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List of abbreviations

BNC …….……. British National Corpus
CEFR …….. Common European Framework of References for Languages
EFL …….……. English as a Foreign Language
EIL ……...……. English as an International Language
ELF ……..…….. English as a Lingua Franca
ELT ……. English Language Teaching
IATEFL ……..…. International Association of Teachers of English
IB ……..…… International Baccalaureate
ICT ……..…….. Information and Communications Technology
L1 ……. First Language
MATSDA ……...…… Materials Development Association
NNS …… Non-Native Speaker
NS …… Native Speaker
SLA …….……. Second Language Acquisition
SLL ……..…. Second Language Learning
SRDP ……. Standardisierte Reife- und Diplomprüfung, standardised skills-oriented final exam
TBLT …… Task-Based Language Teaching
TESOL …… Teaching English as a Second Language
TPR ……..……. Total Physical Response

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1 Introduction

It is widely acknowledged that coursebooks play a central role in the ELT classroom. Even though commercial publications are often criticised for their "inflexibility, shallowness, and lack of local relevance" (Tomlinson & Masuhara 2018: 3), the coursebook is central for language learning and represents "the visible heart of any ELT programme" (Sheldon 1988). According to Davison (1976: 310), the coursebook is the second most important factor after the teacher.

Recent research has shown the potential of the study of materials development, in particular for the professional development of teachers and materials writers. Teachers benefit from developing knowledge and skills which allow them to effectively design, select, evaluate and adapt materials for use in the ELT classroom. Training in materials development for materials writers has a positive effect on the effectiveness of the coursebook material and the efficiency of coursebook design process.

Much of the literature on materials development focuses on materials evaluation and adaptation. In the past, research into materials development was mainly concerned with helping teachers to evaluate and select materials, and establish principles and procedures of how teachers adapt materials. However, little attention has been paid to the production process in general, the collaboration between different stakeholders in the development process, and the on-going process of evaluating materials in production. This study therefore sets out to explore how the collaboration between research, textbook writers and teachers looks like and how the exchange of expertise could be fostered and strengthened in order to create more effective coursebooks for the ELT classroom.

This thesis follows a qualitative design, with in-depth analyses of materials writer perspectives and teacher perspectives. It provides an exciting opportunity to advance our knowledge of materials development in general, and production and feedback processes in particular. The reader should bear in mind that the study is based on a specific Austrian ELT coursebook, namely the *way2go! Coursebook*. Set in Austria, this is probably the first study to undertake qualitative interviews with a materials writing team and a selection of teachers using this coursebook in their ELT classrooms.

This thesis is divided into two parts. The first part deals with the theoretical background; the second part comprises the empirical study. The thesis begins by defining materials and materials development. After that I will provide a critical reflection of research on materials development with a special focus on Austria, discuss the value of coursebooks and look at

characteristics of global and local coursebooks. The following chapters examine materials evaluation, materials adaptation and materials production. The section on "Empowering teachers and materials writers" serves as a transition from the theoretical part to the empirical study. Following this, the research questions and the methodology used for this study are presented. Subsequently, the *way2go! Coursebook* and the participants will be described in detail. Then, the results will be presented and discussed. Chapter 13 is concerned with the implications emerging from the results. The final chapter draws upon the entire thesis, tying up the various theoretical and empirical strands, limitations and methodological weaknesses of the present study will be debated, and finally, areas for further research are identified.

2 Materials development for language learning and teaching

This chapter provides a brief overview of what materials are, what the term materials development describes and why it is so important. What follows is a short review of publications on materials in general, and research on materials in Austria in particular. It then goes on to discuss the importance of coursebooks for the language classroom and sheds light on the distinction between global and local coursebooks.

2.1 Defining materials

Just like students and teachers, materials are an integral part of English language lessons. First of all, it is necessary to clarify exactly what is meant by materials. In the field of language teaching, various definitions of materials are found. According to Tomlinson, materials are "anything which can be used to facilitate the learning of a language, including coursebooks, videos, graded readers, flash cards, games, websites and mobile phone interactions" (Tomlinson 2012b: 143). Besides this broad view on materials, Tomlinson makes a distinction between five functions language learning materials should fulfil:

- informative (informing the learner about the target language)
- instructional (guiding the learner in practising the language)
- experiential (providing the learner with experience of the language in use)
- eliciting (encouraging the learner to use the language) and
- exploratory (helping the learner to make discoveries about the language) (Tomlinson 2012b: 143).

From these features it becomes evident that materials can take many different forms, that materials can serve a wide range of purposes in the language learning process and that materials are primarily designed for learning and not for teaching. A slightly different definition or categorization has been put forward by McGrath (2002). He classified materials into four categories:

- those that have been specifically designed for language learning and teaching (e.g. textbooks, worksheets, computer software);
- authentic materials (e.g. off-air recordings, newspaper articles) that have been specially selected and exploited for teaching purposes by the classroom teacher;
- teacher-written materials;
- and learner-generated materials (McGrath 2002: 7).

In contrast to Tomlinson´s definition, materials are not only intended for learning, but also the purpose of teaching takes on an important role. What is also new, is the aspect of learners generating materials for learning in the classroom. In this paper, the focus will be on specific materials, namely on published ELT coursebooks. While it is important to gain a better understanding of a whole range of different materials, it is crucial to primarily concentrate on the investigation of published coursebooks, given their centrality in the ELT classroom.

2.2 Defining materials development

As far as materials development is concerned, its practical activity has existed for a long time, but it was not until the mid-1990s that materials development has become a popular field in academia (Tomlinson & Masuhara 2018: 1). As Tomlinson (2016b: 2) states,

> [m]aterials development is a practical undertaking involving the production, evaluation, adaptation and exploitation of materials intended to facilitate language acquisition and development. It is also a field of academic study investigating the principles and procedures of the design, writing, implementation, evaluation and analysis of learning materials.

As most ELT classrooms are based on materials, the practice of materials development as well as the research into materials development occupy a central role in both areas. With regard to the practical dimension, teachers are involved in designing their own materials, evaluating existing as well as self-designed materials and adapting materials. Producing, evaluating and adapting materials is an integral part of everyday work of professional materials writers. Researchers examine the underlying principles and procedures and carry out empirical studies on aspects of materials evaluation, materials adaptation and materials production which in turn inform practitioners. Tomlinson (2016b: 3-8) emphasises the importance and positive effects

of materials development for a range of stakeholders involved: pre-service and in-service teachers, materials writers and researchers. Materials development can contribute considerably to teacher growth. Tomlinson (2016b: 3) points out that "participating in materials development [courses] can increase awareness, criticality, creativity and self-esteem". Moreover, it can boost career opportunities in the practice of materials writing (Tomlinson 2016b: 3). This is not only true for pre-service teachers, but also for practising teachers (Tomlinson 2016b: 6). Therefore, implementing modules on materials development on teacher education level and courses in the context of in-service trainings seem to be effective in terms of the professional development of teachers. Furthermore, Tomlinson (2016b: 6) criticises that publishers or Ministries of Education do not seem to see the value of materials development courses for materials writers. They neither organize courses for practicing materials writers, nor support them in enrolling in the limited number of already existing courses. I strongly concur with what Tomlinson (2016b: 7) maintains: "What an opportunity is being missed of stimulating thought, discussion and energy and of facilitating the development of awareness and skills relevant to the writing of the materials". This is especially true for inexperienced materials writers. Moreover, it is important to mention that not only materials writers can gain from such trainings, but also publishers. Having a thorough understanding of the materials writing process and the underlying principles can facilitate collaboration among materials writers and editors, can accelerate processes and is very likely to enhance the effectiveness of the materials produced.

