Language Learning Materials Development for Teachers' Professional Development

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Abstract

Coursebooks are normally written to contain information, instruction, exposure, and activities that learners at a particular level need to enhance their communicative competence in the target language. However, many global course books make attempts to include content, topics, and texts that do not disadvantage any learner around the world. That is why global course books normally do not reflect the reality of the classroom in terms of the students' English proficiency level, interests,wants, and needs. Therefore, it is perhaps up to language teachers to develop, evaluate, and adapt language teaching materials for their own classrooms. This review addresses the issue of the role of teachers as materials developers, and how they can meet materials development demands by exploiting their creativity and employing the principles of developing materials targeted in this study. Consequently, the main purpose of this review is to provide prospective language teachers with certain principles and guidelines on development, evaluation, adaptation, and humanization of language learning materials for their EFL learners. Collectively, the major implication for this review is to inspire EFL teachers to reflectively use systematic procedures in materials development to design, implement, and evaluate language learning materials rather than simply employing globally harmonious and undisturbed published materials during their instruction.

Keywords: Language learning materials; Materials evaluation; Materials adaptation.

INTRODUCTION

They are texts in the forms of paper, audio, video or even language learning tasks. However, in broader definition, materials are anything that can be used to facilitate the learning of a language comprising coursebooks, You tube videos, flash cards, games, food packages, websites, and even mobile phone interaction. Informative materials inform the learners about the target language and instructional ones guide the learners in practicing the language. Moreover, experiential materials provide the leaner with the experience of language in use and encourage the learners to use the language. However, most of the language learning materials are instructional as they are the basis for much of the language input the learners receive and the language practice that occurs in the classroom. Regardless of materials types, they provide the basis for the content of lessons, the balance of skills taught, and the kinds of lan-

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guage practice the learners deal with. The significance and the role of the language learning materials, in particular English textbook, are known by both teachers and learners. That is to say, there seems to be a general harmony among teachers and students in relation to the primary role of the textbooks.Language learning textbooks help learners to find their path in this long-lasting learning process. As for the teachers, the results show that many teachers see the textbook as a classroom management tool for the interaction between them and their students. From teachers' perspectives, language learning textbooks save time, give direction to the lessons and encourage the interaction through activities presented in the textbooks, while giving confidence and security to language teachers. Therefore, as Tomlinson (2003) points out, ELT textbooks should have the following certain standards and criteria:

> Textbooks should expose the learners to language in authentic use;

> Textbooks should help the learners to pay attention to features of authentic input;

> ELT textbooks should provide the learners with opportunities to develop their communicative competence;

> ELT textbooks should achieve impact in the sense that they are required to awaken and the learners' curiosity;

> ELT textbooks should stimulate intellectual, aesthetic, and emotional involvement among learners;

> Drawing learners' conscious or sub-conscious attention to linguistic features so that they

become aware of a gap between a particular feature of their native or first language and the target language as noticing the gap between output and input facilitates the acquisition process;

However, there is no doubt thatlearners learn at particular speeds and succeed in different

manners. Hence, through consider this diversity, teachersshould develop their own language learning materials, taking language learners' needs, preferences, motivations and expectations, affectiveneeds into considerations. Furthermore, globally designed coursebooks have continued to be Anglo-centric. That is to say, they cannot by definition draw on local varieties of English and have not gone very far in recognizing English as an international language, either (Altan, 1995).

Language Learning Materials Development
As McDonough, Shaw and Masuhara (2013) state, materials are often seen as being the most important part of a particular program and are often the most visible performance of what happens in the classroom. Tomlinson (2011a) states that materials development is both a field of study and a practical undertaking .The term materials development refers to all the different processes in the development and the use of materials for language learning and teaching. These processes might include materials evaluation, materials adaptation, materials design, materials production, and even materials research (Tomlinson, 2003, 2011). There is no doubt that instructional materials generally serve as the basis of much of the language input that learners receive and the language practice that occurs in the classroom. However, it is believed that most language teachers use coursebooks and that no coursebook can meet the needs and wants of every class. Thus, every teacher must be a materials developer since most of the published/global materials do not provide the texts and activities that a teacher is seeking for a specific class in a specific context. one of the main reasons why global coursebooks are not normally interesting for all language teachers id that they strive to cater everybody but they normally wind up engaging nobody (Tomlinson, 2013). Nevertheless, through familiarity with the principles of materials development, implementation, analysis and even adaptation can help language teachers to fill this continuous existing gap between what the current global English textbooks offer

and what their learners really need in their learning environment.

