



Learners, Teachers and Course Materials in EGAP - A Critical Appraisal

Since the inception of the EGAP (English for General Academic Purposes) in 2011, many gaps have been observed in various aspects of the course. The difficulties faced by students in adjusting to the distance mode education and ineffectiveness of support systems to create an effective learner-context interface are some of the gaps observed. Further, weak articulation of the role of materials in DE by the stake holders, the resulting inefficacy of materials as self-instructional materials (SIM) and lack of self-direction and autonomy on the part of learners and teachers are some of the issues identified through years of practice and research. As such, this research explored in depth the complexities involved with numerous factors that contribute to the course, the impact of those on the negotiation of stake holders with course materials and the efficacy of course materials in dealing with the intricate web of interacting factors. The findings of the research have contributed towards a more streamlined approach to designing and production of course materials for EGAP to suit the diverse student clientele. This study also provides insights into areas of further research that will have a positive contribution towards the field.

15th October 2021
2:00 PM via Zoom



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