachers move beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic, and contextual insights into the overall nature of textbook material. Textbook evaluation, therefore, can potentially be a particularly worthwhile means of conducting action research as well as a form of professional empowerment and improvement. Similarly, textbook evaluation can also be a valuable component of teacher training programs for it serves the dual purpose of making student teachers aware of important features to look for in textbooks while familiarizing them with a wide range of published language instruction materials.

One of the problems in materials evaluating is the subjective nature of many of the instruments of evaluating (Sheldon,1988) - a view succinctly corroborated by Littlejohn (1998) who maintain that "course book assessment is fundamentally a subjective, rule of thumb activity and no neat formation about what materials can achieve". Despite this limitation, pre-eminent theorists in the field of ELT textbook design and analysis such as Williams (1983), Sheldon (1988), Brown (1995), Cunningsworth (1995) and Harmer (2007) all agree, for instance, that evaluation checklists should have some broad criteria pertaining to the physical characteristics of textbooks such as- layout, organizational, and logistical characteristics. Taking these considerations into account, McDonough and Shaw (2003) provide a rather comprehensive model of evaluating materials. The model that they suggest is based on the view that it is useful to perform an external evaluation of the organizational principles involved. This stage is followed by a detailed internal and finally an overall evaluation of the materials to see how far the course book in question correspond to what the author claims besides the aims and objectives of a given teaching programme.

The External Evaluation

Criteria included in this central stage of the model provide a comprehensive, external overview of how the materials have been organized. The 'blurb' or the claims made on the cover of the book along with the introduction and table of contents enable the evaluators to assess "what the books say about themselves". (Cunningsworth, 1995). Additional information may also be found on-

1) The intended audience and the proficiency level: most materials claim to aim at a particular level, such as beginner or intermediate.
2) The context in which the materials are to be used: it is useful to determine whether the materials are for teaching general learners or EAP.
3) The presentation and organization of language organized into teachable units/lessons.
4) The author's views of language and methodology:
5) Visual materials: whether the book contains photographs, charts, diagrams etc. for mere cosmetic value only or proper integration into the text.
6) Cultural sensitivity: whether the materials present a 'balanced' picture of the particular country or society.
7) Inclusion of audio/video materials: whether it is essential to posses this extra bit of material in order to use the textbook successfully.
8) Inclusion of tests in the teaching materials: whether they would be useful for the particular set of learners or not.

If the external evaluation shows the materials to be potentially appropriate and then the internal evaluation may begin. If not, the evaluation may 'exit' at this point and start to examine other materials if needed.

The Internal Evaluation

The essential issue at this stage is to analyze the extent to which the aforementioned factors in the external evaluation stage correlate with the internal organization of the materials as stated by the author. In order to perform an effective internal inspection of the material, at least two units of a course book need to be inspected to determine the following factors:

1) The presentation of skills in the materials: Are all the language skills covered? Are the skills treated in an integrated or discrete way?
2) The grading and sequencing of materials: This criterion is an important one and merits some investigation as it is not always clear what the principle is- some materials are steeply graded while others claim to have no grading at all.
3) Appropriate texts beyond the sentence level where reading/discourse skills are involved.
4) Use of authentic or artificial recordings where listening skills are in question.
5) Incorporation of original interaction patterns instead of artificial dialogues for speaking materials.
6) Context appropriate exercises to test the learners' needs and what is taught;
   The conclusion reached at this stage lead to further considerations grouped under the following stage- the overall evaluation.

The Overall Evaluation

At this stage an overall evaluation integrating both of the previous stages is made by considering the following parameters:

1) Usability factor: How far the materials can be integrated into a particular syllabus as 'core' or supplementary? One may need to select materials that suit a particular syllabus or set of objectives. The materials may or may not be able to do this.
2) Adaptability factor: Can parts be used/extracted/added in author context/modified for local circumstances? There may be some favourable qualities concerning the writing skills in the materials but, for example, the listening materials may be found to be unsuitable and in need of modification.
3) Flexibility factor: How rigid is the sequencing and grading? Can the materials be entered at different points or used in different ways?