Whereas learning materials has always viewed as printed textbooks, materials for language learning process refer to videos, flash cards, games, mobile phone interactions, websites or anything that facilitate the learning process (Tomlinson & Masuhara, 2013; Tomlinson, Bao, Masuhara, &Rubdy, 2001). Language learning materials might be instructional as they inform learners about the language or they might be experiential when they provide experience of the language in use or they can be exploratory in the sense that they help the learners to make discoveries about the language for themselves. Language learning materials provide the basis for the content of the lessons, the balance of skills taught, and the practice learners participate. That is to say, learning materials are vital source of instruction and training. However, the value of materials cannot be perceived by looking at the textbooks themselves but it needs to be evaluated in consideration of teachers' and learners' implementation of the books (Tomlinson, Bao, Masuhara, &Rubdy, 2001). This helps us understand why many coursebook activities are based on writers' personal assumptions about learning, and disregarding the users of the books. More importantly, most of the globally published materials are dull and tedious as they make an attempt to please every individual learner all around the world. Therefore, they wind up tests and tasks with little excitement or stimulation for the learners (Tomlinson, 1990, 2008). Many critics have blamed commercially printed textbooks having no match to learners' needs and necessities. That is to say, most globally printed textbooks are designed for being used in different contexts so that they do not target every individual learner and learning context. Therefore, this is to language teachers to adapt the coursebooks, in particular, when the writer's vision of classroom process fails to harmonize with the teacher's vision, the learner's needs and the local contexts. Hence, any language teacher should be a materials developer or he should evaluate the learning materials, adapt them, replace and supplement them and finally find the most practical ways for implementing the materials during the instruction.

METHODS
Materials Evaluation
Tomlinson (2011) defines materials evaluation as the systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them. Evaluation can be pre-use, and therefore focuses on predictions of potential value. It can be whilst-use and therefore focuses on awareness and description of what the learners are actually doing whilst the materials are being used, and it can also be post-use, and therefore, focuses on analysis of what happened as a result of using the materials (Tomlinson, 1998b). As McGrath (2002) notes, first of all, teachers should always consider their students' reactions and comments on the experience with the course book and supplementary materials. With their students' assistance, they can form the criteria for selection, adaptation and design of the material. This can easily be done if they provide their students with a questionnaire where they can freely express their opinions and comments.

Tomlinson (2003b) points out that materials evaluation is a procedure that involves measuring the potential value of a set of learning materials. According to McDonough, Shaw and Masuhara (2013), materials evaluation falls into the two major types of external and internal ones.External evaluation offers a brief overview of the materials from the outside (cover, introduction, table of content), which then followed by a closer and more detailed internal evaluation.External evaluation criteria are those that take into account the intended audience, proficiency level, context, organization of units/lessons according to the author's view about language and methodology.Internalevaluationcriteria however, take into account the internal constructs of the materials such as sequencing, discourse skills, real interaction and relevance of exercises to learners' needs, learning styles and strategies (McDonough, Shaw, & Masuhara, 2013).

Materials evaluation is a process of evaluating the materials in relation to their objectives, and evaluating the materials in relation to the learners' objectives in using them (Tomlinson, 2011a). Materials evaluation can be a macro-evaluation that seeks to answer how far a program is effective in meeting its goals, and/or in what ways the program can be improved; or a micro-evaluation that is a narrow-focused one, on a particular aspect of the curriculum such as a task evaluation begins with the description of the contents of the materials, to the collection of information, followed by analyses of information, and finally providing conclusion and recommendation (Cunningsworth, 1995).

According to Tomlinson (1994), the objectives, the types and the instruments for the evaluation determine the reasons for evaluatingmaterials. For instance, if the evaluation aims to improve materials then the evaluator will investigate learners' problems through classroom observation sessions. Therefore, the instruments for evaluation depend on the objective of the evaluation. Furthermore, Tomlinson (2010b) lists the following reasons for evaluating materials:

➢ To select a textbook for a course;
➢ To select materials to supplement a course book;
➢ To select materials from different sources in an eclectic manner;
➢ As a basis for adaptation of materials in order to make them more suitable for a particular course;
➢ As a basis for improving the materials (trialing & piloting materials);
➢ In order to edit materials produced by others;
➢ In order to review proposed materials for a publisher;
➢ In order to review published materials for a journal;

➢ In order to help teachers or trainee teachers develop their understanding of methodology and/or materials writing;
➢ In order to recommend a course book for an institution or a ministry of education;

The classification of criteria is not uniform among evaluators, but still consistent within an evaluation. The classification of criteria helps the evaluators to group generalizations of a similar nature, and move on to specific issues within that category. As Tomlinson (1998a) proposes, materials evaluation is carried out under the two tenets of effectiveness and efficiency.

➢ Effectiveness principle: Is a course book effective in meeting the needs of the learners? To answer this question, the evaluator needs to compare what the learners knew and were able to do before they used the course book with what they know and are able to do after they have used the book.
➢ Efficiency principle: Does a course book meet the needs of the learners more effectively than some alternative course books?

However, it is believed that there is no ideal or perfect coursebook (Tomlinson & Masuhara, 2010) and this is true so that utilizing the coursebooks and adapting them using aprincipled framework can motivate the learners to be engaged in languagelearning. In other words, the best viable solution to have successful languagematerials and to achieve effective learning is to use what is of value in selected orexisting materials, evaluate them in a comprehensive principled approach, anddevelop them appropriately according to the findings.

