An Evaluation of Authenticity: A Case of EAP Textbooks in Iran

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Abstract

Authenticity and authentic materials are advocated for language teaching extensively. This criterion is also recommended for English language teaching settings such as EAP where the students are to deal with real-world and authentic language use. The present study aims at evaluating the current status of the EAP textbooks and the materials included in them in Iran by the administration of the authenticity evaluation checklist. Accordingly, seeking to find data both qualitatively and quantitatively, the study was conducted to seek for the lecturers' views on the authenticity level of the EAP textbooks. Thus, the results of the interview and the evaluation checklist reveal that although authenticity of context, teacher, student, and text is deemed as essential by this group of teachers, the current textbooks for EAP have limited authenticity and in some aspects authenticity is even absent. The interview results revealed that the majority of the EAP teachers believed that the current EAP textbooks need to be reengineered and the texts need revision. Thus, the findings can be used by EAP curriculum designers and materials developers in taking into consideration the authenticity feature as an important factor in designing EAP textbooks in future in Iran and in similar language teaching contexts.

Keywords: authenticity; context authenticity; student authenticity; teacher authenticity; content authenticity

1 Introduction

Materials included in every course have a focal role and their careful selection may facilitate the teachers in making choices, considering alternatives, and planning for learner needs (Celce-Murcia, 2000).

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As Shomoossi and Ketabi (2007) maintain, hitherto, syllabus designers and materials developers' basis was on 'how' of arranging materials and activities and authenticity did not play any role. However, nowadays as Khaniya (2006, p.17) maintains:

In the course of the decade, the use of authentic materials has become increasingly popular in learning situations ranging from traditional intensive ESL to language training for professionals.

Particularly in the latter setting (teaching language for professionals), Khaniya believes that a larger number of teachers are starting to identify the benefits of authentic materials and the options that such texts may provide. Considering materials preparation for EFL contexts, Graves (2000) believes that materials must be chosen based on their authenticity principle so that the students get familiar with and have access to language as it is used in "real" world. As Horwitz (2008) points out, in specialized courses (for example EAP) learners have a range of needs and purposes which play an important part in preparing materials. One of the needs and purposes in ESP/EAP courses is to act properly and effectively in real-world situations and out of the instructional context (Dudley-Evans & ST John, 1998; Harding, 2007). To fulfill this need, it seems that the exposure of the learners' to authentic materials and providing an authentic language learning setting may have positive effects.

1.1 Authenticity

Authenticity was initially introduced over a thousand years ago by King Alfred of England who commenced the use of authentic texts for educational purposes. Later, in the 16th century Roger Ascham and Michel de Montaigne portrayed the use of authentic approaches for teaching Latin (Mishan, 2005). In the 19th century (1890s), Henry Sweet approved authentic texts and asserted that natural texts "do justice to every feature of the language"; on the other hand, artificial materials include "repetition of certain grammatical constructions, certain elements of the vocabulary, certain combinations of words to the almost total exclusion of others which are equally, or perhaps even more essential" (Gilmore, 2007).

Authenticity reappeared again during 1960s and 1970s as a consequence of Chomsky and Hymes discussions of communicative competence which stated that communicative competence does not only encompass the knowledge of the language but comprises the need for contextualized communication (Mishan, 2005; Gilmore, 2007). Thus, communicative language teaching was the highpoint of this view (Gilmore, 2007; Guariento & Morley, 2001; Lin, 2004). However, the concept and its applications and the belief that for diverse language teaching settings authenticity has demonstrated its valuable role is still pointed out by the 21st century scholars such as Shrum and Glisan (2000), Richards (2001), Kilickaya, (2004), Mishan (2005), Khaniya (2006), Gilmore (2011), etc.