2.3 Publications on materials development

In the 1970s and 1980s, publications on materials development were very scarce. A small selection of books and articles on methodology involved sections on materials development (Richards 1978). Yet, some preliminary work was carried out in the late 1980s and the early 1990s; for example, Madsen and Bowen (1978) on materials adaptation, Candlin and Breen (1980) on principles and procedures of materials evaluation and materials design, and Cunningsworth (1984) on materials evaluation and selection (Tomlinson & Masuhara 2018: 11-12). The first half of the 1990s was a pivotal period for materials development given the effort and success of Tomlinson, one of the key authors in the field. He succeeded in developing and implementing the first MA course on materials development at the University of Luton and founded MATSDA, the Materials Development Association (Tomlinson 2016b: 1). The purpose behind MATSDA is "to bring together teachers, researchers, materials writers and publishers in a joint endeavour to stimulate and support principled research, innovation and

development" (Tomlinson 1998: vii). Conferences, writing workshops and the journal *Folio* organised by MATSDA made a substantial contribution to the establishment of materials development as both an important field of academic study and practical undertaking. Since then, materials development experienced a massive increase of interest and recognition as a vital academic discipline among researchers. The relatively new research area is characterized by an increasing number of research projects on MA and PhD level. Even though materials development has long been criticised for being insufficiently theoretical, it has by now become established as an academic area in applied linguistics. Hence, publications reporting research on materials development from internationally recognised applied linguists are on the rise too (Tomlinson 2016b: 1). In the mid-1990s, literature published on materials development mainly focused on practical concerns of materials writing, materials evaluation and materials adaptation (Byrd 1995; Cunningsworth 1995; Hall et al. 1995). A shift in focus can be observed in publications from 2000 onwards; now the application of theory to the practice of materials development is at the centre of interest of most researchers (Harwood 2010, 2014; McGrath 2002, 2013; Tomlinson 2003, 2008, 2011, 2012b, 2013a, 2013b; Tomlinson & Masuhara 2004, 2010, 2018). In the last few years, researchers have shown increased interest in relatively new areas of materials development such as digital materials, blended learning and corpus-informed materials (Tomlinson 2013b), reporting materials development projects (Tomlinson & Masuhara 2010; McDonough et al. 2013; Harwood 2010) and investigating the effectiveness of materials (Tomlinson & Masuhara 2010; Tomlinson 2013a; Maley & Tomlinson 2017; Masuhara et al. 2017). A number of researchers have investigated the match between different areas of applied linguistics, SLA theory and materials development (Tomlinson 2013a, 2016a; Harwood 2014; Graves & Garton 2014). Tomlinson (2016b: 8) observes that there is also an increased dialogue between applied linguists and experts in materials development through conferences, seminars and workshops.

2.3.1 Research on materials development in Austria

A similar trend can be observed in Austria, the country in which the empirical study is set. In recent years, there has been an increasing interest in the research on teaching and learning materials in Austria. Pogelschek (2007) was one of the first to describe the production process of a commercial textbook in Austria. In her article "How textbooks are made: insights from an Austrian educational publisher", Pogelschek (2007) traces the development of an Austrian textbook based on her own experience. Dalton-Puffer et al. (2019) report on the emergence of

materials development as a research focus in their overview of research in language teaching and learning in Austria between 2011 and 2017. This report is based on a review of over 200 publications selected on the basis of formal and thematic criteria from a database of over 1,200 publications. Teaching materials have received considerable attention in the shape of Master´s theses in which textbooks are analysed by adopting a product-oriented approach. Such analyses focus, for example, on how vocabulary is presented in the coursebook or how language use is gendered. However, systematic comparative analyses of coursebooks aiming at specific learner levels or school types are missing. Moreover, Dalton-Puffer et al. (2019: 221) observe the absence of studies adopting a process-oriented and outcome-oriented approach. This means that up until recently there have been no accounts on the use and effectiveness of materials in the Austrian language classroom. It was not until 2016 that language learning materials have received attention by a broader research community involving Austrian and German researchers. Several studies investigating the implementation of didactic concepts in materials such as multilingualism or language awareness have been carried out (Dalton-Puffer et al. 2019: 221). In an analysis of four Spanish textbooks, Corti (2016: 91-94) found that the Iberian Spanish is represented as the linguistic norm and that places in Spain are in most cases referred to as the location of schools, universities and workplaces, while places in Latin America are mainly treated as tourist destinations. In another study on textbooks for the Italian language classroom, Hofinger (2016: 201) concluded that the teaching of grammatical skills, multilingual didactics and language comparison are only superficially integrated, if at all. It seems as if Rückl (2017, 2019) is the only one to focus on the effectiveness of materials. She set out to investigate the effect of materials on the development of plurilingual competence, and she found that students working with a plurilingual textbook are more likely to make use of their linguistic repertoire and use interlingual comparison as a strategy (Rückl 2019: 180). From this overview it becomes evident that empirical research on the process of materials writing, feedback and evaluation processes and the collaboration between researchers, materials writers and teachers is entirely missing as a research area in Austria.

2.4 The value of textbooks

The publication of ELT coursebooks has flourished from the 1960s onwards due to a new interest in the teaching of English stimulated by the Council of Europe. ELT publishing is a multi-billion industry dominated by renowned academic publishers in Oxford and Cambridge

in the United Kingdom and Longman and Macmillan in the United States of America (Mishan & Timmis 2015: 44).

Coursebooks are omnipresent in English language classrooms around the world and take on a central role in the learning and teaching of English. Several studies show the ubiquity of the textbook in teaching and the need for published materials all over the world. According to a British Council survey, 65% of the teachers who participated in the study always or frequently used a coursebook and only 6% indicated that they never used a coursebook (British Council 2008). Another survey in which teachers from Malaysia, the United Kingdom and Vietnam participated, reveals that 92% of the participants use coursebooks on a regular basis (Tomlinson 2010). A study set in Myanmar and the United Kingdom found similar results: only three out of 85 teachers do not use coursebooks (Saw 2016). Given the widespread use of coursebooks, they naturally take on a vital role in the ELT classroom. As Hutchinson and Torres (1994: 315) put it: “[t]he textbook is an almost universal element of ELT teaching”. Davison (1976: 310) emphasizes the significance of the textbook: "After the teacher, the next most important factor in the foreign-language classroom is the textbook". Similarly, Sheldon (1988: 237) asserts that coursebooks "represent for both students and teachers the visible heart of any ELT programme".

In the literature on materials, the value of the textbook has been subject to considerable debate. While some discuss the potential benefits of textbooks (O'Neill 1982; Hutchinson & Torres 1994; Freebairn 2000; Harmer 2001), other contributors to the debate criticise the contents and approaches adopted in textbooks (Allwright 1981; Tice 1991; Phillipson 1992; Thornbury 2000, 2013; Thornbury & Meddings 2001; Gray 2002; Roberts 2005; Meddings & Thornbury 2009; Maley 2011; Tomlinson 2012a, 2012c).

2.4.1 Coursebooks and their advantages

Those in favour of textbooks mainly emphasise the practical benefits of the coursebook. From the perspective of the teaching institution, the textbook provides a “ready-made, cost-effective, standardised syllabus” (Mishan & Timmis 2015: 45). Given that renowned publishers produce them, coursebooks are seen as reliable and trusted sources of materials. Besides the quality of the material, another advantage of coursebooks is that they are usually accompanied by a range of print-based and digital materials such as a workbook, a teacher´s handbook, a test resource book, CDs, DVDs, and supplementary material available on a corresponding website or e-learning platform (Mishan & Timmis 2015: 45). As Mishan and Timmis (2015: 45) put it: “[the] cluster of materials serves as a time-saver for the busy teacher and a guide for the inexperienced

one". Textbooks are not only beneficial for teachers, but also for students. Learners can benefit from the coursebook as it helps them to keep track of their own learning; it provides structure and can be used for revision (Mishan & Timmis 2015: 45).

