Development and Validation of an EFL Teacher's Materials Adaptation Awareness Questionnaire

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Abstract

The purpose of this study was to describe the process of developing and validating a questionnaire designed to assess the EFL teachers' awareness of ELT materials. To this end, the 34-item EFL Teachers' Material Adaptation Awareness Questionnaire was distributed among a relatively large sample (N = 532) of EFL teachers. The reliability of the questionnaire was evaluated using Cronbach's alpha formula run through SPSS 26 and it turned out to be 0.677. The results of the 532 completed questionnaires were subjected to exploratory factor analysis (EFA) to identify the basic structure of the questionnaires and confirm the validity of the data. The results of an exploratory factor analysis revealed twelve factors (materials, essential points, inputs, experiences, learners, impossible points, teachers, accessibility, benefits, impressionistic, tasks, and plans) that underlie the EFL teachers' material adaptation awareness. The EFA significance score was 0.000, confirming the validity of this questionnaire. The questionnaire shows a good factor structure, reliability, and validity.

Introduction

The significance of learning materials in applied linguistics has garnered attention. Historically, until the mid-1990s, the development of such materials was not recognized as an independent field of study. Instead, it was considered a task for practitioners or a subcategory within the broader scope of teaching methodology (Tomlinson, 2012).

The process of materials development is intricate, encompassing several critical stages including evaluation, design, adaptation, production, and exploitation (Tomlinson, 2012). In the realm of language teaching, the development and evaluation of materials are relatively complicated practices. These processes, in a practical context, involve production, adaptation, and evaluation (Riazi & Mosallanejad, 2010).

McDonough et al. (2013) differentiate between adoption and adaptation, explaining that adoption pertains to the textbook as a whole entity, whereas adaptation concerns the individual components that constitute the textbook. The necessity for adaptation arises from the fact that it is an integral, albeit under-researched, aspect of educational practice. Utilizing any teaching or learning material inherently requires adaptation to suit the specific context of a given educational scenario (Bowen, 1978). Kitao and Kitao (1997) emphasize the importance of understanding student needs to ensure that materials are relevant, engaging, and effective.

Despite being crafted for a global market or academic purposes, most materials aim to satisfy the hypothetical needs of a standardized learner profile. However, such materials are insufficient to cater to the varied needs, aspirations, learning preferences, and personal experiences of individual learners (Tomlinson, 2006). Consequently, McGrath (2002) acknowledges the widespread recognition of material adaptation as a crucial step in addressing the diverse requirements of learners.

Literature

Material Adaptation

Language learning materials encompass a diverse range of resources that facilitate language acquisition, including but not limited to videos, coursebooks, flashcards, websites, games, and mobile applications. Brown (1995) defines these materials broadly as any resource that outlines classroom teaching techniques. These materials serve various functions: they can be informative, instructional, experiential, eliciting, or exploratory. Given the diversity of learning styles among students (Oxford, 2002), the ideal language learning materials should cater to all these modalities to provide a comprehensive language learning experience.

Despite this, the focus of most commercially available materials is predominantly on the transmission of language features. This emphasis on information delivery is underscored by Richards (2001), who observes that instructional materials typically form the foundation for the language input and practice that students encounter in the classroom setting.

The concept of adaptation in language teaching and learning refers to the process of tailoring a textbook to better suit the specific needs of its users (Cunningworth, 1984). McGrath (2002) emphasizes the importance of this adaptation in addressing the unique requirements of learners. Tomlinson and Masuhara (2018) describe material adaptation as the adjustment of teaching resources to align more closely with the needs of teachers, learners, and educational contexts, thereby enhancing the learning experience. This process can also mitigate discrepancies between teachers' methods and the actual teaching environment.

There are several reasons why adaptation is necessary. A primary concern is the often-present disconnect between the content provided by the materials and the actual needs of the classroom. Tomlinson and Masuhara (2004) argue that teachers may experience discomfort due to incongruities between their teaching context, student preferences, course objectives, and the materials themselves. Therefore, it is recommended that English teachers engage in the adaptation of materials before commencing instruction. Tomlinson and Masuhara (2004) have outlined systematic procedures to guide teachers in making principled adaptations to their teaching materials as follows:

Step 1. Explaining the contexts of teaching;

Step 2. Diagnosing reasons for adaptation;

Step 3. Evaluating materials;

Step 4. Listing purposes for adaptation;

Step 5. Adapting;
Step 6. Teaching;
Step 7. Reviewing.