Authenticity has also played a central role for materials developers, syllabus designers as well as some approaches to language teaching such as task-based (Bax, 2003), communicative language teaching (Bax, 2003; Mishan, 2005), and humanistic, autonomous, and materials-based approaches (Mishan, 2005). As Shomoossi and Ketabi (2007) maintain, hitherto, syllabus designers and materials developers' basis was on 'how' of arranging materials and activities and authenticity did not play any role. However, currently as Khaniya (2006) maintains during the present decade, authentic materials are increasingly being used in various language teaching situations which may range from traditional ESL courses to language teaching for professionals. Particularly in the latter setting (teaching language for professionals), Khaniya believes that a larger number of teachers are starting to identify the benefits of authentic materials and the options that authentic texts may provide. Thus, authenticity as a notion has been with language teaching literature since a long time ago and it has been considered by several scholars to date.

Authenticity is viewed by different scholars diversely. Rogers & Medley (1988) use the term authenticity as used for describing oral and written language samples which reflect language forms and are used naturally and appropriately in cultural and situational contexts. On the other hand, others such as Berardo (2006) remark that authenticity is the interaction that is established between the text and the reader. Berardo views authenticity as a continuing process which is "beyond the context of the text". For this, the way the students read texts must match their purpose of reading, the text kind, and the way people read texts in normal contexts. Ur (1984, cited in Celce-Murcia, 2000) refers to the term as being either genuine authenticity or imitation authenticity.

Genuine authenticity is the natural interaction which takes place among native speakers and imitation authenticity refers to real speech but with the consideration of learners' language level and ability.

Breen (1985) introduces four types of authenticity including "text authenticity" "learners' interpretation authenticity", "task authenticity" and "situation authenticity". Text authenticity is concerned with text qualities as a source of data which will support the learner in the development of an authentic interpretation. Learner interpretation authenticity refers to the learner's understanding of the target language conventions which leads to the interpretation of the meaning embedded in the text. Task authenticity refers to the authenticity of the language learning drive for which the input is used. The authenticity of the classroom and the actual social situation of the learning context are concerned with the environment in which learning takes place. It includes the provision of conditions under which the learners can share achievements, problems and learning. All in all, Breen concludes that bringing authentic and real world into the classroom cannot be the essence of what is meant by authenticity unless all the four types of authenticity are provided.

Subsequent to that idea, as Taylor (1994) discusses, criticisms which are put forward against inauthenticity or artificiality of materials perhaps do not take into account Breen's classification and they assume that there is a global and absolute definition of authenticity but as far as Breen's authenticity types are concerned there exist no such things as truly artificial or inauthentic materials. But authenticity is clearly a relative matter and different aspects of it can be present in different degrees.

Another classification of authenticity which also shares Breen's classification ideas is offered by MacDonald and colleagues (2006). These include authenticity of text, authenticity of competence, learner authenticity and authenticity of classroom. For the first kind, text authenticity, we may encounter terms such as language authenticity or materials authenticity. For the second kind of authenticity, competence authenticity, it may be referred to Canale and Swain's 1980 classification of competence which has three categories of grammatical competence (knowing all rules of grammar), sociolinguistic competence (knowing appropriate register and style), and strategic competence (being aware of the compensation strategies used for breakdowns in communication).

Being authentically competent means that a learner's performance should as much as possible correspond to the way native speakers perform. Thus, MacDonald and colleagues (2006, p.252) believe that:

What 'authenticates' a learner's ability to communicate in another language is derived from its correspondence to interactions which take place between idealized native speakers or between native speakers and non-native speakers.

The third kind of authenticity, learner authenticity, is the learners' positive feelings of and reactions to materials and the pedagogical intentions inherited in such materials as a principal aspect. The last category proposed by MacDonald and colleagues (2006) is classroom authenticity. As Breen (1985) explains, if the classroom provides the conditions in which the members can share problems, achievements or their language learning process publicly as a motivation-oriented and socially-oriented activity, then it will play its authenticating role productively. With reference to Cooper's definitions, MacDonald and colleagues (2006) refer to text authenticity, competence authenticity, learner authenticityas relating to correspondence and classroom authenticity to genesis.