PROCEDURE

Materials Adaptation

A main criticism of globalized materials, particularly those materials for the world-wide EFL market is that they are necessarily generic and not planned for any special group of learners or any specific cultural or educational context (Tomlinson, 2001; Maley, 1998; Wajnryb, 1996).Tomlinson (2004) argues that most commercially/globally produced EFL materials, whether they are written for a global market, for an institution or even for a class, aim to satisfy the needs and wants of an idealized group of target learners who share similar needs and levels of proficiency. No matter how good the materials are, they will not by themselves manage to cater to the different needs, wants, learning styles, attitudes, cultural norms and experiences of individual learners (Tomlinson, 2012; Tomlinson & Masuhara, 2013). Tomlinson et al. (2001) identifies the following negative trends for the global English textbooks:

> ➢ Insufficient flexibility for connecting with local learners' needs, wants, personalitiesand learning styles;
> ➢ Lack of sufficient content to support learners' engagement;
> ➢ insufficient stimulating topics that prompt affective and intellectual responses;
> ➢ Lack of attractive appearance;
> ➢ Lack of diverse range of text types that serve both pleasure reading and thoughtful responses;

Adapting teaching materials within specific classroom environments is a perceived requirement for alteration and manipulation of certain design features.The globalized materials, especially those materials for the world-wide EFL useare totally too general and not designed for any specific group of learners or any special cultural or educational context (Tomlinson, 2008, 2010).Adapting language learning materials is a term that involves making changes to the existing materials to suit specific learners, teacher, and learning contexts for promoting effective learning. Materials adaptation derives from the fact that there is a cultural and linguistic distance between the producers of many coursebooks and the people who use them. Language learning materials go through ad hoc adaptation in order to achieve the objectives that the teachers have identified, defined and set for EFL learning contexts. Teachers should adapt the materials in order to facilitate the learning process through identifying the learning problems so that learners are able to internalize the learning content in a natural way. Adaptation, thus, places more focus on learning than teaching. Teachers also adapt the materials to achieve congruence among related variables as teaching materials, methodology, students, and course objectives. If the materials are adapted to increase learners' awareness, teachers are able to prepare them for taking their own decisions, help them have control over their own learning while following their own preferred learning styles. This will also results in their autonomous learning. Moreover, ad hoc materials adaptation occurs when teachers look through resource books for a particular kind of activity, photocopy newspaper articles or get from their colleagues. While such adaptations may be successful, the danger is that they are driven by teachers' preferences rather than learners' wants and needs. The followings are the lists of suggested techniques for adapting language learning materials to fit into a specific class with specific needs. Undoubtedly, ELT teachers may adapt the materials in order that they can provide good materials for their students. Materials adaptation includes changing existing materials so that they become more proper for particular learners, teachers or situations.Therefore, the outcomes of materials adaptation is the reduction of mismatches among materials, learners, teachers, and contexts since anydetachment between materials producers and users creates a mismatch between the materials and the target users' needs and wants, their curriculum, syllabus, and even teaching methodology (Maley, 2011, Tomlinson,

2001). However, materials adaptation refers to the utilizing of some techniques to make the textbook more beneficial and flexible. These strategies are deleting, adding (adding extra material), reducing, extending (lengthening an activity to draw attention to other language features), rewriting / modifying, replacing, re-ordering, and branching which is offering alternative ways to do the same activity, e.g. drawing, writing, preparing a speech, looking for a song (Islam & Mares, 2013). When adding to published materials, the teacher is supplementing the existing materials and providing more materials. The teacher can do this by either extending or expanding. When extending an activity, the teacher supplies more of the same type of materials, thus making a quantitative change in the materials. For example, an activity may practice a particular grammar point by asking the learner to complete a sentence with the missing verb in the correct form, such as the simple past. The course book may have provided ten sentences for this treatment, but the teacher may value this type of activity for her particular class and adapt the course book by adding five more sentences with missing verbs. Expanding classroom material is different from extending in that it adds something different to the materials; the change is qualitative. For instance, the teacher may feel her students need to be made aware of the different sounds of verb endings when used in the simple past but the course book does not address this phonetic issue. Consequently, the teacher may add an activity or series of activities that deal with the phonetics of the past simple. Contrary to the technique of adding, language learning material can be deleted both quantitatively (subtracting) or qualitatively (abridging). When subtracting, for example, a teacher can decide to do five of the questions practicing the simple past tense instead of the ten in the course book. When abridging, however, the teacher may decide that focusing attention on pronunciation may inhibit the learner's fluency and decide not to do any of the pronunciation exercises in a coursebook. When simplifying, the teacher rewords instructions or texts in order to

make them more accessible to learners, or the teacher might simplify a complete activity to make it more manageable for learners and teachers. In case of reordering, the teacher sometimes decides to sequence activities differently. An example is beginning with a general discussion before looking at a reading passage rather than using the reading as a basis for discussion. Moreover, when replacing materials, a teacher may decide that a more appropriate visual or text might serve an activity better than the ones presented in the published materials. Teachers may decide to replace a whole activity depending on the goals of a particular class or lesson. For example, a reading activity might be replaced with a listening activity.

