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To what extent do science ESP learning materials fit the purpose for which they have been devised? An evaluation in terms of Cronje's (1993) criteria

A B S T R A C T English for Specific Purposes (ESP) learning materials are devised to meet identified language needs of a specific group of students. They also reflect a view of the nature of language and learning, and foster collaboration among lecturers in a specific programme. These materials are situation-specific and form the backbone of a course. Since materials can be judged for a particular purpose, they warrant to be evaluated on a regular basis. As part of an ESP course evaluation, English and Study Skills (ESS) materials were evaluated in terms of Cronje's (1993) adapted criteria. The findings thereof can be used to improve the teaching of the ESP course and enhance the performance of the target students.

Introduction

Evaluation of ESP learning materials is one of the mechanisms for meeting language needs of under-prepared students. Learning materials also need to reflect the outcomes of a course. The aim of this article is to specifically evaluate ESP materials used for science students from historically disadvantaged schools who did not meet entry requirements at the University of Limpopo (UL). These materials have been used for a considerable number of years by the ESS section and thus warrant an evaluation. The ESS ESP materials will be evaluated in terms of Cronje's (1993) materials evaluation instrument and the findings of this evaluation will be used to improve the ESS course.

ESP materials development

ESP is an umbrella term that refers to the teaching of English to students who are learning the language for a particular work or study-related reason. Needs analysis plays a more pivotal

role in ESP than in General Purposes English (GPE) (Barnard & Zemach, 306: 2003). For example, in general ESP classes the interaction may be similar to that of a GPE class. But in more specific ESP classes, the lecturer sometimes becomes more like a language consultant (Dudley-Evans & St John, 1998: 4). Thus, ESP materials assume a foundation of proficiency in general English and so from the start focus on aspects of English specific to the subject area being covered (cf. Cunningworth, 1995: 134; Chien et al., 2008: 3; Parkinson et al., 2008: 14).

According to Hutchinson and Waters (1987) there are three reasons common to the emergence of ESP; the demands of a 'Brave New World', a revolution in linguistics, and focus on the learner.

In addition, Dudley Evans and St. John (1998) identify five key roles for the ESP practitioner: teacher, course designer and materials provider, collaborator, researcher and evaluator.

In the process of materials design, the roles of writers, learners, educators and sponsors are inextricably interconnected. The process is essentially circular because there is no beginning or end. Since the learning environment is continually changing, even carefully piloted materials need to be regularly evaluated after use in class to allow the students to benefit from any modifications that may need to be made. Piloting of materials which should precede the evaluation process itself, usually pays dividends by refining the evaluation instrument (cf. Jordan, 1997: 263; Barnard & Zemach, 317: 2003).

Hutchinson and Waters (1987: 106); Barnard and Zemach (310: 2003) state that one of the characteristic features of ESP in practice is materials development because it is a major part of teaching. Moreover, the lecturers teach different cohorts of students. In the dominant areas of ESP, materials range from published courses to situation-specific ones developed by lecturers or educational institutions. Therefore, teaching materials embody a view of the nature of language and learning, and reflect what the lecturer thinks and feels about the learning process (cf. Hutchinson & Waters, 1987: 107; Ellis, 2008). For example, before learners could be taught, an ESP lecturer starts by analysing what students need. Subsequent to the analysis, specific language skills and study skills needed by a particular context are identified. As a result, content and teaching approach are selected according to the identified needs of the learners. This process of collecting, collating and interpreting data on the learners' likely use of the target language for future use or either in the workplace or intended profession, is an indispensable tool in an ESP teaching-learning situation (cf. Barnard & Zemach, 306: 2003; Millward-Sadler et al., 9: 2011; Ngoepe, 2011: 32).

Given that ESP is an approach and not a subject to be taught, curricular materials will inevitably be pieced together, some borrowed and others designed specially. Resources would include authentic materials, English as a Second Language (ESL) materials, ESP materials, and teacher-generated materials (Gatehouse, 2001; 10). However, an important consideration is whether the course materials allow for constant reactivation and integration of previously introduced items and skills (cf. Davies & Pearse, 2000: 118; Chien et al., 2008: 3).

ESP materials may be characterised by appropriacy, authenticity and the fact that they can be prepared in-house.