1.2 EAP in Iran

Being specifically limited to university level (Talebinezhad & Aliakbari, 2002), a large group of students enroll for these courses every semester and accordingly a large group of EAP teachers are involved in the teaching of these students. Consequently, Eslami and Simin (2011) believe in an inevitable need for doing research concerning EAP in Iran. As a compulsory course (Sadeghi, 2005; Atai & Shoja, 2011) which needs to be completed before graduation, EAP courses are meant to prepare learners for specific uses of English (Hasrati, 2005). These courses are mainly concerned with the reading skill and other language skills do not have their due significance or position (Alimohammadi, 2003; Jodairi, 2005; Soleimani, 2005; Suzani, 2005; Tayebipour, 2005; Ziahosseiny, 2005; Fathi, 2008; Mazdayasna & Tahririan, 2008, Amirian & Tavakoli, 2009; Akbari & Tahririan, 2009; etc).

However, the purpose of all books published for EAP students is "to enable the students to study their specific academic reference materials and textbooks to get familiar with scientific and technological advances in their field of study" (Soleimani 2005, p.216). These books include three sections: pre-reading, reading for comprehension, and homework (Amirian and Tavakoli, 2009). The reading passages are supposed to be relevant to the learners' fields and the emphasis is on developing the reading skill and the contextualization of vocabulary exercises (Akbari & Tahririan, 2009). The emphasis is on the linguistic features of texts and minimal attention is given to reading skills and strategies (Soleimani, 2005).

Nonetheless, there is a consensus among EAP practitioners that EAP courses in Iran have not been successful (Tayebipour, 2005; Hassaskhah, 2005; Zohrabi, 2005; Soleimani, 2005; Hayati, 2008; Amirian & Tavakoli, 2009, etc.). Some of the grounds on which these courses have been criticized include ignoring learners' needs and being too much focused on vocabulary and syntax (Fathi, 2008; Amiryousefi & Ketabi, 2011), lacking the integration of extra-linguistic perspectives and encouraging communication (Eslami, 2005), not facilitating learners' achievement of the course objectives (Mahdavi-Zafarghandi, 2005), having weaknesses in materials design (Tayebipour, 2005), etc.

1.3 Research Question

One reason for the scholars' beliefs for the ineffectiveness of the courses may be the incompatibility of the materials with the authenticity principle. As discussed above reviewing literature attributes authenticity to many of the advantages which may be solutions to the problems which are stated by the practitioners. For instance, a course with authentic materials is said to be more motivating, can increase achievement, or is more based on real needs of the students. Thus, the present study seeks to find out the extent of compatibility of the current EAP textbook materials (texts) with authenticity principle based on the views of the Iranian EAP practitioners. Moreover, the study seeks to find out the EAP practitioners' views on authenticity and their opinions on how to improve the content of the courses. However, the main research question is:

"To what extent are the current EAP materials in the EAP textbook compatible with authenticity and its subcomponent?"

2. Methodology

Through a mixed-methods research design the study gathered data form the Iranian EAP practitioners. The mixed method included the quantitative phase of data collection which was the administration of the questionnaire. For the second phase as the qualitative data collection stage the researcher interviewed a group of the practitioners who had been dealing with the courses from 2 to 10 years. Interviews, as Seidman (2006, p.18) suggests, can provide the researcher with in-depth information related to the students' "lived" experiences. As a kind of interview, a focus group may be used in different situations such as when the researcher seeks to find a range of ideas or opinions, looks for perspective differences between groups, attempts to reveal aspects which impact people's opinions, motivations, or behaviors; or tries to shed light on quantitative data (Richard & Casey, 2000). Focus group interviews are conducted to refine the results achieved through other data collection tools such as questionnaires (Hatch, 2002). Focus groups are also used when the researcher attempts to seek about the participants' attitudes and opinions or feelings about a specific proposal or topic (Bernard & Ryan, 2010). Different advantages have been attributed to focus groups in the literature. They can be used either alone or with other methods to explore new dimensions while focusing on the dynamics of the group and provide great deals of explicit information in a short period of time (Vaughn & colleagues, 1996). The following sections will elaborate more on the participants, the instrument, and the data collection procedure.