McGrath (2002) mentions that the textbook can only provide props and framework for classroom teaching; and no textbook can consider appealing to all teachers or learners at a specific level. McDonough and Shaw (1993) also propose that textbooks, internally coherent although they may be, they may not be thoroughly applicable. Elsewhere, McGrath (2013) suggests that any given course book will be unable of catering for the differentiation of needs which are common in most language classrooms. Adapting their materials lets teachers to reach more compatibility and fitness between the textbook and the teaching environment, and increase the value of the book for the benefit of their specific learners and for the most effective teaching results to gain. Whereas materials adaptation used to be viewed as small changes done to textbooks, it becomes a necessity rather than an option in most cases (Tomlinson, 2018). Therefore, materials adaptation is an inevitable and necessary procedure to create a match between materials and the learners. Undoubtedly, textbook adaptation not only maximizes learners' potential for affective engagement but also motivates the learners to interact with the textbook.

Coursebook Humanization
Most of the educational materials aim to satisfy the needs of only idealized group of target learn-

ers. No matter how good the materials are, they usually do not cater the needs, wants, beliefs, and learning styles of all the different learners (Tomlinson, 2010). Berman (1999) believes that 'affect' is the most significant factor in learning. Many publications highlight the need to develop affectively engaging materials which cater for all learning style preferences (Arnold, 1999; Craik & Lockhart, 1972; Maley, 2003, 2008; Masuhara, 2006; Tomlinson, 2003, 2008). Through advocating whole brain learning, Gross (1992) argues that learners can accelerate and enhance their learning process by engaging their senses, emotions, and imagination. Similarly, Tomlinson (2010) believes that humanistic course books engage learners' affect by providing imaging, inner voice, and kinesthetic activities. Humanizing the coursebook can be done by both reducing the non-humanistic elements of the book and expanding those sections of the coursebook that invite the learners to think, feel and do to learn (Tomlinson, 1998b, 2003b). Humanizing the coursebook can help learners to develop ability to produce second language by using their mental resources and this in fact helps learners to maximize learners' mental potential for communicating and learning second language. Humanizing the coursebook helps the learners reach a state of flow (Csikszentmihalyi, 1988) or effortless movement of psychic energy. In fact, the concept of flow deals with directed concentration, full engagement, high interest, and goal directedness. Similar to being in the state of flow, an engaged learner is absorbed in what he is doing as if his awareness is merged with his actions (Goleman, 1995, 2006). However, the need for humanizing language course books derives from the fact that most of the global coursebooks contain artificial and unnatural activities that are not designed for particular learning program. Hence, through humanizing the coursebooks, language teachers personalize the learning materials to make them better teaching resources and also individualize them for a particular group of learners. To have a coursebook that facilitates the learningprocess, it should be related to the

learners' needs and wants. However, it is rarely observed that coursebooks are designed to facilitate localization and personalization (Tomlinson, 1998). The major problem with global course books is that they lack excitement and disturbance as they are filled with dull and meaningless activities. As Tomlinson (2003) points out, most of the nonhumanizedcoursebooks reduce the learners from an intelligent learner with views, attitudes, and emotions to an emotionless language learner, focusing on low-level linguistic decoding. Hence, this is to teachers to adapt the course books to be more humanized and personalized.many researchers condemn global course books on grounds that published materials do not contain the types of activities and texts a teacher is looking for a specific group of participants in a certain context (Block, 1991; Tomlinson, 2003b) and this, in fact, highlights the role of teachers in promoting the materials to fit into the affective states, needs, and preferences of the learners. Humanizing learning materials in EFL context helps language teachers to design activities that are linked to learners' lives and experiences, resulting in higher motivation and engagement.

Guidelines forDesigning Language Learning Materials

Materials development refers to effective procedures used by language teachers to evaluate, adapt, design, and produce learning materials for instruction. developing language learning materials is an essential skill for preservice or in-service language teachers or practitioners as they should make an attempt to perfectly fit the materials they use in their classroom to their learners' specific interests, needs, and even learning style preferences. As Bell and Gower (2011) state, many globally printed coursebooks are designed for a restricted number of teaching situations in different countries rather than all teaching contexts in all countries. That is why, many of the global coursebooks contain cultural contexts and topics that are not even relevant to the learners. to reformulate, globally printed materials cannot even meet individual learners and teachers' needs, ex-

pectations on a particular learning context in a particular country. Therefore, it appears to crucial for language teachers to be familiar with practical principles of materials development. That is why, English language teachers should be aware of materials development procedures available in literature (Ellis, 2005; Nations, 2005; Tomlinson, 2011). However, some of the practical guidelines for developing materials are as follows: **Developing Engaging Contents**