2.4.2 Doubting voices

Several researchers, however, have called the usefulness of coursebooks into question. While the arguments of the pro-coursebook community are of practical nature, the anti-coursebook community puts forward ideological concerns against the use of coursebooks. The early opponents stressed the fact that coursebooks "perpetuate imperialism and the hegemony of the native speaker – and so was effectively a ´new´ colonialism" (Mishan & Timmis 2015: 45). Especially the early coursebooks were criticised for having a "hidden curriculum" (Cunningsworth 1995: 90) transmitting Western, white and middle-class values and attitudes (e.g. consumerism and gender roles) (Mishan & Timmis 2015: 45). Boriboon (2004: 8), for example, points out that the use of international textbook series is problematic because students are often confronted with objects and situations which are remote from their own reality in rural Thailand. He illustrates his point by referring to an activity in *New Headway Intermediate* in which students are supposed to practice grammatical structures on the basis of a to-do-list including the following points: "petrol, electricity bill, plane tickets from the travel agent, etc.", activities which his learners have never experienced.

Recent studies show that some of these issues are still pervasive. McGrath (2013) reviewed critical voices on coursebooks under three major headings:

- Coursebooks do not cater for the whole person; nor do they do take adequate account of differences in learning preferences.
- Coursebooks do not reflect the findings of research into language, language use or language acquisition; and their representation of cultural realities is limited, biased or inaccurate.
- Coursebooks marginalize teachers. Coursebooks should be replaced by resource books. All external materials are an obstacle to real communication (McGrath 2013: 8-15).

These statements pointedly summarize the issues concerning coursebooks by highlighting three perspectives: learners, research and teachers. What is striking is the missing match between research findings and the coursebooks. In addition, Tomlinson and Masuhara (2018: 26) collected further arguments against coursebooks, such as, the disempowerment of teachers and students, the inability to cater for the needs and wants of the actual users as well as superficiality and reductionism in terms of language points and language experience.

2.5 Global coursebooks

In the 1990s, the ´global coursebook´ evolved in response to the initial criticisms of coursebooks being "neo-imperialist" (Mishan & Timmis 2015: 46). The term ´global coursebook´ is used in the literature on materials development to refer to what is generally known as international coursebooks. According to a definition provided by Tomlinson (2011: xii), a global coursebook is "[a] coursebook which is not written for learners from a particular culture or country but which is intended for use by any class of learners in the specified level and age group anywhere in the world". These new textbook series were designed to meet the need of a great variety of target markets by portraying wider international and cultural contexts of the English language. Despite the effort to satisfy diverse learners in diverse contexts, the core criticism of being culturally inappropriate and irrelevant for many learners of English still remains (Mishan & Timmis 2015: 46). Contemporary global coursebooks are characterized by a visually appealing design and layout, the provision of multistrand syllabuses and multiple components (Tomlinson & Masuhara 2018: 146). Richards (2014) describes the offer of coursebook packages:

> Textbooks have multiple components such as workbooks, an assessment package, DVDs and CD-ROMs and additional resources for teachers and students. Digital components are used increasingly, such as an e-book, online workbooks, and options for varying levels of blended use (Richards 2014: 20).

The production of multicomponent coursebooks as described above "require[s] a large investment of time, effort, and financial resources by authors and publishers". While coursebook production can be "potentially lucrative", it is usually "competitive and high risk" (Tomlinson & Masuhara 2018: 146).

2.6 Local coursebooks

A local coursebook is one developed for a specific nation or region by a Ministry of Education, an institution or a publisher. There are two different approaches towards the development of local coursebooks. One possibility is that the Ministry of Education initiates a materials development project and employs writers with the aim of developing a coursebook matching the national curriculum and guidelines. Another possibility is that local commercial publishers produce textbooks in accordance with the existing national curriculum. Before publication, the coursebooks have to undergo an approval process in which evaluators from the Ministry of

Education decide on whether the requirements are met (Tomlinson & Masuhara 2018: 147). This proceeding is typically applied in Austria (Pogelschek 2007).

In the following, the approval process will be exemplified by the case of Austria. In Austria, essential educational materials such as textbooks are state-funded. Parents only need to pay a small contribution of 10% of the total costs. This textbook initiative was introduced in 1972 in order to relieve the financial burden on parents and at the same time to ensure the education and equal opportunity of all pupils (BMAFJ & BMBWF 2020). The provision of materials by the federal government entails that the materials are state-controlled with respect to the price limit of textbooks and the approval procedure (Pogelschek 2007: 102). In order to get approved, the coursebook has to fulfil a range of requirements which are specified in the following ministerial decree:

> Das zu beschließende Gutachten hat die Feststellung hinsichtlich der Erfüllung der Erfordernisse gemäß § 14 Abs. 2 des Schulunterrichtsgesetzes zu enthalten, insbesondere hinsichtlich
> a) der Übereinstimmung mit der vom Lehrplan vorgeschriebenen Bildungs- und Lehraufgabe sowie den didaktischen Zielsetzungen und den wesentlichen Inhalten des Lehrstoffes,
> b) der Berücksichtigung des Grundsatzes der Selbsttätigkeit des Schülers und der aktiven Teilnahme des Schülers am Unterricht,
> c) der Berücksichtigung des Grundsatzes der Anpassung des Schwierigkeitsgrades an das Auffassungsvermögen des Schülers (Schüleradäquatheit des Unterrichtsmittels in bezug auf Aufnahmekapazität, Alter, Interessen, Bedürfnisse und Möglichkeiten der Schüler),
> d) der sachlichen Richtigkeit des Inhaltes und seiner Übereinstimmung mit dem jeweiligen Stand des betreffenden Wissensgebietes, unter Berücksichtigung der den Sachbereich berührenden Normen im Sinne des Normengesetzes, BGBl. Nr.240/1971, und der sonstigen technischen Vorschriften,
> e) der ausreichenden Berücksichtigung der Lebenswelt der Schüler sowie ihrer zukünftigen Arbeitswelt einschließlich der spezifischen österreichischen und europäischen Verhältnisse,
> f) der staatsbürgerlichen Erziehung der Schüler, der Vermittlung demokratischer Einstellungen sowie der geltenden Rechtsvorschriften und der Anleitung zu selbsttätigem Handeln der Schüler,
> g) der sprachlichen Gestaltung und der guten Lesbarkeit (unter Einschluß der didaktischen Elemente der optischen Darstellung),
> h) der Zweckmäßigkeit vom Standpunkt des Materials, der Darstellung und der sonstigen Ausstattung und
> i) der Gleichbehandlung von Frauen und Männern und der Erziehung zur partnerschaftlichen Gestaltung der gesellschaftlichen Entwicklungen (Bundeskanzleramt der Republik Österreich Rechtsinformationssystem (RIS) 1994, StF: BGBl. Nr. 348/1994, § 9)

To sum up, Austrian coursebooks are required to match the national curriculum, be learner-centred, be of an appropriate level of difficulty and meet the learners´ needs and interests, be

factually correct and up-to-date, consider the learners´ life worlds and future world of work, promote democratic citizenship, be linguistically correct and easy to read in terms of visuals and layout, meet the purpose of the materials and ensure equal treatment of men and women. As soon as the committee has given its approval, the coursebook is put on a list of approved coursebooks from which teachers can choose from (BMAFJ & BMBWF 2020). It is common practice that all English teachers from the same school use the same coursebook. This is to ensure coherence across parallel classes and years, to facilitate teaching for substitute teachers, and to allow for a better collaboration among English teachers. A case in point is the joint preparation of tests.

Pogelschek (2007: 102) explains problematic issues linked to the approval process: early deadlines for submission (nearly 2 years prior to publication), long wait for feedback from the review panel (four months for the first feedback, 9 months in total for getting the coursebook approved), wide scope for interpretation of the criteria, and lack of expertise in materials evaluation among the members of the review panel. In view of this criticism, there might be room for improvement of the approval procedure in terms of timing, defining evaluation criteria, recruiting experts and training reviewers in textbook evaluation.

Apart from the organization of the development of coursebooks and the approval process, local coursebooks differ from global coursebooks in many respects. López-Barrios and Villanueva de Debat (2014) identified four distinctive features of local and localised materials: contextualisation, linguistic contrasts, intercultural reflection, and facilitation of learning. Contextualisation involves personalisation, content topics and pedagogical fit. Personalisation means that coursebook content is connected to the learners´ life world. Among other possibilities, this can be achieved by making references to familiar personalities, places and facts. Content topics covered in the coursebook should be chosen in accordance with accepted sociocultural norms. Pedagogical fit refers to the agreement between the coursebook and methodological approaches in the teaching context and national curricula (López-Barrios & Villanueva de Debat 2014: 41-42). The second aspect that distinguishes local coursebooks from international ones is the encouragement of cross-linguistic comparison with the learners´ L1 with regard to form, meaning and use (López-Barrios & Villanueva de Debat 2014: 42). The third feature, which is intercultural reflection, is defined as “awareness of the relation between home and target cultures” (Council of Europe 2001: 104). This means that coursebooks should not merely transmit facts and practices typical of the target culture, but provide opportunities to relate the target culture to the learners´ cultural context, opportunities to encourage critical confrontation with culture-related issues as well as opportunities to challenge stereotypes

(López-Barrios & Villanueva de Debat 2014: 43-44). Commenting on the aspect of intercultural reflection, López-Barrios and Villanueva de Debat (2014: 44) remind us that "local and localised coursebooks could make a significant contribution to the development of democratic citizenship by offering opportunities for learners to foster critical thinking, acknowledge and respect diversity and otherness, and take an active participation in different aspects of public life". The last aspect is the facilitation of learning. This feature aims at increasing learner autonomy. This can, for instance, be achieved by including the learners´ L1 in beginner coursebooks when giving instructions in the workbook, when providing the context of text extracts or dialogues, or to clarify grammar (López-Barrios & Villanueva de Debat 2014: 44).

Finally, it has to be noted that drawbacks of global coursebooks also apply to a certain extent to local coursebooks (McGrath 2013). This is due to the fact that even locally produced textbooks cannot meet the individual needs of all teachers and learners, as Amrani (2011: 271) puts it: "Even when materials are [produced and] evaluated for a specific narrow market, such as the state sector version in a small country, the [teachers and] students still represent […] anonymous end user[s]". Despite the fact that no coursebook can ever meet the needs and wants of all students and teachers in a country or region, a local coursebook certainly comes closer to this aim.

3 Materials evaluation

Materials evaluation is probably the most widely discussed procedure in the literature on materials development. While much of the literature focuses on formal teacher evaluation, there have been a few investigations into informal teacher evaluation and materials evaluation carried out by publishers (Tomlinson & Masuhara 2018: 52).

Evaluating materials is part of everyday work of a teacher. Most of the time this is an informal process in which teachers make decisions on the basis of evaluating materials when, for example, developing a lesson plan and deciding on using the coursebook material as it is, adapting a task or deciding against using a certain activity. Another example concerning evaluation and textbook selection is the so-called ´flick test´ which is basically used to get a first impression of topics, illustrations and language points through browsing the coursebook (Mishan & Timmis 2015: 56). This chapter, however, will focus on what Tomlinson (2013c) calls principled evaluation. According to his definition,

> [m]aterials evaluation is a procedure that involves measuring the value (or potential value) of a set of learning materials. It involves making judgements about the effect of the materials on the people using them […]" (Tomlinson 2013c: 21).

In other words, materials evaluation is a procedure to assess the effectiveness of materials on the end users, both the teachers and the students. Mishan and Timmis (2015) address the question of "(Why) is systematic and principled evaluation necessary?". To answer this fundamental question, they state three major reasons which are: the important role of materials as one of the main sources of target language exposure for learners, the massive "professional, financial and even political investment" (Sheldon 1988: 237) materials entail, and the significant contribution to the professional development of the evaluators (Mishan & Timmis 2015: 56-57). Tomlinson and Masuhara (2018: 64) strongly agree with these reasons and add a further reason for the importance of materials evaluation, namely, the potential of empowering and enhancing evaluators as participants in a decision-making process.

To gain a better understanding of what materials evaluation is, Tomlinson (2013c) makes a crucial distinction between materials analysis and materials evaluation. While materials analysis focuses on the materials themselves and is purely objective in the sense that it is very likely that several analysts provide the same answer; materials evaluation focuses on the effects of the materials on the users and is inevitably subjective (Tomlinson & Masuhara 2018: 54). Littlejohn (2011: 182) suggests that materials evaluation should be preceded by a careful analysis of the materials. Tomlinson and Masuhara (2018: 55) criticise that many experts

writing about materials evaluation mix up analysis and evaluation (Cunningworth 1984; Littlejohn 2011).

The early literature focuses on the practical undertaking of materials evaluation for teachers to select coursebooks and accompanying checklists (Tucker 1975; Davison 1976; Daoud & Celce-Murcia 1979; Cunningworth 1984, 1995; Harmer 1991; Skierso 1991; Roberts 1996; Ur 1996; Brown 1997; Hemsley 1997; Gearing 1999). However, these ready-to-use checklists have been subject to criticism as these inevitably reflect the author´s beliefs and the context they are familiar with without providing any rational or theoretical justification (Tomlinson & Masuhara 2018: 57). After a review of 48 evaluation checklists published between 1970 and 2008, Mukundan and Ahour (2010: 347-349) came to the conclusion that many checklists are too long for practical use by teachers, that many checklists are not tested for validity nor reliability and that there is a strong emphasis on predictive evaluations. Furthermore, they regard clarity, conciseness and flexibility as central features of successful checklists and call for the development of frameworks for retrospective evaluation. Tomlinson (2012b: 148) pointedly summarized Mukundan and Ahour´s (2010) findings as follows: "[many of the checklists are] too demanding of time and expertise to be useful for teachers, too vague to be answerable, too context bound to be generalizable, too confusing to be usable and too lacking in the validity to be useful". More recent literature responds to this criticism with the development of principled frameworks for materials evaluation rather than providing ready-made checklists which are considered more practical and relevant (McGrath 2002; McDonough et al. 2013).

3.1 Pre-use, whilst-use and post-use evaluation

With regard to when evaluation is carried out, pre-use, whilst-use, and post-use evaluation are the terms used in the literature (Tomlinson 2003, 2013c). Pre-use evaluation refers to predicting the potential value of the materials for the users by reviewing and evaluating materials for a journal, for a publisher or for selecting a coursebook for use in the classroom (Tomlinson 2013c: 30). Pre-use evaluation is more commonly applied than while- and post-evaluation. This is due to two reasons: firstly, pre-use evaluation is necessary in order to be able to make an informed decision on which coursebook to adopt, and secondly, it is easier to carry out compared to evaluation made while and after using materials (Mishan & Timmis 2015: 59).