2.1 Participants

To collect the data concerning the current EAP textbooks, a group of 58 EAP teachers from different cities (10 cities) of Iran were asked to fill in the questionnaire. Moreover, 10 teachers were randomly chosen to be interviewed each belonging to a city group. As Merriam (2009) mentions although there is no specific rule for the number of the participants in the focus group interviews, it is widely suggested that six to ten people would be sufficient. These teachers had from 2 to 10 years of teaching experience in EAP courses. The following table (Table 1) illustrates the group of EAP teachers who filled the evaluation checklist including the cities where they taught EAP courses.

Table 1: The distribution of the participants based on the cities

City	Number	City	Number
Gorgan	3	Tabriz	3
Mashhad	9	Shiraz	4
Booshehr	5	Kerman	5
Isfahan	7	Tehran	10
Ghuchan	6	Torbat	6

2.2 Instrument

The instrument used to collect data was the authenticity evaluation checklist proposed by Canado and Esteban, 2005. They categorized the checklist based on an extensive literature review on authenticity as well as Almagro's 2004 evaluation proposal. This checklist includes all aspects pertaining to authenticity including both general and particular variables. The items included in the questionnaire included the authenticity of the context and target situation, the student, the teacher, and the contents. The content encompassed the related aspects such as linguistic, sociocultural, notional-functional, topics, organization, and activities. It included two sections. One section related to the textbook proposal which sought for the views of the teachers on the actual situation of the textbooks and the other asked for their views on the importance of different sections.

One common way to ensure reliability of a measure is to report the Cronbach Alpha. Thus, a high Cronbach Alpha shows the close relatedness of the items in a test (VanderStoep & Deirdre, 2009). To ensure the reliability of the instrument for the present study, the data from the questionnaire which was administered were analyzed through SPSS for obtaining the Cronbach Alpha (table 3.2). A Cronbach Alpha of over 0.70 is considered as acceptable (Kent, 2001; George & Mallery, 2003; Sims, 2004; Pallant, 2007). Thus, the reliability of the questionnaire is acceptable. The reliability for the textbook proposal section was measured as 0.92 and the reliability of the teachers' view section was measured as 0.82 as is illustrated in the following tables (Table 2 & Table 3).

Table 2: Reliability Statistics for the textbook proposal section

Cronbach's Alpha	N of Items
.92	28

Table 3: Reliability Statistics for the teachers' view section

Cronbach's Alpha	N of Items
.82	28

2.3 Research Procedure

the predominant skill in these EAP courses is reading; thus, while conducting the study and asking interview questions the questions were specifically tailored towards the reading skill and materials and texts included in the EAP textbook. After administering the questionnaire, 8 teachers were chosen randomly for the focus group interview to add more depth to the results from the questionnaire. They were asked about the EAP textbooks published by SAMT publication. They were questioned about their views on the books and by what means they think authenticity could be important and if they feel the need for this concept to be included in those books. Their views were transcribed and analyzed through the coding of the recurrent themes and inductive process of analysis.

3. Results

The data included two sections. One section related to the teachers' views and the other related to the proposal of the textbook and its current situation. These two sections' results are presented separately.

3.1 Quantitative Data

The quantitative data for the questionnaire was analyzed by SPSS and a frequency analysis was run. As follows, there were two sections. One related to the teachers' views and the other related to the status of the textbook proposal from the teachers' views. Both sets of data are presented separately in the following section:

3.1.1 Teachers' Views

3.1.1.1 The context and the target situation level (table 4):

	Teachers' views percentages		
	Essential	Recommendable	unnecessary
Can the textbook's contents be usefully employed in the target situation?	63.8%	34.5%	1.7%
Does the target situation presented in the textbook coincide with the students' professional context?	62.1%	37.9%	0%
Are the purposes of the material authentic?	58.6%	39.7%	1.7%

As the data suggests (table 4) it may be concluded that about 61.5% of the teachers believed that the context and the target situation authenticity is essential and 37.36% of the teachers believed that context and the target situation authenticity is recommendable. Only 1.13% of the teachers referred to context and target situation authenticity as unnecessary.