Regarding step 1, numerous teachers believe that this step can be eliminated since they believe that they know their learners and context. However, this step is vital. In addition, the teachers need to articulate a few significant evaluation criteria in Step 3.

Due to the importance of the teaching-learning process. Five techniques can be used by English teachers in doing material adaptation. The techniques include: adding, deleting, simplifying, reordering, and replacing. Thus, English teachers should comprehend the techniques of material adaptation, because these techniques are helpful in making the material adaptation. According to McDonough et al. (2013), the crucial techniques for material adaptation include adding, deleting, modifying, simplifying, and reordering.

Addition and Deletion

In the context of educational materials, the term 'addition' refers to the augmentation of existing resources by incorporating supplementary content. This process can be categorized into two distinct types: 'extending,' which involves providing additional similar material within the pre-existing structure, and 'expanding,' which entails enhancing the methodology and introducing new concepts beyond the current framework (Shahidzade, 2021). Conversely, 'deletion' represents the reduction or removal of content from materials, effectively serving as the antithesis of ‘addition’ (McDonough et al., 2013). Deletion can manifest in two forms: 'subtraction,' which simply shortens the material, and 'abridging,' which implies more substantial modifications (Shahidzadeh, 2021).

Modification

The concept of 'modification' within the framework of educational materials pertains to the internal alterations in the approach or emphasis of an instructional exercise. This encompasses two primary forms: 'rewriting,' which is necessitated when certain content requires alteration, and 'restructuring,' which relates to the modification of classroom management strategies (Shahidzade, 2021).

Simplifying and Reordering

According to Shahidzadeh (2021), simplifying is a type of rewriting. Reordering is arranging the parts of a coursebook in a different order. A framework for adaptation is provided in Figure 1 (McDonough et al., 2013). Therefore, the focus of adaptation is more on learning than teaching. Moreover, it organizes materials to achieve consistency among relevant variables such as course material, students, methodology, and course objectives (Islam & Mares, 2003).

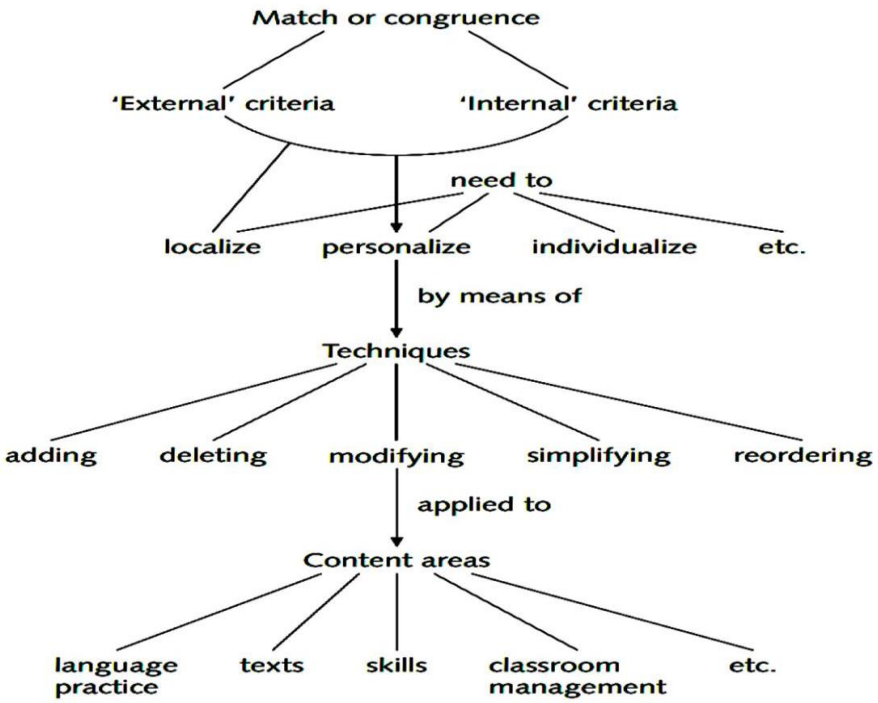

Figure 1. A Framework for Adaptation

Method

Participants

In empirical research, determining an adequate sample size is crucial for the validity of the study. Pallant (2013) suggests a minimum of 150 cases to ensure a representative sample. Vasudevan (2014) cautions that confidence intervals may become excessively broad with sample sizes around 200, potentially affecting the precision of the results. Singh Kaurav (2014) recommends a ratio of at least 10 respondents per survey parameter to maintain statistical reliability.