Based on the preceding points illustrated for materials evaluation, a model check list was developed for evaluating the foundation English courses central to this study. The chief points of consideration were the following-

1) Is the material form-focused or meaning-focused?
2) Coverage: What areas are covered?
   a) Grammar: What are the items of grammar? Is it discrete point grammar or contextualized and integrative grammar?
   b) Pronunciation.
   c) Skills: What are the skills covered?
      Reading: How much covered and at which level?
      Writing: How much covered and at which level?
      Speaking: How much covered and at which level?
      Listening: How much covered and at which level?
3) Types of Activities:
   a) Does it emphasize learning by doing and provide for skills training?
   b) Does it provide for student centered activities?

c) Is there enough practice opportunities?
d) Is there enough output (production) opportunities?

4) Context/text: Are the text/topics familiar or unfamiliar? Are they locally produced or foreign?
5) Culture sensitivity: Are the texts/topics culturally appropriate? Are they free form cultural bias?
6) Are there varieties of topics/tasks/activities?
7) Are the activities interesting and engaging?
8) Are the text/tasks/activities at the right level?
9) Are the materials properly organized/sequenced?
10) Are the materials planned in lesson format? What is/are the lesson format(s)?

Evaluation of Materials in Use

The materials used for teaching the English courses chiefly comprise of books written by numerous domestic and international authors. A list of necessary books for the English language courses has been provided by each of the majority of the departments under the 7 faculties at Rajshahi University. It has been found that a number of identical books have been recommended by almost all the departments. Teachers also mentioned that they use some materials (books) outside the recommended list. The books that have been commonly advocated by most of the departments have been the centre of evaluation in this study. The books are:

a) *Learning English, the Easy Way* by Professor Sadruddin Ahmed
b) *Advanced Learner's Degree General English* by Chowdhury and Hossain
c) *Writing Scientific English* by J. Swales
d) *Technical Writing* by John M. Lennon
e) *A Practical English Grammar* by A.J. Thomson and A.V. Martinet
f) *Intermediate English Grammar* by Raymond Murphy
g) *Essentials of Business Communication* by Rajendra Pal and J.S Korlahalli

Each of these books has been evaluated with the help of the checklist based on McDonough and Shaw's (2003) model. There is no single course book for any of the courses. Teachers and students normally use a blend of different parts of all these books or exclusively one of them as the situation demands.

Learning English the Easy Way by Professor Sadruddin Ahmed

This book is one of the most commonly recommended books for all the 16 departments surveyed. It also happens to be the book that the teachers use and ask the students to use. The evaluation of the books as follows.

Focus of the Material: Form-focused or Meaning-focused

The book is primarily form-focused. It basically deals with the formal aspects of language - the grammatical forms, the basic structures of English.

Coverage

The following areas of language are covered by this book:

a) **Grammar:** The grammatical items include the parts of speech (nouns and verbs), sentence structures (simple, compound and complex), effective sentences, transformation of sentences and translation practices. The book deals with contextual grammar, presented in meaningful passages, but the passages are inauthentic.
b) **Pronunciation:** The book puts no emphasis on pronunciation

c) **Skills:** The presentation of the skills are as follows:

(i) **Reading**: A chapter entitled 'Reading Comprehension' mainly focuses on the various modes of inferring the meanings of unknown words from reading passages and the development of vocabulary. A few reading passages have been provided as examples to illustrates the probable questions and techniques of answering.

(ii) **Writing**: Detailed sections on writing focus on the development of paragraphs, essays, amplifications, précis letter writing, report and memo writing. The uses of punctuation and capital letters in writing have also been illustrated.

(iii) **Speaking**: The chapter entitled 'Notions and Functions', provide examples of different situations with the possible dialogues, but they appear rather unnatural. These are intended to be suggestions and do provide some ideas, however, there are no explicit exercises that provide opportunities for practicing free speaking.

(iv) **Listening**: The practice of listening skill is not included in the book.

Types of Activities

The activities in the book are mainly end-of-chapter exercises which demand the practice of the language forms elaborated in the respective chapters. It emphasizes the notion of 'learning by doing' especially in the writing section where detailed examples of various types of composition have been provided with the aim to illustrate the crucial points so that the students may generate those genres themselves. It provides for student centred activities in the sense that the exercises at the end of the lessons are intended to develop reading and writing skills that have been focused in the book through extensive practice.

Context

The texts and topics of the book are familiar to the users as the writer has included different socio-cultural aspects in the context of Bangladesh.

Culture Sensitivity

The texts and topics are free from culture bias – no disparity about views related to gender, race, religion and foreign culture has been noticed.

Variety of Topics/Tasks/Activities and Interest Level

Topics used for explaining various types of composition are varied. The activities at the end of each lesson are chiefly for the practice of both different grammatical structures and write-ups of different types. Although the topics on which exercises are based are varied, the exercises themselves appear somewhat monotonous and repetitive after a while.

Appropriateness for Learners' Level

The texts and exercises are intended for students at upper-intermediate and tertiary levels. The book is based on the assumption that students at these levels still grapple with effective communication in English which can be remedied by having a thorough knowledge of grammatical structures. In this sense, the texts and exercises appear to be appropriate to the level of the intended audience.

Organization and Sequence of Content

The gradation of the content is based on the complexity of items and the frequency in which they occur. It follows a linear structure where the items are so arranged that the easier forms are followed by more difficult ones. The contents are outlined in lesson formats with the major aims stated at the beginning.

The examination of *Learning English the Easy Way* reveals that it is both form and skills focused, and emphasizes on vigorous practice of grammatical structures besides extensive writing and some reading skills. The texts and activities are culture sensitive and appropriate to the level of the learners.

Advanced Learner's Degree General English by Chowdhury and Hossain

This book is also a frequently referred and widely used one in the English language classes of the various departments of Rajshahi University. An overview of the book is given below:

Focus

The book is both form and skills focused, that is, it's primarily concerned with structures of language.

Coverage

The areas covered are as follows:

a) Grammar: The book deals with the essentials of English grammar. The books covers – tense, kinds of verbs, conditionals, articles, types of sentences, voice, phrases, modifiers, headwords, appositives, and determiners. It also provides a list of common errors that occur in these structures and how to avoid them.
b) Pronunciation: The book does not include pronunciation.
c) Vocabulary: The book has a section on vocabulary, synonyms, antonyms, suffixes, prefixes and ways to change words into different parts of speech. It can be assumed that these are intended to be memorized as there are practice opportunities or instruction on how to develop vocabulary of the learners.
d) Skills: The following skills are covered.
    (i) Writing: Specimen of different types of paragraphs, letters, composition situational writing (advertisement, memoranda, notices, posters, slogans, press releases, report writing) are provided with examples at the end of each chapter for further practice.
    (ii) Reading: Reading is covered by providing reading passages which are followed by questions to check the reader's comprehension.
    (iii) Speaking and Listening: The vocabulary section is mainly aimed to help in writing. Activities on speaking and listening skills are not included.

Types of Activities

It emphasizes "learning by doing" - providing extensive drills on writing and reading skills. Student centred activities provided especially in the writing section deals with various kinds of letters. A number of simulated situations have been outlined so that the students can practice situational writing. Adequate target language production opportunities have also been provided for the students' benefit in reading and writing.

Context/Text

The texts and topics are familiar ones as they have a local flair in most instances.

Culture Sensitivity

The texts and topics are found to be culturally appropriate as they deal with topics deemed controversial in local culture.

Appropriateness of Tasks/Topics/Activities and its Level of Interest

The book is intended for students of Degree Honours (non-credit) course. The writing and reading activities are intended to help learners cope with reading and writing items they might come across in

real life. In this regard, the level of the book seems appropriate. However, it does not take into account the listening and speaking skills one might require in real life situations. The topics used in the writing and reading sections are varied enough to keep the students interested. The exercises, however, tend to get somewhat repetitive after a while.

Organization and Sequence of Contents

The content follows a linear sequence for the section dealing with the grammatical items. The writing and reading comprehension section can be said to follow a matrix format as it gives the users maximum flexibility to select topic from the table of content in a random order. It is well suited to the situational content.

It can be concluded that *Advanced Learner's Degree General English* is basically form and skills focused with emphasis on reading and writing skills. Speaking and listening skills are not given equal importance.

Writing Scientific English by J. Swales/ Technical Writing by John M. Lennon

These books are the most widely used ones in the faculties of Science, Life and Earth Science, and Engineering and Technology.

Focus

The books can be said to be meaning-focused. It presents the structural form of English in relation to the linguistic demands of the science subjects.

Coverage

The following areas are covered:

a) Grammar: Grammatical items have been presented in a contextualized manner. Various points of grammar like simple statements, passives, relative clauses, tense; articles, tables and graphs with/without time reference are discussed with reference to scientific statements.
b) Skills: The following skills have been included:
    (i) Reading: Scientific Reading has been illustrated by discussing the inference of meaning at sentence level.
    (ii) Writing: The books explain samples of scientific writing which are followed by exercises for the learners.
    (iii) Speaking: The books provide no opportunity to practice speaking.
    (iv) Listening: The books provide no opportunity to develop the learner's listening skills.

Types of Activities

It provides training only for scientific writing. Practice opportunities are adequate for students to hone their skills in subject specific writing.

Context/text

The books in use are foreign ones. The expressions of general scientific statements concerning the dimensions of natural and physical objects tend to be the same worldwide. Hence, it is familiar to students of the science faculties.

Culture Sensitivity

The texts/topics can be considered as culturally neutral.

Variety of Texts/Tasks/Activities and its Level of Interest

The books are aimed at tertiary students of Physical and Engineering students. The exercises seem to be well suited to the learners' of the faculties of Sciences, Life and Earth Science and Engineering and Technology. Although the texts are varied, the activities at the end of each section appear to be tedious after some times as the same format occurs repeatedly.

Organization and Sequence of Materials

The contents of the materials are arranged from simple to complex sequence and according to frequency in which they appear. New common scientific statements and terms are presented first while the less common ones appear later.

Writing Scientific English and Technical Writing seem to be well suited for the development of scientific writing of the science students.

A Practical English Grammar by A.J. Thomson and A.V. Martinet

Thomson and Martinets' book is another one that enjoys a ubiquitous presence in the list of recommended books. An evaluation of this book is given below.

Format

The book is form-focused; deals with the explicit elaboration of linguistic forms.

Coverage

The book exclusively covers in a discrete point approach the grammatical structures of English. It gives special attention to articles, nouns, adjectives, adverbs, positions, verbs, pronouns, prepositions, tense, the different parts of speech, voice, conjunctions, purpose, numerals and spelling rules among its major focus. Pronunciation, vocabulary and the four major skills are left out.

Types of Activities

Context/Text

The texts used are at the sentence level. Some examples may appear unfamiliar to the local students as the book is a foreign one.

Culture Sensitivity

The overall texts and topics can be declared as culture sensitive. It leaves out topics that are generally considered taboos.

Variety of Texts/Tasks/Activities and its Level of Interest

An assortment of different sentences has been used in illustrating examples of various grammatical forms. However, tasks/activities are not included in the book.

Organization and Sequencing of Materials

Following the usual norm of material focusing or grammatical forms, the book follows a linear format where easier items are presented before the introduction of more challenging ones.

The title of the book *A Practical English Grammar* speaks for itself – it deals with the intricacies of the linguistic forms.

Intermediate English Grammar by Raymond Murphy

This book has frequently appeared on the reading list of most of the departments. An overview of the book follows bellow;

Focus

Intermediate English Grammar is based on a form-focused approach, which emphasizes principles underlying language, i.e. the syntax.

Coverage

The book mainly deals with the various aspects of grammatical structures and their appropriate uses. It covers tense, modals, voice, conditionals, articles, noun, pronouns, determiners, relative clauses, adjectives, adverbs, conjunction and preposition. However, the major language skills of reading, writing, speaking and listening have not been included. Vocabulary and pronunciation are also absent.

Types of Activities

The book, again, puts heavy emphasis on "learning by doing". It provides ample practice opportunities with a view to catering for student needs. Each unit consists of two pages. One page provides explanation sand examples, and the other has exercises. A key is also provided at the back of the book so that students can check their answers.

Context/Text

As it is not a locally produced book, the content may appear unfamiliar at times, but it does not inhibit the students' understanding of grammatical forms.

Culture Sensitivity

Despite the foreign content the book can be described as culturally inoffensive.

Appropriateness of Texts/Tasks/Activities and its Interest-level

The texts and tasks are well suited for learners at intermediate and upper-intermediate levels. The topics are wide ranging and interesting. The form of the exercises is repetitive, but provides scope for expressing the originality of the learners.

Organization and Sequencing of Materials

The units are organized in grammatical categories. They are not ordered according to level of difficulty, so the book does not necessarily need to be worked through from the beginning to end. It can be used selectively and flexibly according to the specific difficulties the students are likely to have.

It can be concluded that *Intermediate English Grammar* is easy to use; it provides comprehensive coverage in simple language of the problems intermediate learners often have.

Essentials of Business Communication by Rajendra Pal and J.S Korlahalli

Along with the previousones, this is also one of the most frequently used course books in the faculties of Science, Engineering and Technology.

Focus

The book can be said to be meaning-focused. It presents the structural form of English in relation to the linguistic demands of different business communication.

Coverage

The following areas are covered:

Grammar: there is no overt syntactic analysis of language illustrated in this book. It focuses primarily on the varying tone and register of language depending on the relevant business context.

Skills: The following skills have been included:

- Reading: business specific reading has been exemplified by discussing the inference of meaning at sentence level.
- Writing: The book explains samples of business writing which are followed by exercises for the learners.
- Speaking: The book provides no opportunity to practice speaking although it does elaborate the importance and key features of public speaking and presentation.
- Listening: The book provides no opportunity to develop the learners' listening skills.

Types of Activities

It provides training only for business writing. Practice opportunities are adequate for students to hone their skills in context specific writing.

Context/text

Even though the book is a foreign one that focuses on the same expressions of general business statements/ideas worldwide, students of the science faculties may find it useful as a preparation for the actual official correspondence they could possibly encounter in their future professional lives.

Culture Sensitivity

The texts/topics can be considered as culturally neutral.

Variety of Texts/Tasks/Activities and its Level of Interest

Although the texts are varied, the activities at the end of each section appear to be a little monotonous after some times as the same format occurs repeatedly.

Discussion

From the evaluation of these widely used books it appears that the authors regard correct knowledge of grammar and functions an essential aspect of communicative competence and they have adopted the PPP (Presentation, Practice, and Production) teaching approach as a means of accomplishing their objectives.

In respect with the treatment of grammatical structures and functions, the course books utilize the somewhat contestable but successful and long-standing PPP approach. Although it was shown that newer approaches such as TBL (Task Based Learning) may be more consistent with recent theories of SLA (Second Language Acquisition), the PPP approach is still acceptable and appropriate in many circumstances. In addition, the activities and tasks were found to be basically form-focused. This in turn encouraged mainly controlled practice with language skills while limiting communicative skills- creative, personal, and freer responses on the part of the students. Despite their strengths in grammar teaching, the books still had shortcomings. Many of the activities, for instance, were repetitive, failed to encourage truly meaningful practice, promote realistic discourse, or lead to the internalization of language. It is suggested that the inclusion of more consciousness-raising activities, genuine negotiation of meaningful tasks, and effective cooperative learning strategies would have improved this particular aspect of the books. Additional problems centered around the grading and selection criteria that were used for the

book's syllabus as well as the fit between some aspects of the syllabus and the actual needs and desires of the students and teachers in the tertiary English program.

The adoption of a learner-centered approach, a reassessment or evaluation of the overall goals of the language program, and the inclusion of subject specific materials within the course framework might have been appropriate in this case. Final problems centered on the books' treatment of pronunciation skills and it is suggested that the inclusion of activities designed to teach students the relevance and importance of prosody as well as the communicative purposes and functions of intonation would have been beneficial. In keeping with this theory it is important to remember that since the 70's there has been a movement to make learners the center of language instruction and it is probably best to view textbooks as resources in achieving aims and objectives that have already been set in terms of learner needs. Moreover, they should not necessarily determine the aims themselves (components of teaching and learning) or become the aims but they should always be at the service of the teachers and learners (Brown, 1995). An important factor in changing attitudes to materials development has been the realization that no course book can be the ultimate ideal for any particular class (Sheldon, 1988) therefore; an effective classroom teacher needs to be able to evaluate, adapt and produce materials so as to ensure a match between the learners and the materials they use.

Consequently, there ensued a great deal of discussion in recent years on authentic materials development and adaptation. Tomlinson (1998) have listed theoretical principles for materials development and outlined a principled and flexible framework for teachers to use when developing materials. Hidalgo *et al.* (1995) and Prowse (1998) both provide some insight into how materials, specifically course books may be adapted to suit specific group of learners. Since a major overhaul of the whole system is generally deemed unfeasible due to reasons of practicality, the initiation of an eclectic approach that incorporates suitable CLT features into the existing traditional approach of teaching English in the EAP courses seems to be an appropriate choice to improve the learners' overall language proficiency- a view supported by Low (1989:153) who maintains that 'designing appropriate materials is not a science; it is a strange mixture of imagination, insight and analytical reasoning.'

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