An investigation into the design and piloting of an online self-access course focusing on English language materials evaluation and adaptation for in-service English language teachers at Al-Azhar University in Egypt

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I declare that these assignments are entirely my own work and that all quotations from other sources have been properly identified and correctly referenced

Signed: Ahmed Othman El Mekkawi

IN THE NAME OF ALLAH,

THE MOST GRACIOUS,

THE MOST MERCIFUL

Abbreviations

Abbreviation	Details
AAETC	Al Azhar English Training Centre
ELT	English Language Teaching
CEFR	Common European Framework of Reference
NEST	Native English Speaker Teachers
NNEST	Non-Native English Speaker Teachers
INSET	In-service teacher training

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Chapter 1 | Introduction and Background

1.1 Introduction and overall aims of the dissertation

This project was conceived during my time studying the elective modules (Materials Development for Language Teaching; and Trainer Development) at NILE - Norwich Institute for Language Education / Chichester University. After a successful development of online materials evaluation, adaptation and design projects; and a teacher training scheme for a group of teachers, I became interested in developing a self-access materials development course for the teachers. My ambition was to exploit this blend of skills to contribute to the teachers' professional development needs at Al Azhar English Training Centre (AAETC) in Cairo, Egypt.

Evaluating and adapting materials is a key aspect of ELT. Published materials might not be suitable for various contexts, given the 'complexity' of teaching and learning as Allwright (1981:9) argues. Likewise, Meddings and Thornbury (2009:8), in favour of dogme, stress that "having third-party, imported materials" can be counterproductive. Nevertheless, both have their views of 'good' material or effective classroom practice; which in fact indicate either explicitly or implicitly that teachers need to evaluate and adapt the materials they use.

On the other hand, coursebooks have advantages such as making lesson preparation more manageable; providing structured syllabuses; provisioning resources for learners; and being well-designed (McGrath, 2013:5-6). Still, evaluation and adaptations are necessary since coursebooks fail to cater for the needs of many learners either culturally or in terms of their learning preference (ibid:8-9).

Therefore, providing training on materials evaluation and adaptation is, in general terms, essential to our context. In particular, besides that, one of the main aims in the AAETC is to equip learners with cross-cultural and interfaith communication skills-which necessitate substantial materials development competence as we use Face2Face, Cutting Edge and other similar books.

The creation of online training materials, albeit marginal, is an additional benefit. Although online instruction had been perceived negatively by many learners, let alone teachers and institutions, stakeholders have been forced to do it since the covid19 pandemic (Shalamay, 2020:12). Yet, online technology has provided a multitude of

options for learning. Peachey (2012:5) argues that a well-designed online course has better impact on the teachers' professional development than a face to face one. He points out that the former boosts trainees' motivation and allows them to experiment the material at their convenience, unlike the latter, which is often "delivered out of context and intensively". Arguably, face to face and online training courses can be equally effective provided that context and needs are met.

Taken together, the project I carried out in this dissertation attempts to raise the teachers' awareness of systematic and principled materials evaluation and needs-oriented, context-specific adaptation. This will be implemented through designing and piloting an online self-access course which enables the teachers to understand and apply principled materials evaluation and adaptation for their own teaching scenarios at Al Azhar English Training centre.

1.2 The context of the research

The course targets a group of thirteen Egyptian in-service teachers at AAETC, a training centre at Al Azhar University in Cairo, Egypt which operates jointly with the British Council. They teach general English through international coursebooks such as Face2Face and Cutting Edge; and English for religious and interfaith purposes designed collaboratively with the British Council. The students are undergraduates at Al Azhar University whose levels start from A1 until B2 and occasionally C1. They are generally motivated; however, a number of teachers noticed that learners' motivation started to decline since receiving online instruction.

Upon recruitment, the teachers completed a month-long Cambridge TKT course involving input sessions, teaching practice and module exams. Newly qualified teachers in their first year of teaching take part in a year-long in-house teacher development programme where they receive weekly input sessions and bi-termly observations by a dedicated mentor.

The teachers' experiences and training profiles are diverse. Their teaching experiences vary from four to thirteen years. Four are CELTA-qualified; a few finished masters in linguistics; one is a PhD holder in the field of linguistics too; and several did other courses such as ToT and CiSELT.

Although the participants' teaching and training experience are mainly face to face, they have gained considerable experience in synchronous online instruction (namely, using zoom for online synchronous lessons) in the past two years due to the coronavirus situation. The intended training programme in this study is done asynchronously in a way which demonstrates online training best practices such as flexibility, collaboration and customised feedback (Macmillan Education ELT, 2020). This might draw the teachers' (and academic managers') attention to the value of asynchronous online teaching which is not adopted in our centre- it can be motivating for them as it allows for more flexibility.

Since the onset of the centre, teachers have not received dedicated training on materials development apart from separate sessions on using checklists to evaluate coursebooks they use. Materials development training for this group would be effective as, based on my informal observations (during chats, staffroom talks and meetings), teachers tend to have an insubstantial view of coursebook evaluation. As a result, regular adaptations might not be informed by principled decisions. Hence, a systematic programme based on their needs in the area would perhaps boost their material development knowledge and skills.

1.3 Rationale for the research focus

There seems to be little attention, if any, given to materials evaluation and adaptation in professional development programmes despite the fact that teachers and academic managers are involved in materials evaluation and adaptation either consciously or unconsciously. Amrani (2011:270) describes this involvement as "common behaviour" in which several "impressionistic" techniques are implemented. With no intentions to undermine the teachers' efforts, systematising evaluation and adaptation of materials would perhaps lead to better results with regards to impact on learners': attitudes, motivation, confidence and language acquisition. See Tomlinson's (2011) seminal introduction for more elements (appendix 1).

Specific to the target group's context, besides the sought benefits of utilising general English language materials, raising awareness of materials evaluation and adaptation principles may help the teachers exploit the materials they use effectively for training students on cultural, religious and interfaith skills. The abovementioned aims

encouraged me to focus on this area of professional development for the online self-access course.

Opting for the online medium of delivery is based on a number of factors. For one thing, the current coronavirus pandemic which has led to the vast adoption of online education across the globe. In our institution, for instance, platforms such as Zoom and various online tools such as Padlet have become popular. Therefore, the online option is inevitable, given the unstable nature of the current situation.

Doing this training programme online provides an opportunity to establish effective online teaching / training practices- a transferable package of techniques which can benefit the teachers. This is useful as, although showing independence in exploring online instruction, they have not received ample training on this area. Such lack of training on using technology is likely to leave teachers unprepared for the rapid changes in education (Pinner, 2011:43). So, such an unvoiced objective indirectly enhances the participants' online teaching competence.

Additionally, online training on materials evaluation and adaptation provides unlimited possibilities of techniques and tools which participants can use in their own teaching. This online space converts teachers from mere consumers to producers of materials (Tirfonline, 2016).

Finally, whereas face to face is preferred by many practitioners due to its liveliness, the online aspect of teaching and training has a myriad of advantages. For example, overcoming logistical concerns; targeting specific needs of individual participants; and giving specifically tailored assistance and guidance (Tomlinson, 2013a:125).

1.4 Research questions

The current study which investigates the design and piloting of an online self-access programme on materials development consists of three essential stages: a) the needs analysis; b) the course development and piloting; c) the impact analysis. During the first phase, I aim to determine the participants' specific needs in terms of materials development – this will also be done in the light of the literature in chapter two. This ensures that the course addresses the areas they need to bridge their information and/or skills gap. Another aspect to decide is their preferences and styles with regards

to online learning. Based on this, the course is designed in a way which meets the participants' expectations.

In the course development and piloting phase, the principles underlying the course design and content will be presented and implemented. Such principles will draw on the literature and the needs analysis results.

The impact analysis will be utilised continuously both during and after the course piloting. Ultimately, the question here is to what extent is the course about materials evaluation and adaptation useful for the participants and what improvements does the course need in order to be more effective.

In brief, the study seeks to address the following questions:

1. What specific areas of materials evaluation and adaptation do the participants need to develop? (Chapter 3)
2. What preferences and styles are most appealing to the participants when doing an online self-access professional development course? (Chapter 3)
3. What principles (based on the literature and participants' preferences) should inform the course design? (Chapter 4)
4. To what extent did the course address the participants' professional needs? (Chapter 5)
5. What improvements could be made to make the course more effective? (Chapter 6)

1.5 Overview of the research stages

After this introductory chapter, there will be a literature review in chapter two where an overview of materials evaluation and adaptation will be provided, highlighting its significance in the field of ELT. I will also touch on the design of in-service training courses in relation to online instruction.

Chapter three will explore the methodology of the needs analysis and its results.

In chapter four, there will be a discussion of the course design rationale and the principles underpinning the choice of approach and content.

In chapter five, an analysis of the course impact on the participants will be provided. The theory and result of the impact analysis will be presented consecutively.

Finally, chapter six will conclude the study by highlighting the course significance, limitations, and areas for future investigation and/or improvement.

Chapter 2 | Literature Review

2.1 Overview

This chapter examines the literature on materials evaluation and adaptation and their significance for English language teachers. It, then, explores the best practices for designing online training and development programmes since this study undertakes designing an online training course focusing on materials development.

2.2 Materials evaluation and adaptation: an overview

2.2.1 What are materials?

Materials can be perceived differently according to the context and the dominant resources used in teaching. Some authors list elements which are considered materials; for example, Richards (2001:251) identifies materials as instructional resources, such as textbooks, which provide input and practice for learners- either in a printed form (e.g., worksheets), a non-printed form (e.g., audio recordings), or both (e.g., self-access materials). Additionally, he considers teacher-produced work as materials. McGrath (2013:2-3) suggests a 'master list' of three main categories which include what most practitioners think of as materials. These are:

1) A textbook, which incorporates a teacher's guide, a workbook, audios, visuals, software and web links.
2) Commercial materials provided independently, such as dictionaries, grammar practice books, readers, etc.
3) Teacher-prepared materials, for example, authentic materials, recordings, worksheets, quizzes, written activities, exams, games and realia.

A broader perspective has been adopted by Tomlinson (2013b:2) who argues that "materials include anything which can be used to facilitate the learning of a language." He further explains that materials take different styles such as linguistic, visual, auditory or even kinaesthetic; various forms for instance, print, live, recorded or online; and in terms of delivery, 'they can be instructional, experiential, elicitative or exploratory in that they can inform learners about the language, they can provide experience of the language in use, they can stimulate language use or they can help learners to make discoveries about the language for themselves" (ibid).

This perspective was analysed by Mishan and Timmis (2015:2-3) who draw a distinction between resources and materials. They argue that the former do not have a pedagogical purpose such as a student talk or an online video. When a pedagogical task is associated with the resource, then it becomes material. For example, when learners watch a video and transcribe past tenses in it, the video is converted from a mere 'resource' to 'material'.

Throughout this dissertation, especially in training programme's content, I will adopt Mishan and Timmis's (ibid) definition for the term 'materials' to refer to resources with pedagogical values which can be evaluated and/or adapted according to different contexts. Coursebooks / textbooks are the prevailing form of materials used in my context.

2.2.2 Materials evaluation: who evaluates and how?

Before teachers become involved in adapting materials, evaluation needs to happen first. Despite their numerous advantages, coursebooks need to be evaluated so that the most suitable book is selected for the target context. This pre-use evaluation, Mishan and Timmis (2015) mention, is more prevalent than whilst- and post-use evaluations. Through the process of materials evaluation, evaluators decide whether the materials have the potential to benefit its users; this is measured by investigating elements such as the materials' appeal to learners, its credibility, validity, reliability, flexibility, ability to motivate learners and develop teachers (Tomlinson, 2013c:21-22). Based on their preferences, experience and needs, those involved in evaluation can have different perspectives on what constitutes a *good* coursebook or material.

2.2.2.1 Who evaluates materials?

Perhaps ministries, principals and managers are the ones who usually select materials (McGrath, 2002:12); nevertheless, teachers should be able to contribute to the decision (ibid) since they "ensure the match between their learners and the materials they use" (Tomlinson, 2013b:2). Masuhara (2011:245) stresses that the evaluator-role of materials users (including teachers, learners and administrators) is complementary to the evaluator-role of producers. She suggests that neglecting the role of teachers in materials evaluation (and adaptation) would be unhealthy to the teacher-material-learner relationship.

Likewise, learners are involved in materials evaluation indirectly in the classroom where they voice their opinions about the coursebooks, and autonomously engage with materials / resources by bringing them to class or generating them (See McGrath, 2013:21). This evaluator-role of learners could be made more explicit by collecting data from learners pre-, while- and post-use of the materials, which would give a clearer perspective for the specific needs of the group.

2.2.2.2   *How to evaluate materials?*

There are several possible ways of evaluating materials. A very common, yet deemed inadequate method, is the impressionistic method. It involves surface judgements about the given book by looking at its back-cover description (McGrath, 2002:25) and how visually attractive it is to the person (Tomlinson, 2013b:5). Carefully-selected visuals are integrated in certain places in the books by publishers, Tomlinson (2013c:31) notes, in order to impress the "flicker".

Nevertheless, impressionistic evaluations of materials, Hutchinson (1987:37) highlights, are useful as they reveal a degree of suitability, albeit, perhaps, shallow. Moreover, they are worthwhile if are "professionally informed" (Mishan and Timmis, 2015:56), or if it is a first-step in a chain of principled decisions.

There are other methods which vary in terms of depth and intricacy. In addition to the impressionistic one, McGrath (2002:26-28) lists two other ways:

a) *The checklist method* in which various characteristics of the material are explored against a checklist- which can be ready-made or designed by the evaluator. McGrath points out that checklists are systematic, convenient and explicit; but they have limitations if taken 'off-the-shelf'.

b) *The in-depth method* in which the evaluator delves in the material to check its methodology and beliefs upon which it is created. Although this gives a more reliable and comprehensive view of the material, it usually reflects only the tested sample, and is time consuming.

Tomlinson (2013c:37-43) proposes thorough criteria for evaluating materials. He emphasises that it is "demanding" but the generated evaluations are "systematic, rigorous and …. principled". Briefly, the following shows the main procedures:

1) Brainstorm a list of universal criteria.

2) Subdivide some of the criteria.

3) Monitor and revise the list of universal criteria.

4) Categorise the list.

5) Develop media-specific criteria.

6) Develop content-specific criteria.

7) Develop age-specific criteria.

8) Develop local criteria.

9) Develop other criteria.

10) Trial the criteria.

11) Conduct the evaluation.

There is no best way to evaluate materials, contextual considerations will have their roles in determining our evaluation approach. However, it is necessary to ensure that our criteria have justifiable principles relating to the needs of learners, teachers and institution.

2.2.3 Materials adaptation: why and how?

The inevitable consequence of materials evaluation, if not rejected, is adaptation. Tomlinson (2013d:334) asserts that modifying coursebooks is necessary since syllabuses will not completely match the learners' needs. Similarly, Saraceni (2013:51) confirms that "using a piece of teaching / learning materials inevitably means adapting it to the particular needs of a specific teaching and learning scenario". This ensures that what might be perceived as 'pre-packaged material' is now more convenient.

2.2.3.1 Possible motives for adaptation

Endless are the reasons for making adaptations. For example, Cunningsworth (1995:136) lists five factors as examples, mainly concerned with learners and syllabuses:

- Classroom dynamics
- Personalities of people involved
- Syllabus limitations
- Resources available
- Learners' motivation and expectations

When the materials do not meet the learners' needs, adaptations can target the following features, as Islam and Mares (2003:88) suggest:

- Methods
- Language content
- Subject matter
- Balance of skills
- Progression and grading
- Cultural content
- Image; i.e., visual features of the coursebook

In my view, a more ingenious list of categories is McGrath's (2013:66) adaptation 'principles' in which he mentions that materials should:

- be perceived as relevant by learners (localization);
- be up-to-date (modernization);
- cater for differences in learning styles (individualization);
- encourage learners to speak / write about themselves and their own experiences (personalization);
- engage the whole person (humanizing);
- be appropriate to learners' level / offer an appropriate level of challenge (simplification/ complexification/ differentiation);
- be varied (variety).

Certainly, the overarching purpose for adaptation, in my opinion, is simply to cater for the needs and wants of learners in particular, and the context in general. That will also inform how adaptations are to be made.

2.2.3.2   *Possible adaptation techniques*

Materials developers suggest several lists and categories for adaptation methods. Madsen and Bowen (1978, cited in McGrath, 2002:63-64) mention examples such as: supplementing, editing, expanding, personalising, simplifying, modernising, localising, or modifying cultural / situational content; also, Ellis's (1986) retaining, re-ordering, modification; and Tomlinson's (1998) reducing, adding, omitting, modifying and supplementing.

Although teachers already adapt materials, perhaps in an unprincipled manner, often times, these techniques are helpful to know, especially when categorised as neatly as Islam and Mares's (2003) presentation of McDonough and Shaw (1993) and Cunningsworth (1995). See figure 1 and appendix 2 for details.
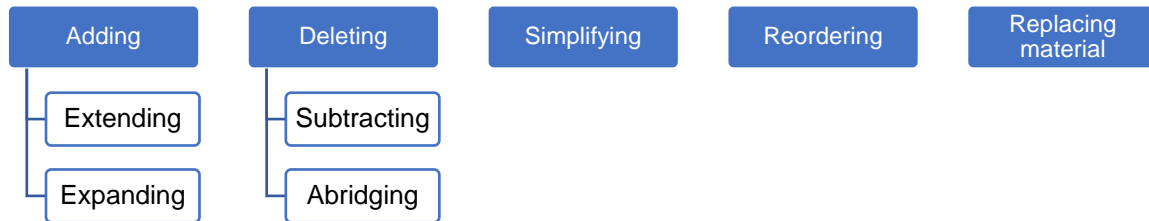
Adding	Deleting	Simplifying	Reordering	Replacing material
Extending	Subtracting			
Expanding	Abridging			

Figure 1: Adaptation Techniques- designed based on Islam and Mares (2003:91)

2.3 Materials evaluation and adaptation: significance for language teachers

Despite the fact that materials development; i.e., evaluation, adaptation and design, has become an independent specialisation within ELT, it is still significant for every teacher notwithstanding their interests in the field. This is due to its presence in almost every class where teachers need to make decisions about what (why and how) to add, omit, tweak or supplement in the materials they use. Therefore, it is significant because of the following:

2.3.1 Confidence building

As teachers become more competent in evaluating materials and adapting them, their decisions will be based on principles. That motivates teachers to reveal their opinions about the books they use (McGrath, 2002:4).

2.3.2 Choice, control and creativity

These three Cs were discussed by McGrath (2013:21-24) as teacher roles in relation to materials. Making sound 'materials' choices is a challenging task which teachers need to participate in. Because coursebooks do not fully suit a group of learners, teachers (and students), not the coursebook, should control classroom practices - this is best achieved through making informed decision regarding materials. Teachers who evaluate materials and adapt them creatively, can easily make learning effective and engaging.

2.3.3 *Developing the teachers' repertoire*

The processes involved in materials development are more than ticking off criteria and borrowing an activity. Teachers have to analyse many contextual concepts such as needs, cultural considerations, learning theories, etc. Such factors allow teachers to develop their theoretical and practical teaching repertoire (Tomlinson, 2013e:539-540).

2.4 Designing Training programmes

2.4.1 *Training and development*

Much of the current literature differentiates between teacher training and teacher development. Even though training is associated with pre-service; and development with in-service education, the division is intricate. Ur (1998:21) argues, training is: transmission of knowledge, professionally-oriented, time-bound and top-down; whereas in development: knowledge is owned by the individual, the focus is on the whole person, the process is continuing and bottom-up.

Similarly, Richards and Farrell (2005:3-4) note that training relates to short-term tasks which are applicable in the classroom, normally under supervision of mentors. Development, on the other hand, is reflective, determined by the individual, and is multi-dimensional.

However, there are certainly overlapping elements between the two concepts. Foord (2009:8) highlights that "the distinction between training and development is blurred" and that training endeavours can sometimes be "supervised self-development". Looking at Edwards' (2010) table 1, it is noticeable that characteristics such as creativity, innovation, critical thinking, etc. are applicable in both approaches depending on the context.

Training	Development
Work related instruction	People focused learning
Focus on skills and behaviour	Focus on attitudes
Now focused	Future focused
Competency focused	Creativity focused
Focus on critical performance	Focus on critical thinking
Done by others for you	Done by yourself for yourself
Organised around a target group	Open ended involvement
Compulsory attendance	Voluntary participation
Outcomes predictable	Outcomes unpredictable
Top-down decision making	Bottom-up decision making
Highlights management influence on the organisation	Highlights the employee influence on the organisation
Focus on control and standardisation	Focus on flexibility and innovation
Typically, dependent on the organisation	Can be independent of the organisation
The time framework is typically within the work schedule	The time framework is flexible, variable and extends outside the work schedule

Table 1: Training vs. development (Edwards, 2010)

In this study, the designed in-service programme shares elements from both training and development: for instance, it focuses on skills and attitudes; competency and creativity. See course design principles in chapter four. Moreover, the terms 'teacher training', 'teacher education' and 'teacher development' will be used interchangeably.

2.4.2 Overarching best practices

Although pre-service and in-service training have common best practices, there are practices bound to each one. This section, however, addresses such practices in relation to the in-service rather than pre-service dimension. This is because of the in-service nature of the target project.

2.4.2.1   Choosing the appropriate model(s) of education

The governing set of beliefs which inform the design and rationale behind teacher education is referred to using different terminology in the literature, e.g., *paradigms* (Zeichner, 1983), and *models* (Wallace, 1991). Below is a brief account of each:

There are four paradigms of teacher education proposed by Zeichner (ibid) who describes them as having "dominated the discourse of debate in teacher education". The first one is the behaviouristic paradigm which is a top-down way of transmitting skills and knowledge to trainees whose performance would be assessed against pre-defined criteria. The personalistic paradigm is the second one; it is trainee-oriented as it targets the self-growth through recognising own beliefs and assumptions. Then comes the traditional-craft paradigm. This involves transferring "received wisdom" and

accumulating teaching skills through a student-teacher relationship. Finally, the inquiry-oriented paradigm which considers teaching technical practices as important, but gives more attention to active critical and analytical skills; and awareness of context as means of development.

Wallace (1991) proposes three models of professional development which are relevant to training. First, the craft model which is based on received knowledge from experts; practising under supervision leads to competence. This model suits pre-service training. Second, the applied science model in which training is seen as science based on research and theory delivered by experts. Third, the reflective model which focuses on the trainees' prior, as well as the received knowledge. Trainees also reflect on their experiential knowledge to achieve competence.

Certain models such as the craft model can be suitable for novice teachers. Likewise, the inquiry, applied science and reflective models are perhaps better options for in-service training design since they promote more flexible, experiential approaches for teachers who have already constructed certain beliefs about teaching. However, given the intricacy surrounding teacher education; e.g., behavioural, cognitive, affective and social factors (Roberts, 1998:119); it should not be uncommon for training sessions or course to incorporate principled blends of these paradigms (ibid).

2.4.2.2   *Course design considerations*

In order to meet the challenge of determining and responding to teachers' needs, a myriad of guiding principles ought to be considered. The following considerations are suggested by Roberts (1998):

- Diversity
    - Deciding elements of training and/or development
    - Considering 'provider roles'; e.g., the degree of autonomy, self-directedness, etc.
    - Deciding the type of course in relation to needs is key; e.g., who determines content? What is the degree of control by authority, etc.
    - Considering the methods of learning: courses, research, self-study, etc.
- The social context
    - Is the training national, regional, local or institutional? That determines the level of policy.