Ruiz (2014) highlights the importance of careful estimation of the variance-covariance matrix in research design, typically recommending between 100 and 150 participants for studies involving 10 to 20 variables. Habibi (2018) provides a formula for determining the participant number for Exploratory Factor Analysis (EFA), suggesting a range defined by $5Q < n > 15Q$, where 'Q' represents the number of variables and 'n' is the sample size.

In the current study, the total number of participants was 532, adhering to the aforementioned formula. The cohort was composed of 255 men and 277 women, representing a diverse demographic in terms of age, gender, education level, and background. Specifically, 47.93% of the participants were male and 52% were female, with ages ranging from 18 to 55 years. All participants were English as a Foreign Language (EFL) teachers and students affiliated with various universities and institutes in Isfahan, Iran. They were tasked with completing a questionnaire comprising 34 items that focused on the adaptation of EFL learning materials.

Instrument

In this study, a material adaptation questionnaire was designed. In addition, the purpose of the questionnaire and how to fill in the items were explained in an easy-to-understand manner. The rating scales used were also clearly explained. The questionnaire consisted of items on a five-point Likert scale ranging from "strongly agree" (1 rating) to "strongly disagree" (5 rating).

Data Collection Procedure

The process of creating the material matching questionnaire in this study followed a standardized step-by-step procedure. Questionnaire development began with a careful review of the relevant literature on various variables.

Ultimately, the developed questionnaires were distributed among the participants of the study. Respondents were asked to return the filled-in questionnaires in two weeks.

Data Analysis

The study's dataset comprised 532 cases, and the construct validity of the survey instrument was evaluated using Exploratory Factor Analysis (EFA) conducted via SPSS version 26. To determine the appropriateness of the dataset for factor analysis, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's Test of Sphericity were employed, as recommended by Dziuban and Shirkey (1974). Furthermore, the internal consistency of the questionnaire was quantified utilizing Cronbach's Alpha coefficient to ensure reliability.

Results

Reliability of the EFL Teacher's Materials Adaptation Awareness Questionnaire

The internal consistency of the scale was assessed using Cronbach's Alpha coefficient. The results, as presented in Table 1, indicate a final reliability coefficient of $\alpha = 0.677$. Initially, the reliability coefficient stood at 0.594; however, subsequent modifications to the scale led to an estimation of the final result.

Table 1. The Result of Reliability

Cronbach's Alpha	N of Items
0.677	25

Questionnaire Validity Analysis

Prior to conducting factor analysis, it is essential to evaluate the data's appropriateness for such statistical procedures. The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity were utilized to assess the factorability of the dataset, as outlined by Pallant (2013). The demographic

characteristics of the participants are detailed in Table 2. The KMO index, as indicated in this table, is 0.659, suggesting that the sample is adequately suitable for factor analysis. Furthermore, Bartlett's Test of Sphericity yielded a statistically significant result ($p < 0.05$), thereby substantiating the validity of the questionnaire.

Table 2. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.659
Bartlett's Test of Sphericity	Approx. Chi-Square	2488.878
	df	561
	Sig.	.000

In the analysis, the 34-item scale was delineated into 12 distinct components. This categorization was informed by the criterion that the eigenvalues associated with these components exceeded the threshold of one. Detailed in Table 3, this division accounts for a cumulative variance of 56.815%, indicating a substantial proportion of the dataset's total variability.