According to Robinson (1991: 63) the key feature for materials, including ESP materials, is appropriacy to some learning or teaching need. Appropriacy can be attained by taking

into consideration materials that are available and those that are required for a course. Davies and Pearse (2000: 120) point out that when deciding on appropriate activities and materials, the lecturer must also take into account the learner's age, interests and abilities. Appropriateness includes language level, interest and relevance as well as student comfort and familiarity with the material (cf. Graves, 1996: 26; Harmer, 2004: 24). Thus, locally produced materials which incorporate local themes would be of more interest to students than imported ones (Robinson, 1991: 57).

According to Robinson (1991: 54), authenticity is a concept particularly relevant for ESP. Authentic materials are materials usually used in the students' own specialist workplace or study situation. The lecturer must also consider whether the goals set are authentic with regard to students' real-world roles, and whether the tasks or activities that take place in the learning situation are authentic. Moreover, ESP emphasises proficiency and language learning in context. This is why many lecturers use as much authentic material as possible in their lectures. Thus, authentic material is the foundation for content-based courses (cf. Graves, 1996: 26).

It is generally assumed that in ESP the truly professional practitioner uses locally produced or in-house materials instead of published textbooks for teaching. This assumption affects the status of both the ESP practitioner and the institution (Robinson, 1991: 56). Moreover, no course book writer knows learners' specific needs and interests, and a lecturer's own teaching style as well as the lecturer does (Davies & Pearse, 2000: 30).

Furthermore, Robinson (1991: 58) points out that in-house materials are likely to be more specific and appropriate than published materials, and will have a greater face validity in terms of the language dealt with and the contexts the materials are presented in. In addition, the materials may be more flexible and the lecturer can make sure that the methodology is suitable for the intended learners. Consequently, in-house materials could be used to meet learners' language.

The availability of audio-visual equipment is an indication of good ESP material. The lecturer should also consider resources available for use in devising practice material. For example, devising exercises which rely on the use of video, OHP or computer-aided presentation hardware should be based on the availability of such facilities (cf. Jordan, 1997: 265; Barnard & Zemach, 310: 2003).

According to Sysoyev (2000: 4) flexible teachers are open to making necessary changes while teaching. In line with this, Graves (1996: 26) states that experienced teachers often develop a set of core materials and activities which they adapt each time they teach a course. The materials themselves are flexible and can be used in a number of ways, depending on the target skills or competencies. Thus, materials form the backbone of the course and provide a focus for the specific course.

Material developers need to complement one another (Jordan, 1997: 261). If the educator's specialism is likely to be limited, support will have to be incorporated into an educator's handbook or manual (cf. Hutchinson & Waters, 1987: 106; Barnard & Zemach, 310: 2003; Fouché, 2007: 53; Jacobs, 2007: 26).

As materials developers, ESP lecturers, and therefore ESS lecturers too should continually be concerned with asking themselves whether their materials are producing the results they intend

to achieve and if not, how they can improve or replace them (cf. Robinson, 1991; Alderson, 1995); evaluation is a matter of judging something for a particular purpose (Hutchinson & Waters, 1987: 96). In the same vein, teaching materials should be evaluated in terms of the extent to which the materials fit their purpose (cf. Tomlinson, 1998; Ngoepe, 2007).

The ESS course in context

Cronje's (1993) materials evaluation criteria are applicable to a course such as ESS. The ESS course which is an ESP course, is one of the Bachelor of Science Extended Degree Programme (BSc EDP) courses taught at the UL, Turfloop Campus. The programme was formally known as the University of the North Foundation Year (UNIFY) and it follows a student-centered approach to teaching and learning. The other courses are Biology, Chemistry, Mathematics, and Physics. This BSc EDP is an access programme for students who have shown potential to study and succeed in the sciences but do not qualify to be admitted into the Faculty of Science and Agriculture (cf. Inglis et al., 2007: 84; Ngoepe, 2007: 24). So, the ESS course was strategically factored in the curriculum to enhance the performance of such students.

According to the UNIFY Student Handbook (2002: 12); Ngoepe (2007: 2) the ESS course focuses on techniques and skills needed by students to become efficient and effective learners. These skills include reading and interpretation as well as writing and expression skills. The course covers aspects of grammar which are of particular relevance to scientists or which have been identified as areas of weakness in students' writing. Emphasis is also placed on the writing of clear, straightforward and grammatically correct sentences, and putting them together to make a cohesive whole. Moreover, the Newsletter from the Faculties of Agriculture, Health Sciences, Mathematics and Natural Sciences (1992: 2); Ngoepe (2007: 2) state that ESS also endeavours to encourage both writing and verbalization of concepts taught in other sections.