3.1.1.2 The Student level: (table 5)

	Teachers' views		
	Essential	Recommendable	unnecessary
Can the student clearly appreciate the utility of the textbook's objectives in real-life target situations?	50%	44.8%	5.2%
Do its exercises and tasks have a clear goal related to the students' target situation?	46.6%	48.3%	5.2%
Is the textbook adequate for the students' level of communicative competence?	43.1%	50%	6.9%
Does it allow the students to make use of their linguistic abilities and to put into practice their communicative competence?	55.2%	37.9%	6.9%
Does it prepare the learner for an authentic experience of language?	55.2%	43.1%	1.7%
Does the textbook match the needs of the students' specialization?	65.5%	34.5%	0%
Does it generate authentic interaction, communication, and responses from the learner?	50%	43.1%	6.9%

Based on the data on the student level (table 5), it is revealed that 52.22% of the teachers believed that student authenticity is essential. Moreover, 43.1% of the teachers believed that inclusion of student authenticity is recommendable. Alternatively, 3.9% of the teachers stated that student authenticity is not necessary.

3.1.1.3 The Teacher Level: (table 6)

	Teachers' views percentages		
	Essential	Recommendable	unnecessary
Does the degree of authenticity of the textbook match the teacher's preparation?	67.2%	31%	1.7%
Can the textbook be adapted by the teacher to meet the needs of his/her specific context?	51.7%	43.1%	5.2%

As for the teacher level data (table 6), it is suggested that 59.45% of the teachers contended that teacher authenticity is essential. Similarly, 37.05% of the teachers believed that teacher authenticity is recommendable. Otherwise, only 3.45% of the respondents considered teacher authenticity as an unnecessary component.

3.1.1.4 The Contents Level: (table 7)

		Teachers' views		
		Essential	Recommendable	unnecessary
Linguistic Aspects	Is the selection and range of linguistic aspects presented adequate for the students' level of communicative competence?	48.3%	48.3%	3.4%
	Does it include up-to-date and relevant grammatical structures and lexicon?	56.9%	43.1%	0%
	Do they include stretches of real language produced by real speakers or writers for a real audience and conveying a real message of some sort?	46.6%	46.6%	6.9%
Sociocultural Aspects	Can the sociocultural aspects presented in the textbook be used for academic or	41.4%	53.4%	5.2%

	occupational purposes rather than only for linguistic ones?			
	Does the textbook provide a cultural contextual support?	51.7%	43.1%	5.2%
Notional-functional Aspects	Are the functions presented in the textbook related to the students' target situation?	4 4.8%	48.3%	6.9 %
	Is the presentation of functions complemented with linguistic and communicative exercises?	50%	43.1%	6.9%
	Is the area of specialization of the textbook and its selection of topics of interest to the learner?	55.2%	36.2%	8.6%
	Are the topics included in the textbook valid from an occupational and/or academic point of view?	60.3%	31%	8.6%
	Are the topics adequate for the students' level of specialization?	58.6%	39.7%	1.7%
Topics	Do the units have a linguistic and communicative purpose?	70.7%	29.3%	0%
	Do they include authentic material which matches students' learning needs?	77.6%	20.7%	1.7%
	Is the variety of English presented in the textbook in line with the teacher's preparation and the same as that which the	48.3%	48.3%	3.4%

	student will need in a professional context?			
Organization	Does the textbook have a thematic unity?	41.4%	55.2%	3.4%
	Are the lessons built around content-based themes in the specific purpose area?	39.7%	53.4%	6.9%
Activities	Are the activities presented useful in the educational context and in the target situation?	75.9%	19%	5.2%

Based on the data on content authenticity (table 7), 54.21% of the respondents stated that content authenticity is essential. Likewise, 41.16% of the teachers believed that content authenticity is recommendable. Instead, 7.96% believed that content authenticity is unnecessary.