Table 3. Total Variance Explained

	Initial Eigenvalues			**Extraction Sums of Squared Loadings**			**Rotation Sums of Squared Loadings[a]**
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	3.157	9.287	9.287	3.157	9.287	9.287	1.667
2	2.589	7.614	16.900	2.589	7.614	16.900	2.358
3	2.073	6.098	22.998	2.073	6.098	22.998	1.577
4	1.677	4.933	27.931	1.677	4.933	27.931	1.537
5	1.570	4.618	32.550	1.570	4.618	32.550	1.985
6	1.443	4.245	36.794	1.443	4.245	36.794	1.472
7	1.244	3.660	40.454	1.244	3.660	40.454	1.460
8	1.184	3.482	43.936	1.184	3.482	43.936	1.729
9	1.175	3.457	47.393	1.175	3.457	47.393	1.546
10	1.124	3.307	50.700	1.124	3.307	50.700	2.033
11	1.061	3.120	53.821	1.061	3.120	53.821	1.957
12	1.018	2.994	56.815	1.018	2.994	56.815	1.420
13	.989	2.910	59.725				
14	.957	2.815	62.540				
15	.887	2.608	65.148				
16	.879	2.586	67.734				
17	.839	2.467	70.200				
18	.818	2.406	72.606				
19	.766	2.252	74.858				
20	.745	2.192	77.050				

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings[a]
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
21	.722	2.123	79.173				
22	.691	2.032	81.205				
23	.663	1.949	83.154				
24	.658	1.936	85.090				
25	.629	1.851	86.941				
26	.618	1.818	88.759				
27	.574	1.689	90.448				
28	.547	1.610	92.058				
29	.532	1.564	93.622				
30	.485	1.427	95.049				
31	.471	1.386	96.434				
32	.443	1.303	97.737				
33	.411	1.209	98.947				
34	.358	1.053	100.000				

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

The analytical outcomes highlighted in Table 4 suggest a twelve-factor solution using direct oblimin rotation. Factor 1, labeled 'Material,' is represented only by item q20. Factor 2, 'Essential Points,' includes items q7, q10, q12, q33, q17, and q16, while Factor 3, 'Input,' and Factor 4, 'Experience,' are constituted by items q26, and q22 and q13, respectively. Factor 6, 'Impossible Points,' is made up of items q19 and q11. Factor 7, 'Teachers,' consists of a single item, q8. Factor 8, 'Accessibility,' is comprised of items q31 and q14. Factor 10, 'Impressionistic,' encompasses items q34, q30, and q32. Factor 11, 'Tasks,' contains items q23, q27, q25, and q21, and Factor 12, 'Plan,' includes items q2 and q1. It is important to note that Factors 5 and 9, 'Learners' and 'Benefits,' respectively, were not included in the final model as their items did not meet the necessary threshold for factor loadings.

Table 4. Pattern Matrix[a]

	Component											
	1	2	3	4	5	6	7	8	9	10	11	12
q22	-.694			.302								
q20	.662											
q7		.677										
q10		.540										
q12		.535								.342		

	Component											
	1	2	3	4	5	6	7	8	9	10	11	12
q33		.499										
q17		.472					.331	.321				
q18			-.746									
q26			.456							.327		
q5				-.733								
q4				-.493					-.419			
q13		.309		.360								
q9				-.324								
q6					-.680							
q28					-.640							
q2					-.531							.346
q29						-.642						
q19						.509					.374	
q11			-.410			.491			.322			
q8							.788					
q31								.666				
q14								.614				
q15								-.375				
q3									-.735			
q24									-.420			
q34										.642		
q30										.577		
q16		.331								-.459		
q32										.417		
q23											.651	
q27			.329								.522	
q25											.439	
q21	.343										.396	-.311
q1												.832

Extraction Method: Principal Component Analysis

Rotation Method: Oblimin with Kaiser Normalization[a]

a. Rotation converged in 55 iterations

Discussion and Conclusion

Over the past four decades, the field of materials development has undergone significant evolution, transitioning from a supplementary aspect of education to an established academic discipline. This transition reflects a growing recognition of the need for materials that are responsive to the changing dynamics of education. Recent

studies indicate that educational materials require ongoing revision to correct discrepancies and to better align with the realities of the teaching environment, as well as the teachers' principles, assumptions, attitudes, and skills (Nami, 2023). Adapting these materials is a crucial step in addressing these discrepancies, ensuring they are suited to specific contexts, and mitigate inherent shortcomings (Area-Moreira et al., 2023).

Tomlinson's (2012) perspective on material adaptation, emphasizing its necessity for enhancing the utility of educational resources for learners, continues to find support among contemporary researchers. For instance, Li and Xu (2021) highlighted that adaptation is pivotal to ensure materials meet the needs of learners and are adaptable to various instructional contexts. The reasons for material adaptation are numerous, encompassing factors like the teaching environment, learner characteristics, teacher attributes, course objectives, and the materials themselves, as identified by Tomlinson and Masuhara (2004). Recent studies further underscore the importance of material adaptation as a dynamic process aimed at aligning educational content with learners' specific needs (Hanuscin et al., 2024).