Whilst-use evaluation is particularly useful for finding evidence on the value of the materials in use and is considered more reliable and objective compared to pre-use evaluation

(Tomlinson 2013c: 32). Whilst-use evaluation can either be made by the teacher who uses the material or by an external evaluator which can be, for example, a materials writer or a teaching colleague who observes the lesson. What is important when carrying out whilst-use evaluation is to clearly "isolate the effect of the materials from other variables, most notably the teacher" (Mishan & Timmis 2015: 60). According to Tomlinson (2013c), the following aspects can be measured by whilst-use evaluation:

- Clarity of instructions and layout
- Comprehensibility of texts
- Credibility and achievability of tasks
- Achievement of performance objectives
- Potential for localization
- Practicality, teachability, flexibility, appeal, motivating power and impact of the materials
- Effectiveness in facilitating short-term learning (Tomlinson 2013c: 32-33)

While evaluators can gain an impression of all the aspects while using or observing the materials, he notes that evaluators should focus on only one of the aspects at a time in order to be able to collect reliable data (Tomlinson 2013c: 33).

Post-use evaluation is the least common form of materials evaluation; even though it is considered the most informative type of evaluation. Experts on materials evaluation allege that post-use evaluation should be given greater attention than predictive evaluation as retrospective evaluation is likely to yield profound insights into the effectiveness of the materials on their users (Tomlinson 2003, 2013c; Tomlinson & Masuhara 2018; Mukundan & Ahour 2010). Tomlinson (2013c: 33) points out that post-use evaluation can "measure the short-term effect as regards motivation, impact, achievability, instant learning, etc., and it can measure the long-term effect as regards durable learning and application". The data on the measured outcome of the materials can thus inform future decisions on what materials to use, and on how to use, adapt or replace them (Tomlinson 2013c: 34). Besides important findings for teachers, post-use evaluation is also crucial for publishers as these findings inform the revision of coursebooks for the publication of new editions (McGrath 2013: 106). However, retrospective evaluation is also highly complex and therefore requires greater effort and expertise. This is why Tomlinson and Masuhara (2018: 74) recommend that post-use evaluation is carried out by "consortia of universities and publishers". Procedures for measuring post-use effects include the following: "tests of what has been 'taught' by the materials; tests of what the students can do; examinations; interviews; questionnaires; criterion-referenced evaluations by the users; post-course diaries; post-course 'shadowing' of the learners; post-course reports on the learners by employers, subject tutors, etc." (Tomlinson 2013c: 34). What poses a considerable challenge in

measuring the effectiveness of materials on users is to discriminate between the actual outcome and other variables such as "teacher effectiveness, parental support, language exposure outside the classroom, intrinsic motivation, etc." (Tomlinson 2013c: 35).

Masuhara (2011) provides a useful overview of which kinds of investigation and methods for materials evaluation are used prior to the use of the materials, while using the materials and after using the materials (see Table 1).

Table 1. Opportunities for reflecting teachers´ needs and wants – stages of use (Masuhara 2011: 258-259)

Stages of use	**Agent**	**Kinds of investigation**	**Methods**
Pre-use (materials selection)	teachers director of studies	collecting information about the books	ELT reviews reputation colleagues´ opinions based on experience of use
		impressionistic pre-use evaluation	Looking through the books for: • overall impression • syllabus • topic/subjects • illustrations
		systematic pre-use evaluation	(a) making use of self-generated criteria (b) making use of experts´ checklists
Whilst-use	teachers director of studies publishers	analysis of subjective data by the teacher and by others	the teacher´s diary/journal/ interview/forum
		quantitative and qualitative analysis	classroom observation data
		analysis of objective data	keeping records of: (a) selective use of units and parts of units (b) supplementary use of homegrown materials (c) adaptation of the coursebook
After-use	teachers director of studies publishers	impressionistic post-use evaluation	questionnaire interview diary/journal
		systematic post-use evaluation	evaluation using evaluation sheet validation of pre-use evaluation record

The evaluation can be carried out by different agents: teachers, directors of studies or publishers. A distinction is made between impressionistic and systematic evaluation and other

kinds of investigation. Methods and procedures of materials evaluation will be explained in more detail in the following sections.

3.2 Tomlinson´s framework for generating evaluation criteria

Candlin and Breen (1980) were the first in proposing the use of evaluation criteria for both the development and the evaluation of materials. This means that the development of evaluation criteria precedes the production of new materials and informs decisions about the shape of the materials. This view is also shared by Candlin and Breen (1980), Sheldon (1987); (1988) and Tomlinson and Masuhara (2018).

Tomlinson (2003, 2013c), an opponent of ready-made checklists, proposed a framework for generating evaluation criteria which fit the needs and wants of teachers and learners and the local context. What is key to his framework is the distinction between universal and local criteria. He defines universal criteria as those which "apply to any language learning materials anywhere for any learners". These criteria are typically based on the evaluator´s beliefs shaped by research and experience (Tomlinson 2013c: 37). Local criteria refer to "the actual or potential environment of use" and should be generated on the basis of a profile of the target context (Tomlinson 2013c: 42). Especially when developing commercial textbooks and writing in a team, it is vital to develop the materials based on a set of predetermined criteria. This set of criteria is very likely to evolve throughout the developing process so that criteria are deleted, modified or added as the project proceeds. In order to generate such principled criteria, Tomlinson and Masuhara (2018: 68-70) suggest the following procedure. Table 2 lists the seven-step procedure:

Table 2. Tomlinson´s framework for developing criteria for the production and evaluation of materials

1. Establish a team
2. Brainstorm your beliefs
3. Categorize your beliefs
4. Convert your beliefs into universal criteria
5. Develop a set of local criteria
6. Develop a set of medium specific criteria
7. Combine the three sets of criteria

After establishing a team, beliefs are first brainstormed individually and then a list of commonly held beliefs is compiled (e.g. engaging the learners cognitively). What follows is the categorization of the beliefs into bigger units (e.g. motivation, topic content, exposure to spoken language). Consequently, the beliefs are converted into universal criteria, preferably formulated

as a question (e.g. Does the textbook engage the learners cognitively?). As a next step, the writers should create a profile of the target learning context including information on the learners (e.g. age, gender, language level, motivation, reasons for learning the language, interests), the teachers (e.g. age, qualifications, experience, preferred teaching styles), and the course (e.g. duration, intensity and target). Based on this profile, local criteria can be developed (e.g. To what extent is the topic content of the reading texts likely to stimulate 15-year old students in Indonesia to think?). Having defined a set of local criteria, writers can move on to developing medium specific criteria. For paper material, which is the case for coursebooks, aspects of design, layout, instructions and illustrations are noted (e.g. To what extent are the illustrations likely to stimulate 15-year-old students in Indonesia to think?). Finally, the three sets of criteria are combined in a table, as illustrated below in Table 3, which should facilitate the practical use of the evaluation criteria (Tomlinson & Masuhara 2018: 68-70).

Table 3. Organising the set of criteria for use (Tomlinson & Masuhara 2018: 71)

Category –
Sub-category –

Criterion	Grade[a]	Comment[b]

[a] We would recommend using a five-point scale with a criterion achieving 4 or 5 in order for it to be considered as successfully achieved.
[b] The comment column can be used to record reasons and examples justifying the grade as well as suggestions for modifications that could lead to a higher grade.

These criteria should not only serve the purpose of shaping the development of the materials, but should be used for evaluating the materials while and after the development process (Tomlinson & Masuhara 2018: 71).

This useful framework for developing criteria for materials evaluation seems very complex and time-consuming, but it is likely that this effort will pay off later. On the one hand, common evaluation criteria ensure a consistent and coherent development of materials among all materials writers in the team, and on the other hand, the evaluation criteria are also a powerful tool when evaluating the materials in production. It is crucial to add here that the materials writers cannot establish the criteria solely based on their own beliefs, but they also have to consider the guidelines set by the publishers. Besides materials writers, Tomlinson and Masuhara (2018: 72) also propose the use of this framework for generating evaluation criteria for institution-based evaluation.

3.3 Evaluating materials: a teacher perspective

3.3.1 Materials selection

As already discussed, researchers advocate a principled approach to materials evaluation. Tomlinson and Masuhara (2018: 72), for example, advise evaluators in charge of selecting coursebooks to apply the framework for developing evaluation criteria. On the basis of a set of self-generated evaluation criteria, several coursebooks should be evaluated by allocating points and providing comments. This procedure is recommended for institutions and nations.

However, materials evaluation, especially when it comes to the selection of a coursebook is mainly carried out informally and impressionistically. What is more, teachers, especially young teachers, often do not have much say in the coursebook selection process. Coursebooks are frequently selected by Ministries of Education, institutions, administrators or subject coordinators (McGrath 2013: 113). McGrath (2013) illustrates this fact by providing an extract from an interview with a Lebanese teacher:

> T: At the end of the year ... the coordinator comes up with probably maybe say five different coursebooks. 'OK, these are new coursebooks, what do you think of them?' We go home, we browse through them, we like them, fine; we don't like them, we tell her. But it doesn't mean that because we like them they're actually chosen. The administration might tell us, no, it's too expensive or something else ... We don't even have a meeting about it, we just meet with the coordinator and tell her very informally, 'I like it, this is what it has, it doesn't have, and that's it'...
> I: Would you describe this process as systematic?
> T: No, definitely not ... [I was] just thrown in – 'What do you think of this book?' And you're expected to know, you are a teacher, you're supposed to know what you should look for. Well, I don't really know. So basically I just use my gut feeling, so to speak (McGrath 2013: 113-114).

It becomes evident that the subject coordinator and the administrator take on a superordinate role in the coursebook selection process. What is striking is that the teachers are asked about their opinions individually without even calling a meeting to discuss this important issue, the person does not feel prepared and trained to carry out materials evaluation and that the selection is based on the teacher´s first impression of the coursebook. Research has shown the informal character of actual material selection processes; however, many scholars hold the view that teacher involvement and teacher training in systematic materials evaluation is indispensable for successful coursebook selection.

As mentioned beforehand, most existing evaluation checklists are of limited usefulness for practicing teachers. In response to this conclusion drawn by Mukundan and Ahour (2010),

McDonough et al. (2013) developed a more realistic and practical model which should help teachers to evaluate and select textbooks effectively and efficiently. Their model involves two stages: "an external evaluation that offers a brief overview of the materials from the outside (cover, introduction, table of contents), which is then followed by a closer and more detailed internal evaluation" (McDonough et al. 2013: 53). Figure 1 below shows the process of evaluation in detail.

Macro-evaluation (External)	• examination of claims made by the author/publisher: intended audience, proficiency level, context, presentation of language items • role and availability of a teacher´s book • inclusion of a vocabulary list/index • table of contents • use of visuals and presentation • cultural specificity • provision of digital materials • inclusion of tests	→	Inappropriate/potentially appropriate ↓ Exit	→
Micro-evaluation (Internal)	• treatment and presentation of skills • sequencing and grading • type of reading, listening, speaking, writing materials • appropriacy of texts and exercises • self-study provision • teacher-learner balance in use	→	Inappropriate/appropriate ↓ Exit	→ Adopt/select

Figure 1. An overview of the materials evaluation process (McDonough et al. 2013: 58, 60)

Having carried out the macro-evaluation, the evaluator can, on the one hand, finish the evaluation at an early stage in case the external check revealed that the coursebook does not fit the specific context. On the other hand, the evaluator can decide to move on to micro-evaluation if the coursebooks seems potentially appropriate. On the basis of the examination of internal criteria, it can be decided whether or not a coursebook is adopted. For a more detailed

description of the materials evaluation process and the respective guiding questions see McDonough et al. 2013: 50-62.

3.3.2 Institution-based evaluation

Masuhara (2011) suggests the introduction of institution-based evaluation. This can take the form of staff meetings in which textbooks are evaluated prior to the selection of a coursebook for the upcoming schoolyear. The evaluation is based on a set of criteria which are formulated according to the students´, teachers´ and administrator's needs and wants. Keeping records of use is an opportunity to get insights into how materials are actually used. Masuhara (2011) suggests that teachers tick the parts used possibly with short comments. Additionally, teachers could keep records on how they adapt coursebook materials and on what occasions they use supplementary materials. Teacher meetings in which these decisions are reflected on and analysed can supplement the records. In terms of post-use evaluation, teacher meetings could be hold in order to validate the criteria formulated prior to selecting a coursebook for future reference (Masuhara 2011: 259-260). To fully exploit the benefits of coursebook evaluations, it is vital that the information is fed back to the publishers and materials writers. Moreover, the publication of such collaborative evaluations in English teaching journals is not only an important source of information for future coursebook development but also for other English teachers and researchers in the field of English language teaching.

There are a range of factors which ensure the success of such evaluations: the acknowledgement of materials selection and evaluation as an important aspect of teaching, the provision of time and place within teaching hours, open discussion and exchange of teaching materials among colleagues in order to reduce individual work, prospect of future benefits such as reduced problems faced due to having selected an unsuitable coursebook, the opportunity to enhance careers due to the publication of materials evaluation reports and having records on materials evaluation for future reference. But it is not only the teachers who benefit from institutional support. Institutions can profit from useful contacts with publishers and publicity generated by the publications in teaching journals (Masuhara 2011: 260-261).

3.4 Evaluating materials: a publisher perspective

Amrani (2011) provides an account of the process of evaluation from the publisher´s perspective. Her remarks are based on 20 years of experience in ELT publishing, largely with Cambridge University Press, and she states that publishers make use of a variety of research methods in order to evaluate their products. The combination of different research methods ensures that different perspectives on the same material are represented. In other words, triangulation should counteract the over-reliance on the findings of only one viewpoint, for example, the review of one single teacher (Amrani 2011: 274). Amrani (2011) also sheds light on a number of different research methods: piloting, reviewing, focus groups, questionnaires, expert panels, cooperation with academics and materials developers on research projects, editorial visits and classroom observation (2011: 274-293). This overview of individual methods largely follows Amrani (2011) and will be complemented with comments made on various evaluation methods by Masuhara (2011) and Tomlinson and Masuhara (2018).

3.4.1 Piloting

The term piloting refers to trying out materials in real classrooms. Despite the fact that piloters nowadays only trial a small selection of materials, it is still considered the best method to draw reliable conclusions about the effectiveness of the materials for their users prior to publication (Tomlinson & Masuhara 2018: 72). But piloting is not only useful for obtaining information about the value of the materials, it also has further positive side effects for the publisher.

Amrani (2011) explains four main reasons why piloting is such an effective method: Firstly, piloting material in real classrooms helps to ensure that the product is suitable for the end-users, both teachers and students. Subsequently, materials can be adapted according to the findings. Secondly, trialling material in schools can help to raise the profile of a coursebook series and at the same time it can help the sales team to identify more closely the target group of potential customers. Thirdly, it is used for building up a client base through key piloters who are recognised as pioneers in the ELT community and consequently word of their involvement is also getting around in the community which again helps promote the product. The fourth reason for conducting pilot testing is that the provision of a list of piloters in the acknowledgements adds to the trust. Customers attribute reliability to the product when being assured that it has been trialled by teachers (Amrani 2011: 274-275).

With regard to the implementation, usually a selection of materials which can be easily implemented in their regular teaching is sent to teachers taking part in the piloting phase. There are different approaches for documentation and evaluation during the pilot process. Amrani (2011) reports that piloters usually keep a teaching diary, make annotations on the unit pages, and comment on various aspects such as what worked well, what did not work, things that are missing, clarity of instructions, sequencing of the tasks, achievement of learning objectives, student questions and appropriateness of timing (Amrani 2011: 275). Since piloting is already a rather complex and time-consuming task, Tomlinson and Masuhara (2018) recommend that evaluators are provided with a selection of evaluation criteria or focused evaluation questions based on the set of evaluation criteria devised prior to writing the materials. In order to achieve coverage of the whole range of criteria, different groups of teachers can be given different sets of criteria or questions. Scaffolding the feedback process by providing specific guiding questions is very useful as it yields more relevant data compared to providing open and vague questions (Tomlinson & Masuhara 2018: 72). After the collection of feedback, the results are reviewed and sorted by the editor and the raw data is turned into a pilot report. Materials writers usually get a separate feedback report with additional comments made by the editorial team (Amrani 2011: 275). An issue concerning the validity of feedback is that teachers who are taking part in pilot testing do not reflect the whole range of real end-users. Most of the time, piloters are very motivated and experienced teachers who volunteer. However, publishers aim at developing materials for teachers from different backgrounds, including also those who need more extensive support and guidance (Amrani 2011: 276).

While piloting used to be the main source of obtaining feedback, publishers now use more time-saving and cost-effective methods. One of the main reasons for the abandonment of full piloting is that development cycles grew shorter and shorter. In the early 1990s, it was not uncommon that the development of a coursebook lasted seven years from conceptualization to launch. Nowadays, publishers aim for developing coursebooks within two or three years. Due to these time constraints, full piloting which would last a school year by its nature has become practically impossible (Amrani 2011: 267-268).

3.4.2 Reviewing

Another widely used method applied for receiving feedback is to ask experienced teachers, academics or other experts in the field to review a selection of materials. Reviewers usually receive a small number of units, a list of contents and the course concept accompanied with a

set of specific questions to be answered in a review sheet. Similarly to piloting, teachers can relate the materials to their own teaching, to their students and the local context and can give feedback by imagining using it in a real classroom situation. Academics and other experts can provide an objective evaluation of the materials in the light of the latest educational research and SLA theory (Amrani 2011: 276). When coursebook manuscripts are reviewed by team members or external reviewers such as experienced teachers or academics, Tomlinson and Masuhara (2018) urge the materials writers to provide them with the evaluation criteria specifically developed for the coursebook project. These allow a thorough evaluation based on relevant and targeted criteria and the set of evaluation criteria can be used to discuss the results of the evaluation. This does not mean, of course, that reviewers cannot bring their own principles and beliefs into discussion. In case no evaluation criteria have been developed prior to writing the materials, reviewers are recommended to generate their own set of evaluation criteria and ask the materials writers or the publisher if these criteria are suitable for the specific project (Tomlinson & Masuhara 2018: 71).

3.4.3 Focus groups and teacher´s forums

Focus groups are another method of obtaining feedback. For this purpose, a small number of carefully selected people with a specific profile are invited to a face-to-face meeting. The meeting is usually moderated by an experienced editor or a market research professional. Prompt questions are used to initiate the discussion and probe questions should help uncover beliefs. While focus groups can be purely discussion-based, they can also provide the opportunity to observe teachers when planning a lesson. Therefore, teachers receive context information on a specific target group of students and plan a lesson accordingly. Other group members observe how the teachers navigate in the students´ book and in the teachers´ handbook and the observers also note down relevant comments. The planning session is also recorded for a closer analysis. The teachers then present their lesson plan which will be discussed on the basis of the observations made while planning (Amrani 2011: 290). Problems related with this research method are that it is only suitable for local contexts as focus groups are usually carried out with a small group of people in one country. Other issues are linked to group dynamics. On the one hand, the social desirability bias can distort the participants´ responses. This means that sometimes teachers do not say what they think or what they do and rather say what the group wants to hear. On the other hand, ´group think´ can distort the real picture. ´Group think´ means that the opinion of a dominant group member is taken up by the others. Notwithstanding these

limitations, the use of focus groups has an enormous advantage that many other research methods do not offer: Focus groups allow for mutual communication which provides the possibility for the publisher to pose follow-up questions (Amrani 2011: 291).

Similarly, Masuhara (2011) proposes the implementation of so-called teachers´ forums organised by publishers, which can take three forms: evaluation meetings, ´take your pick´ sampling meetings and meetings in which users meet to become producers (Masuhara 2011: 255-259). In evaluation meetings, the publisher invites a representative sample of teachers for lunch or coffee paying the expenses and offering reasonable payment on top for the participants. The latest coursebooks are presented or simulated in a mock classroom, teachers are asked to identify tasks that they consider good and useful, and what follows is the discussion moderated by an experienced editor or materials writer on why the teachers find the identified activities useful. The discussion of ways of improving existing tasks would be an alternative procedure (Masuhara 2011: 255-256). The ´take your pick´ sampling meeting involves the discussion of preferences of a variety of approaches. Materials writers prepare three kinds of potential coursebooks consisting of a few units each. These mini-coursebooks adopt a different approach respectively to tackling a text, for example. This procedure could help materials writers decide on a certain approach and erase all possible doubts (Masuhara 2011: 256). A third option would be materials development projects in which users meet in order to become producers. The advantages of producing such local coursebooks in collaboration with a publisher and teachers is that the division between materials writers and teachers is abolished and therefore the teachers´ needs and wants are thereby catered for and incorporated in the materials. What is more, the materials can be trialled in the teachers´ own classrooms and subsequently be revised (Masuhara 2011: 256-267). A variety of factors determines the success of the teachers´ forums:

- acknowledgement of the teachers´ work
- provision of time, place and reward
- teachers´ forums result in diminishing the frustration of little control over existing materials
- exchange between teachers helps teacher development and professionalization
- the discussions are interesting, useful and relevant to the teachers
- the provision of concrete examples and options
- the possibility of career advancement
- choice is followed by a discussion of underlying reasons (Masuhara 2011: 257).

The unifying aspect of these success factors is that teachers experience empowerment. Through creating conditions for open communication between producers and users and giving teachers a voice, teachers can not only shape the production process to some extent, but also gain from rewarding and relevant discussions.

3.4.4 Questionnaires

The most time-efficient and cost-saving method is probably the use of online questionnaires. In order to be efficient, they must be short, specific and tailored to what the publishers need to know. Areas of interest are among others the teaching environment, ICT equipment and the use of other commercial material (Amrani 2011: 291-292). Masuhara (2011) gives an insight into her personal conversations about the value of questionnaires. Representatives of publishers seem to be fairly sceptical about the effectiveness of questionnaire surveys on the basis of their experience that "teachers (a) do not seem to have many opinions, (b) do not do what they say and (c) are not cooperative in returning the questionnaires" (Masuhara 2011: 253). Thus, questionnaires might not be the best way to uncover teacher´s needs and wants, however, the publisher can reach a considerable number of teachers at a comparatively low cost. Moreover, questionnaires can be combined with other potentially more valid, reliable and rewarding evaluation methods which provide more in-depth information on teacher variables.

3.4.5 Expert panels

Expert panels are another important source of information that informs the materials development process. The members of expert panels are carefully selected according to the needs of a certain project. With regard to the number of participants, this can range from a group of four to a much larger group. For international coursebooks, it is not only relevant that experts from various specialist areas take part, but also experts from a range of different target countries. They usually meet face-to-face for mini-conferences to review materials and advise on current developments once or twice a year. These meetings allow publishers to plan and to write detailed briefs for materials writers. Such expert panels sometimes serve as a stepping stone for publishers to work in cooperation with academics or materials writers on research projects (Amrani 2011: 292).

3.4.6 Editorial visits and classroom observation

Editorial visits and classroom observation also provide an opportunity to gain an insight into the market. Editors visit schools in the target markets and observe classrooms in which their own and competitor materials are used. Classroom observation is also frequently carried out when materials are trialled in classrooms during the piloting phase. The observation focus is on

how the materials are put into practice and if the materials are used in the way as is has been planned and imagined. With regard to materials adaptation, publishers want to know how and why teachers adapt the material. This is important because it makes a huge difference if the materials need fundamental changes in order to work or if teachers only want to attach a personal note in accordance with their beliefs and individual teaching styles (Amrani 2011: 293).