3.1.2 The Textbook Proposal

3.1.2.1 The context and the target situation level (table 8):

	Teachers' views percentages			
	not included	limited	adequate	excellent
Can the textbook's contents be usefully employed in the target situation?	10.3%	56.9%	24.1%	8.6%
Does the target situation presented in the textbook coincide with the students' professional context?	5.2%	63.8%	20.7%	10.3%
Are the purposes of the material authentic?	20.7%	36.2%	34.5%	8.6%

As is suggested by the data (table 8), 12.06% of the teachers stated that the textbook context and the target situation authenticity is missing in the EAP books; 52.3% believed that there is limited authenticity; 26.43% believed that authenticity is adequate; and 9.16% believed there is an excellent amount of authenticity in context and the target situation.

3.1.2.2 The student level: (table 9)

	Textbook proposal percentages			
	not included	limited	adequate	excellent
Can the student clearly appreciate the utility of the textbook's objectives in real-life target situations?	19%	65.5%	12.1%	3.4%
Do its exercises and tasks have a clear goal related to the students' target situation?	22.4%	41.4%	31%	5.2%
Is the textbook adequate for the students' level of communicative competence?	22.4%	50%	25.9%	1.7%
Does it allow the students to make use of their linguistic abilities and to put into practice their communicative competence?	22.4%	46.6%	20.7%	10,.3%
Does it prepare the learner for an authentic experience of language?	37.9%	37.9%	22.4%	1.7%
Does the textbook match the needs of the students' specialization?	15.5%	53.4%	2 4.1%	6.9%
Does it generate authentic interaction, communication, and responses from the learner?	36.2%	46.6%	12.1%	5.2%

As the data suggests (table 9), 25.11% of the respondents believed that student authenticity is not included in EAP current textbook; 48.77% believed that authenticity of students is limited; 21.18% believed that the student authenticity level is adequate. Only 4.91% specified that the student authenticity level is excellent.

3.1.2.3 The Teacher Level: (table 10)

	Textbook proposal percentages			
	not included	limited	adequate	excellent
Does the degree of authenticity of the textbook match the teacher's preparation?	10.3%	29.3%	51.7%	8.6%
Can the textbook be adapted by the teacher to meet the needs of his/her specific context?	37.9%	34.5%	22.4%	5.2%

As teacher authenticity is concerned (table 10), 24.1% believed that teachers' authenticity is not included; 31.9% stated that it is limited; 37.05% declared that it is adequate; and finally, 6.9% identified that the teacher authenticity is excellent.

3.1.2.4 The Contents Level: (table 11)

		Textbook proposal percentages			
		not included	limited	adequate	excellent
Linguistic Aspects	Is the selection and range of linguistic aspects presented adequate for the students' level of communicative competence?	8.6%	46.6%	43.1%	1.7%
	Does it include up-to-date and relevant grammatical structures and lexicon?	17.2%	58.6%	13.8%	10.3%
	Do they include stretches of real language produced by real speakers or writers for a real audience and conveying a real message of some sort?	55.2%	29.3%	10.3%	5.2%
Sociocultural Aspects	Can the sociocultural aspects presented in the textbook be used for academic or	27.6%	50%	17.2%	5.2%

	occupational purposes rather than only for linguistic ones?				
	Does the textbook provide a cultural contextual support?	24.1%	50%	20.7%	5.1%
Notional-functional Aspects	Are the functions presented in the textbook related to the students' target situation?	24.1%	51.7%	19%	5.1%
	Is the presentation of functions complemented with linguistic and communicative exercises?	22.4%	51.7%	15.5%	10.3%
	Is the area of specialization of the textbook and its selection of topics of interest to the learner?	17.2%	43.1%	36.2%	3.4%
	Are the topics included in the textbook valid from an occupational and/or academic point of view?	8.6%	50%	27.6%	13.8%
Topics	Are the topics adequate for the students' level of specialization?	10.3%	44.8%	36.2%	8.6%
	Do the units have a linguistic and communicative purpose?	13.8%	36.2%	39.7%	10.3%
	Do they include authentic material which matches students' learning needs?	20.7%	51.7%	24.1%	3.4%
	Is the variety of English presented in the textbook in line with the teacher's	3.4%	53.4%	41.4%	1.7%