At inception, staff members of the UNIFY programme were able to draw on Biology, Chemistry, Mathematics, Physics and ESS materials they themselves had developed elsewhere in Southern African Developing Countries (SADC). The staff had sufficient experience to adapt materials produced in other countries. Due to time constraints, it was not possible to carry out a local situation analysis or pre-testing of materials. Instead, each section had a set of printed tuition materials. Working groups were established in each subject with the relevant subject head representative as chair. The final curriculum was then submitted to the Faculty Board and Senate and the actual teaching in the project started in 1993 (Cantrell, 1994: 19). In keeping with this, many modifications to teaching materials from other projects were made and much less material was covered than initially anticipated at UNIFY's inception (Cantrell, 1993: 8).

Even though ESS materials have been used and developed over a number of years, they have never been evaluated. This is the rationale behind the evaluation of the ESS teaching materials (cf. Ngoepe, 2007; Jansen et al., 2005).

Methodology

Twenty-one criteria were used to evaluate the ESS materials (cf. Appendix). These criteria were adapted from Cronje's (1993) materials' evaluation instrument. The scale is based on a 5-point Likert scale. In the analysis below a score of 1 means that the materials fully meet the criterion and 5 indicates that they do not.

The materials evaluation framework was piloted; one former ESS lecturer was asked to comment on the framework and as a consequence, minor changes to the instrument were made.

The ESS learning materials consist of 4 study notes, as well as reference materials. The study manuals and reference materials were scrutinised by the researcher who is also an ESS lecturer, to determine whether the materials fit the purpose of the course.

The aim of this section is to report on the evaluation of these materials.

The criteria that the researcher used for the evaluation are the following:
1. Materials allow for activities in which there is interaction between lecturer and students
2. Materials allow for activities in which there is interaction among learners
3. Materials are visually pleasing and attractive
4. Materials teach aspects of grammar
5. Materials take cognisance of the science interests of the learner
6. Materials contain a variety of topics
7. Materials contain problem-solving activities
8. Materials are challenging to the learner
9. Materials contribute to the broadening of the mind
10. Meaningful exercises form an integral part of the materials
11. The four language skills are integrated in the materials
12. Materials contain exercises that are graded
13. A variety of styles are used in the reading passages
14. Materials take into account the language proficiency of the learner
15. Materials are presented thematically
16. Listening exercises are included in the materials
17. The order in which the materials are presented facilitates learning
18. Language is presented in a situational context
19. Authentic materials are used where appropriate
20. Materials are presented in sufficient quantity to facilitate learning
21. Materials include self-assessment exercises

Evaluation of materials

The researcher who is also an ESS lecturer evaluated the materials in two phases; the study manuals were evaluated first, and then the reference materials second.

Study manuals

ESS study manuals are the Grammar and Word Class Module, Writing Module 1, Writing Module 2, Science Readings, and Listening Comprehension and Mini-Lectures Booklet.

Criterion 1: Materials allow for activities in which there is interaction between the lecturer and students

The materials do not allow for many activities in which there is interaction between lecturer and students. Most of the exercises require the students to carry out what the materials instruct them to do. There are few open-ended exercises where the students can reveal themselves as persons to the lecturer.

Rating – 5

Criterion 2: Materials allow for activities in which there is interaction among the learners

The materials rarely allow for activities in which there is interaction among learners. Instead, they nearly always focus on individual student activities. Instances where interaction is invited are in the Singular and Plural unit, which instructs students to discuss what makes complete verbs either singular or plural, and why the underlined verbs are singular or plural. In addition, the Basic Note-taking Tools and Skills section of the Writing Module 2 requires students to discuss "the following points …". On the whole, the materials allow extremely limited interaction among learners.

Rating – 4

Criterion 3: Materials are visually pleasing and attractive

The materials contain various pictures, tables, symbols, lists, and graphs which are essential to a science ESP context. Example are in Writing Module 1 pages 15 and 17 and Writing Module 2, pages 1 to 8. Thus, the materials generally satisfy this criterion. The use of colour could make them more attractive.

Rating – 2

Criterion 4: Materials teach aspects of grammar

Topics such as Singular and Plural, The Use of the Passive in Science, Modality, and Word Classes – Nouns are included in the Grammar and Word Class Module. These are taught in the context of performing an experiment, writing a laboratory report and presenting data in a form of table, a list, a graph or even in note form. The topics are also practised in the Writing Modules 1 and 2, and the BSc EDP Student Reading Comprehension Book. In keeping with the teaching of grammar in ESP, these materials focus on key aspects of grammar (cf. Dudley-Evans & St John, 1998). However, there is no discussion of English tenses.

Rating – 3

Criterion 5: Materials take cognisance of the interests of the learner

Students in the course are primarily interested in the sciences. Listening comprehension passages such as The Basic Forms of Matter, The Noble Gases, The Preservation of Food, and Energy are relevant in a science context. These passages are contained in the BSc EDP Listening Comprehension and Mini-lectures booklet. The BSc EDP science readings booklet contains relevant reading comprehension passages such as Energy and Related Problems in Malawi and Greenhouse Gases and the Global Warming Trend. The materials therefore take cognisance of the needs and interests of science foundation students who aim to follow a science career in the Faculty of Science and Agriculture at UL, Turfloop Campus.

Rating – 1

Criterion 6: Materials contain a variety of topics

Topics such as Structure and Content, Cause and Effect, Quantity and Comparison, Sequence and Definitions, The World's Food, and Pollution and Lung Cancer are contained in the

Grammar and Word Class Module and the BSc EDP Student Reading Comprehension Book respectively. In addition, Making a comparison of metals in a table exact, Describing how the presence or absence of certain nutrients affects the growth of crops, The relationship between acceleration and force, Factors affecting the rate of heat transfer through the skin, Treating the allergic patient are some of the topics covered. The materials, therefore, cover a variety of topics.

Rating – 1

Criterion 7: Materials contain problem-solving activities

One exercise requires students to construct sentences from data given in a table and in another they have to identify metals from a given table. Some exercises require the students to draw a line (graph) that reflects as accurately as possible the information given in sentences. For example, they could also use a diagram together with the notes provided to write two to three paragraphs on the Desalination of Sea Water. On the whole, the focus is on note-taking skills. The exercise tests whether students can expand notes taken during a lecture.

Rating – 3

Criterion 8: Materials are challenging to learner

The materials are challenging to the learner. This will depend on the student's level of proficiency. The comprehension passage Greenhouse Gases and Global Warming Trends in the Student Reading Comprehension Book contains two tables and three graphs which students have to read in order to understand the message. In an exercise in Writing Module 2, students are required to calculate volumes, surface areas and find ratios between surface areas and volumes for each box first, and then complete the sentences in the unit on Relationships.

Rating – 3

Criterion 9: Materials contribute to a broadening of the mind

Reading passages such as Sick Miners Pay Full Price for Gold and Contraception for Elephants – A Viable Option, deal with national South African issues, whereas The Motor Car and Pollution (an American setting), Energy and Related Problems in Malawi and The Rise and Rise of the Pakistan People focus on international issues. The various topics in the BSc EDP Student Reading Comprehension Book address both national and international issues which contribute to a broadening of the student's mind.

Rating – 1

Criterion 10: Meaningful exercises form an integral part of the materials

On the whole, the exercises can be regarded as meaningful and relevant. In the editing exercise in the Grammar and Word Class Module, students identify and label errors using symbols and abbreviations used when marking assignments. Students are instructed to complete the description of a Bunsen burner by inserting the correct forms of the verbs and have to describe how a mixture of salt (NaCl) and sand is separated using a method illustrated in a diagram. In the ESS Writing Module 1, the students write sentences comparing the lengths of the creatures given and use the techniques they have been shown to change sentences to note form in the Writing Module 2.

Rating – 2

Criterion 11: The four language skills are integrated into the materials

The basic skills of reading and writing are integrated into the materials. Reading passages contain writing tasks. Note-taking involves listening to passages that are read by the lecturer, and writing down essential information. Students develop the skill of speaking incidentally when they provide answers during lectures or when they ask for clarification or assistance from the lecturer.

Rating – 3

Criterion 12: Materials contain exercises that are graded

The first exercise in the first unit of the Grammar and Word Class Module, which is on Singular and Plural, instructs students to underline the correct verbs, and the second one invites them to discuss why the verbs underlined are singular or plural. The last two exercises in this unit instruct them to choose the correct verbs from the list given. Unit two introduces the Impersonal Scientific Style – The Passive. In the first exercise students mention whether the verbs are active or passive, in the second they change sentences into the passive and in the exercises that follow they use the passive to describe processes and procedures in paragraphs. The materials, therefore, contain some exercises that are graded.

Rating – 2

Criterion 13: A variety of styles are used in the reading passages

Reading passages are mostly factual and descriptive and narrative pieces. The reading passages include topics such as Energy and Related Problems in Malawi, The Motor Car and Pollution, Sick Miners pay Full Price for Gold, Wake up Call for World's Health, The Rise and Rise of Pakistan's People, Contraception for Elephants – A Viable Option?, Pollution and Lung Cancer, Lead Blights the Future of Africa's Children, and Greenhouse Gases and the Global Warming Trend. The passages are in keeping with the science context.

Rating – 1

Criterion 14: Materials take into account the language proficiency of the learners

Materials assume that students have some foundation in general English and from the outset focus on aspects of English specific to the subject area being covered. This refers to aspects such as the description of processes, the scientific style of writing and laboratory report writing. In addition, vocabulary specific to the description of graphs and exercises on superlatives are science-based.

Rating – 2

Criterion 15: Materials are presented thematically

Themes that are contained in the Grammar and Word Class Module are Singular and Plural, The Impersonal Scientific Style – The Passive, Modality, Word Classes – Nouns, Guidelines for the Use of Articles, Linking Devices, Using the Dictionary to find Meanings and General and Specific Statements. Writing Module 1 contains Cause and Effect, Quantity and Comparison, Relationships and Describing Structure, Function and Content while Describing Graphs and Note-taking and Note-making are in Writing Module 2. Most of these 'themes' are linguistic or writing topics, and are not themes as the term is generally understood.

Rating – 3

Criterion 16: Listening exercises are included in the materials

Listening exercises are included in the materials. Examples of the exercises in the BSc EDP Listening Comprehension and Mini-lectures Materials are The Field Trip, Energy, The Noble Gases and The Preservation of Food. All the passages are used as note-taking exercises.

Rating – 3

Criterion 17: The order in which the materials are presented facilitates learning

The order in which the materials are presented is intended to facilitate learning. The Grammar and Word Class Module is taught first for the purpose of laying the foundation for further learning. The students are supposed to use the information in units such as Singular and Plural, Word Classes, Linking Devices and Specific and General Statements as preparation for units such as Cause and Effect (using verbs and linking devices), and Quantity and Comparison (using word classes).

Rating – 2

Criterion 18: Language is presented in a situational context

Various topics and some exercises in the materials are contextualized. The context for some exercises in the Grammar and Word Classes Module is that of a science laboratory; students write a description of the structure and function of a Bunsen burner, write a paragraph to describe how a filter paper is prepared for use, and describe how a mixture of salt and sand is separated.

Rating – 3

Criterion 19: Authentic materials are used where appropriate

In the Grammar and Word Classes Module extracts from Physics, Chemistry and Biology textbooks are used. In the Students' Reading Comprehension Book the passage Lead Blights the Future of Africa's Children is an extract from The New Scientist magazine. In Writing Module 1, Less Commonly Used Verbs that are used to describe structure in science are extracts from a prescribed Biology textbook.

Rating – 1

Criterion 20: Materials are presented in sufficient quantity to facilitate learning

There are about 209 pages of materials for one academic year. Work sheets are contained in these guides. More exercises can be added, but the performance of students is likely to influence the tempo that a lecturer can maintain.

Rating – 3

Criterion 21: Materials include self-assessment exercises

The materials do not include self-assessment exercises. Assessment exercises together with answers in modules help students assess their progress. These exercises promote self-assessment and learning.

Rating – 5

Reference materials

The reference materials used in the course consist of:

Kirkpatrick, B. (compiler). 1994. *The Oxford Paperback Thesaurus*. Oxford: Oxford University Press.

Longman Dictionary of Contemporary English.1978. Harlow, Essex: Longman.

A Dictionary of Science. 1999. Oxford. Oxford University Press.

Swan. M. 1980. *Practical English Usage. International Student's Edition*. Oxford: Oxford University Press.

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The Practical English Usage contains information on key aspects of grammar such as Verbs, Voice, Nouns and Articles that are fundamental to language learning. The Longman Dictionary is good and provides clear definitions of words as well as grammar and pronunciation data. The thesaurus is a synonym-type thesaurus which is organised under Headwords, Parts of Speech, Homonyms, Entries within groups, Sub-entries and Cross references. The Oxford Dictionary of Science contains information on science topics such as the Solar System, a Geological Time Scale, a Simplified Classification of the Plant Kingdom and a Classification of the Animal Kingdom. The UNIFY Student Handbook addresses the following topics: A Short History of UNIFY, The Structure of UNIFY, the Advisory System, Subject Outlines, Computers and Learning, Career Guidance, UNIFY Regulations, and After UNIFY, What Next?

These materials support students who have shown potential to study and succeed in the Faculty of Science and Agriculture at UL but are not ready to make a good start at first year. They also play a complementary role in supporting language learning, and seem to be quite sufficient in facilitating language learning.

Discussion of findings

The total score is 51/105, which is 48,5%. This means that there is room for improvement of the ESS teaching and learning materials.

Positive aspects regarding the study manuals are that they take cognisance of the interests of the students, contain a variety of topics, a variety of styles are used in the reading passages, and they contribute to the broadening of the learners' minds. The reference materials complement the study manuals. On the whole, the study materials can be regarded as good.

One shortcoming is that the materials do not allow for activities in which there is interaction among students (especially group and pair work), and between students and the lecturer. Speaking is also not included in the materials. The notion of interactivity should also be linked to the teaching of reading and writing as well as listening and speaking skills for the development of a balanced learner.

In addition, self-assessment exercises are included in only one module. It also does not seem as if there is a sufficient quantity of exercises in all aspects that need to be taught. Self-assessment exercises should be included in all the modules.

Conclusion

Evaluation of ESP learning materials is crucial in that it helps the lecturer review and reprioritise students' identified language needs. Even though there are positive aspects regarding the ESS materials, the findings of the evaluation exposed specific shortcomings in the prescribed teaching and learning materials. The materials deserve regular attention for the benefit of the learners. This evaluation will also help keep the teaching of ESS lecturer(s) focused, and will facilitate informed decision making regarding pertinent teaching and learning activities. The materials evaluation intervention mechanism should thus be integrated into the framework of ESP courses because it is mutually beneficial; it corroborates the ESP learner-centred approach which is about enhancing the performance of students such as the ESS ones. It also fosters collaboration and skills transfer among ESP lecturers, and deepens a sense of ownership of the materials ESP lecturers are expected to develop regularly.

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Appendix

Materials' Evaluation Framework

This evaluation sheet focuses on criteria that can be used for materials selection. The criteria are numbered from 1 to 21. Encircle a number (to your right hand) that best describes your materials.

1 Materials allow for activities in which there is interaction between lecturer and student	1 Fully	2	3	4	5 Don't
2 Materials allow for activities in which there is interaction among learners	1 Fully	2	3	4	5 Don't
3 Materials are visually pleasing and attractive	1 Fully	2	3	4	5 Aren't
4 Materials teach aspects of grammar	1 Fully	2	3	4	5 Don't
5 Materials take cognizance of the interests of the learner	1 Fully	2	3	4	5 Don't
6 Materials contain a variety of topics	1 Fully	2	3	4	5 Don't
7 Materials contain problem-solving activities	1 Fully	2	3	4	5 Don't
8 Materials are challenging to learner	1 Fully	2	3	4	5 Aren't
9 Materials contribute to a broadening of the mind	1 Fully	2	3	4	5 Don't
10 Meaningful exercises form an integral part of the materials	1 Fully	2	3	4	5 Don't
11 The four language skills are integrated in the materials	1 Fully	2	3	4	5 Aren't

12 Exercises are graded	1 Fully	2	3	4	5 Aren't
13 A variety of styles are used in the reading passages	1 Fully	2	3	4	5 Aren't
14 Materials take into account the language proficiency of the learner	1 Fully	2	3	4	5 Don't
15 Materials are presented thematically	1 Fully	2	3	4	5 Aren't
16 Listening exercises are included in the materials	1 Fully	2	3	4	5 Aren't
17 The order in which the materials are presented facilitates learning	1 Fully	2	3	4	5 Doesn't
18 Language is presented in a situational context	1 Fully	2	3	4	5 Isn't
19 Authentic materials are used where appropriate	1 Fully	2	3	4	5 Aren't
20 Materials are presented in sufficient quantity to facilitate learning	1 Fully	2	3	4	5 Aren't
21 Materials include self-assessment exercises	1 Fully	2	3	4	5 Don't