Engagement is normally achieved when we are not conscious of anything else and there is no doubt that this state of complete engagement can be achieved through affective, cognitive, aesthetic and kinesthetic stimuli. There is no doubt that cognitive and affective engagement is a pre-requisite for the deep processing needed for durable language acquisition (Crail & Lockhart, 1972) and that aesthetic and kinesthetic engagement are great facilitators too. Coursebooks should normally contain the texts that engage the learners personally. Hence, texts within coursebooks must be rich in terms of language and they also should motivate the learners to generate output. Correspondingly, Tomlinson (2010) states that if the learners do not feel any emotions while they are exposed to language is use, they are unlikely to acquire anything from their experience. Therefore, teachers are to select texts and topics within the scope of learners' interests, containing everyday life experiences. Tomlinson(1995) also suggests that learners can participate in selecting the topics that highly engage them. There is no doubt that engaging-learning content fosters earners' engagement process. In educational settings, engagement refers to the active, goal-directed, flexible, constructive, persistent, focused interactions with the learning environment (Skinner et al., 2008). The quality of learners' engagement with learning activities in classroom ranges from avid, focused, and emotionally positive interactions with academic tasks to disaffected withdrawal (Reeve, 2013). Therefore as Skinner et al. assert, learner engagement is of great interest to many educational researchers as it reflects the kind of interaction with activities and materials that produce actual learning.

Many studies (e.g. Connell & Wellborn, 1991; Deci & Ryan, 2000; Skinner et al., 2008) indicate that learners can achieve success in their academic career when they show their potential engagement with their teaching opportunities. Learner engagement refers to the behavioral intensity and emotional quality of learner's active involvement during a task (Connell, 1990; Connell & Wellborn, 1991). To reformulate, engagement can refer to the quality of a learner's connection or involvement with the endeavor of educating. It, therefore, represents a potential influence shaping learners' academic achievement and resilience. Contrary to engagement, disengagement includes the absence of effort or persistence. Therefore, disengagement is operationalized as passivity and lack of initiation, having the emotion of dejection, discouragement, and apathy (Pereson, Maier, & Seligman, 1993). As Newmann et al., (1992) point out, engaged learner depicts an inner quality of concentration and effort to learn. Therefore, the levels of engagement among the learners must be estimated through the amount of their participation in academic work, the intensity of their concentration, and the degree of their attention in accomplishing the task (Newmann et al., 1992). Learners' engagement can fall into the four types of behavioral, emotional, cognitive, and agentic aspects (Reeve & Tseng, 2011). Behavioral engagement represents the extent to which learners indicate on-task attention, effort, and persistence while initiating the learning activity (Skinner & Belmont, 1993). Accordingly, emotional engagement represents the context to which learners indicate positive emotional states such as interests, enthusiasm, and enjoyment (Skinner, Kinderman, &Furrer, 2009). Cognitive engagement represents the extent to which learners metacognitively revise and plan their academic work and use learning strategies while studying (Greene & Miller, 1996). Agentic engagement represents the extent to which learners contribute constructively into the flow of teaching to make a more supportive learning environment for them. In other words, agentic engagement helps learners offer suggestions, ask questions and ex-

press their preferences. Hence, understanding engagement in learning context is an important issue for language teachers as they can create positive learning outcomes from the learners. Tomlinson and Masuhara (2004) consider that teachers should provide engaging materials for their learners. Otherwise, too much exposure, teaching, practice or use of the language will not help them to make adequate progress in language learning process. Tomlinson (2003b) argues that language learners are not engaged by doing mechanical drills such as substitution tables, minimal pairs, and repetition drills. In other words, low level decoding and encoding activities do not engage the learners with the learning process. Therefore, this is for teachers to design engaging activities for the learners. Here are some guidelines for developing engaging course book:

- Using texts which have a universal appeal, such as texts about birth, growing up, going to school, starting a career, making friends, falling in love, getting married, having children and growing old;
- Benefitting from texts on provocative topics that stimulate or provoke affective and cognitive responses;
- Using challenging tasks such as solving riddles; proposing solutions to problems;
- Using texts and tasks which can be personalized and localized by the teacher and the
- learners;

However, translation, controlled practice activities (sentence completion, blank filling), repeating dialogues, answering comprehension questions, and doing mechanical drills are viewed to be low level de-coding or encoding activities that rarely engage the learners (Tomlinson, 2003b). Therefore, this is to teachers to use approaches in which the materials are designed so as to help the learners to acquire English whilst gaining knowledge and skills related to

something they are really interested.

Developing Authentic Language Learning Materials

Authentic language learning materials are not produced for instructional goals. Instead, they serve communication goals in real-life conditions. In other words, authentic materials are those which have not been specially written or recorded for the foreign language learning but which were originally directed at a native speaking audience. Authentic materials are those which are designed for native speakers. That is to say, they are real texts designed not for language students, but for the speakers of the language. Moreover, authenticity means real communication used for social purposes as enacted in our daily life between real speakers or users of language.

However, authentic materials have the following features:

- They are objective as opposed to intuitive;
- Employed as a teaching source, authentic materials permit verification of classroom facts;
- Authentic texts are pedagogic. Authentic texts make teachers enable to contextualize

their instructions within the learners' lives;

Authentic materials can be divided into three groups: audio, visual, and printed materials. The first group includes materials that can be heard. This group can be categorized into three subgroups: involved first is television programming such as commercials, interactive talk shows, quiz shows, cartoons, news, and weather forecast reports; the second group involves radio programming such as interviews, radio advertisements, and interactive talk shows; the third group includes taped conversations, meetings including one-sided telephone conversations, novels, short stories, poems and in addition, functional writing texts that might benefit from authentic materials such as advertisements, news articles, interview schedules, weather forecast reports, minutes, short stories, plays, novels and poems. Visual

materials involve materials that can be seen. Among materials for this group are photographs, wordless road signs paintings and drawings, pictures from magazines children's artwork, and wordless picture books. Also, functional texts that can be shown via these materials are such as notices, road signs, directions, instructions, descriptions, warnings, expository texts, X-ray reports, and time tables. The third kind of authentic materials includes the printed materials such as newspapers, restaurant menus, minutes of a meeting, directories, diaries, travel guides and tourist information brochures, greeting cards, billboards, letters, posters, and bus schedules. There is no doubt that authentic materials of any kind provide rich and meaningful exposure to language in use, which is a prerequisite for language acquisition. As Tomlinson (2018) points out,authentic task doesn't have to be a real-life task but it can be a classroom tasks that engages the learners in replicating real-life skills to achieve linguistic or non-linguistic outcome and this, in fact, derives from this fact that authentic tasks prepare the learners for the unpredictable and varied demands of real-life language use. As Hyland (2003) states, one of the most important advantagesof using authentic materials is that it increases learners'motivation and reflects positively on the learning process. Inother words, learners learn the language better when we asteachers use authentic materials as a teaching aid. Therefore, authentic materials prepare learners for real life, they meet

learners' needs, and they affect learners' motivation positively (Peacock, 1997; Richards, 2001). Authentic materials enable the learners to interact with real language and content rather than dealing exclusively with linguistic forms. That is to say, Learners become more competent as authentic materials provide them the opportunity to use the language outside the classroom and in the real world (Gilmore, 2008; Tomlinson, 2013).

RESULTS

Using Multidimensional Processing

It refers to making sufficient use of the learners' ability to learn through doing things physically or even feeling emotionally. However, many course books only concentrate on the linguistic aspects of language learning and fail to tap the leaners' potential for multi-dimensional processing. Within multi-dimensional processing, language learners need to relax, feel at ease, develop self-confidence and enhance positive attitudes towards the learning experience and generally they are involved with the learning process aesthetically, intellectually, and emotionally (Tomlinson, 2003a, 2008b). A multi-dimensional approach aims to help learners to develop the ability to produce and process an L2 by using their mental resources in ways similar to those they use when communicating in their L1. From multi-dimensional perspective, language learning materials must make use of learners' experience of the life, their interests, views, attitudes and their feelings. Therefore, multi-dimensional processing is on this tenet that affect, mental imagery and inner speech are what we do during effective and durable language learning. According to multi-dimensional processing, learners learn best when they see things as part of their recognized pattern, and when their imaginations are aroused. The followings are some suggested activities for applying the principles of multi-dimensional processing in the course book:

➢ Activities that engage learners' emotional involvement, positive attitudes towards the learning experience and self-esteem;

➢ Activities that prompt the learners to create mental images while processing or producing the language;

➢ Activities that encourage the learners to talk to themselves in an L2 inner voice while processing and producing second language;

➢ Kinesthetic activities that prompt learners to perform physical activities such as playing games, cooking meals and miming stories prior to following instructions in the L2;

However, multi-dimensional approach helps learners to make full use of their mental re-

sources in the process of learning to use second language. It also helps learners become accurate, fluent, and effective users of the second language. All in all, using multi-dimensional approach in textbook design inspires the learners to express their views, attitudes, opinions and emotions in writing and speaking activities through creating an environment in which learning is a stimulating, enjoyable, and successful experience (Tomlinson, 1999).

Using Text-driven Approach

Tomlinson (2013) emphasizes on humanizing materialswhich respects learners as human beings who can use their capacity to learnthrough feeling emotions or to learn through experiencing.