- Influence of politics on INSET decisions.
- Financial decisions.
- Provider roles; full- vs. part-time trainers; mobile vs. on-site trainers, etc.
- The effect of the social dimensions on the trainees' needs.
- Is the training teacher- or institution-oriented?
- The INSET cycle
  - Needs assessment
  - Design
  - Implementation
  - Evaluation

In the same vein, James (2001) points out that for in-service education to be effective, course designers need to consider factors such as: a) teacher identities, by catering for their individual and social needs; b) their professional knowledge, which represents their accumulated beliefs and "personal theories"; c) their professional skills, such as subject matter, methodologies, social skills and enabling skills; d) their attitudes and feelings about work, e) views of education principles; f) understanding the process of change.

The previous guidelines are useful, yet essentially top-down; course designers are the ones involved in the process. Wolter (2000) is interested in a "participant-centred approach to INSET course design". He argues that this approach promotes: the best fit between participants and the materials, ownership and collaboration. Specifically, Wolter (ibid:316-317) suggests the following as means of participants' immersion into INSET design:

- Explicitly state that participants are experts and encourage them to suggest solutions for the challenges they encounter.
- Encourage participants to share their classes' profiles, articulate their students' needs, and develop materials to address these needs.
- Groups cooperate to specify potential problems with new concepts / methods and how they can affect their context.

Out of all these guidelines, what course designers need to consider will perhaps depend on elements such as course aims, participants' needs, duration, etc. One of

the most significant issues seems to be helping trainees to express, critique and refine their own theories.

2.4.3 Procedural best practices

Procedural practices means the techniques and activity types which constitute sessions, and enhance learning if thoroughly planned and carefully selected.

As far as INSET is concerned, encouraging teachers to reflect on their theories and choices is significant in order to shape their actual teaching. This is noted by (Ellis,1986:92) as he lists a number of training activities and procedures as means of promoting awareness raising for in-service training (figure 2) through doing activities and procedures- examples in table 3. It could be useful to use this list of activities and procedures as a bank of ideas (table 2) to ensure variety, and select the most appropriate practices for the participants. It is worth mentioning that both experiential (e.g., micro-teaching and simulated practice) and awareness-raising practices can overlap and be integrated in activities (ibid).
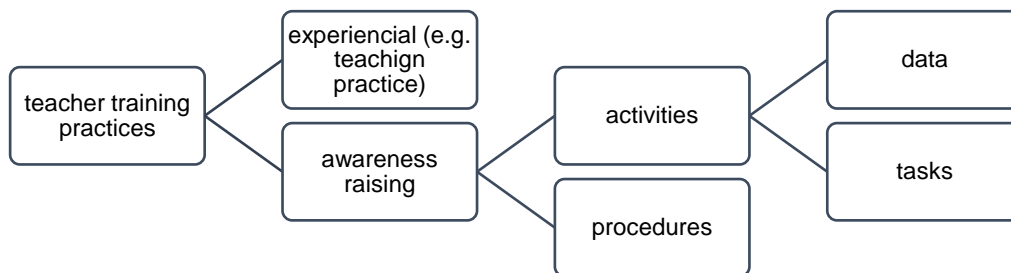

Figure 2: Teacher training practices (Ellis,1986)

ACTIVITIES These are the training materials used by the trainer.		PROCEDURES The trainer's delivery tools for the activities. (ibid)
DATA ".. the raw materials of the activities" (ibid)	**TASKS** Operations carried out by the trainees based on the data (ibid).	
Video / audio of lessons Transcripts of lessons Classroom teaching Peer teaching Micro-teaching Readings ELT textbook materials Lesson plans and outlines Case studies Samples of students written work	Comparing Preparing Evaluating Improving Adapting Listing Selecting Ranking Adding / completing Rearranging	Lectures Group / pair discussions Individual work / assignments Demonstrations Elicitation Plenary discussions Panel discussions

Table 2: Activities and procedures suggested by Ellis (1986)

In seeking to facilitate course design through understanding the relationship between aims, content and ways of achieving them, McGrath (1997) puts forth a quadrant

(figure 3) presenting four "process categories" (Feeding, leading, showing and throwing) under which examples of "process choices" are given (e.g., lectures, reading, etc.). Feeding is the most economical method which is concerned with transmission of information through direct input. Leading, a less economical way, intends to facilitate understanding through questioning and elicitation. Showing is simply modelling and providing live examples for trainees. Throwing is the most productive step in which participants themselves do the intended tasks.

The previous order is desirable since it gradually builds trainees' skills and independence. Nevertheless, there is room for flexibility as the order can be informed by the trainees' needs and training themes (ibid, 170). This expert model would perhaps fall in the category of traditional-craft paradigm as it is based on the expert's wisdom; however, it is adjustable as mentioned above.

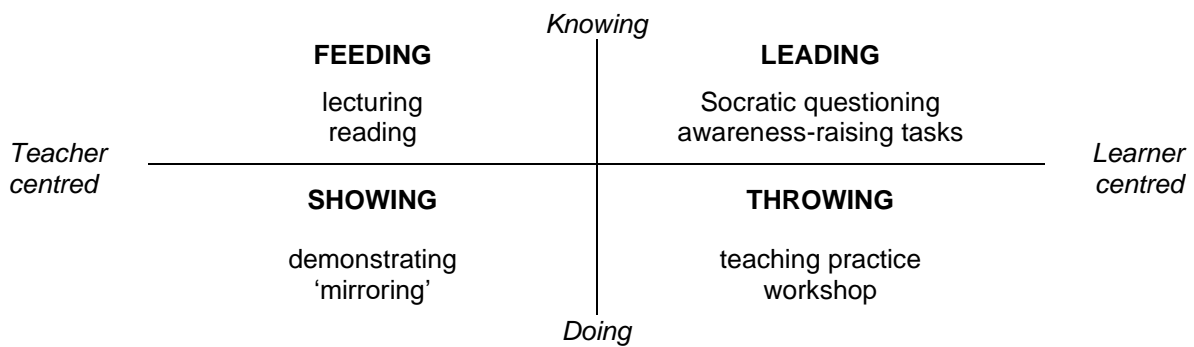|	*Knowing*	
FEEDING		**LEADING**
lecturing reading		Socratic questioning awareness-raising tasks
SHOWING		**THROWING**
demonstrating 'mirroring'		teaching practice workshop
	Doing	

Teacher centred ... *Learner centred*

Figure 3: Process categories and process options (McGrath, 1997)

By drawing on the concepts of presentation, application and review, Petty (2009) offers the PAR model (figure 4) for planning lessons, which is also applicable to training sessions in my opinion. In the presentation stage, aims are presented and the content is introduced through input, questioning and demonstrations- similar to McGrath's (1997) feeding leading and showing. Application of knowledge is achieved when participants work on problem-solving, decision making, evaluations, etc. Reviewing aims to allow participants recall and summarise outcomes through creating posters, presentations, discussions, etc. Special attention is given to feedback which is applied throughout the three stages. The model is meant to be flexible, similar to McGrath's; Petty (2009:170) notes that it provides structure, but can be "adapted or revised to suit the context on the day". This could be described as an applied science model as it is based on evidence and "effect sizes" (Petty, 2009).
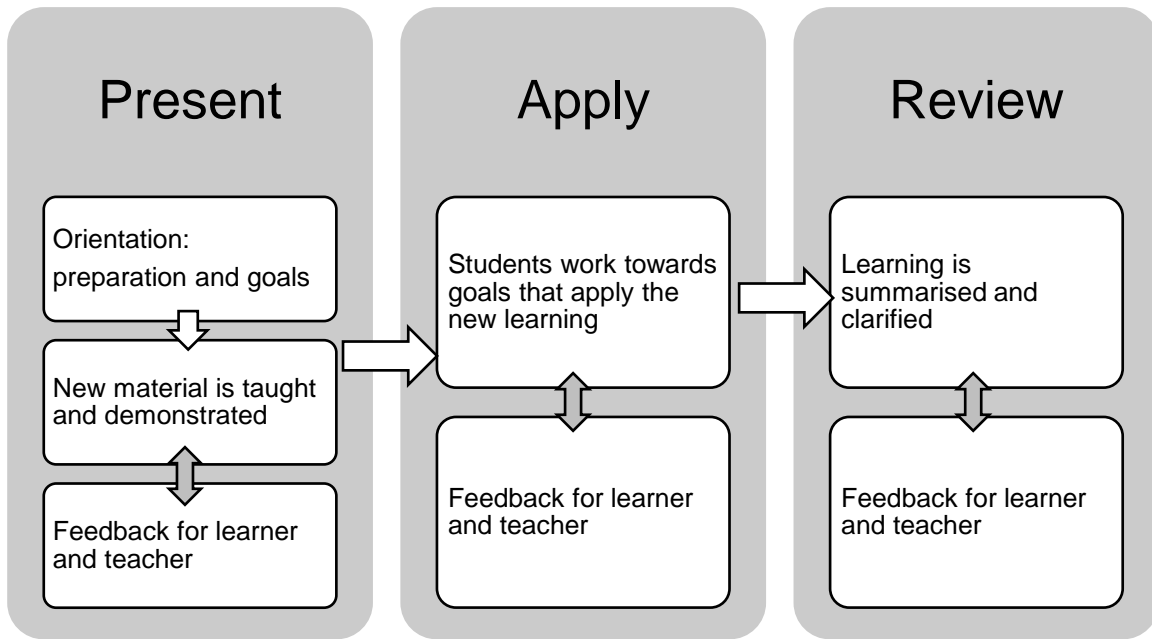
Figure 4: The PAR model by Petty (2009)

In contrast, a reflective approach to INSET design which gives direct attention to trainees' experiences forms the 5-step approach by Malderez and Wedell (2007:36-37). Essentially, the approach is based on two principles:

1) Begin and end with experiences: which stresses that training should be relevant to trainees as they enter training with experiences and seek to develop future experiences.

2) Get out before you put in: this means that trainees voice their beliefs before they are given ideas or asked to make comments.

The 5-steps, which are relevant to creating INSET can be summarised as follows:

Step 1: Describing experiences- as an entry point, trainees are involved in presenting and describing past or new experiences. Such experiences are chosen based on the main aims and learning outcomes of the session.

Step 2: Explaining the experience- trainees elaborate on the experience and discuss it in relation to their own personal and/or professional contexts.

Step 3: Input- in a structured manner, through listening or reading, trainees are introduced to people who explain similar experiences.

Step 4: Comparing- trainees contrast various interpretations of experiences; after which trainees can either: arrive to alternative beliefs, consolidate their own, or even the mere advantage of using new language to talk about and contrast new issues.

Step 5: Envisioning- trainees try to imagine their recently-updated experiences in the prospective teaching context thinking about the consequences for their future teaching.

While these steps are useful for planning training programmes holistically (ibid:38), teacher educators need to provide opportunities for trainees to make learning relevant and purposeful.

2.4.4 Online teacher education

Essentially, teacher training in its online form conforms to the face-to-face pedagogical training / development principles with the addition of the digital dimension. Several attempts have been made to demonstrate efficient ways of online teaching and learning in general and in the ELT field in particular. The following are benefits of, frameworks for, and approaches to general and ELT-oriented online teaching and learning.

2.4.4.1   Benefits of online teacher education

Evidently, the advantages of online teacher education are related to its flexible, interactive nature. In their review of online learning and language teacher education literature, Murray and Christion (2018) list several reasons for designing online teacher training- such reasons carry the value of being best practices. For one thing, it is flexible; it overcomes place and time boundaries; and it can offer a blend of synchronous and asynchronous features. Second, it includes different motivational means. Third, opportunities for interactive collaboration exist through creative virtual tools. Fourth, teacher trainers' positive professional characteristics can be revealed through feedback and support. Finally, the variety of online features are motivating and useful for boosting confidence.

Other benefits are that doing online courses is economical as there will be no need for educational and classroom equipment, transportation, etc.; and affordable since the needed devices and applications are easily affordable and accessible (Hockly, 2018:98).

Besides, virtual teacher education can be convenient at times of crisis such as pandemics. Currently, at the time of coronavirus, full courses, even formals ones such as CELTA, are offered online and this has proven to be successful all over the globe.

2.4.4.2   Considerations and decisions

For an online teacher education course to achieve the maximum benefit, a number of decisions need to be made. For instance, essential questions such as: how much of the instruction will be online in relation to the face-to-face component? What areas of the programme lend themselves to the online platform? How is the programme going to be delivered in terms of platforms and tools? (Hockly and Clandfield, 2010:11-12). In addition to *How much*, *What* and *How*, other key questions need to be considered, for example,

1) Who delivers the course? A trainer? Can trainees participate?
2) Will it be synchronous? Asynchronous? Both?
3) What specific digital training do they need?

The ACTIONS framework by Bates (1995, cited in Motteram, 2011:310) provides general perspectives (see table 3) which enables teachers and managers to decide the technologies they need to implement (Motteram, ibid). Although it is aimed at general courses, it is relevant to ELT.

Access	How accessible is a particular technology for learners? How flexible is it for a particular target group?
Costs	What is the cost structure of each technology? What is the unit cost per student?
Teaching and learning	What kinds of learning are needed? What instructional approaches will best meet these needs? What are the best technologies for supporting this teaching and learning?
Interactivity and user-friendliness	What kind of interaction does this technology enable? How easy is it to use?
Organisational issues	What are the organisational requirements, and the barriers to be removed, before this technology can be used successfully? What changes in organisation need to be made?
Novelty	How new is this technology?
Speed	How quickly can courses be mounted with this technology? How quickly can materials be changed?

Table 3: The ACTIONS framework by Bates (1995)

2.4.4.3   Course creation and organisation

As for instructional design, there are different possibilities for online courses. For example, the popular ADDIE model, developed by Florida State University in 1975, is a versatile framework for creating courses (Kurt, 2019:2). It stands for:

Analyse: where trainees' needs and skills are identified.
Design: the main components of the course are created based on the analysis.
Develop: the course is built and components are integrated.
Implement: at this stage, the course is piloted and its functionality is tested.
Evaluate: feedback is gathered for further modifications and improvement.

Although the model was intended to be linear (ibid), it has become a process in which any of the stages can be revisited according to the emerging needs.

It has advantages as it suits online, blended and face-to-face learning; provides structure and flexibility at the same time; is usable for different types of courses; and promotes motivation (eLearningLearning, 2021).

With regard to ELT, a 'wish-list' for developing online courses is suggested by Derewianka (2003); in summary:
- A bank of multimedia 'packages' for learners.
- Establishing standards for the packages; i.e., quality, technical features, etc.
- Archiving the media in a systematic way to access them easily.
- Materials are utilised as an independent syllabus or used as supplementary resources for other programmes.
- Materials form stand-alone tasks or separate activities.
- Balanced integration of skills as well as learners' reflection.
- Different types of media are used to support learning.
- Designing activities to meet different levels; i.e., customisability and differentiation.
- Supporting tools need to be ready for learners; e.g., dictionaries (useful for NNESTs), checklists, etc.

To facilitate easy navigation through the online materials, Derewianka (ibid:214) recommends incorporating real-time assistance functions; clear menus to help users access the content easily; areas for cooperation and reflections; and links to third-

party websites which enhance learning. Both synchronous and asynchronous aspects should also be considered to cater for different interaction patterns.

With respect to online course organisation, a flexible framework driven by the notion of scaffolding is the five-stage model created by Salmon (2002) – see figure 5. Online participants are supported in achieving maximum interaction and enhanced skills by considering the following five stages- this summary is based on Gilly Salmon (n.d.) and IT Learning Center (2015):

1. *Access and motivation*

   For successful online involvement, there are two conditions: learners' access and effective familiarisation with online learning.

2. *Online socialisation*

   A significant step where learners exchange information about their identities and share basic interests.

3. *Information exchange*

   Learners cooperate to achieve content-related tasks; and learning is promoted through peer feedback.

4. *Knowledge construction*

   Learners become more autonomous and are better team workers and time managers.

5. *Development*

   This stage focuses on feedback, reflection, and considers learning outcomes in relation to learners' own contexts.

Salmon (2002) develops a bank of e-tivities, which are customisable, transferable and reusable "frameworks for enhancing active and participative online learning by individuals and groups" (ibid: 3), they involve two or more participants and function as triggers for online collaboration. The model is based on the "scaffolding" principle through which learners' development is accomplished gradually starting from their own experiences.
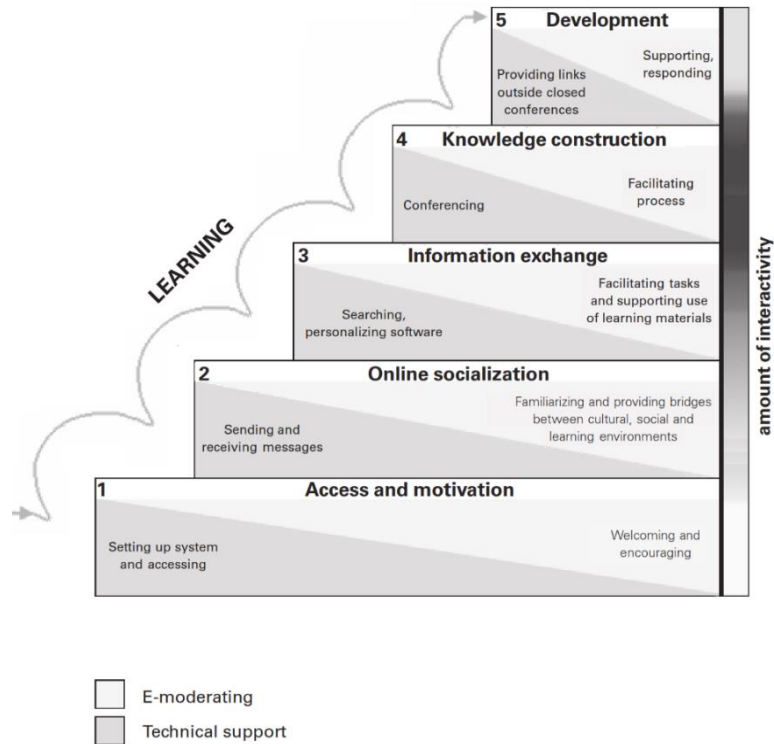
Figure 5: The Five-stage model for online learning by Salmon (2002)

From the abovementioned literature, it is noticeable that best practices for online teacher education are numerous. Such practices, demonstrated in the frameworks, focus on the pedagogical, technological and organisational dimensions. These practices, considerations, models and frameworks offer different perspectives to designing online courses and they can be adopted in a principled, eclectic fashion to create the most suitable course for the aimed group of trainees.

Specific practices underlying the programme design in this study will be discussed in chapter four.

Chapter 3 | Needs Analysis

3.1 Definition and importance

This chapter answers these research questions:

1. What specific areas of materials evaluation and adaptation do the participants need to develop?
2. What preferences and styles are most appealing to the participants when doing an online self-access professional development course?

The terms 'needs assessment' and 'needs analysis' are sometimes used in the literature interchangeably. Reported by Benjamin (1989:12), the following writers use them "synonymously": Kuh (1982), Trimby (1979), Newstorm and Lilyquist (1979), and Zemek and Kramlinger (1982). Nevertheless, others tend to differentiate between them. For example, Kaufman and Guerra-López (2015) see the role of 'needs assessment' as identifying "gaps between current and desired results" while 'needs analysis' comes afterwards and "provide(s) data about the causal factors of the gaps, and therefore critical input about what solution alternatives should be considered to close such gaps".

Benjamin (ibid:14) draws a comparison between the two concepts. As table 4 shows, needs assessment comes first and focuses on the identification of problems while needs analysis comes second and is concerned with resolving these gaps.

Needs assessment	Needs analysis
1. Macro-level look	1. Micro-level look
2. Identifies discrepancies	2. Identifies causes for the discrepancies
3. Problem identification stage	3. Problem solution stage
4. Does not consider solutions	4. Considers solutions
5. Occurs first	5. Occurs second
6. Provides substance and meaning to needs	6. Determines the nature and relationship of the parts of needs
7. Selects most important needs for attention	7. Determines causes of, and solutions to the most important needs
8. Future-focused	8. Concerned with the present

Table 4: A comparison between needs assessment and needs analysis (Benjamin, 1989)

Whatever end this technical debate might lead to - considering other models such as the systems approach which looks at the two things as a one whole unit (ibid) – creating a training programme based on participants' needs will inevitably involve a) the identification of their needs; i.e., gaps in their practice; and, b) finding / planning

solutions for these gaps. Fessler (1980, cited in Benjamin, 1989:14) stresses that the processes of needs identification and implementation need to be linked in a principled way.

Needs analysis is a significant phase in course design since the whole process depends on the "accurate identification of needs" as Malderez and Wedell (2007:46) confirm. This needs identification is a major component of the course's success. Additionally, when the course considers teachers' needs, the likelihood of them having a sense of ownership to the content is great- and this maximises participation and intended gains. Long (2010:19) argues:

> *"There is an urgent need for courses of all kinds to be relevant - and to be seen to be relevant - to the needs of specific groups of learners and of society at large. This is especially, but not only, true of advanced courses, which by definition (should) involve specialized instruction for specific purposes."*

In the following pages, I will address the needs analysis methodology I adopted- basically, a combination of macro- and micro-level analyses with more attention to the gaps; not their causes; and highlighting solutions for the most significant needs (to be addressed in the course). This analysis includes data collection tools for needs and their rationale; the results and highlights emerging from the needs analysis; the course design rationale in the following chapter; and finally the impact analysis in chapter five.

3.2 Ethics

Prior to the research, the participants voluntarily joined based on my invitation on our social media chat channel at the AAETC. They were introduced to the study information sheet and the consent form which highlighted issues such as research integrity; effective provisioning of data; freedom to withdraw; confidentiality and anonymity; and the independence of research. All thirteen volunteers signed the forms and returned them to me. They all participated in the needs analysis, but only twelve were involved the course.

3.3 Data collection methods, presentation and results

Methods refers to what data collection tools have been used and what their rationales are. The teachers who are involved in the course completed a questionnaire followed

by a semi-structured follow-up interview in order to seek clarifications of ambiguities in responses.

The purpose of the questionnaire was to identify how the teachers (including two management team members) approach materials evaluation and adaptation in their context; and what specific areas related to materials evaluation and adaptation they need and / or lack.

3.3.1   The questionnaire

Rationale: Why was it utilised?

I opted for a questionnaire using online google forms as a method for collecting data for the following reasons. Questionnaires are relatively easy to create and administer; both qualitative and quantitative data can be collected through them; they suit small and large numbers of participants; and provide contrasting and comparable results clearly (Wallace, 1998:47; Burns, 1999:129; Hopkins, 2008:120). The questionnaire was also chosen as it ensures anonymity if participants prefer; participants can complete them at their convenience and they allow more privacy- which increases confidence and honesty when giving responses.

Presentation: What are the details of the questionnaire?

After being amended and piloted, the questionnaire (appendix 3) consists of five sections with twenty questions which investigate facts, experiences, preferences, behaviours and attitudes (Wallace, 1998:125; Dörnyei and Taguchi, 2010:5). Section A seeks to collect demographic data and whether or not participants supplement coursebooks they teach. Section B is concerned with their own perceptions about materials development and attitudes towards materials they use. In section C, participants identify challenges they encounter dealing with materials; and perceptions about the intended course. Section D deals with the course-related technicalities, such as duration, delivery, and content types. Finally, there is a task where participants present a materials adaptation experience. The following table shows a breakdown of each question's type and rationale:

| Question	Type and rationale
1. Are you currently a teacher or a manager?	Close-ended, factual, checkbox. The 3 members of the management team are involved in the study. This helps me follow-up the questionnaire with suitable interview questions for each group.
2. How long have you been teaching English?	Close-ended, factual, checkbox. It might show correlation, if any, between years of experience and materials development skills.
3. What coursebooks do you use?	Short answer type. This seeks to identify coursebooks which participants have used / are using. This is necessary as tasks in the course will be based on these books.
4. Do you use other supplementary materials?	Close-ended, checkbox. This shows how far the coursebook used is fully suitable to learning context.
5. If your previous answer was yes, how often do you use supplementary materials?	Close-ended, checkbox The options reveal the frequency of using supplementary materials to indicate the degree of satisfaction with the coursebook. The more frequent the supplementation is, the less suitable the coursebook is.
6. I think my knowledge and skills regarding materials evaluation are ...	Rating scale, close-ended The main objective here is to see the participants' perceptions of their skills regarding materials evaluation. It will also be used in the impact analysis to measure the degree of improvement.
7. I think my knowledge and skills regarding materials adaptation are ...	The same as the above- but regarding materials adaptation.
8. The coursebook(s) I currently use provides ...	Multi-item, rating scale, close-ended The ten items in the questions are potential advantages of coursebooks they currently use. This, perhaps, allows for an evaluation judgement (Dörnyei and Taguchi, 2010:26) by participants of 'good' materials. This can be reconsidered after the course to see if participants' perceptions of coursebooks will change or not (according to the new gained knowledge and skills)
9. For the material (a coursebook, a unit, or a single lesson) to be good, I check if it ...	Close-ended, multiple checkboxes with 'other' option This allows participants to mention criteria for effective materials. This will also be compared to the impact analysis.
10. In the materials I teach, I ...	Close-ended, rating scale The items give indications of the most employed techniques of adaptations and their frequency.
11. Which of these things do you find challenging about evaluating and adapting your coursebook?	Multi-item, close-ended, rating scale The items here let participants rate their own perceptions about materials adaptation and evaluation. It also raises awareness of skills which they might employ unintentionally. This informs much of the course content.
12. Are there other areas you need which are not mentioned in the previous list? Please mention them.	Open-ended Allows participants to add areas specific to their contexts which are not mentioned above.

13. Things I think the course will add to me are	Open-ended, qualitative This question invites participants' learning points that I might not be aware of (ibid, 36).
14. Things I think I can contribute to the course are ..... (this might include things related to: ideas, knowledge, skills, group dynamics, resources, insights, learning tools, etc.)	Open-ended, qualitative The objective here is to prepare participants for: sharing and collaboration; being effective members; being sources of knowledge and skills.
15. How many hours can you dedicate per week?	Close-ended, rating scale, numeric To have a rough idea about potential study timing per week. This makes the amount each week realistic.
16. What kind of device are you going to use for the course?	Close-ended (with 'other' option), checkbox To help deciding on the most appropriate platform in terms of responsiveness and design.
17. How would you like the course to be?	Close-ended (with 'other' option), checkbox To help balance the theory vs. practice according to participants' preferences.
18. Tick the types of content which work best for you?	Close-ended (with 'other' option), checkbox This lets participants express the input and activity types they prefer.
19. Give an example of a unit, a lesson or an activity that you adapted before. What was the lesson focus? Why did you adapt it? What adaptation techniques did you use?	Open-ended, reflective The answer is supposed to reveal how teachers approach adapting (and implicitly evaluating) materials in practice. The quality of their responses is likely to demonstrate the depth of their knowledge and/or skills regarding the topic.
20. If you have any comments, suggestions or questions, please feel free to write them here.	Open-ended This allows participants to write any concerns, suggestions or questions which might not have been addressed in the questionnaire.

Table 5: Rationale of each question in the questionnaire

Results: What is the gathered data?

Question 1: The number of teachers and academic managers.

Main findings: There is a total of 13 respondents. Two are academic managers who have managerial responsibilities as well as teaching duties. The other eleven are teachers of English.
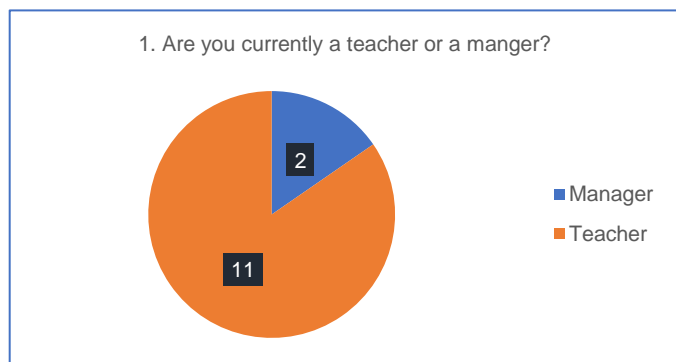
Question 2: Years of teaching experience.

Main findings: Just over half of those surveyed have been in the English teaching profession for more than 10 years.

For the remaining participants, their experiences range from five to ten years.

> 2. How long have you been teaching English?
>
> 7   6
>
> ■ 5-10 years
> ■ More than 10 years
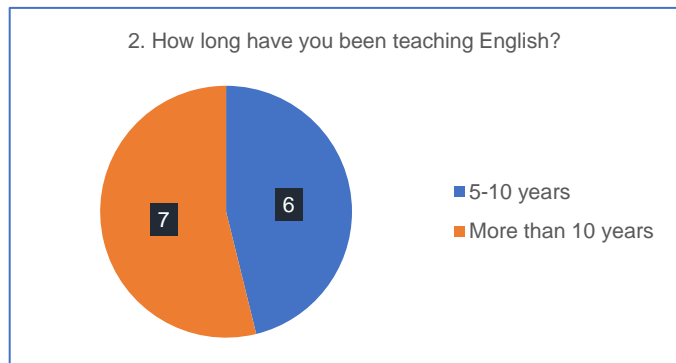
Question 3: Coursebooks used by participants.

Main findings: Face2Face is the most popular among all respondents. Straightforward comes second in place. Other coursebooks such as Cutting-Edge, English Unlimited and Speakout are also used by a number of teachers.

Question 4: The use of supplementary materials.

Main findings: The response to whether or not they use supplementary materials was 100 % positive. All of them use supplementary materials.

Question 5: The frequency of using supplementary materials.

Main findings:

Approximately 70% indicated that they use supplementary materials in every unit, but not necessarily every lesson, whereas about 25% report more frequent use of supplementation- nearly every lesson. A minority reported that occasional supplementation is undertaken; once every few units.

> 5. How often do you use supplementary materials?
>
> 1   0
>   3
>
> 9
>
> ■ Always (Nearly every lesson)
>
> ■ Usually (Every unit, but not necessarily every lesson)
>
> ■ Sometimes (Every few units)
>
> ■ Rarely (1-3 times during the whole course)
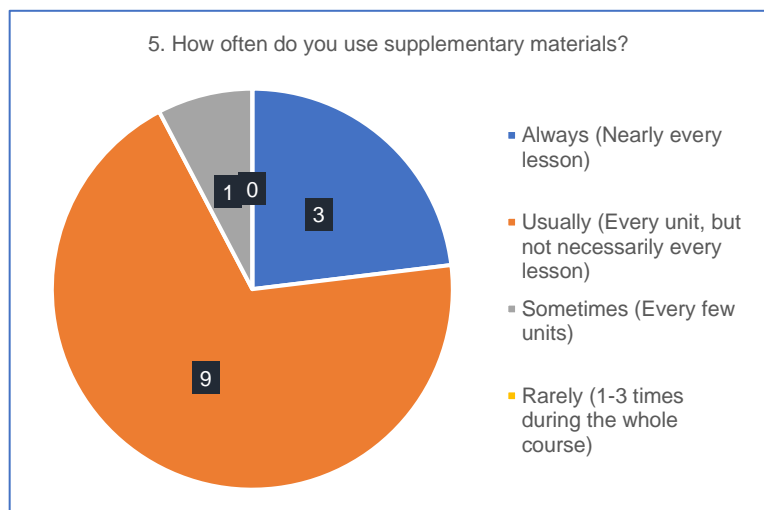
Question 6: Knowledge and skills regarding materials evaluation.

 Main findings:

The majority felt that they have average knowledge and skills of materials evaluation. None of them claimed to have either limited or extensive experience.

6. I think my knowledge and skills regarding materials evaluation are ...

1 Limited	2	3	4	5 Extensive
0	4	6	3	0
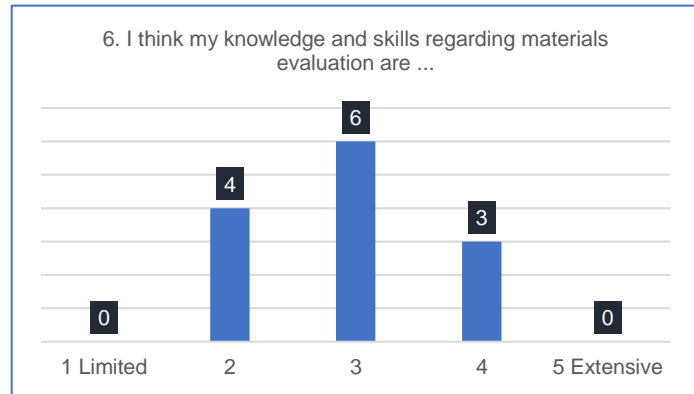
Question 7: Knowledge and skills regarding materials adaptation.

 Main findings:

The overall response regarding materials adaptation shows a more confident attitude compared to materials evaluation. Mostly, the responses indicate average (over 45%); above average (under 40%); as well as one individual who felt

7. I think my knowledge and skills regarding materials adaptation are ...

1 Limited	2	3	4	5 Extensive
0	1	6	5	1

their knowledge and skills regarding adaptation is extensive.
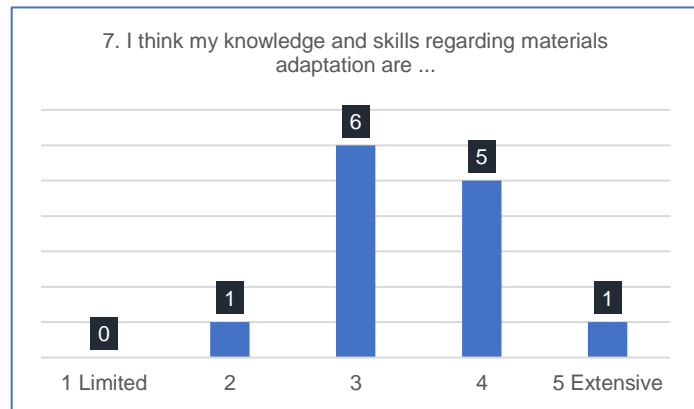
Question 8: The features provided by the coursebook(s) used by participants.

Main findings:

This question required respondents to indicate the frequency of ten given items in the coursebooks.

8. The coursebook(s) I currently use provides ...
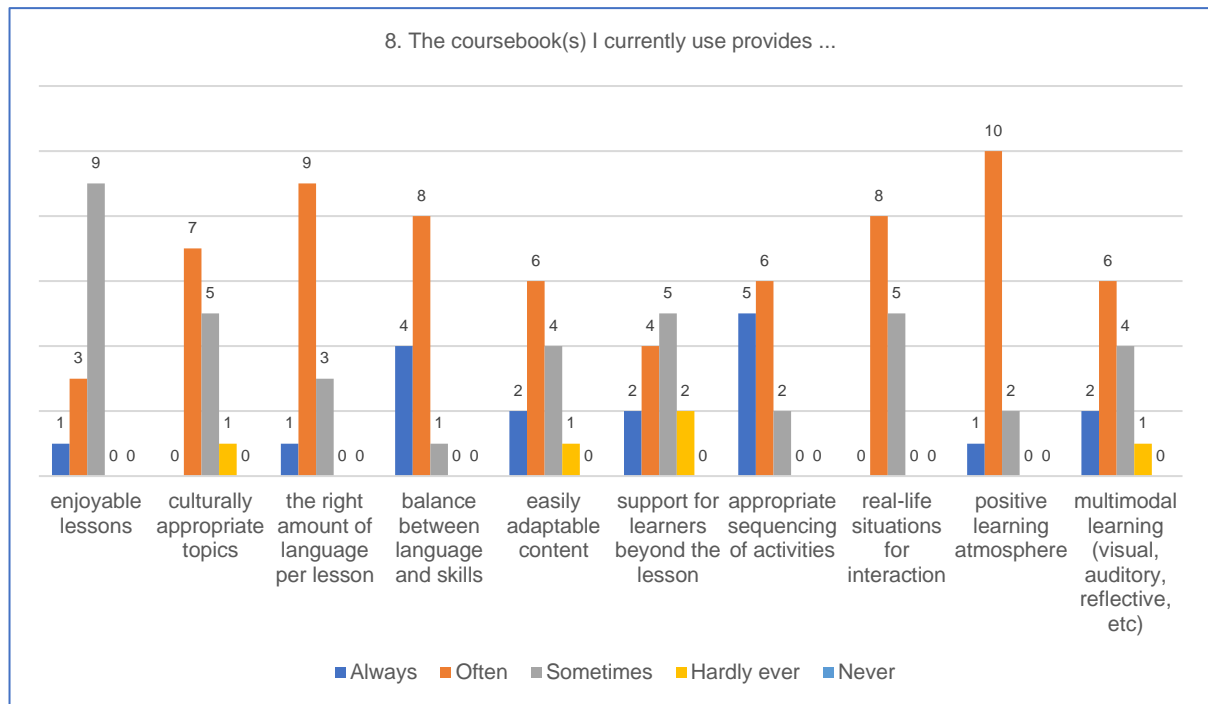
It is apparent from the chart that all items have high degrees of frequency since the options *always, often and sometimes* are more popular than *hardly ever and never.* Relatively strong opinions seem to appear across the majority of items; however, it is evident that there are differences of attitudes as to whether the content is easily adaptable; support beyond lessons is provided; and the multimodality of learning. Therefore, further investigation would be required regarding the participants' perception of the adaptability of a coursebook; and beyond-lesson-support.

Question 9: Participants' criteria and/or perceptions of effective materials.

9. For the material (a coursebook, a unit, or a single lesson) to be good, I check if it ...

Criteria	Number of participants
has attractive layout & visuals	10
(Semi) authentic tasks	11
is easy to teach	9
is motivating	9
is flexible & adaptable	10

Main findings:

The most common criterion selected by respondents is ensuring authenticity of tasks. Flexibility, adaptability and layout; motivation and teacher-friendliness are indicated respectively as means of evaluating the effectiveness of coursebooks.

One individual mentioned that they check for stage sequencing in the lesson; enough freer activities; and assessment materials. Another commented, *"mimics what Ss will encounter in real life / has no taboo topics for Islamic Azhari Ss/ has rich vocabulary Ss will take away/ has suitable photos/videos for male Ss to be shown/ has challenging exercises/ targets one of the 21st century skills*". Since the books used are international; I am interested in how teachers approach inappropriate content.

Question 10: Adaptation techniques used by participants.
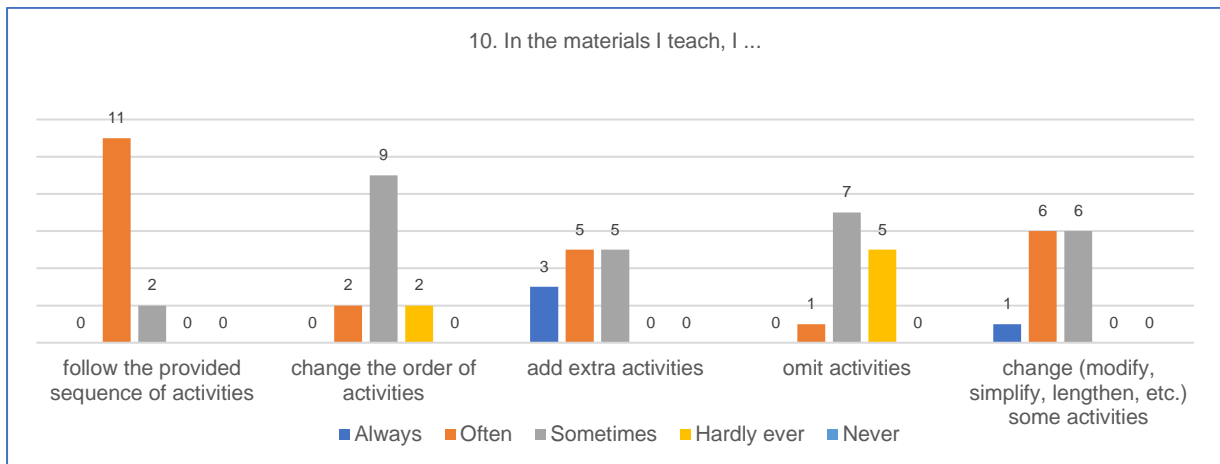
Main findings:

Although the majority mentioned that they often follow the coursebook sequence, various adaptation techniques are sometimes applied such as reordering and omitting the activities. The highest rated techniques (always and/or often used) were addition of extra activities and changing some activities.

Question 11: Challenges about evaluating and adapting coursebooks

11. Which of these things do you find challenging about evaluating and adapting your coursebook?
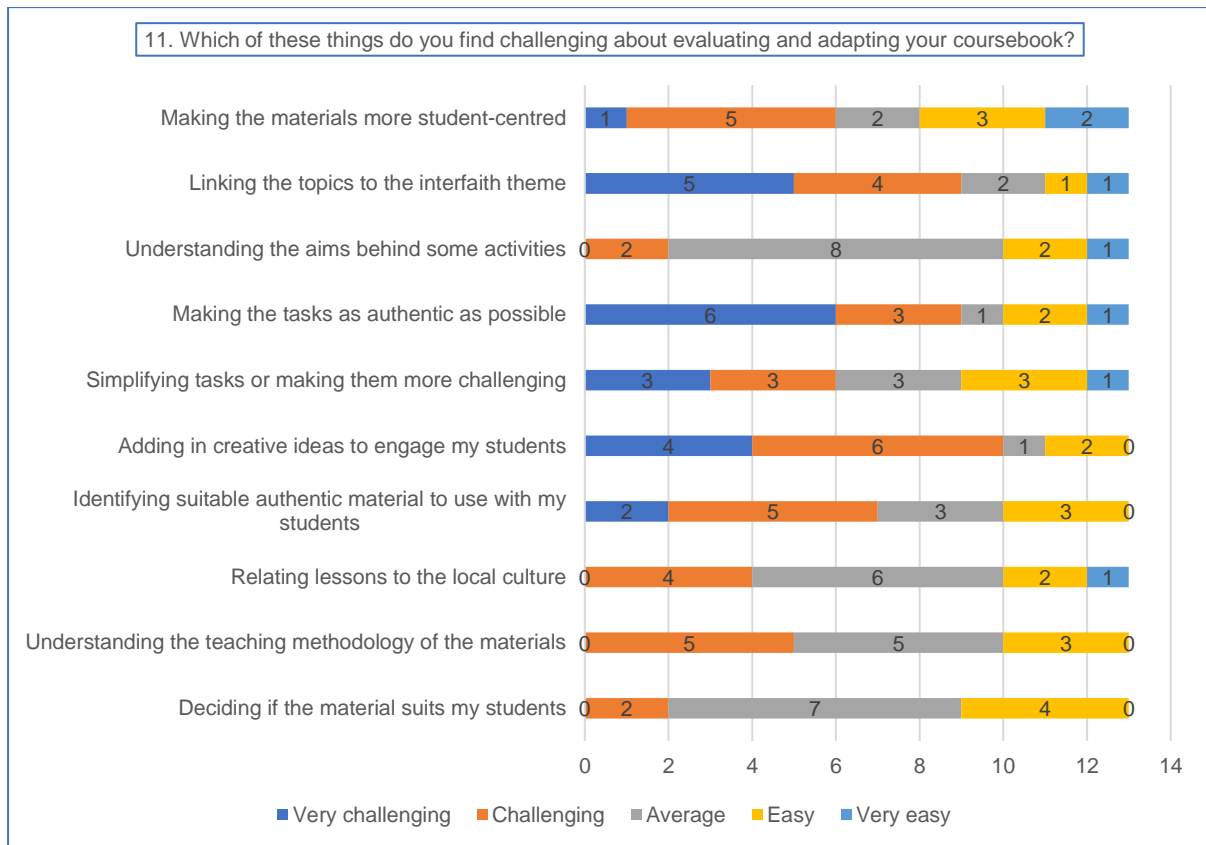
Main findings:

The criteria were mostly ranked average, challenging and very challenging. The most challenging items were the ability to add creativity for engaging students, making tasks authentic, and linking content to the interfaith aspect. Deciding the suitability of the material to students and understanding rationales of activities came as the most average strategies. It is worth knowing what teachers mean by 'creativity' in order to see how this would impact the course design.

Question 12: Further areas of challenge related to adaptation and evaluation.

Main findings:

Responses to this question included insightful areas such as:

- "I need to understand how to create hidden curriculum that will help promote skills needed per each class." (This is followed-up in the interview)
- "Where to find supplementary materials."
- "Designing tasks for authentic materials."
- "Adapting freer tasks to mimic real-life situations."

- "Adapting materials/activities to suit multiple Ss' intelligences."
- "Think of precise and clear rubrics for materials I design by myself." (Further explanation in the follow-up interview.)
- "Provide thematic unity to the lesson when using supplementary materials from other coursebook or websites."
- "Adapting materials consumes long time; so I hope within the course I could learn some tips to save time."
- "How to help my students participate and involve them in developing, creating and evaluating the materials." (Followed-up in the interview)
- "I need to improve skills to adapt materials for certain methodology not only understand the methodology of the materials I already have." *(When followed up with the participant via WhatsApp regarding what 'certain methodology' meant, she mentioned that she intended any desired methodology- nothing specific).*

Question 13: Things which participants think the course will add to them.

Main findings:

A variety of perspectives were expressed; for example:

- How to select / find resources for materials.
- Adapting lessons / activities with no or little preparation.
- Designing criteria for evaluating materials.
- Designing graded tasks based on authentic materials.
- Understanding coursebook writers' rationales.
- Techniques for adapting materials.
- Creating courses for online contexts.
- Designing creative materials to promote learning in an interesting way.

Two individuals said that they need to know how to design course syllabus and curriculum.

One participant mentioned she would like to design an A4 paper which includes about twelve activities in a clear way.

Question 14: Things which participants think they can add to the course; i.e., contributions during the course.

Main findings:

Some said that they can assist with technology in designing materials, and giving resources of lesson plans and teaching ideas. Others mentioned that their adaptation experiences, and evaluation practices in the classroom can help their colleagues in the course.

Question 15: Number of hours participants can dedicate.

Main findings:

The majority mentioned they can spare between two and three hours per week, while only two people can commit to one hour.

Question 16: respondents' preferred devices.

Main findings:

Respondents were able to check multiple choices. Computers and/or laptops as well as smart phones are the most popular.

16. What kind of device are you going to use for the course?

- A computer or laptop
- A tablet
- A mobile phone

9, 11, 1
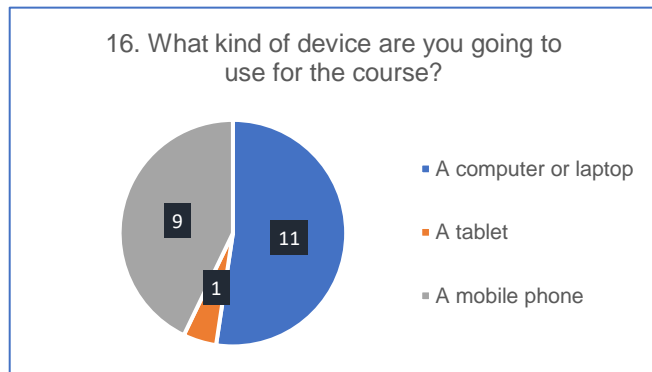
Question 17: Theory and practice in the course.

Main findings:

Approximately, 70 % of the respondents expressed a blended style combining both theory and practice. None opted for an only-theory approach.

17. How would you like the course to be?

- Theoritical
- Practical
- Both

0, 4, 9
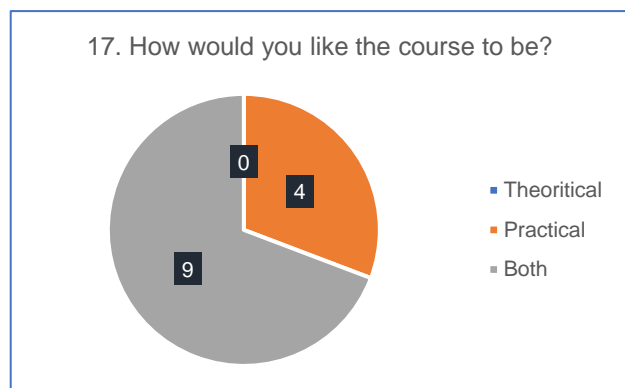
Question 18: Types of content participants prefer.

18. Tick the types of content which work best for you?

Types of content	Number of participants
Visual (videos, images, illustrations, etc)	12
Auditory (recorded lectures, podcasts, etc.)	6
Reading input (journal articles, blogs, book chapters, etc.)	5
Collaborative tasks (discussions, project work, micro-teaching, etc.)	9
Quizzes and games	11

Main findings:

Visual content, quizzes and games, and collaborative tasks are the highest ranked types of content whereas reading input was the least preferred. One participant added, "(a) bank (of) activities that are easily tweaked". This needs more explanation.

Question 19: Adaptation example by participants.

There were twelve responses to this question which asks participants to give an example of a unit, a lesson or an activity that they adapted before. What was the lesson focus? Why did they adapt it? What adaptation techniques did they use?

Main findings:

I assigned codes for the different participants for the sake of anonymity; see appendix 4. Some of the experiences were written in details, for example, 03, 06 and 11. Other responses were brief; and one participant did not comment on the task. The rationales for adaptations, although not necessarily mentioned explicitly, are varied; for instance, adding authenticity to the material (03, 06, 08), localisation (12), simplification (01), making it more challenging (09), and personalisation (13, 14).

3.3.2 The follow-up interview

Rationale: Why was it utilised?

A semi-structured group interview was conducted with the intention of better understanding respondents' perspectives which arose in the questionnaire results, and to get more in-depth data to make sense of ambiguities in the questionnaire results. See Norton (2009:100). It allows for analysing qualitative data sought after questionnaires as a means of attaining elaborate information to formulate a better understanding of responses (ibid:116).

This type of interview starts with questions, often open-ended, which could be followed-up with further inquiries to encourage extended responses if need be.

Presentation: What are the details of the interview?

After the questionnaire results were analysed, I conducted an online group interview in which I used a PowerPoint presentation to: a) thank the participants for completing the questionnaire; b) present the questions below, one at a time with the corresponding questionnaire results section (see example below). I reminded the participants that the interview would be recorded and it lasted for about 55 minutes.
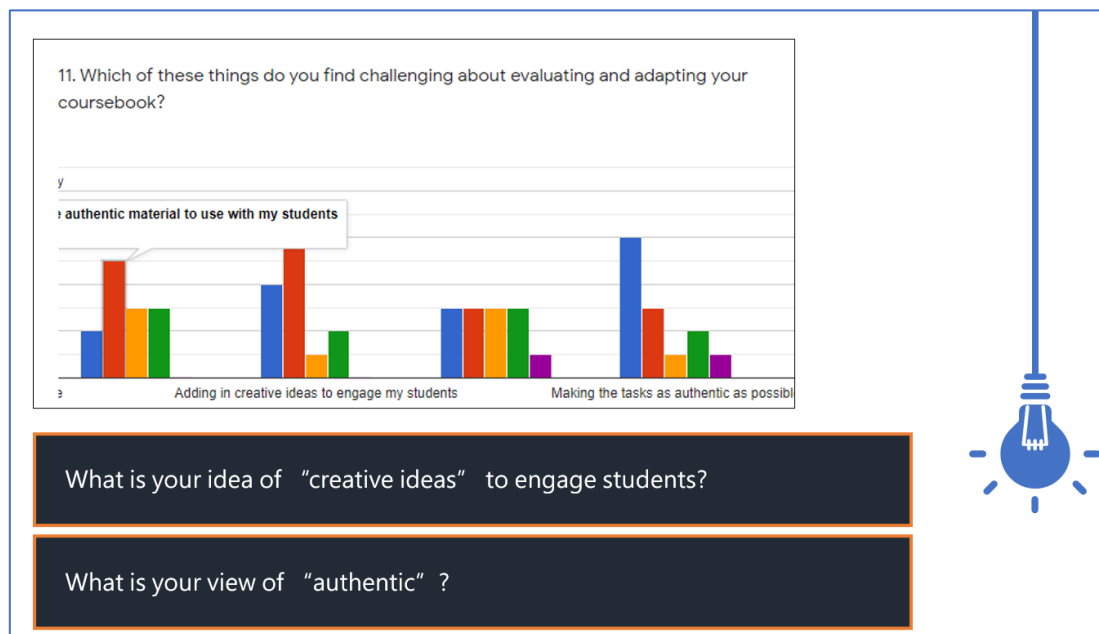
Figure 6: An example slide from the online interview questions

Out of the thirteen participants in the study, eleven attended. Below are the interview questions and their rationale:

Question	Rationale
1. How did you evaluate materials? According to some principles on your mind? Did you use written criteria? Why did you choose the number (on the scale)? Does it mean anything to you?	This question aims to gain more perspectives regarding question 6 in the questionnaire which asked about self-perceptions about materials evaluation knowledge and skills.
2. Would you say that your experiences with the coursebooks used at the centre is generally positive or negative?	These 3 questions seek to get deeper answers to better understand the choices made in question 8 in the questionnaire which asked about participants' input regarding what their coursebooks provide. I choose these 3 areas as the results pattern in the questionnaire did not show strong opinions.
3. What does it mean to you if the book is easily adaptable?	
4. What does it mean to you if the book provides support beyond the lesson?	

5. If the book has content (topics, photos, etc) that do not suit Muslim students, how do you deal with them?	Although this issue was highlighted by 1 participant, I needed to know their ideas as it the issue was raised in different occasion. It also links to the interfaith dimension of materials in the participants' context.
6. What is your idea of "creative ideas" to engage students?	These 2 questions are based on the responses for question 11 in the questionnaire in which participants tick (and add) challenges about materials evaluation and adaptation. Since creativity and authenticity are somehow subjective, it is a good idea to explore participants' views.
7. What is your view of "authentic"?	
8. I need to understand how to create hidden curriculum that will help promote skills needed per each class. Explain?	These are individual comment which needed explanations.
9. … help my students participate and involve them in developing, creating and evaluating the materials. Explain?	
10. Think of precise and clear rubrics for materials I design by myself. Explain?	
11. Bank of activities that are easily tweaked. Explain?	
"I need to improve skills to adapt materials for <u>certain methodology</u> not only understand the methodology of the materials I already have."	I followed up this statement with the participant through what's app a few days after the interview and she mentioned she had meant any methodology in general- no specific one.

Table 6: Interview questions and their rationale

Results: What is the gathered data?

Question 1: How did you evaluate materials? According to some principles on your mind? Did you use written criteria? Why did you choose the number (on the scale)? Does it mean anything to you?

Responses: At the start, the responses focused on how materials should be evaluated; e.g., "they should be graded, focused on specific areas", and "good materials should cover different skills … that we need to check the activity suitability based on students' needs." I, however, guided them to mention their own practices, and the majority established that they "evaluate materials by sense bearing in mind the needs of students". One respondent mentioned that she had written criteria once and used it in a specific ESP (English for Specific Purposes) occasion. Another respondent said that he usually looks at cultural appropriacy and the integration of different skills- by sense, without written criteria. All of them agreed that they evaluate materials using their experiences and common sense.

Question 2: Would you say that your experiences with the coursebooks used at the centre is generally positive or negative?

Responses: A useful debate was brought up by this question. Six participants expressed a positive attitude towards the books they teach, this included Face2Face, Cutting Edge and Straightforward. Nevertheless, one participant expressed the belief that the coursebooks are "irrelevant, limited, not the most thrilling" and gave an example of a vocabulary lesson about food which her students did not know about. Another individual counterargued that "books do not only teach language but also carry culture with them … [and that] … this is one of the strengths our coursebooks have … [students] have to be exposed to the target language culture".

Question 3: What does it mean to you if the book is easily adaptable?

Responses: There was a sense of agreement between interviewees who used Cutting Edge and Face2Face that Cutting Edge provides more flexibility than Face2Face which tends to overuse the Presentation-Practice-Production methodology which needs supplementation "from the back of the book"; i.e, extra activities. One individual explained that Cutting Edge has a task-based lesson in each unit which "adds variety [and] caters for a number of methodologies". Interestingly, one interviewee commented that she prefers Face2Face coursebook but likes Straightforward teacher's book since it provides options, suggestions and alternatives.

Question 4: What does it mean to you if the book provides support beyond the lesson?

Responses: Support like extra ideas, CDs with extra activities, workbooks, interactive DVDs, supplementary materials and worksheets are all mentioned by participants as sources of support outside of the classroom.

Question 5: If the book has content (topics, photos, etc) that do not suit Muslim students, how do you deal with them?

Responses: Three interviewees responded with a number of strategies they follow: a) taking lessons with inappropriate photos outside of the book and changing the photos to more appropriate ones; b) skipping the lesson and explaining the reason to the students- which they appreciate; c) when the whole lesson is inappropriate, it is substituted with one focusing on the same target language; the same applies to stages or photos.

Question 6: What is your idea of "creative ideas" to engage students?

Responses: The key theme expressed by respondents was the inclusion of unusual topics- one individual felt that coursebooks tend to repeat the themes; for example, food, daily routine, etc.

Question 7: What is your view of "authentic"?

Responses: A common view among the interviewees was that authentic materials are necessary since they motivate learners. Some viewed authenticity as reading and listening texts, others saw it as the authenticity of tasks regardless of the difficulty of the text, while one individual mentioned that anything from the real world can be authentic materials such as photos, restaurant menus, etc. There was a view that authentic materials can work with certain groups but not with others even though they are the same level. This, as one individual mentioned, is due to the difference of needs and culture of the group.

Question 8: I need to understand how to create hidden curriculum that will help promote skills needed per each class. Explain?

Response: This individual referred to the 21st century skills, critical thinking, employability, etc. which could be integrated "without interrupting the curriculum or the lesson".

Question 9: … help my students participate and involve them in developing, creating and evaluating the materials. Explain?

Response: This interviewee explained: "… let ss develop or create materials or use their own writing as materials. I can involve them in creating materials by for example getting their idea if the material is engaging or not".

Question 10: Think of precise and clear rubrics for materials I design by myself. Explain?

Response: In response to this question, the person who wrote it clarified that the materials she designs might be good in her view, but might not be liked by students. So, she needs the guidance or the steps she follows to say this is good production. I understood that she meant how to decide justifiable principles for materials development.

Question 11: Bank of activities that are easily tweaked. Explain?

Response: The participant explained that she thinks of a package of activities for language areas; e.g., present simple. I indicated that they have a library of books in the staffroom for this purpose.

3.3.3 Summary of findings:

The 'Q' in the following points indicates the corresponding question number as per the questionnaire. As noticed from the abovementioned results, the majority of participants:

- are slightly more confident in materials adaptation than evaluation (Q 6 & 7);
- are concerned with the materials' authenticity; flexibility and adaptability; layout; ability to motivate learners; and ease-of-use respectively (Q 9);
- follow the provided sequence of activities (Q10), although they often supplement the lessons;
- need to understand the methodology behind the materials they use (Q11);
- need to know how to add authenticity to the materials (Q11);
- need to know how to add creativity to the materials (Q11);
- need to know how to make tasks simple / more challenging (Q11);
- need to know how to link content to the interfaith themes (Q11);
- are keen on how to develop principles for materials evaluation (Q 13);
- need to explore various techniques for materials adaptation (Q 13).

There were individual needs which, perhaps, could be useful for the group. These included: adapting materials with minimal preparation; designing online materials; and making freer activities more authentic; i.e., mimicking students' real life.

Four broad needs seem to emerge based on these details:

1) How to evaluate materials based on principles.
2) Materials adaptation: techniques, efficiency, and reasons.
3) Adding authenticity and creativity.
4) Methodology: understanding materials writers' rationales; and designing materials systematically; i.e., with methodological principles.

Chapter 4 | Course Design

The research questions this chapter aims to answer is:

What principles (based on the literature and participants' preferences) should inform the course design?

4.1 Approach

The needs analysis results showed that participants:

1) are, to a certain degree, familiar with issues in materials evaluation and adaptation;
2) demonstrate various degrees of awareness regarding their own practice;
3) generally, possess substantial independency and motivation levels (based on the quantity and quality of responses);
4) are willing to contribute to the course and collaborate together.

Coupled with the given models in the literature review (2.4), a reasonable implication would be embracing a predominantly reflective approach in which context, experiential (and received) knowledge, and teachers' decisions are valued.

4.2 Course overview and structure

The course addresses ELT materials development issues with a focus on evaluation and adaptation of materials. It consists of approximately ten hours of coursework (including weekly and end-of-course feedback) distributed over four weeks of study. Each week includes three or four sections, each of which focuses on a topic related to the theme of the week. Table 7 shows the course structure:

Week	Theme	Sections	Section estimated timing
Week 1	**Materials development principles** Total time: 2 hrs 45 min	1.1 'Materials' & 'Development' 1.2 Beliefs about Language Learning 1.3 Contexts 1.4 Motivation	30 minutes 45 minutes 45 minutes 45 minutes
Week 2	**Issues in Materials** Total time: 2 hrs 25 min	2.1 Authenticity 2.2 Creativity 2.3 Design & Illustrations 2.4 Integrating Faith & Culture	50 minutes 25 minutes 25 minutes 45 minutes
Week 3	**Materials evaluation** Total time: 2 hrs	3.1 What & when? 3.2 Who & how? 3.3 Evaluation task	20 minutes 60 minutes 40 minutes

Week 4	Materials adaptation Total time: 1 hr 45 min	4.1 From Evaluation to Adaptation	15 minutes
		4.2 Why & how?	45 minutes
		4.3 Adaptation task	45 minutes

Table 7: Course structure and content

The sections in each week (numbered 1.1, 1.2, etc.) incorporate activities in which course participants are introduced to the content, often in a reflective and / or collaborative manner where they do tasks, see figure 7.

Figure 7: An example of "Activity" and "Task"

4.3 Intended learning outcomes

In addition to the context-driven aims which are meant to meet trainees' specific needs, there are generic aims which influence materials development courses. Tomlinson and Masuhara (2013) mention some "universal objectives" such as: developing awareness and knowledge through materials development situations; offering opportunities for theory application and formation; developing criteria for evaluation and adaptation; promoting novelty for materials development approaches; and boosting creativity, motivation and confidence for materials developers.

Although our course's general aim (materials evaluation and adaptation) was pre-determined, the needs analysis allowed course participants to express their specific

needs and wants in relation to the general aim. Therefore, the intended learning outcomes were both based on participants' needs and the literature in the field.

Consequently, the learning outcomes of the course are a blend of:

- awareness-raising of key principles of materials development (beliefs about language learning, the significance of contexts and motivation);
- developing practical issues in materials development (authenticity, creativity, visual design and integration of faith and culture);
- developing principled criteria for evaluation and adaptation of materials. Appendix 5 shows the detailed objectives of each section.

4.4 Delivery mode

The course is delivered online for the following reasons:

1) Convenience: participants have access to the internet.
2) Familiarity: they are familiar with the internet and they had taught for at least one year synchronously during corona pandemic.
3) Instability: due to the pandemic updates, no guarantee that a four-week course can be done all on-campus.
4) Timetabling: the workload of the participants makes it challenging to fit the course within their daily duties.

It is asynchronous in order to:

1) ensure flexibility: they can log in and do the work at their convenience (Hockly and Clandfield, 2010:11-10).
2) show asynchronous learning in action. There seems to be an association of 'zoom' and synchronous instruction to the concept of online learning.
3) allow for customisable learning: participants can decide how long they spend with certain areas of the course as per their needs.

Despite the course being asynchronous and self-access, there are plenty of opportunities for collaboration through discussion posts, WhatsApp, third-party collaborative platforms such as Miro and Padlet. Such features humanise the course allowing participants to engage in functions such as expressing opinions, exchanging experiences, critiquing and evaluating content, and contrasting ideas.

In the footer area of the course website, I added a link to showcase these asynchronous collaborative tools, which can be a resource for them. In addition, the last one in the tools is an open space for participants to share tools they know.

4.5 Course content

The topics are in the order they are so that they lead-in logically to the practical tasks of evaluation and adaptation of materials.

Week one starts with the definitions of materials and materials development. This is essential since it gives participants the opportunity to express and exchange notions of what is considered as materials, and what is included in materials development. Beliefs about language learning, contexts and motivation are also dealt with in the week. In fact, these key principles help participants think critically about what drives and affects learning.

In week two, there is a focus on four issues which emerged from the needs analysis. Such issues were deemed challenging by the participants. In the respective order in week two, these issues are: authenticity, creativity, design and illustration, and integrating faith and culture in materials.

With regards to week three, practical undertaking starts as participants look at systematic evaluation of materials and perform an evaluation task.

Finally, in week four, they explore reasons of and techniques for adapting materials, and then carry out an adaptation task informed by the constructed skills and knowledge gained in the previous three weeks.

4.6 Design decisions

The course website is created as a sub-domain of my website: https://elteacup.net/ and uses WordPress as a platform. For data protection purposes, the actual course website is not mentioned here as it includes participants' work along with their names in different sections. A clone of the website is here https://elteacup.net/materials-development without any data related to the participants.

Figure 8 shows a brief summary of the design decisions for the course website. The main elements shown in the figure are:

- Platform: the selection of platform and its features.

- Access: features which make a positive user experience.

- Interactivity: added functions for an enjoyable, practical course surfing.

- Simplicity: putting the principles 'less is more' in action.

- Navigation: features which makes moving between weeks and sections easy.

As mentioned in 2.2.4.2, Bates's (1995, cited in Motteram, 2011:310) ACTIONS framework emphasises considerations such as the platforms' accessibility, user-friendliness and interactivity. These considerations are relevant to the course. Figure 8 shows more details.

The next part discusses the principles underpinning the design of the course from a teacher education, pedagogical perspective.

Access

- No log-in required; weeks are password-protected
- Design consistency of sections, activities and tasks
- Responsiveness on mobile devices.
- Effective use of third-party apps (google, padlet, miro, WhatsApp)

Platform

WordPress
Features:
- Familiarity for me
- Ease-of-use
- Variety of design elements
- Customisability
- Integration of 3rd party apps (e.g., google forms)

Interactivity

- The use of toggling to save space, hide / show aims, check answers, etc.
- The animation of some elements: scenarios, buttons, etc. to attract users' attention
- End-of-page back-to-top arrow

Navigation

- Top menus show weeks and sections for easy access. Derewianka (2003:214)
- Next and back buttons at the page endings for easy navigation.
- Activity and task colour-coding
- Clear buttons to direct participants to discussions

Simplicity

- A clear, readable sans-serif font.
- Minimal use of colours
- White space / uncluttered page content
- Mainly one-column only design; i.e., not cluttered blocks
- The use of symbols and icons
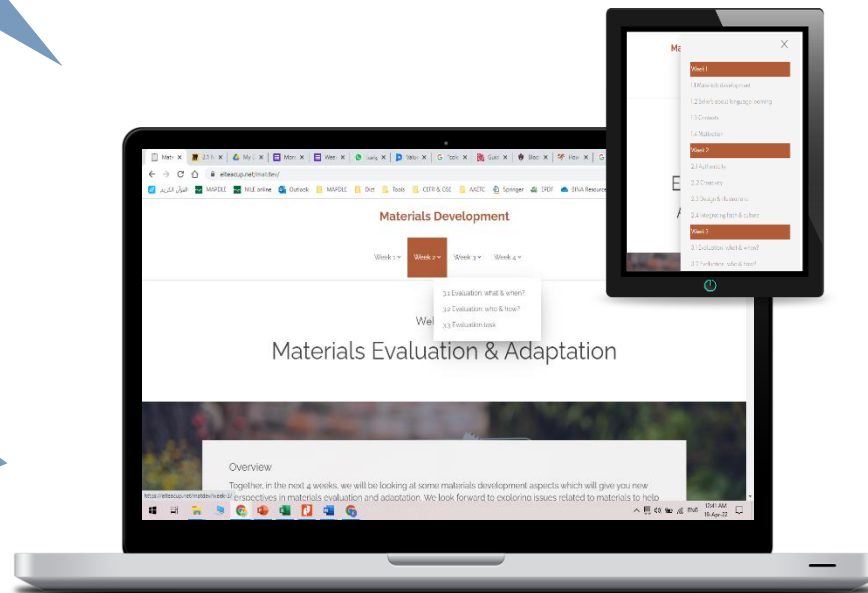
Figure 8: Decisions about the course digital design

4.7 Design principles

Guided by the literature on materials development, teacher education programmes design, online learning; and the needs analysis, the following principles would seem reasonable as guidelines for the course. In order to make them memorable and convenient, I suggest this acronym: FACTORS (figure 9). They do not suggest a specific order, but rather they influence the course design holistically.
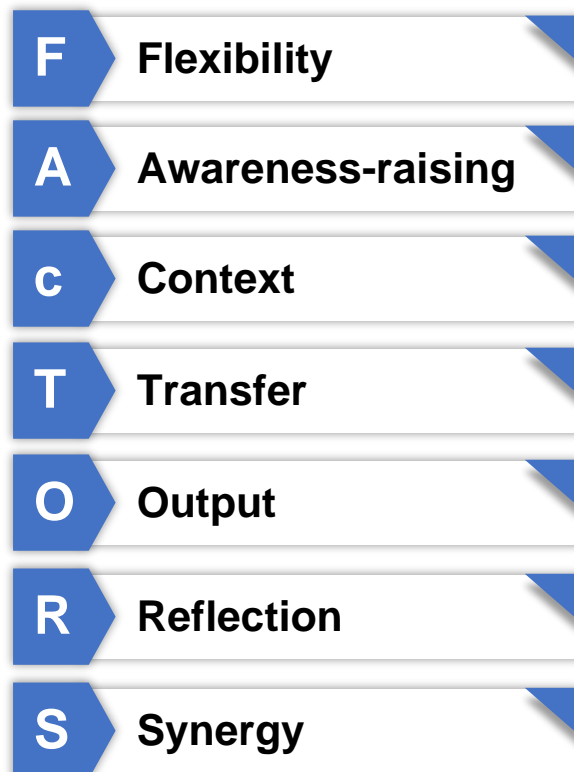
Figure 9: The FACTORS model for online teacher training

4.7.1 Flexibility

It is maintained during the needs analysis, the course design and the course delivery. In the needs analysis stage, participants were allowed to expressed their challenges in the course themes (the relevant question in shown figure 10) as well as their preferences regarding the course logistics (figure 11). Roberts (1998) highlights that considering the degree of authority and control is key during the course planning.

The course, as content and activities, maintains a flexible approach; for example: some activities / tasks were optional. This enabled participants to focus on areas they need more work on. See examples in figure 12.

Figure 10: Needs analysis question about challenges in materials evaluation and adaptation

Figure 11: Needs analysis questions about course logistics preferences

Figure 12: Examples of optional activity, optional task, optional procedure

Flexibility is a principle revealing that authority in the course (Roberts,1998) is not dominated by the trainer. It was adhered to in the delivery stage based on observations and weekly feedback from participants. For example, collaborative discussions were chiefly on Google classroom. However, it was noticeable that some teachers were confused between the two platforms: WordPress and google classroom. Thus, the decision was made to make discussions WordPress-based internal posts where participants can share ideas and reply to each other. Another issue which was raised by one participant was that parts of the content were covered by the header weeks menu; so, I activated the auto-hide option as users scroll down (figure 13).
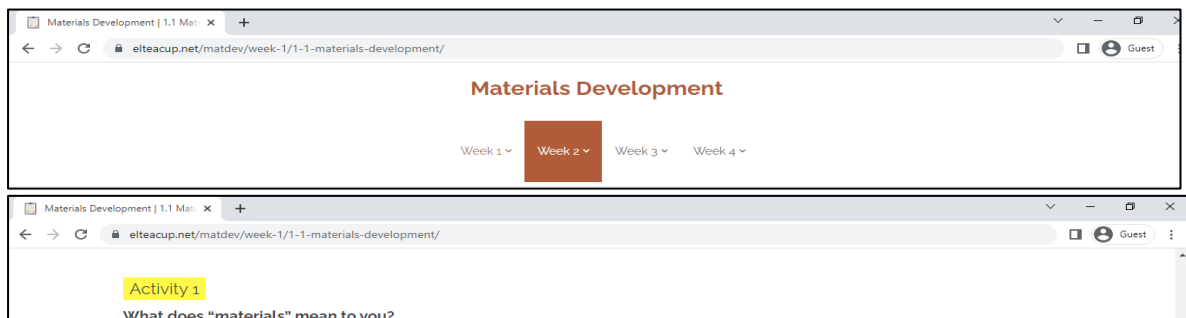
Figure 13: A sticky menu (1st screenshot), then hides (2nd screenshot)

4.7.2 Awareness-raising

The course, falling in the INSETT category, helps raise participants' awareness of the content; a significant procedure which develops 'trainees' conscious understanding' of the content (Ellis,1986:92) and enables them to articulate their own thinking meaningfully (McGrath, 1997:167).

This is particularly relevant to materials development training, in which a substantial proportion, Tomlinson (2013f:484) points out, is often dedicated to:

- raising and developing awareness of language learning / teaching principles;
- raising and developing awareness of materials development aims and procedures;
- raising and developing awareness of available options for teachers;

Thus, through processes such as listing, completing, evaluating, improving, etc (Ellis, 1986:92) integrated activities which helped participants reflect on teaching incidents; articulate their beliefs and reasons in relation to the course themes. See Malderez and Wedell (2007:13).

Below are four examples:

1) Figure 14 shows an example of awareness-raising through listing beliefs about language learning.
2) Figure 15 shows an awareness-raising activity in which participants described their context in bullet points.
3) In figure 16, the activity for raising awareness is a reflection on the methods they currently use to evaluate materials through selecting and completing.
4) Through situations which are encountered by almost all teachers, figure 17 shows a task where participants articulated their adaptation technique for the given incidents. The awareness-raising part here is the different solutions participants think about.

Our beliefs about how learning a foreign language happens affect our view of how materials should be.

Example 1: If you think that learning happens when learners practise language, then you're likely to use (or develop) materials which contain opportunities for using the target language.

Example 2: If you believe that the cultural component isn't essential because what matters is only language no matter what the topics are, then you are likely to use or (develop) materials which don't take into account the cultural aspect.

Task

In the discussion below, list 5 to 10 beliefs about how language learning happens (in other words, principles for second language acquisition).

Comment to at least 1 colleague's beliefs.

Discussion

Figure 14: Example of articulating beliefs. 2.1 Activity 1

Activity 3

What's my context like?

Based on the considerations in Activity 2 …

Task

- In the below discussion, describe your context in about 15-20 points. For example:
  - Teachers are (not) highly respected.
  - Religion is significant.
  - Al Azhar has (no) influence on the choice of materials.
  - Teachers are (not) allowed to adapt materials.
  - etc.

- Are there any points you don't agree with in the discussion?

Discussion

Figure 15: Example of listing contextual factors. 1.3 Activity 3

How do <u>you</u> evaluate materials?

| Task

Think about these questions and take notes.

1. How do you evaluate materials?
  - A flick test? By moving quickly through the pages?
  - Impressionistic? From the cover, illustrations, layout, and the look of the material?
  - Evaluation form? A ready-made form created by other teachers or trainers?
  - Criterion-based? You develop a set of items / criteria to check the material against?

2. If I were to choose a book for my students, I hope this book will ………………………. *(complete this.)*
3. A book is suitable to my learners if it ………………………. *(complete this.)*

Your past contributions in the following post might help you.

Past contributions

Figure 16:Example of teaching-related incidents. 3.2 Activity 2

What would you do in these situations?

Situation 1

There is a controlled activity which practices irregular verbs. The book provides 5 sentences for this activity. You know that this area is important for your particular group. What would you do?

Situation 2

There is a reading lesson about personal safety. The book only provides reading for gist and for details. You feel that the students can relate to the topic. What would you do?

Figure 17: Example of teaching-related incidents. 4.2 Activity 2

4.7.3 Context

Awareness of one's own context is a great way to develop, see (Zeichner, 1983) and (Wallace. 1991). In materials development courses, the inclusion of global themes, such as authenticity and motivation, is crucial due to their relevance to almost all learning environments. However, the way they are tackled in the course should reflect the participants' contexts (see Tomlinson 2013f). Figure 18 shows a task about authenticity which took into account the participants' contexts.

Figure 18: A task which asks participants to consider their context. 2.1 Activity 3

Moreover, emergent themes from the needs analysis were emphasised- also in relation to context; for instance, creativity (figure 19) and the integration of culture and faith (figure 20).

Figure 19: A task about creativity which takes into account the context. 2.2 Activity 4

Task

Do you agree with these four aims?

In number 4, do you think there are limitations to "empathy"? Should you empathise with any cultural aspects, no matter what they are?

In your context, are these aims valid? Can you add any?

(Optional) Record a short voice note (or a written message) with your opinion on the whatsapp group.

Figure 20: A task about faith & culture which takes into account the context. 2.4 Activity 4

Wolter (2000) in his participant-centred approach to INSETT design, suggests encouraging trainees to share their learners' profiles and needs; and collaborate to design relevant materials for these needs.

4.7.4 Transfer

For the course to achieve the maximum benefit, the content and skills acquired needed to be directly transferrable to the participants' settings. Although "transfer" and the next factor "output" seem to overlap, "transfer" here is concerned with the features incorporated in the course to allow for / help participants to notice and consider the concept of transferability; i.e.; the applicability of the knowledge and skills in their contexts.

Transferability occurred:

a) before the course: in the needs analysis, the first person was used to prompt participants to give responses about their own context (figure 21). Through this they gave answers related to their own practice, which means that the content will be related to them; not decontextualised rules or abstract data.

b) during and after the course: participants were asked to give feedback about transferability of the content to their own classrooms (figure 22).

Figure 21: Examples from the needs analysis showing the use of 1st person for question prompts

Figure 22: Examples from the course feedback showing transferability to participants contexts.

Nevertheless, due to the course nature being focused on short-term results, the actual transfer results and their impact were not evaluated since this requires further follow-up. Such short INSETT courses have "little opportunity to discover the long-term effects of" the teachers' skills (Lamb,1995:72). The attention of short INSETT would rather be directed to the teachers' beliefs (ibid:79), in ways which help them transfer their newly-constructed, or even consolidated beliefs to their future practice.

4.7.5 *Output*

Unlike "transfer", the "output" factor is related to the actual practical production during the course; namely, principled evaluation and adaptation. Here the "throwing" option of McGrath (1997) and "apply" stage in Petty's (2009) PAR model are evident as participants recycled what they had gained in four weeks of the course in a meaningful product.

Performing evaluation and adaptation tasks is a high-order thinking level which was sought at the second half of the course to enable participants to formulate and reconstruct beliefs and knowledge judiciously. This is a practical objective which teachers applied in the course, as Tomlinson (2013f:497) indicates in his flexible framework for materials development courses that course participants can, among various stages, do the following:

1. Evaluate materials through developing a set of criteria, presenting and applying them to materials. Such a task enables them to reshape their own views of language learning, raise awareness of materials development principles, and create a bank of evaluation criteria for future use.
2. Adapt materials through analysing learner profiles, evaluating the materials in the light of the learners' profiles and finally adapting the material to suit the learners' needs. This allows participants to develop awareness of materials development objectives and procedures; and awareness of principles for aligning materials with the learners' needs.

The final section in week three in the course is dedicated to an evaluation task which presents a step-by-step guide for participants to support them, then they share their evaluation tasks on the forum (appendix 8).

Similarly, week four allows participants to undertake an adaptation task in the final section after they are introduced to reasons for adaptation and its techniques in the preceding section (appendix 9).

4.7.6 Reflection

Providing opportunities for reflecting on teachers' own practice is a useful approach which promotes teacher autonomy (Randall and Thornton, 2001:42). They argue, that the focus of reflective practice is both on the practical expertise, and the teachers' "values and beliefs" which helps them develop their theoretical suppositions. Likewise, Wolter (2000) states that participants need to know they are experts and can suggest solutions for their contextual challenges. Tomlinson (2013f:493) also proposes that in materials development courses, participants ought to "reflect on their views, theories and materials during all phases of the course, outside the course and after the course" because reflection is a significant developmental tool necessary for building confidence.

The abovementioned figure 14 in the awareness-raising factor shows one example of reflection during the course on beliefs regarding language learning.

Figure 23 below presents an example task where participants reflect on their coursebooks with regards to visual elements.

Figure 23: An example reflective task. 2.3 Activity 3.

At the end of every week, participants completed a feedback form to reflect on the finished part of the course. They also completed the end-of-course feedback for an overall reflection on their impressions and learning.

Week 1 feedback: https://forms.gle/WejwJYja7bbmgJmQ6

Week 2 feedback: https://forms.gle/DGMgDuodsSXC8v2D7

Week 3 feedback: https://forms.gle/STpJgayxGgdsNkn47

Week 4 feedback: https://forms.gle/Noj7itFBT7ZYLYk36

End-of-course feedback: https://forms.gle/4XL8Ct8GyLtevUmt8

4.7.7 Synergy

By synergy, I mean the power of teachers collaborating and building experiences. Through collaboration, Burns (1999:13) stresses, shared problems are explored; assumptions and beliefs are shared, all within a community of practice. Influenced by Salmon (2002), the synergy factor in the course essentially takes into account the five-stages in the model (see 2.4.4.3).

Stage1: Access and motivation: which is concerned with giving practice in the use of the course technology, was demonstrated in the introductory video on the course's home page.

Stage2: Socialisation: where participants get to know each other, has little relevance since the participants have been colleagues for more than six years. Nevertheless, a get-to-know-you task was introduced to discover collaborative aspects of each participant, see figure 24.

Figure 24: A socialisation activity for participants

Stage3: Information exchange: this is where the course enables participants to take responsibility of their learning. This was achieved through individual and team tasks such as reading a definition and (hypothetically) responding to the writer (figure 25).

Figure 25: Information exchange task

Another example is exchanging information through discussions of assigned reading articles (figure 26).

Figure 26; Information exchange task

Stage 4: Knowledge construction: participants work together efficiently in this stage in order to broaden their understanding of key concepts and articulate their own perspectives.

Figure 27: Knowledge construction task

Stage 5: Development: this is the final stage where participants are given more choice and accountability. The focus is on evaluation and reflection.

As discussed in the output factor, in weeks three and four, participants carried out an evaluation, and adaptation tasks respectively as ways of showing self-reflection and rationales for decisions. For example, justifying their choices for the selected criteria, reasons for different kinds of adaptations, etc.

Week 3 evaluation task: Appendix 8

Week 4 adaptation task: Appendix 9https://elteacup.net/matdev/week-4/4-3-adaptation-task/

Chapter 5 | Impact Analysis

5.1 Methodology

This chapter outlines the answer to the following research question:

To what extent did the course address the participants' professional needs?

The impact analysis methodology I intended to utilise is influenced by, however does not strictly adhere to, the four-level framework for evaluating training programmes by Kirkpatrick and Kirkpatrick (2006).

According to the four-level framework, evaluating training programmes follows a sequence of stages which increase in complexity as we move from one level to the other (ibid, 21). These four levels are:

1. Reactions

At this level, the course participants' level of satisfaction is assessed. Measuring reactions informs trainers of participants' interest and motivation; and shows participants that trainers are concerned about their impressions.

Reactions can be evaluated during and after the training through interviews or participants' comments using journals or questionnaires.

2. Learning

The learning level aims to evaluate the gained knowledge, acquired skills, changed attitudes; or all of them. Evaluating learning gives an indication of the extent to which a change in participants' behaviours occurs. Depending on the course's nature, the length and intricacy of this level varies.

Learning could be evaluated through measuring the gap pre- and post-course through tools; for example, interviews, questionnaires, observations or self-evaluation.

3. Behaviour

Evaluating behaviour describes how learning is applied in the participants' contexts; i.e., on their jobs. Kirkpatrick and Kirkpatrick (ibid:52) highlight that this level is obviously more difficult to evaluate because: a) a change in behaviour necessitates an opportunity; b) the expected time for the change is unpredictable; c) participants might change the behaviour but discover its unsuitability to their context.

Observations and field notes seem to be effective tools for this level, coupled with interview questionnaires and perhaps diaries.

4. Results

This challenging level goes beyond the training, the trainees and their behaviours to examine the improved quality at work. In other words, the results of the training programme which result from the change of participants' behaviours owing to the learning from the course.

Due to the complex nature of this level, it is time-consuming and is evaluated through a multitude of tools such as continuous observations, institutions' quality assurance, learners' satisfaction and improvement, etc.

5.2 Data collection tools, presentation and results

Owing to the small-scale scope of the piloted materials development course in this study, participants' reactions and learning are given more priority in terms of the impact evaluation. Behaviour is not totally overlooked, rather, the impact analysis collects some data in this regard. The results level is out of scope, nevertheless, there is an opportunity to evaluate it as will be demonstrated in question 11 in the end-of-course results.

5.2.1 Weekly questionnaires

Rationale and presentation

An online questionnaire using google forms was utilised after each week in order to gain both quantitative and qualitative insights into the participants' reactions and learning. The advantage of using online questionnaires is that they are convenient, asynchronous and allow for different types of data collection. The structure of the questionnaires is as follows:

Firstly, eight rating-scale items to evaluate reactions to the week. The items are the same across the four weeks and they evaluate the participants' satisfaction with regards to aims, usefulness, theory-practice balance, design sequence, workload and collaboration opportunities. Table 8 shows these items.

Item	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
The aims are clear and relevant.	O	O	O	O	O
The topics are useful for my evaluation and adaptation skills.	O	O	O	O	O
There is a balance between theory and practice.	O	O	O	O	O
The sections are professionally designed.	O	O	O	O	O
The activities are logically sequenced.	O	O	O	O	O
The amount of work is just right.	O	O	O	O	O
There were ideas to take away.	O	O	O	O	O
There were enough collaborative opportunities.	O	O	O	O	O

Table 8: Items for evaluating participants' reactions in each week.

Secondly, four or five rating scale can-do (or similar competency) questions to evaluate learning. The questions vary according to the content of the week. Table 9 presents week one questions as an example.

	No				Yes
	1	2	3	4	5
2. I understand what materials development means.	O	O	O	O	O
3. I can state my own beliefs about how learning English as a foreign language happens.	O	O	O	O	O
4. I can describe my own context considering different circles of context.	O	O	O	O	O
5. I can apply different motivational strategies to engage my learners.	O	O	O	O	O

Table 9: Questions to evaluate learning (example from week 1 feedback)

Thirdly, an open-ended qualitative question asking about the participant's feelings, comments or questions. It gives them a space to write freely and critically about the

week; they reveal "reasons for reactions" and course improvement suggestions (ibid,34).

Week 1 feedback questionnaire: https://forms.gle/arGcJBnr416NRJZt9

Week 2 feedback questionnaire: https://forms.gle/hFBmtz6cMGmbDxvG6

Week 3 feedback questionnaire: https://forms.gle/tXtmvmDcb6gVpXF48

Week 4 feedback questionnaire: https://forms.gle/f9cBkXxby3CuJhEn9

Results

One of the thirteen participants did not join the course and never asked to withdraw neither collaborated in the WhatsApp group nor replied to emails; therefore, the impact analysis will focus on twelve participants.

The response rate for week one was a hundred per cent while eleven participants submitted week two feedback. For weeks three and four, nine out of twelve participated in the feedback.

Firstly, the results obtained from the weekly rating-scale items on reactions are generally positive. The table below shows a summary of the results for each item. Detailed charts are shown in appendix 6.

Item	Summary of results
The aims are clear and relevant.	The vast majority of participants strongly agreed that aims are clear and relevant in the 4 weeks.
The topics are useful for my evaluation and adaptation skills.	The majority of responses were also positive since approximately 90% showed strong agreement.
There is a balance between theory and practice.	Although most participants strongly agreed with this item, a few of them were either neutral or disagreed. See point 4 in the comments about the open-ended qualitative question for more information.
The sections are professionally designed.	Overall strong agreement was shown regarding this point.
The activities are logically sequenced.	All participants chose either strongly agree or agree; however, in the qualitative feedback, one participant indicated that the activities in different sections / weeks did not seem to follow the same pattern, which was a bit confusing for him. (See chapter 6, 6.4)
The amount of work is just right.	While the trend was strong agreement that the workload was just right, a few participants indicated that weeks 2 and 4 were overwhelming.
There were ideas to take away.	There was an agreement that the four weeks included ideas to take away.

There were enough collaborative opportunities.	Generally, participants felt that collaboration was enough, however, for weeks 3 and 4, a few participants disagreed. I think the course should have signalled that it is mainly self-access, stressing that there were both optional and obligatory collaborative tasks in every section of the course.

Table 10: A summary of the four weeks' reactions

Secondly, the tables below demonstrate the summary statistics for the rating scale can-do (or similar competency) questions to evaluate learning. From table 11, it can be seen that after week one, participants are confident that they understand materials development; can express their own beliefs about foreign language acquisition; and can describe their own contexts. One third of the participants neither agreed nor disagreed that they can 'apply motivational strategies'. Perhaps, this is due to the quick reference to the motivational strategies in the course. If the course was to be done gain, such strategies can be developed in greater depth.

After week two, as table 12 shows, participants indicated that they can add authenticity and creativity to materials; can use visual elements effectively in materials design; and can effectively integrate faith and culture concepts to materials. Nevertheless, just under a third of the participants were unsure about it. This view is probably because of the relatively intensive content in the week which coincided with the beginning of the Eid; i.e., the Muslim feast. One individual expressed that she was still unable to add in creativity. This was explained in the open-ended question where she mentions she would revisit the section in future, commenting: "I consider this as a precious take away to read and learn about".

In week three, as table 13 represents, all participants revealed that they had grasped the main learning aims of the week: knowing when materials evaluation is carried out; understanding the significance of systematic materials evaluation; evaluating materials in principled ways.

Table 14 illustrates the statistics for week four's learning, which are positive too. Participants asserted that they understood why adapting materials is essential; they can justify their adaptation decisions; are more aware of adaptation techniques; and can perform principled materials adaptation.

Week 1 Learning (1 = no; 5 = yes) Responses: 12 out of 12	
I understand what materials development means.	10.0 / 7.5 / 5.0 / 2.5 / 0.0 — 1: 0 (0%), 2: 0 (0%), 3: 0 (0%), 4: 3 (25%), 5: 9 (75%)
I can state my own beliefs about how learning English as a foreign language happens.	6 / 4 / 2 / 0 — 1: 0 (0%), 2: 0 (0%), 3: 0 (0%), 4: 6 (50%), 5: 6 (50%)
I can describe my own context considering different circles of context.	8 / 6 / 4 / 2 / 0 — 1: 0 (0%), 2: 0 (0%), 3: 0 (0%), 4: 5 (41.7%), 5: 7 (58.3%)
I can apply different motivational strategies to engage my learners.	4 / 3 / 2 / 1 / 0 — 1: 0 (0%), 2: 0 (0%), 3: 4 (33.3%), 4: 4 (33.3%), 5: 4 (33.3%)

Table 11: Week 1 learning

Week 2 Learning (1 = no; 5 = yes) Responses: 11 out of 12	
I can make materials more authentic if I need to.	0 (0%) at 1; 0 (0%) at 2; 3 (27.3%) at 3; 7 (63.6%) at 4; 1 (9.1%) at 5
I can add in creativity to the materials I use or design.	0 (0%) at 1; 1 (9.1%) at 2; 2 (18.2%) at 3; 5 (45.5%) at 4; 3 (27.3%) at 5
I can make materials professional through effective use of visual elements.	0 (0%) at 1; 0 (0%) at 2; 3 (27.3%) at 3; 5 (45.5%) at 4; 3 (27.3%) at 5
I can integrate faith and culture concepts in the syllabus more effectively	0 (0%) at 1; 0 (0%) at 2; 2 (18.2%) at 3; 7 (63.6%) at 4; 2 (18.2%) at 5

Table 12: Week 2 learning

	Week 3 Learning (1 = no; 5 = yes) Responses: 9 out of 12
I know when materials evaluation can be carried out.	Bar chart: 1: 0 (0%), 2: 0 (0%), 3: 0 (0%), 4: 3 (33.3%), 5: 6 (66.7%)
I understand the importance of systematic materials evaluation.	Bar chart: 1: 0 (0%), 2: 0 (0%), 3: 0 (0%), 4: 3 (33.3%), 5: 6 (66.7%)
I can evaluate materials more systematically than before.	Bar chart: 1: 0 (0%), 2: 0 (0%), 3: 0 (0%), 4: 4 (44.4%), 5: 5 (55.6%)

Table 13: Week 3 learning

Week 4 Learning (1 = no; 5 = yes) Responses: 9 out of 12	
I understand the significance of adapting materials in our field.	Bar chart. Y-axis: 0 to 8. 1: 0 (0%); 2: 0 (0%); 3: 0 (0%); 4: 1 (11.1%); 5: 8 (88.9%)
I can give reasons / justifications for adapting materials.	Bar chart. Y-axis: 0.0 to 10.0. 1: 0 (0%); 2: 0 (0%); 3: 0 (0%); 4: 0 (0%); 5: 9 (100%)
I became aware of a variety of adaptation techniques.	Bar chart. Y-axis: 0.0 to 10.0. 1: 0 (0%); 2: 0 (0%); 3: 0 (0%); 4: 0 (0%); 5: 9 (100%)
I can adapt materials more systematically than before.	Bar chart. Y-axis: 0 to 6. 1: 0 (0%); 2: 0 (0%); 3: 0 (0%); 4: 3 (33.3%); 5: 6 (66.7%)

Table 14: Week 4 learning

Thirdly, with reference to the open-ended qualitative question, a number of issues emerged from the responses.

1. There was a sense of satisfaction and excitement regarding the course platform design, navigation and simplicity. The following are specific comments from participants:

> *"I'm really impressed by the exceptionally organized, yet simple and user-friendly, structure of the website."*
>
> *"This week of the course is superb. I very much like the design of the website and how different parts are organized."*

Some participants provided suggestions throughout the course; for example, improving the quality of scanned documents; making the site header non-sticky in order to allow for wider space; and spotting typos.

2. A common view amongst participants was that the aims are clear and are packed with engaging activities which balance theory and practice. Some comments are:

> *"… aims are clear. readings are interesting. reflective activities are varied and thought provoking. stages are logically ordered."*
>
> One participant commented about week two, *"This week was more practical with a variety of tasks. I enjoyed going through the tasks despite the timing."*
>
> *"Very useful, well-designed and thought-provoking activities. There is a balance between theory and practice and activities are logically sequenced."*
>
> One participant, however, mentioned that the variety of activities; i.e., not following the same systematic pattern, made him "a little it (sic) unsettled". He commented: *"starting every section by the statement (In this week, we will try to answer the following questions:) gave me the feeling that the parts are not connected in one weeks work rather it's a separated parts & then combined. May be this is related to me only but changing the methodology on handling each element made me a little bit unsettled e.g. .. authenticity ... activities start with definition then examples then practice --- Creativity ---- personal experience then practice."* He discussed this issue over the WhatsApp group and I ensured him that the course design principles will be shared afterwards.

3. Most participants felt that the evaluation and adaptation tasks in weeks three and four promote autonomy. Examples of comments:

> *"I absolutely like this week tasks as it is the first time to create something from scratch. Your guidelines and questions helped me to effectively design the criteria. I needed no extra help at all. My brain now is systematically prepared to quickly evaluate textbooks just from flicking through it. Thank you very much for this fruitful course."*
>
> *"There are a lot of takeaways from this weeks' activities. The practical part is thought provoking. It helps promote self-reflection and make informed decisions."*
>
> *"Again, this was the best week of all because I was able to apply the course knowledge into action. I figured out that what I am used to do with materials had a name! and a reason. At the beginning, I was not quite sure if the adaptation I did has a name. Of course, the reason was clear in my head, however, many reasons presented in this week were new to me. I think this will motivate me in the future to try them all (all adaptation techniques)."*

One individual expressed the need for expanding the input about types of materials evaluation. I shared useful experiments and gave them titles for further reading.

4. With regards to theory-practice ratio, although the majority indicated that it met their expectations, one individual felt that she needed more theory to help her with application, she said,

> *"Although tasks and activities are a direct way to present a certain idea this might affect the theoretical part which gives us an idea about the concept, its history, background, what is there about it in the literature. so, I would really appreciate it if there is like a brief introductory article or so before each task just to have a balance between theory and practice and to set context for the task or the activity before getting deep into it."*

Overall, while there were a few concerns about the amount of input and understanding the rationale behind the sequencing of activities, the results from the weekly questionnaires show positive reactions on the course and indication of learning.

5.2.2 End-of-course questionnaire

Rationale and presentation

Similar to the weekly questionnaires, the end-of-course questionnaire was created using google forms and it collected data about the:

1. participants' overall impressions (Questions 1,2 and 9);
2. participants' future behaviour (Questions 3, 5 and 7);
3. gap pre- and post-course (Questions 4, 6 and 8);
4. suggestions and improvements (Question 10 and 12);
5. future results in the participants' workplace (Question 11).

The following table shows the questions and their rationale.

Question	Type and rationale
1. 1. My overall experience with the course is:	Rating scale, close-ended It allows participants to rate their general feelings and satisfaction about the course as a whole.
2. For me, this course was like	Close-ended (with "other" option) This question allows for creativity using metaphors to describe the course experience with. They help teachers "see what's invisible" Thornbury (1991:193)
3. If there's a lesson / an activity which doesn't suit your learners, what would be your first option?	Close-ended, checkbox (with "other" option) This question checks participants' potential adaptation behaviour.
4. After completing the course, if you were to rate your materials EVALUTION knowledge and skills BEFORE, what would it be? And now after the course?	Rating scale, close-ended It allows participants to compare their adaptation knowledge and skills before and after the course.
5. To what extent do you plan to undertake more principled materials evaluation in your teaching?	Rating scale, close-ended Participants express whether or not they are willing to utilise evaluation in their teaching.
6. After completing the course, if you were to rate your materials ADAPTATION knowledge and skills BEFORE, what would it be? And now? AFTER the course?	The same as question 4, but addresses adaptation.
7. To what extent do you plan to undertake more principled materials adaptation in your teaching?	The same as question 5, but addresses adaptation.
8. After the course, which of these things do you find easy about evaluating and adapting materials?	Multi-item, rating scale, close-ended This question has eight items similar (almost identical) to the items in question 11 in the needs analysis which asked about challenging areas (Q11, Appendix 3) Here the questions are paraphrased a bit and the scale is inverted to be "very easy, easy, etc" instead of the" Very challenging, challenging, etc" in the needs analysis. This is done for more reliability.
9. How would you rate the overall quality of the course?	Rating scale, close-ended It lets participants reveal their opinions about the course quality and professionalism.
10. What suggestions do you have to improve the course?	Open-ended Participants are urged to take part in the course future development decisions based on their hands-on experiences.

11. Open your phone calendar, pick any date after 3 months. Set an alarm at 7.00 am on this day and call it "Message to Ahmed". When this day comes (Insha' Allah), write me a brief message telling me if you can see tangible positive results where you work because of this course.	Calendar, alarm for future communication This item is the one addresses results; it allows for future feedback about the results of participants learning on their institution(s).
12. My final thoughts, comments or questions ...	Open-ended This question encourages participants to comment on areas that are not mentioned or further explain already stated opinions.

Results

Ten out of twelve participants submitted the end-of- course feedback which was overall positive.

In terms of the overall impressions (Questions 1, 2 and 9), the figures below show that:

1. On a 'very negative-very positive' type of scale, 60% found the course positive and 40% found it very positive (figure 28).

2. Metaphorically, most of the participants considered the course as a 'roadmap' which showed them the directions for materials evaluation and adaptation. Other metaphors were popular (in a consecutive order): 'a garden' were they found a variety of topics and activities; 'a spark' which enabled them to learn about a field they knew little about; 'a door' which opened an interesting area of ELT for them (figure 29).

3. The majority (80%) believed that the quality of the course was excellent, and the other 20% thought it was very good (figure 30).
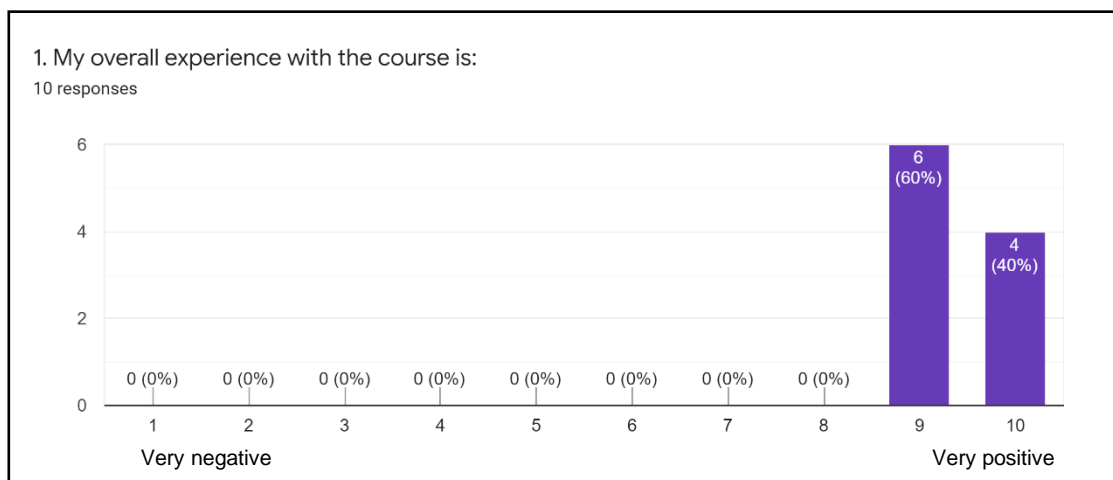
Figure 28: Overall experience with the course
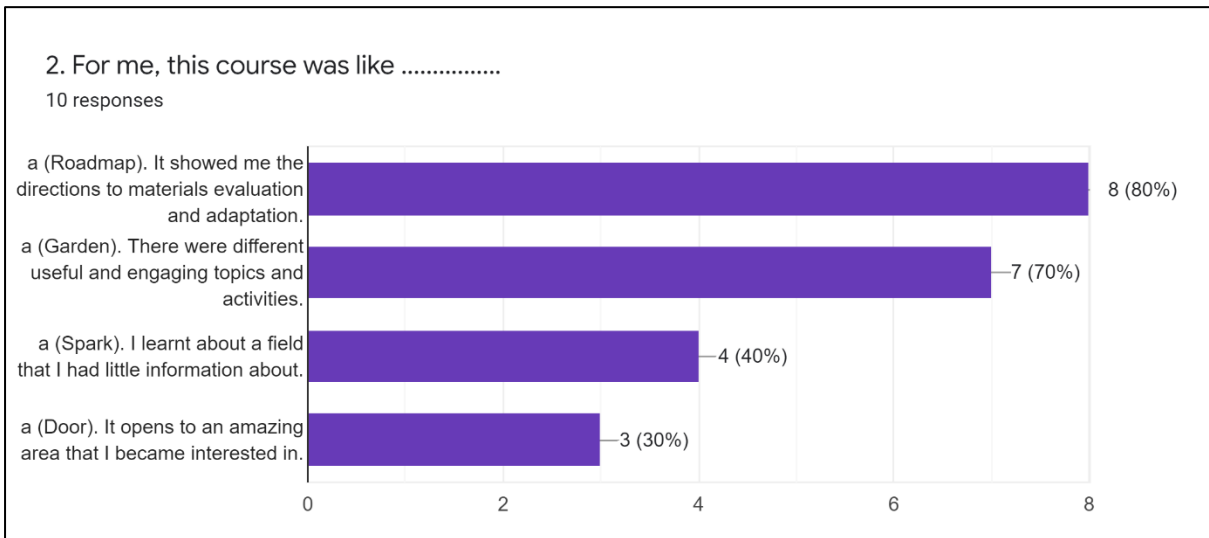
Figure 29: Metaphors associated to the course
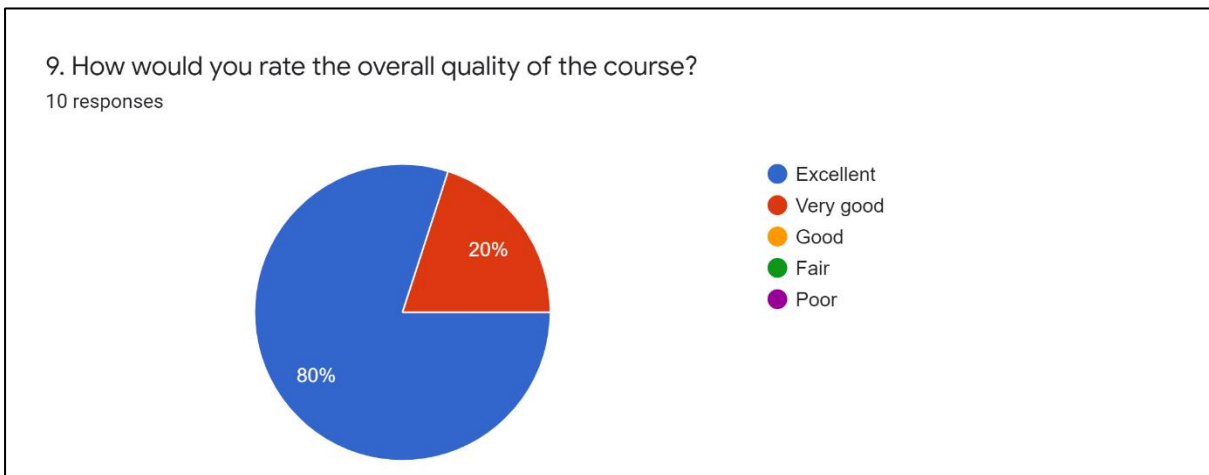
Figure 30: Rating the overall quality of the course

Turning now to the data about the participants' future behaviour, albeit out of the course's scope, the three questions about it aimed to help participants visualise and / or ponder upon the effects of their learning in the future. The following figure shows the results:

1. It is obvious from figure 31 that 80% of the participants would utilise strategies of adaptation if a lesson did not suit their learners. Interestingly, one participant mentioned that he would opt for total supplementation.

3. If there's a lesson / an activity which doesn't suit your learners, what would be your first option?
10 responses

Find ready-made materials for it. — 1 (10%)

Use an adaptation strategy like adding, deleting, reordering, etc. — 8 (80%)

Discuss something in an extended way without feeling bored — 1 (10%)

It depends on why it doesn't suit the students. This is key to deciding. — 1 (10%)
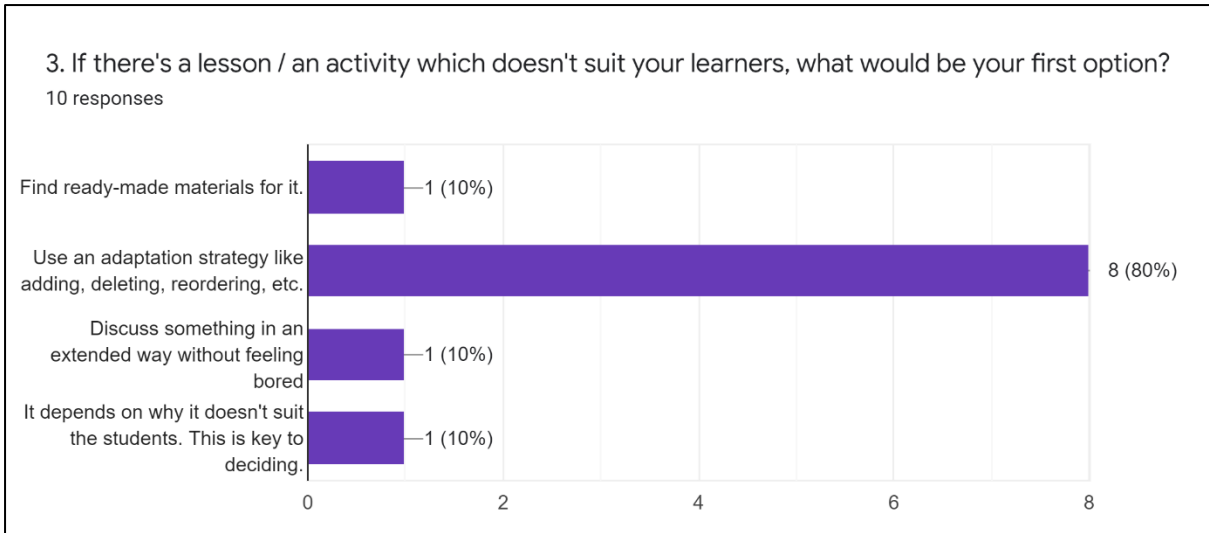
Figure 31: Options when a lesson is no suitable

2. The two bar charts in figures 32 and 33 show identical percentages of the participants' potential to undertake principled materials evaluation and adaptation. Half of them would be willing to a good extent and the other half to a great extent.

5. To what extent do you plan to undertake more principled materials evaluation in your teaching?
10 responses

1: 0 (0%) | 2: 0 (0%) | 3: 0 (0%) | 4: 5 (50%) | 5: 5 (50%)
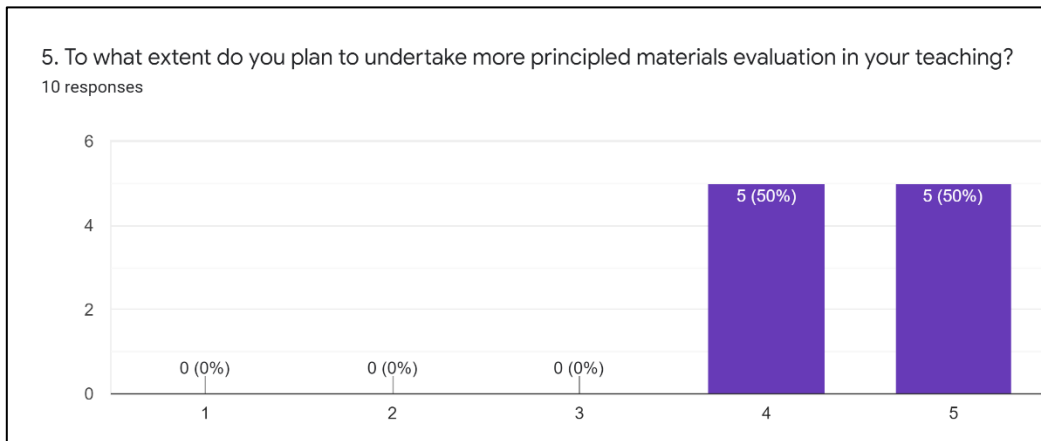
Figure 32: Participants' willingness to undertake principled materials evaluation

7. To what extent do you plan to undertake more principled materials adaptation in your teaching?
10 responses

1: 0 (0%) | 2: 0 (0%) | 3: 0 (0%) | 4: 5 (50%) | 5: 5 (50%)
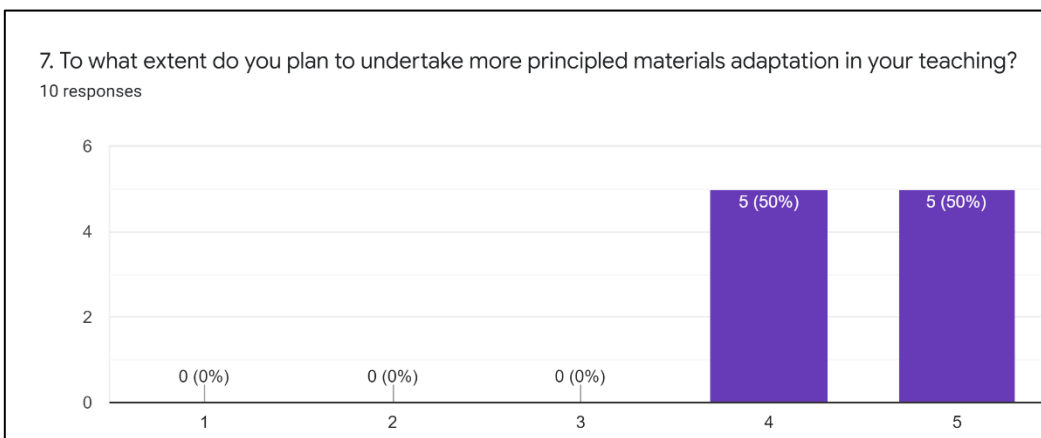
Figure 33: Participants' willingness to undertake principled materials adaptation

Question 4, 6 and 8 investigate the participants' own perceptions about their evaluation and adaptation knowledge and skills before and after the course.

1. A significant increase in materials evaluation competency is noticeable in figures 34 and 35 which show, in relation to questions 4 and 6, that the majority see their current state as having 'extensive' knowledge and skills compared to pre-course which they considered 'limited'. Their adaptation competency came even more unequivocally positive as they moved from being mostly 'average' to 'extensive' and 'more extensive'.
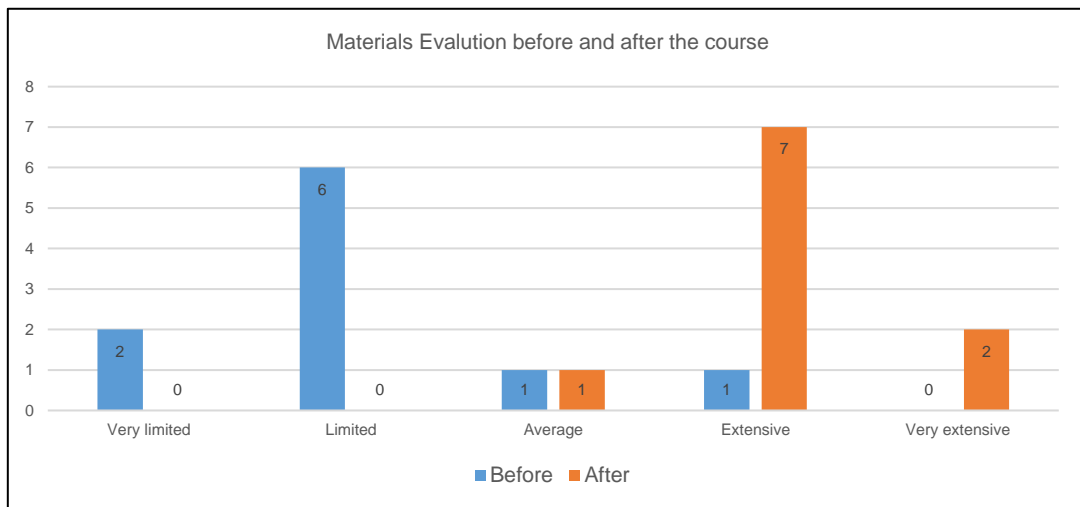
Figure 34: Participants' own assessment of their evaluation skills and knowledge
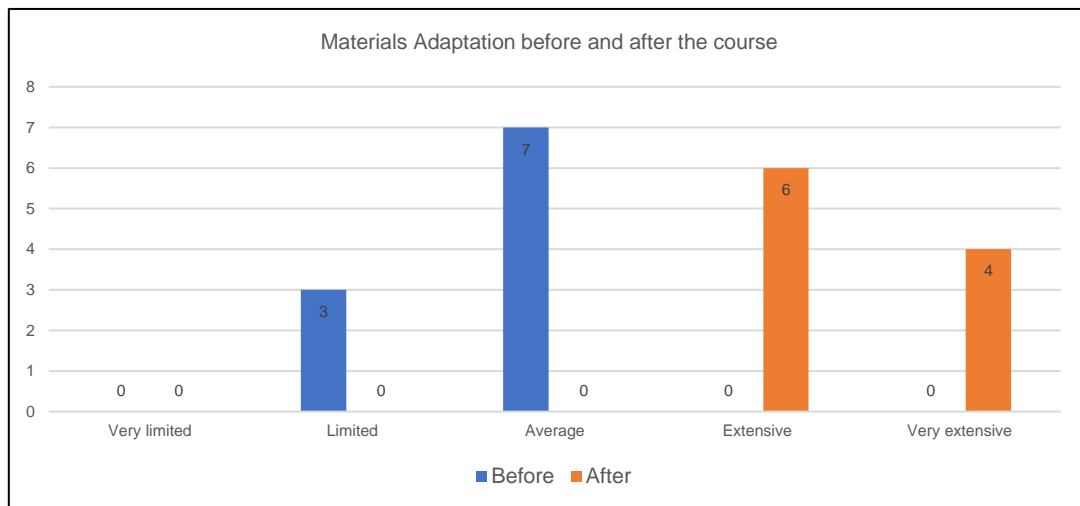
Figure 35: Participants' own assessment of their adaptation skills and knowledge

2. To measure the pre- and post-course gap between specific themes and issues in materials development, question 8 results are contrasted with question 11 results which was discussed in the needs analysis. The contrast carried out is

between the percentage of participants who found each item either 'challenging' and 'very challenging'. Table 15 below shows that, across all defined issues in materials development, all participants were confident that the course made them considerably less (or not at all) challenging. Only one participant found that 'understanding the teaching methodology of the materials' very challenging; and another believed that 'making the tasks as authentic as possible' is still challenging after the course.

Item	The percentage of participants who chose 'Very challenging/Challenging'	
	Pre-course	Post-course
Understanding the teaching methodology of the materials	38 %	10 %
Relating lessons to the local culture	31 %	0 %
Identifying suitable authentic material to use with my students	54 %	0 %
Adding in creative ideas to engage my students	77 %	0 %
Simplifying tasks or making them more challenging	46 %	0 %
Making the tasks as authentic as possible	69 %	10 %
Linking the topics to the interfaith theme	69 %	0 %
Making the materials more student-centred	46 %	0 %

Table 15: Very challenging & challenging percentages pre- and post-course

If we turn now to the results obtained from questions 10 and 12 regarding suggestions and improvements; and other final thoughts, appendix 7 lists the participants' suggestions to improve the course; and the participants' final thoughts.

For question 10, contrary to what I expected, a recurrent theme in the comments to improve the course was to extend the course; more specifically, to:

a) allow more time since it is concentrated;
b) include assignments which require mandatory readings;
c) integrate more collaborative tasks, and have less optional ones;
d) add more theoretical basis for the activities; e.g., introductory paragraphs;
e) meet regularly online to share learning and discuss content;

Because it was noticeable that most participants approached the weeks' work on the last two days of each week, often doing collaborative activities partially and late, such suggestions show that they are keener than it had seemed. Perhaps this was due to the course timing being in Ramadan and Eid; and being occupied with their duties as fathers and mothers during the exam periods for their children.

Another theme was related to the expansion of the course: two participants commented that they needed more topics; one clarified: designing and writing materials.

One participant thought the course was "perfect" and did not need improvements.

With regards to question 12, the comments showed a significantly positive impact; for example:

a) It was a positive experience.
b) It widened the knowledge of materials evaluation and adaptation.
c) The trainer's attitude, patience and follow-up set an example.
d) The course design was professional.
e) The need to keep the course accessible.
f) It formed a theoretical basis for what some have been doing "without knowing any names" for it.
g) "The course has given me solid background that I can depend on with my future journey towards material evaluation and adaptation."

Finally, although evaluating the potential results on the participants' workplace is irrelevant to the course scope, question 11 encourages participants to have a future connection with the course by asking them to set an alarm on their mobile phones and send me a message then saying what tangible results they can see as a result of the course.

The results in the end-of-course questionnaire indicate that participants: show overall positive attitudes towards the course design and content; are eager to utilise more principled evaluation and adaptation of materials; and that their materials development knowledge and skills have become remarkably more effective owing to the course.

5.2.3 Evaluation and adaption tasks

Rationale and presentation

After weeks three and four, participants were asked to undertake evaluation and adaptation tasks in order to illustrate their practical understanding of the course content. Tomlinson (2013f: 485) suggests that materials development courses can have practical objectives; for instance: "To help the participants to develop principled frameworks which will help them to evaluate, adapt and produce materials outside and after the course".

The evaluation task in week three is shown in appendix 8. It takes the participant through a step-by-step guide in a form of sections and questions to enable them to evaluate a unit if material briefly through:

1. Describing their target group.
2. Choosing the unit of material.
3. Designing the evaluation criteria.
4. Carrying out the evaluation.
5. Reporting the results.

The adaptation task in week four (appendix 9), is presented on a Padlet timeline with ready-made points with the names of the participants linking to a google document for the task. Participants are required to carry out the adaptation task guided by the tables provided; they do it through:

1. Providing the book title, unit and lesson.
2. Mentioning which activities are totally rejected.
3. Listing the adapted tasks with justifications and adaptation techniques.

Results

For both tasks, ten out of twelve participants submitted theirs. There was a number of strengths in the evaluation tasks submitted; for example:

- Most contexts are clear (Figure 36).
- A few results reflected critical thinking (Figure 37).
- A variety of criteria items was employed (Figure 38).

- Categories generally suit the contexts given (Figure 39).

- Most evaluations have ample details (Figure 40).

A group of 30 male Ss studying at different faculties like Sharia' and Law, Usul El Deen, Dawaa, and Arabic. They have just finished their first year at college. The objective of the course is to equip these Ss with the English language to be able to communicate with non-natives to call them for Islam in the future. Some of them learn English to support their study at the faculty like Shari'a and Law Ss. Few chose to learn English solely for the sake of attendance!

Not all Ss are motivated to learn English, some Ss believe their faculty subjects are far more significant than the English course; these are mostly the top Ss at Al Azhar faculties. While others are reluctant to learn, others are eager towards the English language.

Book: Face2face Elementary A2 unit 7
The unit is very relevant to the students' needs and level. It teaches the students vocabulary and grammar for them to be able to talk about places in their cities, their clothes, and their houses. The last lesson equips them with useful functional language to use in shopping.
I like it because it enables the students to communicate simple personal information and can share their background.

Figure 36: An example of a clear context

5. Results

Very briefly, mention the results:

- Against my expectation the material did not pass in about half the criteria I thought it would be essential for a coursebook to achieve the best results yet using the material in class room was resulted in a satisfying level of improvement.

Figure 37: An example of critical thinking in the results

B. Activities and skills.

7. Receptive and productive skills are integrated. ✓
8. The activities are adaptable to personal learning and teaching styles. ✓
9. Activities are meaningful, motivating & challenging to students at varying levels of learning. ✓
10. Instruction and activities reflect different learning styles, interests, and ability levels. ✓
11. The lessons encourage higher-level thinking. ✓
12. Materials allow students to think critically & creatively. ✓
13. The balance between individual work, pair work, group work, and whole-class work in the unit is appropriate for the learning situation. ✓
14. Instruction and activities help students make connections between prior knowledge/experiences and new information presented in the texts.

Figure 38: An example of item variety

Cultural appropriacy	3- Is the visual content appropriate for the students' culture?	Yes	As a lesson in a coursebook targeting students in the Middle East, the pictures selected are appropriate and reflect the lesson focus. They are also suitable for the different components/ stages of the lesson (the profile on the matching website and the meetups).
	4- Does it contain intercultural insights?	Yes	Absolutely, it raises awareness of how things go in a different part of the world, so that students can learn something about the target culture.
	5- Does it give room for cultural adaptation by the teacher?	Yes	The teacher can adapt it to be more culturally-fit, and can even spice it up by adding more activities that give more cultural highlights.

Figure 39: An example of relevant items and details

On the other hand, there were weaknesses; for instance:

- A few tasks depended only on the summary of results without checking the boxes for rating scale.

- Occasionally, there were items which included two-in-one; for example, "*Is the coursebook attractive? Would students enjoy the topics?*"

- One participant's evaluation result only addressed the unsuitable criteria although there were four suitable ones on the evaluation.

Regarding the adaptation task, the majority of participants demonstrated effective principled adaptation with suitable techniques and justifications. The adopted strategies were convincing and the rationales were logical (See an example in figure 40).

Tasks / activities I adapted

Task / activity	How adapted? *Adding? Reordering? etc.*	Why adapted? *Localisation? Individualisation? etc.*
In activity 1, students are supposed to listen and order the months of the year. Then, they listen again and mark the stress. They listen again for a third time and repeat.	I asked students to close books, listen, and write the months they hear in the same order. Later, students listen and repeat. I used 'addition' as in adding a dictation part. I used deletion as students listen two times only with two tasks.	The addition part was to make the task more challenging and to better target spelling as students struggle with it. The deletion part was to prevent time wasting as students are already familiar with the months of the years to a great extent.
Ordinal numbers from 1st to 31st: Students are supposed to take turns and say the ordinal numbers from 1st to 31st.	I asked the students to write all the ordinal numbers from 1st to 31st before they take turns and say them one by one.	I used 'addition' for two reasons. The first is implication as students will find it confusing to say all the ordinal numbers one by one. Also, I helped create more spelling practice which student need.

Figure 40: An example of an adaptation task

Nevertheless, a few adaptations did not provide enough details, especially describing the adapted activities; perhaps the participants had assumed that I had the books they use (See figure 41). Therefore, if the course was to be done again, I would emphasise the need to describe the activity (such as in figure 40), or perhaps provide an example adaptation.

Tasks / activities I adapted		
Task / activity	How adapted? *Adding? Reordering? etc.*	Why adapted? *Localisation? Individualisation? etc.*
Task 1	Changing the discussion questions	Personalisation
Task 2	Deleting	Simplification

Figure 41: An example of tasks without description

5.3 Summary

Overall, in relation to the research question number four in 1.4, "To what extent did the course address the participants' professional needs?", the answer is "To a good extent". These results show an overall positive impact of the course on the participants':

a) *reactions*, since they admired the platform, content and interaction, although they had suggestions for improvement; some of which were tackled during the course (appendix 10) and others are to be considered in the future;

b) *learning*, which was indicated by the participants themselves in the questionnaires, and in the evaluation and adaptation tasks they undertook at the end of week three and four;

c) *behaviour*, since the participants showed that they are willing to employ the knowledge and skills gained from the course in their future classroom practice.

Despite that, the limitation of this impact analysis is that a comprehensive discussion of the participants' actual learning, behaviour and results lies beyond the scope of this study because, as Kirkpatrick and Kirkpatrick (2006:84) emphasise, it is challenging to get trainers to hold the teachers (who have learnt new behaviours) accountable and provide them with continuous support. I would argue, however, that if it was a prolonged study, I would have been able to provide the participants with further assistance within a scheme of work in order to investigate the behaviour and results more thoroughly.

Chapter 6 | Conclusion

This project was undertaken to design an in-service web-based self-access course about materials evaluation and adaptation for a group of experienced teaches at Al Azhar English Training Centre, at Al Azhar University in Egypt. A needs analysis has been carried out (chapter three) to determine the participants' professional needs regarding this area of materials development. The course design rationale and principles were presented in chapter four; they were based on the participants' needs and the literature in chapter two. After the course was delivered over four weeks (it was extended to one further week, see appendix 10), chapter five dealt with the impact of the course on the participants' reactions, learning and potential behaviour. This chapter recaps the results of the study with their implications; highlights the significance of the project; presents its limitations; and suggests areas for further research.

6.1 A summary of the research findings and implications

The study has found that the designed course has had a positive impact on the teachers' impressions towards materials development. It was also shown that, as result of the course, the teachers have gained essential knowledge regarding materials development in areas such as authenticity, creativity, design and integration of faith and culture. More practically, they demonstrated an ability to use evaluation and adaptation techniques systematically; this is supported by the tasks they carried out in weeks three and four of the course. Tomlinson (2013c:44) argues that not only do these skills enable teachers to discover materials more in depth, but also learn about the teaching methodologies and even themselves; and it "eventually contribute(s) to the development of an ability to conduct principled informal evaluations quickly and effectively when the occasion demands". This is exactly what has been noted by one participant in week three feedback:

"My brain now is systematically prepared to quickly evaluate textbooks just from flicking through it"

And another, who commented in the end-of-course feedback:

"The course has given me solid background that I can depend on with my future journey towards material evaluation and adaptation."

An implication of this is that issues in materials development, especially with a focus on principled evaluation and adaptation are key to helping teachers upgrade their teaching skills; at least a short course to raise their awareness of the existence of this ELT sub-field.

6.2 The significance of the project

Undertaking this project has had invaluable positive impact on myself and the participants. Personally, although I adopted 'flexibility' as one of the principles for the course design, I learnt to be even more flexible. One example which highlights this is that I extended the course for one more week to recompense for the Eidul-Fitr holiday; and then for three more days for two participants who had further family and workloads. Another thing I came to understand is that the seemingly professional online functions are not necessarily practical if there are more convenient alternatives. For instance, I emphasised the footer links to the academic and technical rooms to report issues; however, they were never used by participants; they reported issues through WhatsApp, which was apparently more convenient for them.

It was encouraging to see the participants' comments about the course's positive impact, too. In addition to the examples provided in 6.1 and the results of the impact analysis in chapter five which focused primarily on the 'product', it is worth highlighting the 'process' aspect. That is, many participants, as figure 42 shows, demonstrated critical thinking and effective collaboration in the group tasks. On a funny, yet significant note, the informal collaborative space; i.e., the WhatsApp group allowed for fun and creativity. Petty (2009: 50-51) lists factors to promote self-actualisation needs, amongst which was creativity and fun. Figure 43 shows a discussion which started commencing on an online meeting we were about to do. My initial WhatsApp message was:

> *Salam alaikum dear all*
> *I hope you're doing well.*
> *Currently, I'm analysing the questionnaire data. The next step will be a follow up interview - perhaps a group interview. We'll decide the timing later Insha Allah*
> *Thank you*

The fun and creative comments which were based on coursebook titles are in figure 43.

We have discussed our ideas about article 3. I argued about the author's opinion while Fatima agreed with him.

ص ١٢:٤٠

Sara thinks that material writers are just trying to label whatever work they do as authentic because it sells.
To her, any material they re-write is not authentic even if rewriting it was by native speaker.

I, however, felt that if the writer is a native speaker who rewrites the material to suit the target point, then it is authentic.

Take for instance the struggle a teacher goes through when designing a lesson plan to teach a grammar point.
Most authentic materials lend themselves easily to teaching vocabulary and skils such as speaking etc.

ص ١١:٠٥

It is not a matter of who writes. It is a matter of whom the material is written for and for which purposes. So I am positive that if it is intended for non native speakers it is not authentic anymore.

ص ١١:١٢

If I recall correctly Sarah still disagrees with the phrase rewritten for natives by natives as long as it is rewritten

م ١:١٣

It is not a matter of who writes. It is a matter of whom the material is written for and for which purposes. So I am positive that if it is intended for non native speakers it is not authentic anymore.

🤝 👍

م ٤:٠٩

Figure 42: Examples of effective collaboration and critical thinking

1

Salam alaikum dear all
I hope you're doing well.
...

Welcome any time, but I prefer it to be face to face 😎

٩:١٩ م

2

Welcome any time, but I prefer it to be face to face 😎

What about Cutting Edge?
😲

٩:٢٠ م

3

٩:٢٢ م

I like your straightforward approach!

٩:٢٣ م

4

because English (is) Unlimited

٩:٢٥ م

5

Let's SPEAK OUT in group meetings to EMPOWER each other's.

٩:٢٧ م

6

إيه الناس المثقفه دى

We just INTERCHANGE what we know
😎

٥:٤٧ ص

7

أنت

We just INTERCHANGE what we know
😎

In order to make LIFE easier 🙃

١٢:٣٩ ص

I'm sure the course will bring about valuable OUTCOMES

١٢:٥١ ص

which will shape our PATHWAYS to success

١٢:٥٣ ص

What a wonderful, 'Cutting-edge' start of a cpd course

١٢:٥٤ ص

8

I never though you all like puns. It's a great DISCOVERY 👍

٧:٤٨

9

Pun is a ROADMAP to discover interlanguage dimens. ∨

٧:٥٣ ص

Figure 43: examples of fun and creativity in the discussions

6.3 The study limitations

Although the study has successfully demonstrated the effectiveness of the course with regards to impressions; short-term learning; and the potential to have practical impact on the participants' future behaviours, the scope of the study is limited in terms of witnessing the realistic practical influence on the participants' principled materials evaluation and adaptation in future as well as the results of this on their institutions. Therefore, an attempt, as mentioned in 5.2.2, was made to have a link to the future results within three months. Another limitation is that the study did not evaluate the participants' adaptation task in action in order to see the actual results on their learners; this would have provided clearer perspectives about the effectiveness of adaptation on the target groups.

One practical weakness of this study is that the tools for collaborative tasks did have certain limitations. For instance:

a) The WordPress discussions required participants to enter their name and email every time they use it- this issue needs to be addressed in future running of the course through creating accounts for them.

b) Since the course was asynchronous, the collaborative tasks on WhatsApp were not practical as participants at a given time were in different sections of the week's work which made it difficult to find the relevant messages to comment on. Perhaps this could have been replaced with an application which allows categorisation or grouping of chats according to themes.

c) The Miro diagrams, unlike Padlet, do not have fixed layout. This led to one participant messing up one diagram unintentionally- it could not be undone (See figure 44). Padlet could have been a better option.
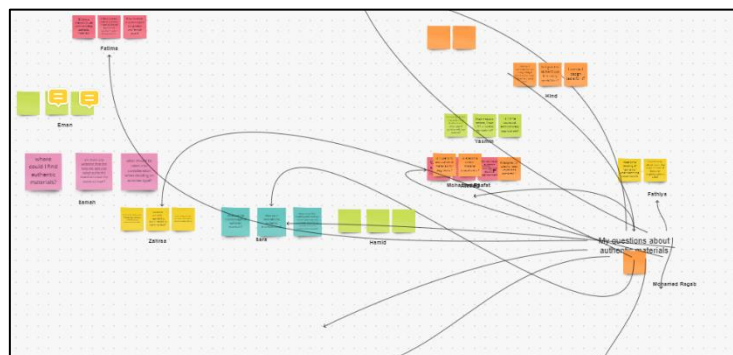
Figure 44: Miro diagram messed up unintentionally by a participant

An arguable limitation, which was highlighted by some participants, is that there were not enough collaborative tasks. Nonetheless, the course is self-access which takes into account 'collaboration', but does not heavily depend in it. This self-access nature of the course should have been flagged in order to make expectations more realistic.

6.4 Recommendations for further research

This study has thrown up a number of areas for further investigation. Firstly, it would be interesting to assess the effects of the course on the participants over a period of time- an academic year, for example. It might help noticing patterns regarding the use of principled materials evaluation and adaptation. Such an investigation could be carried out using a teacher development scheme or a teaching portfolio (See Foord, 2009).

Secondly, based on a couple of views in the course feedback, a component of materials design would perhaps make the course more comprehensive since this is a natural progression after evaluating and adapting a piece of material. This would only be a slight addition to the course.

Thirdly, it is suggested by one individual during week four about adaptation that there is a need to notice the position of the teacher in this process rather than focusing only on the learners (see figure 45). Therefore, probably, an extended piece of research could be undertaken to assess how the adaptations based on the teachers' needs and wants could influence learning.
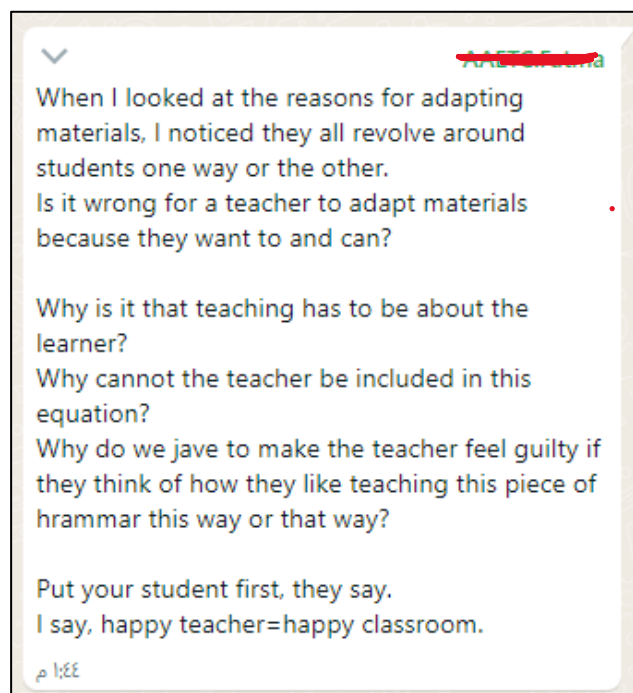
Figure 45: A participant's suggestion which could be further investigated

Finally, a possible area to investigate when rerunning the course is to make its rationale and design principles explicit for the participants. The research question in this case would be: to what extent will their awareness of the underlying course principles affect their reactions and learning.

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Appendices

Appendix 1: Tomlinson's (2011) principles of second language acquisition that apply to materials

1. Materials should achieve impact.
2. Materials should help learners to feel at ease.
3. Materials should help learners to develop confidence.
4. What is being taught should be perceived by learners as relevant and useful.
5. Materials should require and facilitate learner self-investment.
6. Learners must be ready to acquire the points being taught.
7. Materials should expose learners to language in authentic use.
8. The learners' attention should be drawn to linguistic features of the input.
9. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
10. Materials should take into account that the positive effects of instruction are usually delayed.
11. Materials should take into account that learners differ in learning styles.
12. Materials should take into account that learners differ in affective attitudes.
13. Materials should permit a silent period at the beginning of instruction.
14. Materials should maximise learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right- and left-brain activities.
15. Materials shouldn't rely too much on controlled practice.
16. Materials should provide opportunities for outcome feedback.

Appendix 2: Adaptation Techniques- based on Islam and Mares (2003:91) – in detail

- **Adding**: the current material is supplemented with extra material through extending and expanding.
  - o **Extending**: adding more quantities (of the same type) to the activity / exercise.
  - o **Expanding**: adding qualitative material to the current one (different types) to the activity.
- **Deleting**: the existing material could be removed either by:
  - o **Subtracting**: this is quantitative; e.g., only using half of the given sentences in the activity.
  - o **Abridging**: a qualitative technique; for example, removing a pronunciation activity which might hinder oral fluency.
- **Simplifying**: such as making instructions easier by breaking them into manageable chunks.
- **Reordering**: different sequence of activities (other than the existing one) might seem to boost learning.
- **Replacing material**: often with time-bound tasks, or culturally-sensitive ones. For example, replacing a photo of a place with a local one. Or replacing a reading text with a listening one.

Appendix 3: The questionnaire used for needs analysis

Link: https://forms.gle/L1XXTbSXiCRvEion7

AAETC Materials Evaluation & Adaptation Course

Hello everyone,
I'm conducting the MA project about designing an online materials evaluation and adaptation course for you at Al Azhar English Training Centre.
I'd love to hear from you about your experiences and needs in this area.
This will help me develop the course to meet your needs.
The questionnaire should take around 20 minutes.
I really appreciate your input.

Section A: Background

- **Name** (Optional) ………………………………………………………………………………..
1. **Are you currently a teacher or a manager?**
   ☐ Teacher
   ☐ Manager
2. **How long have you been teaching English?**
   ☐ More than 10 years
   ☐ 5-10 years
   ☐ Less than 3 years
3. **What coursebooks do you use?**
   ……
4. **Do you use other supplementary materials?**
   ☐ Yes
   ☐ No
5. **If your previous answer was yes, how often do you use supplementary materials?**
   ☐ Always (Nearly every lesson)
   ☐ Usually (Every unit, but not necessarily every lesson)
   ☐ Sometimes (Every few units)
   ☐ Rarely (1-3 times during the whole course)
   ☐ Other …………………………………………………………………………………………………

Section B: My experiences with materials

---

6. **I think my knowledge and skills regarding materials evaluation are ...**

Limited	1	2	3	4	5	Extensive

7. **I think my knowledge and skills regarding materials adaptation are ...**

Limited	1	2	3	4	5	Extensive

8. **The coursebook(s) I currently use provides ...**

	Always	Often	Sometimes	Hardly ever	Never
enjoyable lessons					
culturally appropriate topics					
the right amount of language per lesson					
balance between language and skills					
easily adaptable content					
support for learners beyond the lesson					
appropriate sequencing of activities					
real-life situations for interaction					
positive learning atmosphere					

multimodal learning (visual, auditory, reflective, etc)					

9. **For the material (a coursebook, a unit, or a single lesson) to be good, I check if it ...**
   ☐ has attractive layout & visuals
   ☐ (Semi) authentic tasks
   ☐ is easy to teach
   ☐ is motivating
   ☐ is flexible & adaptable
   ☐ Other ……………………………………………………………………………………………………

10. **In the materials I teach, I ...**

	Always	Often	Sometimes	Hardly ever	Never
follow the provided sequence of activities					
change the order of activities					
add extra activities					
omit activities					
change (modify, simplify, lengthen, etc.) some activities					

Section C: My needs regarding materials development

Here, you have the chance to tell me more about your needs and wants from the course.

11. **Which of these things do you find challenging about evaluating and adapting your coursebook?**

	Very challenging	Challenging	Average	Easy	Very easy
Deciding if the material suits my students					
Understanding the teaching methodology of the materials					
Relating lessons to the local culture					
Identifying suitable authentic material to use with my students					
Adding in creative ideas to engage my students					
Simplifying tasks or making them more challenging					
Making the tasks as authentic as possible					
Understanding the aims behind some activities					
Linking the topics to the interfaith theme					
Making the materials more student-centred					

12. **Are there other areas you need which are not mentioned in the previous list? Please mention them.**
    ……

13. **Things I think the course will add to me are .....**
    ……

14. **Things I think I can contribute to the course are ..... (this might include things related to: ideas, knowledge, skills, group dynamics, resources, insights, learning tools, etc.)**
    ……

Section D: My vision of the course

In this section, you can express your preferences regarding some aspects of the course.

15. How many hours can you dedicate per week?

1 Hour	1	2	3	4	5	5 Hours

16. What kind of device are you going to use for the course?
☐ A computer or laptop
☐ A tablet
☐ A mobile phone
☐ Other ………………………………………………………………………………………….

17. How would you like the course to be?
☐ Theoretical
☐ Practical
☐ Both
☐ Other ………………………………………………………………………………………….

18. Tick the types of content which work best for you?
☐ Visual (videos, images, illustrations, etc)
☐ Auditory (recorded lectures, podcasts, etc.)
☐ Reading input (journal articles, blogs, book chapters, etc.)
☐ Collaborative tasks (discussions, project work, micro-teaching, etc.)
☐ Quizzes and games
☐ Other ………………………………………………………………………………………….

Final contribution

A reflective task which will be of great help when designing the course.

19. Give an example of a unit, a lesson or an activity that you adapted before. What was the lesson focus? Why did you adapt it? What adaptation techniques did you use?
……
……
……
……
……
……
……
……
……
……
……
……

20. If you have any comments, suggestions or questions, please feel free to write them here.
……
……
……
……
……
……
……
……

Thanks very much for your time, I really appreciate it :)

Appendix 4: The Questionnaire final adaptation tasks in the respondents' actual words

Participant code: 03

In the lesson about describing physical appearance, I borrowed some vocabulary from another course (Let's Talk) to add value.

Why: The source I used has a more organized and fulfilling presentation beyond the one in Face2Face. It divides describing appearance into 3 parts: permanent features with verb to be (He is tall), features with have got (He's got blue eyes), and what the person can be wearing or carrying (He is wearing a blue t-shirt\ a watch- carrying a black bag). For me, this makes more sense and offers more challenge than the simple presentation in Face2Face and Straightforward courses.

What is more important is the listening activity there, which provides a real-life rationale\ context for describing appearance. It features two persons arranging to meet at the train station. Since they're meeting for the first time, they need to wait at some point and describe themselves so that they can recognize each other. I think setting real-life contexts for such sensitive topics (why do I need to describe someone or even myself).

Technique: after the lead-in activity, I merged the "simple" Face2Face vocabulary with the "more challenging" ones in the other course so that sts group them into 3 lists (with verb to be+ have got + present cont.)

I also used the listening activity (meeting at the train station) and then went to the remaining part in the Face2Face course.

Rationale: more systematic, student friendly; and more real-life

Participant code: 01

KET practice Listening Part 2 /   SS did have difficulties in understanding the recording / I pre-taught Vocab then gave some similar tasks then the original Task.

Rationale: making activities easier

Participant code: 12

F2f Intermediate, unit 6

Lesson focus: superstitions, if conditional

The Lesson focuses on the British culture and compares it to other cultures (not the students')

I wanted to motivate my students and to adapt the lesson to suit their own culture.

I substituted the reading part and adapted the speaking questions.

Rationale: localisation (although not directly stated)

Participant code: 11

I have adapted an ERP lesson on Fasting. I have adapted it as to make it more authentic and related to real life. I have tried to find suitable authentic material about fasting produced by Muslims in non Arabic speaking countries as to see Islamic concepts and practices in the eyes of non Arab Muslims. Also, I tried to answer some questions of non Muslims about fasting as to help students to answer such questions more confidently when they are being asked.

Rationale: making it more authentic; training ss for interfaith settings

Participant code: 13

A place you' d like to live in . Cutting edge intermediate . The students designed their own desired world in a project

Rationale: personalisation.

Participant code: 6

It was a writing lesson (an online consumer review lesson) . The main aim was to help Ss write a review for a CD or a computer game they bought. I thought it was not engaging to my Ss and no one nowadays write reviews for CDs / games. The lesson was somehow old to the Ss age. So, I thought of changing the lesson focus to (writing book and movie reviews). I choose both genres --> books and movies because I am sure not all my Ss like reading books and might feel running out of ideas in the writing stage because it is not something they do in their daily life ... only bookworms will like the lesson then.

Asking Ss to write a book review in their notebooks was neither real nor authentic. Instead, I asked Ss to log in two famous websites (Goodreads and IMDb) and use them to write reviews of things they read or watched. The first website is famous for writing book reviews and the latter is for movies.

I used two authentic sample reviews (for language focus) from both websites since luckily native English speakers use both websites in writing reviews.

I think I used substitution techniques here as I changed the whole lesson completely.

Rationale: substituting the task to make the lesson more realistic.

Participant code: 08

There was a lesson talking about personal information and employment focusing on the related vocabulary. I adapted it to an interview setting where pairs roleplayed the interview. They used the vocab in the lesson in this interesting speaking activity which was thrilling and related to a real life situation. Other students watched the 'play and gave feedback. I love to do this all the time.

Rationale: Creating a realistic task to exploit the vocab

Participant code: 14

In my last lesson, I was teaching the second conditional and wishes (F2F intermediate u:12). I adapted the production stage as the coursebook asked them to

write their own wishes. I adapted the task for two reasons; this lesson was proceeded by a writing lesson so I changed the task to be a speaking task, moreover I preferred to make it more engaging.

Thus, I asked them to close their eyes and turned the light off and played meditation music as a background and asked them to relax and imagine they are living the life they wish to have and gave them prompts like (the place you are in, people with you, clothes you wear, what you feel...). the activity went well and they came up with great (authentic and personalized) wishes.

Rationale: personalisation

Participant code: 09

I was teaching a grammar lesson to a pre intermediate class. The target grammar point was using the present continuous tense for actions happening around now. I adapted the grammar presentation part to be fully guided discovery. I created a sheet with questions focusing on meaning, form and pronunciation respectively. The goal was to make the tasks more challenging and encourage students to learn from each other.

Rationale: making activities more challenging

Participant code: 04

I see any reading/ video materials as an opportunity to go creative and design lessons that can cater for a range of levels.

Recently, in 20 minutes before a B1 class, I designed a lesson on PPT form based on a short teaser of a cartoon called: Monsters at work. Here is a link to the lesson.

https://drive.google.com/drive/folders/1TstUyhzssbT972Np79zLuAcZul235ht6?usp=sharing

I adopted the same lesson to be taught for C1 to B1.

Here is a link to a lesson that I designed from scratch based on an episode called the "crown"

https://drive.google.com/drive/folders/1os-QuzLVWKy6TwmRNqGDI00j-LO6Qli7?usp=sharing

I despise SARS-ing coursebook. I want a free rein on the lessons I create.

This was a materials design experience

Participant code: 02

It was about teaching personality adjectives. The original task was to match the pictures with the words. It wasn't clear enough. I made it match the word to the definition then to the picture later.

Rationale: simplifying tasks by adding in more steps

Participant code: 05

I remember once I adapted the content of cultural inappropriate lesson to another one with the same language focus. Simply I looked at other coursebooks at the same level and chose another lesson with the same language focus but I had to omit some activities for the sake of time in order to best fit the new lesson into the old one.

Rationale: cultural appropriacy.

Participant code: 10

 No response.

**Appendix 5:** Detailed objectives of the course – weeks and sections.

Week 1 Materials Development Principles	Week 2 Issues in Materials	Week 3 Materials Evaluation	Week 4 Materials Adaptation
1.1 Materials Development In this section, you will: 1. compare 2 definitions / perspectives of "materials" 2. share your ideas about "materials" 3. explore what "materials development" involves. 4. formulate and share your own concept about "materials development".	**2.1 Authenticity** In this section, you will: 1. explore some beliefs about authentic materials and link them to your own 2. explore advantages and disadvantages of authentic materials 3. analyse the authenticity of 2 lessons 4. watch a short video about authenticity in the global context	**3.1 What & When?** In this section, you will: 1. understand what materials evaluation means 2. look at when we evaluate materials	**4.1 From Evaluation to Adaptation** In this section, you will: 1. read some sayings about materials adaptation 2. link evaluation to adaptation
1.2 Beliefs About Language Learning In this section, you will: 1. reflect on your own beliefs about language learning 2. consider some common principles for materials development 3. analyse a coursebook lesson or unit for the principles underpinning the lesson design	**2.2 Creativity** In this section, you will: 1. consider your creative moments 2. read teachers' perspectives about creativity 3. learn 4 creative strategies and apply one of them	**3.2 Who & How?** In this section, you will: 1. get to know types of stakeholders involved in materials evaluation 2. reflect on your own way of evaluating materials 3. understand the significance of systematic, principled evaluation 4. learn how to evaluate materials systematically	**4.2 Adaptation: Why & How?** In this section, you will: 1. brainstorm / share reasons for adapting materials 2. look at incidents to decide suitable adaptation techniques 3. look at some adaptation techniques with examples 4. find solutions (adaptations) for problems in activities
1.3 Contexts In this section, you will: 1. analyse the mismatch between materials and contexts in 4 scenarios 2. understand different circles of context with examples 3. describe / discuss your own context	**2.3 Design & Illustrations** In this section, you will: 1. learn and contrast different visual elements in ELT materials 2. justify the functions of images in ELT materials	**3.3 Evaluation Task** In this section, you will: 1. systematically evaluate a unit of your choice from a book you teach/taught	**4.3 Adaptation Task** In this section, you will: 1. adapt a lesson of your choice in a principled way

1.4 Motivation	**2.4 Integrating Faith & Culture**		
In this section, you will: 1. be introduced to a definition of motivation and reply to it 2. work in groups to read and discuss an article about motivation 3. provide your experience about motivating learners 4. relate to 11 motivational strategies 5. consider a motivational activity / strategy to transfer to your context	In this section, you will: 1. explore how cultures influence the language classroom 2. look at aims for integrating culture in the classroom 3. be introduced to activities which integrate culture in your teaching 4. generate ideas for linking coursebook content to Islamic / interfaith themes		

Appendix 6: The participants' impressions of the four weeks
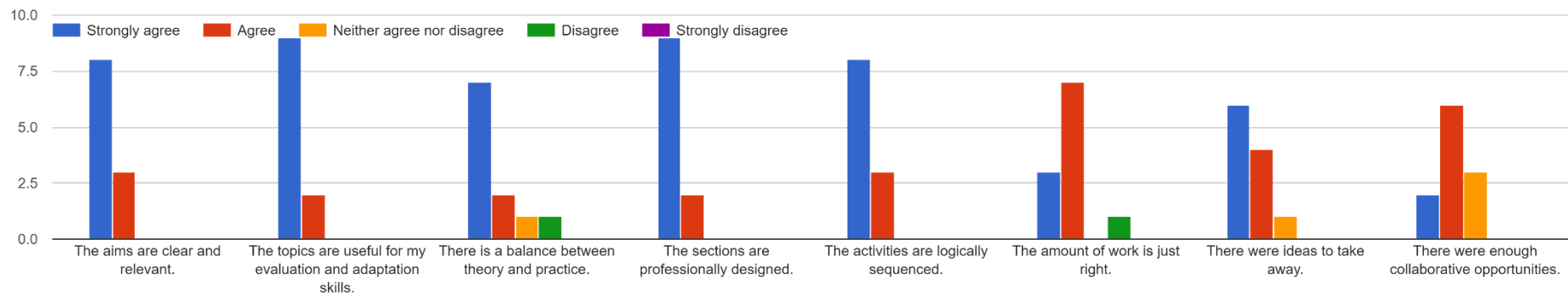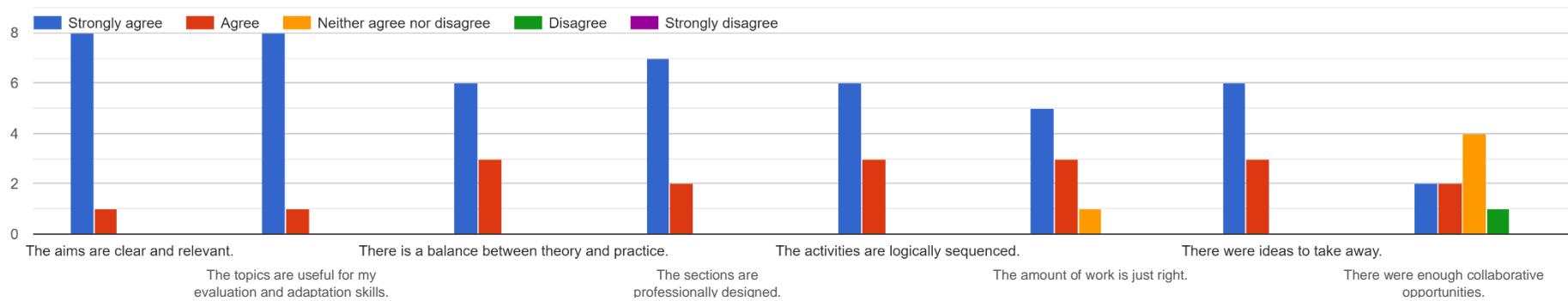
Week 1 reactions:

1. What are your reactions to this week?
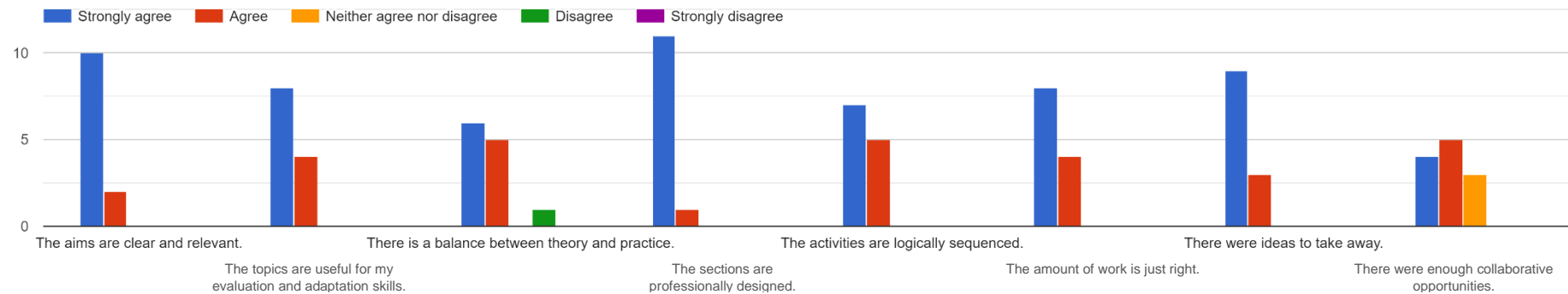
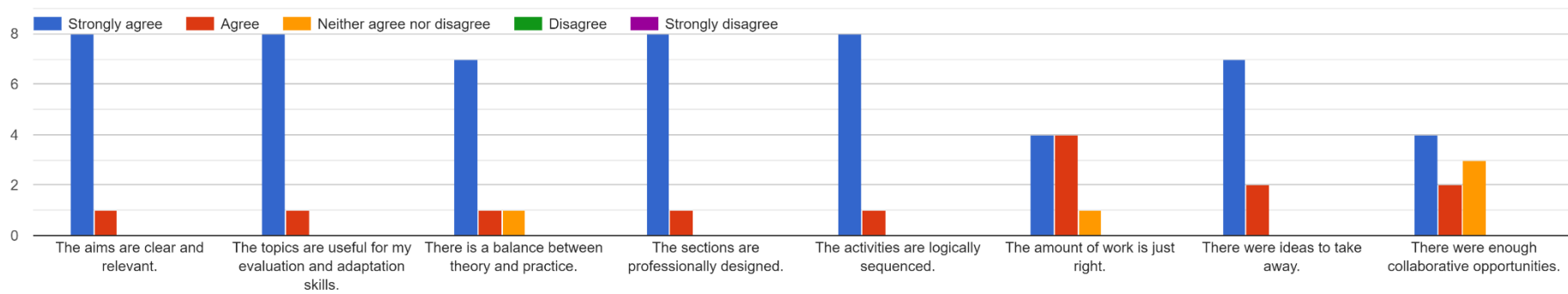Week 2 reactions:

1. What are your reactions to this week?

Week 3 reactions:

1. What are your reactions to this week?

Week 4 reactions:

1. What are your reactions to this week?

Appendix 7: Participants' "suggestions for improving the course" and "final thoughts"

1. Suggestions for course improvement

1.	maybe dedicating more time to complete it because many ideas need concentrated study, but it is OK since it was beautifully designed.
2.	Perhaps, the course can include assignments where it's mandatory for participants to read articles / book excerpts about the topics covered.
3.	Make more room for collaborative tasks and have less optional tasks.
4.	Maybe there could be a section on designing or material writing?
5.	Add more introductory paragraphs before each activity. May be adding more theory through videos or readings.
6.	To give a shared unit and see how every participant will evaluate it. The same for adaption section, may be with a task
7.	More topics and areas could be added.
8.	maybe to add short live meetings so that we can all share what we have learnt & potential concerns. Also, I would appreciate if you could provide us with references that can help us in our self learning path to better understand material evaluation and adaptation. Other than that, well done for such an amazing course. I truly appreciate your efforts and expertise.
9.	No suggestions
10.	No suggestions for improvement. It was perfect.

2. Final thoughts and comments

1.	This was a good experience, thank you. Keep up the good work. You're really multi-talented, mashaAllah. Can we get a certificate of this course because I want to add it to my CV and PD profile. Also, how do get answers to the surveys here: through email or you just check our input? thanks!
2.	Thanks a million, Mr. Ahmad
3.	It has been a great opportunity to widen my knowledge about materials evaluation and adaptation.
4.	Many thanks for the professional course design that was well thought of. Your attitude towards us as learners, follow up and patience is another thing I have picked, personally.
5.	thank you very much for your time and effort بوركتم (Means: May Allah bless you)
6.	Thanks a lot. I hope to keep this course accessible.
7.	I am looking forward to reading the summary.
8.	Once again, many thanks for your outstanding efforts, your patience, your dedication, vast expertise, and for every tiny support that you gave us. I always owe you a lot. Not only did I learn extensively about material evaluation and adaptation, but also became aware of what I did in the past with material without knowing any names or learning anything about criteria or techniques. I learnt that my intrinsic motivation to material adaptation which I had in the past before the course has assisted me to successfully understand and learn from the course. My favourite part is when I had the chance to apply what I learnt into action and extensively think about the material I teach and how I could adapt it to the very best use to greatly benefit the students. The course has given me solid background that I can depend on with my future journey towards material evaluation and adaptation.
9.	Thanks for your efforts & moreover it wouldn't have been that easy without your help & guidance
10.	delighted to learn something new. Thank you very much!

Appendix 8: Evaluation task in week three

1. Your target group

Briefly, describe your group of learners:

- What's the context? Where do they study? For how long? How many are they? Males or females?
- What are the objectives? Why do they learn English?
- Are they motivated? To what extent?

2. Choose a unit of material

Mention why you chose it, for example:

- Is it relevant / irrelevant to the group? So that you see how relevant is it?
- Did you choose it randomly? So that you evaluate the suitability of "a unit" for the group?
- Did you like / dislike it? So that you want to see if your preferences / impressions match the group's?
- Other?

3. Design your evaluation criteria

Choose the criteria for evaluation (about 10 items)

- Make sure the criteria is specific.
- Decide the type of response: Yes/Partly/No; rating scale; include comments?
- Categorise the criteria under big areas such as content, layout, methodology, cultural awareness, etc.
- You can decide the categories first then the criteria (items)- whatever you prefer!

4. Carry out the evaluation

Check the unit against your own criteria.

- Decide if each criterion is, for example yes, partly or no, etc.

5. Results

Very briefly, mention the results:

- Based on the evaluation you carried out, is the unit suitable for the learners?
- To what extent is it suitable? Very? Not very? etc.
- Give examples of suitable / non-suitable criteria.

Appendix 9: Adaptation task in week four

Adaptation Task

Name	
Book	
Unit	
Lesson	

Tasks / activities I totally rejected / deleted

Task / activity	Why rejected?

Tasks / activities I adapted

Task / activity	How adapted? *Adding? Reordering? etc.*	Why adapted? *Localisation? Individualisation? etc.*

Appendix 10: Changes made throughout the course based on tutor and participants' feedback

Issue	How addressed
Feedback form after each section (4 per week) I had designed feedback for each section hoping to get detailed feedback.	My tutor (Lindsay Warwick) suggests that this would make them weary. It was convincing and I designed only 1 feedback form for teach week. I discovered it was a wise decision, especially during the course.
Google classroom confusion Initially, the forum collaborative tasks were on google classroom; however, it caused confusing as some participants considered it as the main platform despite emphasising this point in the emails, WhatsApp and introductory video.	I cancelled google classroom in the first 2 days of the course and created the discussion forums on the course website itself. But it required participants to insert their emails and names each time they comment or post a contribution.
Sticky header covers part of the page One participant complained that the screen does not fit the content which is sometimes covered by the website header which contains the menus.	Changed the header settings to make it non-sticky. So as the user scrolls down, it disappears and the content is visible. (After the course, I pinned it again).
Asynchronous learning page Since the course was asynchronous, my tutor advised me to integrate the asynchronous tools I used in the course for the participants' reference.	I created a page and integrated it in the footer area to be easily accessible for the participants.
Typos One participant was good at spotting typos and she sent me screenshots on WhatsApp as she found them.	I immediately corrected them.
Questionnaire settings As one participant finished week 1, she discovered the week feedback says: Your name (Optional), but in fact the message showed (This answer is required)	She sent me a screenshot and I fixed this for the 4 weeks' feedback. I made the name settings (optional) for all of them.
Quality of scanned pdfs in week 3 One participant mentioned that some scanned document in the evaluation tools examples were unclear.	I reacted immediately: I scanned better quality copies, uploaded them and updated the links.
Eid after week 3 The Eid (Muslim feast after the month of Ramadan) coincided with week 4.	I asked the participants on the WhatsApp about their preferences and agreed to take it off and extend the course for 1 more week.