In a broader context, achieving coherence between curriculum development, material development, assessment, and teacher education is vital for comprehensive educational outcomes. Given the complexities and challenges of modifying curricula or assessment methods, material adaptation often emerges as a pragmatic solution (Edelson et al., 2021). This suggests that a coordinated approach is required, where teacher education includes a robust focus on classroom research and materials development. Teachers, therefore, need support, recognition, and guidance throughout this process, along with comprehensive pre-service and in-service education to develop reflective teaching skills and foster proficiency in material adaptation (Hanuscin et al., 2024). A multifaceted approach to teacher education, incorporating components such as materials evaluation, adaptation, and development, is essential for cultivating these skills.

The purpose of this study was to develop and validate a questionnaire to measure EFL teachers' awareness of material adaptation. The sample included 532 EFL Iranian teachers, and the study was conducted over a five-month period. Initially, the questionnaire consisted of 34 items, but through Exploratory Factor Analysis (EFA), this number was reduced to 12 factors. The validity of the questionnaire was supported by the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO), with a value of 0.659, indicating that the sample was adequate for factor analysis. Additionally, Bartlett’s Test of Sphericity yielded statistically significant results ($p < 0.05$). Following the initial data analysis, the final questionnaire was refined to include 24 factors, as detailed in Appendix A.

Recommendations

The results suggest that the validated questionnaire provides a robust instrument for assessing EFL teachers' awareness of material adaptation. This instrument can serve as a foundational tool for further research into material adaptation and contribute to the ongoing dialogue surrounding teacher education and material development in the field of English language education.

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Appendix A. EFL Teacher's Materials Adaptation Awareness Questionnaire

EFL Teacher's Materials Adaptation Awareness Questionnaire

Your participation and assistance in answering this questionnaire are appreciated. The main purpose of the following questions is to check the extent to which you are familiar with the principles and procedures of materials adaptation. Please read the questions carefully and answer accordingly in Section I. As for Section II, after reading the question, please tick the appropriate answer from Strongly Agree, Agree, Neutral, Disagree, to Strongly Disagree.

SECTION I. Please answer the following questions!						
1	A. You name? …….. B. Your age?.....					
2	How long have you been working as an EFL teacher?.....years					
3	Where do you currently work? Public school		Private language school			
SECTION II. Please tick the appropriate answer for every item!						
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	Material					
1	Adding carefully contextualized role plays is not an example of materials adaptation.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	Essential Points					
2	Informed spontaneous changes in the materials a teacher makes as she teaches with the materials can improve learning.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3	Materials are anything that is used by teachers and learners to facilitate the learning of a language.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4	Principled adaptation will be informed by a prior evaluation of the existing materials.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	Materials adaptation can be carried out proactively before a lesson or course.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6	Adapting materials are needed for language teaching.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7	To compensate for any intrinsic deficiencies in the materials, materials adaptation is a solution.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	Input					
8	Adapting materials makes language input more accessible.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	Experience					
9	The modification and adaptation of materials pose a challenge for all teachers.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

10	Not finishing a pronunciation drill because of time constraints is an example of material adaptation.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	Impossible Points					
11	Adapting materials is associated with learner autonomy.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
12	Teachers feel that it is not their responsibility to seek and provide materials to students.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	Teachers					
13	Impressionistic selection of the materials results in a less amount of material adaptation.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	Accessibility					
14	Materials adaptation can be carried out reactively in response to classroom events.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15	Adapting materials creates a student-centered environment.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	Impressionistic					
16	The ability to adapt materials is a necessary part of any teacher's repertoire.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
17	The institutional environment is not a factor for material adaptation.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
18	To encourage higher level cognitive skills materials adaptation is not helpful.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	Tasks					
19	Materials make the students feel that they do not have a properly planned class.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
20	Constraints imposed by syllabuses are not reasons for materials adaptation.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
21	Material adaptation is not related to the availability of resources.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
22	Adapting materials makes language input more engaging.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	Plan					
23	There are sometimes proportions of the materials that need to be tailored for teaching.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
24	Whilst-use evaluation of the material can help the teacher have appropriate materials adaptation.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree