



Exploring Critical Pedagogy and Choice in EAP Material Development: A Case Study

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In recent years, English language teaching materials, textbooks, videos and websites that facilitate the learning of language, which have grown in number, have tended to cover safe, non-controversial topics using the banking model (in Paulo Freire's terms). Often these topics did not engage learners either affectively or cognitively. This study addressed the lack of choice and localised context in an English for Academic Purposes course in Hong Kong by incorporating learners' choices of topic and digital stories into the course. The findings indicated that learner autonomy over topic and the affordances of digital delivery stimulated students to feel ownership and relevance to their local community. The results suggested that by incorporating the principles of critical applied linguistics, second language learners and students can co-construct material and knowledge and represent what they find personally meaningful, which may lead to social changes in society.

Keywords: critical pedagogy, English for academic purposes, choice, digital story, Hong Kong

Introduction

In the past decade, second language (hereafter L2) learning material development has undergone major changes. The ability to communicate in English is today an indispensable skill for academic success for many students (Hyland, 2018), and materials have naturally shifted from an emphasis on language teaching to an emphasis on learning (Tomlinson & Masuhara, 2018). Regrettably, the language learning materials and methods used and taught in a vast array of classrooms still do not reflect the values, beliefs and economic realities of local contexts of a region or country (Pennycook, 1997), and this is often the case in Asia. Most institutions and centres continue to use commercially mass-produced materials that go out of their way to avoid giving offense (Chao, 2011; Grant & Wong, 2018). To improve students' experience, English language educators should adopt critical pedagogy and emphasise the needs of the students in their local context while teaching the English language (Banegas & Castro, 2016). Critical pedagogy in the field of English as a foreign language (hereafter EFL) and English as a second language (hereafter ESL) develops English language learners' communicative ability, their aptitude to "apply it to the cultivation of critical awareness of the world and their ability to act on it to make changes and improvements" (Rao, 2018, p. 46). Critical English for academic purposes (hereafter EAP) is one of the more contested fields of EAP, in which students engage in activities that may transform the conditions in society (Benesch, 2001).

Significance of the Study

The current materials for the course are neither culturally relevant nor personalised, as instead, the materials focus on issues in the West. The course is the entry-level EAP course, and students enrolled in this course need to have a level of English equivalent to Independent User (B1/B2) in the university context. According to the literature, few critical materials have been developed for this particular level (Crookes, 2013), which adds to the importance of doing so. Further, the context of this English course as an EAP class raises interesting questions. The first has to do with the debate about pragmatism-accommodationism versus criticality (see Benesch, 2001; Huang, 2009; Pennycook, 1997). There is, it seems to me, a built-in difficulty here, insofar as many of the students in the course have explicitly pragmatic aims. Many did not choose their university or their course of study, but they are at the university and in their departments based on their exam scores at the end of secondary school. As a result, they view the entire course as a transactional exercise, often with expectations that it should serve primarily as a stepping stone towards performing well in their main courses. Students should respond to the texts we introduce in the classrooms as active and conscious members of the society, and not merely as consumers. Critical pedagogy in English language teaching strives to give students personal and social choice, and the facility to act up on it to make changes and improvements in their society. In other words, the use of critical pedagogy-informed materials in EAP teaching should be taken as a social and educational process instead of a pedagogical model (Canagarajah, 2005), and as a way to develop “pedagogical practices that aim not only to change the nature of school, but also the wider society” (Pennycook, 1990, p. 24).

Rationale, Existing Materials and Potential for Improvement

In the existing materials, there is an apparent lack of well-known Chinese names from either contemporary culture or recent history. Considering this course is being taught to Chinese students, it is surprising to see that names such as Harper Beckham, F. Scott-Fitzgerald, etc. are included in the material. This makes it particularly challenging to relate the names to the students’ content knowledge and background schemata, and this clearly impacts student motivation vis-à-vis the topic. In terms of the topic, very few are situated in the students’ local culture. In Hong Kong, English is an object or tool to acquire education or employment, and many learners have a want-hate relationship with English, which is often taught in a way that Freire (1970) refers to as the banking model. Therefore, as teachers, we should reflect and seek out affordances for our students through educational and social change. From my own initial experience as a course teacher with the topics in the current material, I found that most students had somewhat negative feelings towards them due to them not being related to their lives and culture. It should be noted that this does not explicitly entail a commitment to using critical EAP in the teaching of the course; however, it follows a position taken by Harmer (2007, p. 59) who states that “it is clearly better for students to have ... positive rather than negative feelings about how and what they are learning. And we know that students are far more likely to learn and remember if their attention is aroused.” It would appear, then, that material writers, such as myself, in the Hong Kong context should incorporate elements of critical pedagogy to encourage this arousal of attention. Teaching EAP should be embedded in students’ personal and “social and political milieu” (Wachob, 2009, p. 1) and it should lead to knowledge, accountability and change. This raises another judicious question, namely, in terms of the potential imposition inherent in the materials. How can I as the material writer and subject teacher move from *imposition* to *choice*?

Research Questions

Through a two-phased case study of materials used in an EAP course in Hong Kong, which included interviews with participants, a better understanding of the current material and the potential for

innovation emerged, with an emphasis on the CALx-informed materials used in the intervention involving digital stories. The study addressed the following research questions:

Phase 1:

To what extent does the existing material reflect the authentic social context of Hong Kong?

- a. To allow for exploration of culturally appropriate solutions to problems in society?
- b. To allow for choice on topic of study?

Phase 2:

To what extent does the new material reflect the authentic social context of Hong Kong?

- a. To allow for exploration of culturally appropriate solutions to problems in society?
- b. To allow for choice on topic of study?

Literature Review

Critical Applied Linguistics and Critical Pedagogy

The article now turns to a more in-depth examination of material development, applied linguistics, critical applied linguistics, and their relationships with existing practices. While much of applied linguistics concerns itself with the processes of language acquisition and language performance, it does not necessarily incorporate an emphasis on the social contexts of these phenomena (McKay & Bokhorst-Heng, 2017). The fact that they are absolutely mediated by socially constructed contexts, and moreover overwhelmingly influenced by power relationships between interlocutors, means that to approach language pedagogy with an understanding of applied linguistics is necessary though insufficient if the goal is to enable learners to create language instead of merely using it (Hyland, 2019). Further, it is necessary to encourage a recognition of reality as those in power form it over time using social, political, cultural and economic principles. Textbooks and ideas are not neutral and objective; instead, they are shaped by social relationships that consistently benefit some people over others (Babaii & Sheikhi, 2018). Critical theorists have directly confronted the current situation, and they have sought to emancipate the powerless (Crotty, 1998). Moreover, critical theorists believe that anything thought of as real should be examined critically using the concept of oppressive social structures and policies. The potential then exists to empower students to address these problems in ways that they feel invested in as meaningful and appropriate (Crookes, 2013).

Of further relevance to these issues is critical pedagogy, which is often conceptualised as teaching for social justice and the ways it promotes active and conscientious engagement by citizens with issues they see as relevant in their communities (Jeyaraj & Wald, 2019).

Critical EAP: Critical Thinking, Student Agency and Motivation

Critical thinking is an important component of higher education, including EAP, and while no single definition of critical thinking is possible or even desirable, this notion has implications for the ways materials mediate learning (Wilson, 2016). Chinese students are often seen as passive and fond of rote memorisation, and they struggle with critical thinking due to obedience to authority (Li, 2014). However, students can also leverage their unique cultural resources to compete in a globalised world (Holliday, Kullman, & Hyde, 2016).

As another point of departure from the customary framing of EAP, Benesch (2001) put forward the notion that critical EAP is by its nature different from traditional EAP, in that the former allows a level of student choice in selecting topics, whereas the latter insists that the teacher should choose topics and texts. Rarely do students have the opportunity to express their feelings, or to think outside the box, due to the

intense syllabus, which allows very little flexibility on the part of the teacher. Consequently, there is often no time or space for students to express and/or explore their own views. To enact critical EAP in the classroom, researchers have examined the content and use of published materials (Gray, 2013), teacher identity (Guerrero, 2010), inclusivity (McClure, 2010) and the development of postmethod pedagogies (Kumaravadivelu, 2006). From a practical perspective, in the language classroom, practitioners need to choose to *think* and to take interest in making a difference, and they need to override existing materials to add new angles that allow *student voice*.

Critical Analysis of Textbooks

Beyond a focus on the students, it may also be productive to turn the focus onto the materials themselves. Numerous authors have shone a critical light on course books, and they have noted shortcomings such as disfavoured potentially controversial topics (Baleghizadeh & Motahed, 2010), lacking engagement with the authentic issues confronting students in the real world (Pennycook, 2010) and not being very successful in facilitating language acquisition (Tomlinson, 2016). To address this, Benesch (2001) argued that critical pedagogy can be implemented to advocate contentious topics and to inspire teaching “beyond the safe and comfortable terrain of abstract ideas, definitions and testable fact(oid)s” (pp. 114-115). Thornbury (2012) further advocated for the transformative potential of materials that engender a conversation on, for example, issues of social justice.

Studies have pointed out that unambiguous teaching and language through nonfactual examples and texts benefits learners by allowing them to focus on the target language (Curdt-Christiansen & Weninger, 2015). However, recently, L2 researchers have argued that this might have negative consequences, as it overprotects learners and leaves them unprepared for real life outside the classroom (Tomlinson, 2016). Instead, as Tomlinson (2016) and Day (2004) put forward, authentic materials provide rich and meaningful exposure to language in use, and they also serve as motivational tools. Thus, textbooks and materials should develop both students’ L2 linguistic competence and their social awareness of the language.

An additional issue highlighted in the recent literature is that materials targeting lower proficiency students can sometimes also treat them as inexperienced, of poor intellect or generally immature (Tomlinson, 2008), featuring much less challenging and engaging topics. One answer to this could be the language awareness approach, which presents students with a chance for engagement and a sense of ownership (Bolitho et al., 2003), promoting authentic language awareness to achieve learning readiness (Tomlinson, 1994) while developing cognitive and metacognitive strategies, ideally leading to independent and critical students capable of learning beyond the classroom (Tomlinson, 2003). It is therefore with an appreciation of these previous efforts that the present study carries such work forward into a Hong Kong tertiary context, as specific work in this context is lacking.

Critical Awareness

Critical applied linguistics is an approach to language use and education in which educators and students are sceptical of monolithic concepts such as the native speaker, language, identity and agency (Pennycook, 2017). Teachers must be aware of these domains, adopt a new mode of critical practice and connect this to local conditions. In the context of Hong Kong, teachers need to understand the sociocultural contexts of the students and “how these shape their approach to learning and attitudes to English as a second or foreign language” (Troudi, 2005, p. 1). Consequently, teachers need to develop skilled critical questioning in students (Wilson, 2016) and subsequently to incorporate social justice issues, such as housing, mainland policy, China abducting Chinese citizens, national education and extradition policy. They can do so firstly by understanding students’ experiences inside and outside of the EAP classroom, and secondly by adapting and making lessons relevant to these experiences (Thornbury, 2012).

By raising essential questions to do with access, authority, inequality, aspiration, difference and resistance, teachers will also be transformed. Critical in this sense may refer to the centrality of addressing institutionalised social inequality, as well as recognising the potential for social and societal transformation (Pennycook, 2017) and guiding students with critical work, which must necessarily engage them in enquiry into the roots of injustice and inequality (Pennycook, 2010). I believe as a teacher that one of our aims is to facilitate students' ability to turn a sceptical eye towards assumptions, e.g., ideas that have become tacit and internalised, and social constructs left unanalysed, but accepted as fact, as argued by Dean (1994).

Therefore, to raise the critical awareness of EAP students, new materials should be developed based on their experiences and on social issues in society, meaning that topics should be local. If this is achieved, "the language classroom can be a place where students understand their own identities and their own society" (Ooiwa-Yoshizawa, 2012, p. 23).

Methodology

This case study explored the conceptions of EAP students at a Hong Kong university of the teaching materials in terms of the authentic social context of Hong Kong society. The study took a qualitative data approach via action research to provide a better understanding of the research problem (Creswell, 2014). The use of action research and the collection of qualitative data allowed the phenomena of focus in the study to emerge in an organic way from participants co-constructing the information and knowledge at hand along with the researcher. The strength of using this type of research is that it yields the human side of the issue, and it allows us to represent rich data using the participants' own voices. The key aim of action research is to raise awareness of needed change in current practice (Banegas & Castro, 2016), and it therefore involves iterative cycles of reflection as key elements (Wellington, 2000), realised in the present study as two stages of interviews.

The study comprised two phases, involving a planned intervention, for which the author created new materials on topics such as *Heritage and Identity* and *Making the World a Better Place*, and students created a digital story based around the new topics. The hope was that new topics, anchored in the local context, would make us, teachers, students and society, a more equal place. Subsequently, I evaluated its effects through an interview process. This interview process served as one element in an overarching approach of adopting action research methodology. I chose this methodology to allow the introduction of critical pedagogy through digital stories. Further, I was able to create a supportive and safe environment in which students could freely interact with, and respond to, the materials in a critical way.

Background and Participants' Information

This study took place in an English-language university in Hong Kong. The study investigated undergraduate students' perceptions of the existing material versus the new material developed during the intervention to reflect the authentic social context of Hong Kong. The participants comprised 10 undergraduate students (five female, five male), all 17 years of age. Letters outlining the purpose and procedures went to participants, and the researcher sought consent from all stakeholders. Table 1 provides participants' demographic data.

TABLE 1
Participants' Demographic Data

| Participant | Gender | Year | Age | Subject | Origin | L2 |
|-------------|--------|------|-----|-------------|-----------|---------|
| Bjorn | M | 1 | 17 | Engineering | Hong Kong | English |
| Lucy | F | 1 | 17 | Engineering | Hong Kong | English |
| Anna | F | 1 | 17 | Engineering | Hong Kong | English |
| Howard | M | 1 | 17 | Engineering | Hong Kong | English |
| Jude | F | 1 | 17 | Engineering | Hong Kong | English |
| Philip | M | 1 | 17 | Engineering | Hong Kong | English |
| Robert | M | 1 | 17 | Engineering | Hong Kong | English |
| Summer | F | 1 | 17 | Engineering | Hong Kong | English |
| Tyler | M | 1 | 17 | Engineering | Hong Kong | English |
| Abby | F | 1 | 17 | Engineering | Hong Kong | English |

Data Collection and Analysis

The 10 participants participated in two semistructured interviews to examine the underlying meaning of the research questions from the ontological position of interpretivism. That is, reality cannot exist without context; it is subjective, and it is constructed through experience and social interactions (Guba & Lincoln, 1994). In this way, it was possible to examine the emergent meanings and the opinions of the existing and new topic choice in the course via the experiences of the participants. Rich data collected in this manner can be persuasive, and when the human element is added, as in this case, it can add a personal touch and tell a story (Gorand & Taylor, 2004). In interpretive studies, credibility signifies how well portrayals of participants match participants' perceptions (Bloomberg & Volpe, 2008).

Each participant was interviewed in both Phase 1 and Phase 2, each interview lasted on average 19 minutes, and the interviews were conducted in English. The data were analysed manually, using Braun and Clarke's (2006) six steps for thematic analysis, as the sample size was comparatively small. After each phase, participants completed a member check to establish the trustworthiness of the data (Merriam, 2017). The 10 participants verified that that the information in the results and the discussion of each phase accurately represented their experiences. In both member checks, there were no additions or suggestions from the participants. The explicit aim of the interviews was to gain rich insight into the participants' perceptions of the teaching materials in the course. Each of the 10 participants was assigned a Western pseudonym during the coding process.

Findings and Discussion: Phase 1

Existing Material Does Not Reflect the Authentic Social Context of Hong Kong

In the Phase 1 interviews, participants commented that the existing material was not relevant to Hong Kong, and many of them, while admitting that they had always thought it quite boring and uninteresting, were now drawn to a more critical, though no less negative, opinion.

One the more prevalent themes in the interviews was the uninteresting topics covered. As one student, Lucy, remarked:

As I will probably never be able to visit these places, I don't see the point in learning so much about them.

Howard expanded on this point:

I find the topics completely uninteresting and pointless to my life here in Hong Kong.

When asked to elaborate more on the degree to which they could see themselves enacting the situations depicted in the materials, most of the participants said that they were unable to relate to the topics in the material, and this finding makes it imperative to design new materials reflective of the students as subjects instead of objects, hopefully motivating them to see English as part of their own identity, rather than simply a disembodied tool to interact with the cultural other.

Exploration of Problems in Society

One of the guiding principles of CALx is that the material should, at the very least, engage with issues of social justice and promote active engagement by citizens with issues they see as relevant to their communities.

Eight out of 10 interviewees said that this was not true of the existing materials, and the strength of their emotional responses to it was quite evident, prompting one student, Philip, to exclaim:

No! There is very little about Hong Kong issues in the materials. We are facing [a] housing shortage. Even if I work my whole life, I won't be able to buy an apartment. Why are we not talking about such issues? Everyone should have the possibility [of owning] their own home.

Another student, Abby, was similarly critical:

Why do we need to learn about old Western people or Western places? There are many famous people from Hong Kong who [have] done great things for us. Why shouldn't we read and study more about them?

As recent events in Hong Kong clearly show, these students are not passive recipients and receptacles into which their culture is poured, regardless of their representation as such in the West. On the contrary, they are intimately aware of current social issues in Hong Kong society, and as Jude highlighted:

we are not reading and talking about the old grannies collecting cardboard boxes in their 80s to just survive daily. The number of poor and homeless people is increasing, and homeless people are dying at McDonalds in their sleep.

Furthermore, as the responses highlight, they are more than willing to engage with these issues in English. Unfortunately, this passion has no outlet in English class, when that is precisely the place that should be encouraging its most outward expression.

Choice of Topic to Study

To allow the students to express their autonomy fully (another tenet often espoused as desirable in English language literature, though often curiously absent in practice), allowing them not only to have a voice in, but also to control topic choice directly is necessarily a guiding principle in any serious engagement with critical EAP (Benesch, 2001). To enact such an approach in the new material, it is imperative that students can think and voice their opinions, and that this can be enhanced by using topics they consider meaningful.

Unsurprisingly, half the respondents were not sure why these topics were being discussed in the course. Anna gave a very common response:

I don't know why. Guess it is easier for the teacher to teach.

In addition, they suggested these topics were used because the teacher was not knowledgeable about local culture and values. One student, Bjorn, went as far as to suggest:

[Their] teachers do not know anything about Hong Kong.

It was a bit strange that they singled out the teachers, while ignoring the global EFL publishing industry and its clear agenda, but as the interviews had focused their attention quite narrowly, this was not entirely unexpected. Several of them even provided examples of topics that could be studied instead, or they suggested that more technology could be incorporated into the classes. For example, Anna, Philip and Tyler mentioned:

I would like [it] if we could talk about poverty and why we can't better take care of old people in Hong Kong.

We should preserve our heritage and save all the old neon lights that shops are being told to remove; it is very sad.

We are still using paper and pen; it feels so old.... Even in secondary school, we used laptops.

These are clearly students who have ideas about topics that would motivate and engage them, and this should be taken into consideration going forward.

Digital Stories

With a firm grounding based on the information from the semistructured interviews, new materials were developed and taught for the next couple of weeks. Students were then asked to produce a 4-6-minute digital story, choosing their own topics taken from current social issues in Hong Kong. As every culture has some form of storytelling, digital stories were chosen as a modern manifestation of the very old, and very human, act of storytelling (Ohler, 2013). By allowing students to decide on their own topics for the digital stories and telling the stories in their own voices, it was hoped that they would be able to be critical, to evaluate and transform their chosen topics in their own voices and to make a difference in other people's lives (Yang & Wu, 2012). Moreover, digital stories require learners to take an active role in their own learning, as they shape their reflections on experiences, as well as constructing representations of what they find personally meaningful (Smeda, Dakich, & Sharda, 2014).

The purpose of the 4-6-minute digital story was to tell a story using images, audio and video. Participants were instructed to narrate the story with their own voices, examine current social issues to help to understand the past, inform the viewers on a particular topic and suggest ways we could make Hong Kong a better and more equal place.

Findings and Discussion: Phase 2

In the second phase, the same questions as in Phase 1 were asked to measure the intervention, to record digital stories, to evaluate whether the students found the material more aligned with CALx principles, and generally to determine whether they found them more engaging and meaningful. Generally, students responded favourably to the topics and to being able to integrate technology with their learning.

New Material Reflecting the Authentic Social Context of Hong Kong

Universally, the respondents found the new topics stimulating and enjoyable. This adheres to Harmer's (2007) idea that students should have positive views of how and what they are learning. As such, the incorporation of critical pedagogy to arouse their attention has been successful in this course. Tyler even remarked that it was

very [enjoyable], since [he] could decide on [his] own topic.

As was to be expected, several of the students indicated that they had far greater ease expressing themselves during these stories than usual, and this can be connected to the far greater application of their existing background knowledge and schema activation in this task. Summer's response was typical, and when she mentioned that

[her] family often goes to temples,

and Howard echoed Summer's response:

My family loves to go to the beach during the weekends, but now the water [is getting] dirtier and dirtier, so we don't want to swim in it any more,

the familiarity and ease of expression were clear.

In addition, the results confirmed that students are more engaged with topics related to their practical environment, especially since Hong Kong students are very pragmatic. Carrier, Damerow, and Bailey (2017) found that digital storytelling is a suitable method of teaching entailing positive impacts. Students can work on their own topics, voice their own opinions and use their personal voice and vision in explaining the acquired information.

Exploration of Problems in Society

All the students enjoyed choosing their own topics, as they found it personally meaningful to share lived experiences, and a very common response to this question was that they "[liked] it very much!" Several of the students were keen on coming up with suitable and pragmatic ways to take action to preserve heritage buildings in Hong Kong. This aligns with the notion that stepping into action is a fundamental aim of critical pedagogy (Crawford-Lange, 1981).

While all 10 students said that the new topics allowed them to study problems in society, the intervention might have been too short. As students only developed one digital story on one topic, there is a possibility that although their consciousness was raised, it might be short lived. However, Fairclough (1989) argued that "consciousness is the first step towards emancipation" (p. 233), and it remains to be seen how far students will be willing to take this new approach. As mentioned previously, students of Chinese heritage are often seen as passive, incapable of critical thinking and obedient to authority (Li, 2014); however, it became abundantly clear from the topics chosen and their digital stories that such students are very critical of the current government's policies towards Hong Kong heritage. The students, as suspected, showed a clear ability to be critical of modernising trends, as Jude explained:

We need to preserve our culture. We don't need any more skyscrapers. Hong Kong is losing its identity; we can hardly find any local restaurants in [the] central [area] any more. Only Western and modern restaurants. Where can we go for our local food? We need to support the old places, so we can keep our customs alive.

Choice of Topic to Study

One of the aims of CALx is that material should be based on students' experiences and social issues in society, and that topics should be authentic, contextualised and local. The new material fulfilled all these conditions, and all the students agreed that this was a positive development. As the researcher had to create the material, it was quite time consuming and challenging, but very rewarding to experience students responding favourably to topics related to their lives. Abby even connected the familiarity with its positive impacts on language acquisition in her comment:

the topic will help [them to] relate what [they] already know and help [them] to learn faster.

Bjorn elaborated:

It is a lot easier to talk about a topic that we care about, and especially if we have some information about it already. Now, I can say something immediately; I don't have to think about the topic first.

Moreover, it was very encouraging to see the students engage with the idea that this learning could provide them with opportunities to advocate for social change (Troudi, 2005), as the responses clearly show. Moving forward, it is hoped that further engagement with these, and other, materials will allow students to hone their voices and desires to become more positive forces for change in their own society. An additional point of pride was their ability to take ownership of their heritage via English, and confidently to state, as Robert did:

we should be proud of being from Hong Kong.

In this way, the potential of all people to be active participants in their own stories rather than mere passive consumers is a definite advantage of digital stories (Carrier et al., 2017), and it is this potential that the researcher holds as the true promise and value of CALx.

Conclusion

The researcher set out to examine how the existing versus the new materials in an EAP course reflect the authentic social context of Hong Kong. The existing material heavily emphasised Western ideas, with very little anchored in the local context. The intervention, digital stories, encouraged and facilitated learner autonomy, and the affordance of the digital story offered learners ways of thinking critically and voicing their opinions about topics low on the priority list of the Hong Kong government, but personally relevant for the students. Students became active participants in improving problematic aspects of their lives and society. Moreover, students felt they could have a direct impact on and be empowered to question the status quo. If we can only change the opinion of one of our students to help those who are less fortunate, marginalised in society, and to enable one of them to do the same for another, we have succeeded as teachers. This study indicates that digital stories were a sound pedagogical tool to allow students to work independently at their own pace, and to allow us as teachers and students to co-construct knowledge and information, instead of the approach typical today in more traditional classrooms, where knowledge is still often imparted from the top down without any active pedagogy. As many EFL/ESL teachers are not from the local context, our greatest resource is the students themselves. We need to work with our students to learn and grow. The intervention supplied students with experience of language use in authentic ways, offering more motivation, autonomy and choice to develop communicative competence in the L2 classroom. Future research will continue to examine this area.

Material development in EAP is a polarised area, and as teachers and material developers, we need to strive towards satisfying the needs and wants of our students by making the course materials engaging, relevant and appropriate for our teaching contexts.

The Author

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