	preparation and the same as that which the student will need in a professional context?				
Organization	Does the textbook have a thematic unity?	10.3%	51.7%	24.1%	13.8%
	Are the lessons built around content-based themes in the specific purpose area?	8.6%	65.5%	20.7%	5.2%
Activities	Are the activities presented useful in the educational context and in the target situation?	25.9%	50%	19%	5.2%

Finally, for the content authenticity, (table 11), 24.41% indicated that it is not included; 45.89% stated that it is limited; 30.16% believed that it is adequate; only 6.44% specified that the contents authenticity is excellent.

Table 12: teachers' and EAP textbook proposal percentages

	Teachers' view			Textbook proposal			
	ES	R	UN	N	L	A	EX
The context and the target situation	61.5%	37.36%	1.13%	12.06%	52.3%	26.43%	9.16%
The student	52.22%	43.1%	3.9%	25.11%	48.77%	21.18%	4.91%
The Teacher	59.45%	37.05%	3.45%	24.1%	31.9%	37.05%	6.9%
The Contents	54.21%	41.16%	7.96%	24.41%	45.89%	30.16%	6.44%

Majority of the teachers believed that the EAP textbook has **limited** authenticity in at least three levels but not the teacher's level. Majority of the teachers believed that the inclusion of authenticity is **essential**.

3.2 Qualitative Data

In order to analyze qualitative data for the present study, 'inductive data analysis' method was used. Thus, it includes the multiple data interpretation and examination based on research objectives (Mackey & Gass, 2005). This inductive method followed an 'emergent' model of coding and categorizing.

In the emergent model, sometimes called inductive, the researcher allows the emergence of categories as a result of sifting through the data (Bazeley, 2013; Blessing & Chakrabarti, 2009; Dorney, 2007). Accordingly, the researcher sifted through the data to find the emergent codes based on inductive analysis of the data. Thus, the recurrent themes which were discovered in the transcription of the EAP teachers' interviews are as follows:

Points about the drawbacks of the EAP books:

1. The books include outdated materials
2. There is only reading skill emphasized
3. Too much emphasis is put on vocabulary exercises
4. The textbook methodology is teacher-centered
5. It is not based on the students' needs and interests
6. The textbook layout is boring and not based on materials design approaches
7. There is no authenticity in the book objectives
8. No context or learner authenticity is provided
9. No real communication is encouraged by the materials

Recommendations for the improvement of the EAP courses

1. Include all language skills rather than just reading
2. Use multimedia
3. Use up-to date materials
4. Establish a learner-centered approach to teaching/learning
5. Use articles which include the professional language of the students' majors
6. Conduct needs analysis
7. Take a more communicative approach for teaching/learning
8. Consult materials design approaches and models
9. Consult EAP approaches
10. Reengineer current EAP books
11. Use tasks instead of exercises
12. Tailor the course objectives to learning rather than exams or scores
13. Set authentic purposes for the courses
14. Encourage more active participation of the students
15. Design more interesting and motivating materials and texts

4. Discussion and Conclusion

Based on the data gathered from EAP teachers on their views about the authenticity of the EAP courses in levels such as teacher, student, content, context and target situation, it may be concluded that these courses do not follow an authentic approach in their material design. As the data illustrates, although the authenticity principle is deemed as essential and recommendable the textbook does not include the authenticity notion. Moreover, only a small percentage of the teachers believed in the authenticity of the current EAP textbooks and those only mentioned some specific levels. It is thus recommended to policy makers and materials developers and designers to take into account the variety of advantages which follow an authentic context of language teaching especially for these EAP courses.

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