He insiststhatlanguage teaching materials should help learners to exploit their capacity forlearning through meaningful experience. Text-driven approach maximizes theuse of texts in L2 learning materials, and its principled framework consists of aseries of stages through which learners can explore the given texts byexperiencing multidimensional mental representations such as inner speech,visualization and multi-sensory activities. There is no doubt that activities, within text-driven approach, invites learners toexperience and engage the text first, facilitating the internalization of thecontent. Tomlinson (2013) argued that learners need to use theirwhole minds for the durable and meaningful learning, and text-driven approachachieves this goal by going through a range of multidimensional mentalrepresentations.

Table 1.
Text-driven approach suggested by Tomlinson (2001)

Activity Type	Procedure	Objective
Readiness activity	Learners think about/or visualize an incident in their lives relevant to the topic of the text	To activate the learners' minds in readiness for the text
Initial response activity	Learners read or listen to the text for a particular holistic purpose	To encourage holistic responses to texts and discourage discrete, word-fixated responses
Intake response activity	Learners think about and then articulate their personal responses to the text	To encourage and reward personal expression
Development activity	Learners develop a written or spoken text which connects to the core text	To encourage and reward creative production of language
Input response activities	Learners return to the core text to make discoveries about what the writer was saying and/or how the writer used a particular linguistic or discourse feature in the text	To deepen the learners awareness of the core text and of how the language is used to achieve appropriateness and effect
Development activity	Learners return to their text and improve it using what they have discovered in the input response activities	

According to Tomlinson (2011b), text-driven approaches are materially developed approaches in which each unit in the course book is driven by a potentially engaging text. All the activities in the course book are designed to intensify learners' engagement. That is to say, all the activities in a unit relate to the core text and are designed to exploit and to intensify their engagement with it.Readiness activities are the first type of a

ctivities within text-driven approach. Readiness activities provoke mental activity related to the content of the text through activating connections, arousing attention, generating relevant visual images and encouraging the learners to use inner speech to discuss the relevant topics with themselves (Tomlinson, 2003a). Moreover, text-driven approach provideslearners various opportunities to use the language through personalized

responsesto the text. It could also provide learners a number of opportunities to practiceproductive skills by interacting with the texts. Text-driven approach consists of several stages in which learners aregiven opportunities to experience the text with their entire minds through varioustypes of activities.

As it is illustrated in Table 1, the text-driven framework starts with readiness activities which help learners to attain mental readiness that readers normally have when they are exposed to L1 texts. As Tomlinson (2013) points out, visualization, inner speech or miming are to activate relevant visual images in learners' minds, stimulating mental activity relevant to the topic of the content. that is to say, learners do not necessarily have to talk but think and try to generate connections to the texts.Moreover, the readiness activities aim at developing learners' mental readiness rather than language practice (Tomlinson, 2010a). Therefore learners can share their ideas with their classmates in their first language.Furthermore, experiential activities are the ones that do not ask learners to write answer to questions. Instead, the learners are asked to have mental representation such as visualization or inner speech while listening to or reading the text as they are asked to do in readiness activities. The instructions should be given right before they begin to read or listen to the text and should be simple words to remember easily.Intake response activities are based on post-reading/listening responses which the learners have received from the text. Unlike conventional comprehension questions that appears frequently in post-reading/ listening activities, intake response activities do not test learners on their comprehension of the text. Instead, they focus on learners personal responses on reading (Tomlinson, 2013). Increasingly, intake response activities help the learners to activate what they understand from reading the text. In other words, intake responses activities invite the learners to share with their peers what the text means to them instead of testing the leaners on their comprehension of the passage (Tomlinson, 2003b).Development activities provide

the learners opportunities to produce meaningful language based on their representations of the text. The learners perform various personalized tasks which provide them opportunities to use the language in meaningful contexts.Development activities provide opportunities for the meaningful language production based on the learners' representations of the text (Tomlinson, 1999) and also input response activities help the learners to make discoveries about the purposes and also the languageof the text (Tomlinson, 2003d, 2007).Input response activities invite the learners to use high level thinking skills such as criticizing or creating in the target language. The two types of input response activities are interpretation and awareness tasks. Interpretation tasks provide the learners opportunities to think more deeply about the text aiming at helping learners to develop critical and creative thinking skills in the L2 use and awareness tasks help the learners to be aware of communication strategies, discourse or even text-type features.

Developing Flexible Language Learning Materials

Language learning materials should be flexible in the sense that they can provide the learners with the possibility of choosing different activities, tasks, projects and approaches, or even adapting the materials to their own learning needs.That is to say,materials should provide choice and also enable the learners to develop a variety of skills and learning styles by encouraging them to experience a wide range of tasks and approaches. Moreover,materials might also include a choice of analytical tasks such as those tasks that are based on grammatical awareness to more creative tasks such as the tasks that involve creative writing. Flexibility is a coursebook quality which allows teachers to appropriate materials in context by adapting, rearranging, managing time, utilizing strategies, selecting, diversifying, blending, expanding, supporting, contextualizing, individualizing, among other decisions that bring about the optimal teaching and learning impact.

However, materials flexibility is defined under the tenets of the following concepts:

> **Adaptation:** Being able to adapt materials, including omission, addition, reduction, extension, rewriting /modification, replacement, re-ordering, and branching (Maley, 1998);

> **Rearrangement:** Being able to change the sequencing of units and tasks within a textbook (Bell & Gower, 1998; Mares, 2003) or being able to use the same text with difference procedures (Maley, 1998);

> **Time management**: Being able to lengthen or shorten time of tasks and lessons (Pilbeam, 1987);

> **Strategy utilization**: Assisting learning impact so that skills and strategies can be transferred to various texts and contexts (Crawford, 2002);

> **Selection**: Being able to choose, either as a student or as a teacher, what to learn and how to learn it (O'Neill, 1982; Saraceni, 2003);

> **Variation:** Providing creativity and variety in material and content (Hutchinson & Waters, 1987);

> **Blending:** Easing integration within a syllabus or curriculum (McDonough & Shaw, 1993);

> **Expanding:** Making supplementary and additional materials available;

> **Learner support**: Being able to cater to different learning styles and preferences (Breen & Candlin, 1987);

> **Contextualization:** Being able to localize the content to suit the environment (McDonough & Shaw, 1993; Tomlinson, 2001);

Therefore, flexibility is a coursebook quality that let teachers develop contextualized materials by adapting, rearranging, managing time, utilizing strategies, selecting, expanding, and individualizing. to put it more simply, coursebooks are considered to be flexible if they enable the teachers to become bendable enough to cater for the needs of learners in context. However, the fact is that flexibility should not be viewed as a single construct within materials development but it should be fostered by the help of teachers, learners, and even materials developers. That is to say, the operation of flexibility in coursebooks is a process that does not rest on a teacher alone but it rather involves everybody in the classroom settings (Bao, 2015).

CONCLUSION

This review is to inspire EFL teachers to take advantage of their knowledge and creativity to undertake the development of their own teaching materials. Although course and materials development, like teaching, is a complex multidimensional process, all teachers are potential materials developers. Such process demands the careful fulfillment of a well-informed framework of components, which will eventually allow both teachers and students to succeed. Teacher-developed materials boost not only effective learning settings and outcomes, but also teachers' pedagogical practice/performance. On the one hand, students' self-confidence and self-worth will be enhanced as a result of learning at their own pace, in their own styles, and in an enjoyable, non-threatening atmosphere that will keep their motivation up. Effective materials make learners feel comfortable and confident because both the content and type of activities are perceived by them as significant and practical to their lives. However, the teaching materials by themselves are not sufficient to create effective teaching and learning settings since a lively EFL classroom depends largely on good materials used in creative and resourceful ways. Therefore, in the materials designed, language teachers need to lead their students to have materials interact appropriately with their needs and interests in order to facilitate learning.

Materials development and adaptation does not belong only to book writers and publishers. Mainstream English teachers can create and

adapt materials with a little of extra time, motivation, creativity, and love. It is indeed a process that with practice and trial and error methods becomes more and more rewarding and necessary in our teaching contexts. It is also a way of keeping ourselves updated in new teaching trends and ideas.Nocoursebook will fit all circumstances (Mukundan, 2003, 2006a) but teachers should be helped to develop the reflecting, analyzing and evaluating powers to create successful lessons for all the students, needs and personalities in any given situation. Creativity in the classroom can arise through unplanned accidents (Tomlinson, 1990, 1995) in the classroom, or through the teacher's creative dialogue (Islam & Mares, 2003) with the textbook and with students, both of which tap into the teacher's personalization and adaptation of the materials. Second language materials therefore should be seen as an ideal bank which stimulates teachers' and learners' creative potential (Cunningsworth, 1984).In the past, initial teacher preparation courses often paid little attention to the issue of materials development, perhaps as Tomlinson (2003) states, because it was assumed the teachers lacked the necessary experience or expertise to design materials for themselves. More recently though, there has been a shift in focus from 'knowledge about teaching and related topics (Mann, 2005; Mukundan, 2006b) towards a view of teacher education as an ongoing engagement between received knowledge and experiential knowledge. However, as many EFL teacher training handbooks pay scant attention to the issue of materials development, focusing instead on issues such as methodology and the teacher's knowledge of the English grammar system, this review might provide some practical guidelines for language teachers to adapt, evaluate, and develop materials during their instruction. There is no doubt that mostof the commercially produced materials provide users with the materials that do not fit into their needs and consequently more and more institutions and countries decide to develop locally appropriate materials for themselves.Hence, teachers will continue to develop positively as a

result of their involvement in materials development, whether as course participants, members of project teams or adapters of materials in their classrooms. There is no doubt that when teachers design their own materials, they normally respond to local and international events with contextualized and interesting topics and tasks, targeting at learners' motivation and engagement.

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