3.5 Benefits and potential drawbacks of materials evaluation

Having reviewed different kinds of research methods publishers apply, it has to be highlighted what is beneficial for the stakeholders taking part in the evaluation process, but also what can go wrong when evaluating materials. Teachers and schools involved in piloting and reviewing materials can benefit from fees, free books and financial support for the purchase of equipment. What is possibly even more valuable is that their needs and wants are taken into account in the development process. Publishers profit from the fact of being able to develop their products on a sound basis which enhances market credibility. Moreover, the collaboration with experienced teachers and academics frequently yields future authors. Especially those providing an objective critical analysis and suggestions for improvement are likely to become regular reviewers, are likely to become involved in the development of supplementary materials and are likely to be approached to become authors. However, materials evaluation may also prove useless. Amrani (2011) mentions five problematic aspects: teachers and academics involved in the evaluation process might not provide useful information because they do not provide extensive or relevant information; they might only tell the publishers what they think they want to hear, namely that the materials are perfect and do not need any changes; they might only criticise the materials without explaining the problem and without posing suggestions; competitors might get notice of the unpublished materials; piloters and reviewers might withdraw from the collaboration which can lead to an underrepresentation of a certain target area (Amrani 2011: 294-295). A further issue addressed by Amrani (2011: 276) is that mainly motivated and experienced teachers take part in piloting processes. This issue actually does not only apply to piloting but to all evaluation methods which are based on voluntary participation. It is very likely that only a certain type of teacher participates in such evaluations, which means that there is not a full range of different teacher personalities represented in the materials evaluation processes.

Taken together, I believe that the positive aspects of evaluation outweigh the potential drawbacks. Problematic aspects can be counteracted by providing the evaluators with good framework conditions, above all, acknowledgement, appropriate payment and a structured approach including clear guidelines and evaluation sheets. In this chapter we have mainly focused on materials selection and materials evaluation processes from the publisher´s perspective, however, teachers are also involved in evaluating texts, tasks and activities in the coursebooks on a smaller scale when planning lessons. This rather informal evaluation usually informs the decision of what tasks will be included, changed, skipped, rearranged or if it is necessary to use additional material. The next chapter, therefore, moves on to discuss materials adaptation.

4 Materials adaptation

Much of the existing literature on materials adaptation mainly focuses on the theory of adaptation and the underlying principles and procedures (McGrath 2002, 2013; McDonough et al. 2013; Tomlinson 2013b; Mishan & Timmis 2015). In recent years, there has been an increasing amount of publications reporting empirical studies that investigate teacher adaptation in practice (Shawer 2010; Guerrettaz & Johnston 2013; Grammatosi & Harwood 2014; Bosompem 2014; Bolster 2014, 2015; Loh & Renandyia 2015; Abdel Latif 2017; Tasseron 2017).

4.1 Teacher adaptation

4.1.1 Defining materials adaptation

Materials adaptation is defined by Tomlinson and Masuhara (2018) as

> the process that involves making changes to existing materials to better suit specific learners, teachers and contexts for the purpose of facilitating effective learning. This may mean reducing mismatches between materials, learners, teachers, and contexts or making fuller use of the potential value of existing materials (Tomlinson & Masuhara 2018: 82).

In other words, materials adaptation refers to tailoring existing materials in order to optimize learning by resolving potential mismatches, overcoming potential deficiencies, and skillfully exploiting the materials.

Similar to the distinction between impressionistic materials evaluation and principled materials evaluation, there is a distinction between ad hoc adaptation and principled adaptation (Mishan & Timmis 2015: 67). Likewise, McGrath (2013) differentiates between reactive and proactive adaptation. Ad hoc or reactive adaptation is the intuitive response to what a certain situation needs as the lesson progresses. This is clearly the most common type of adaptation. It is said that especially experienced and good teachers develop this ability to make extensive and successful adaptations spontaneously. Principled or proactive adaptation refers to those adaptations which are part of lesson planning and guided by what the teacher beliefs on how to develop communicative competence among learners (McGrath 2013: 60).

4.1.2 The importance of materials adaptation

As noted by Tomlinson and Masuhara (2018: 83), there is an increased necessity for adaptation for two reasons: firstly, the "division between materials producers and users" and secondly, "realities of learning EIL" (English as an International Language). Both of what Tomlinson and Masuhara (2018: 83) call "paradigm shifts" result in a mismatch between the coursebooks and the teachers´ and learners´ needs and wants, preferred teaching and learning styles, the local syllabus and context. At this point it has to be clearly stated that adaptation is not necessarily related to criticism of materials. As Madsen and Bowen (1978: viii) put it, "even when a text[book] is well written, it may not be completely compatible with the instrumental aims, student level, or teaching style in a given school or classroom". This is not only true for coursebooks, but also for teacher-created material. Teachers who are engaged in materials design might find themselves adapting their own materials by responding to specific needs arising during the lesson. This is also reflected in Richard´s (2001) account of the role of adapting and transforming materials:

> No matter what form of materials teachers make use of, whether they teach from textbooks, institutional materials, or teacher-prepared materials, they represent plans for teaching….As teachers use materials, they adapt and transform them to suit the needs of particular groups of learners and their own teaching styles. These processes of transformation are at the heart of good teaching and enable good teachers to create effective lessons out of the resources they make use of (Richards 2001: 16).

Thus, all materials are subject to adaptations in order to fit a certain teaching and learning context. What is more, he finds that the ability to adapt materials is characteristic of good teachers. Given the necessity of materials adaptation and the recognition of adaptation being part of the teacher´s expertise and repertoire, it is not surprising that materials writers, teacher

educators and experienced teachers share the view that teachers should adapt materials (McGrath 2013: 128). Having defined what is meant by materials adaptation and why it is important, it is now necessary to explain the reasons for materials adaptation and what is actually adapted.

4.1.3 Reasons, factors and foci

Reasons for adapting materials are manifold. Tomlinson and Masuhara (2004: 12; 2018: 102-103) identified five broad factors which determine and influence whether and how adaptations are made:

- teaching environment (national, regional, institutional, cultural levels, etc.)
- learners (age, language level, prior learning experience, learning styles, etc.)
- teachers (personality, teaching styles, belief about language learning and teaching, etc.)
- course (objectives, syllabus, intended outcomes, etc.)
- materials (texts, tasks, activities, visuals, teacher book, multimedia extras, etc.) (Tomlinson & Masuhara 2018: 102-103)

If one or more of these factors are not met, there is a reason to adapt materials. The aim and purpose of the adaptation is to gain greater coherence between these factors. Naturally, the reason for materials adaptation is closely related to what is actually adapted.

Let us now turn to what is typically adapted. McGrath (2013: 62-63) provides a useful outline of potential foci for adaptation:

- language (the language of instructions, explanations, examples, the language in exercises and texts and the language learners are expected to produce)
- process (forms of classroom management or interaction stated explicitly in the instructions for exercises, activities and tasks, but also the learning styles involved)
- content (topics, contexts, cultural references)
- level (linguistic and cognitive demands on the learner) (McGrath 2013: 62-63).

Here the multifacetedness of adaptations becomes visible. Using the learners´ L1 to explain a complex task, instructing students to work in pairs instead of groups as suggested in a coursebook or adding a readiness activity before a reading text to activate the learners´ prior knowledge on the topic are all examples of adaptations. The underlying reasons for these adaptations lie mainly in the ability of the learners (language level) and the material itself (text and task difficulty).

4.1.4 Principles, techniques and procedures

As far as principles of adaptation are concerned, McGrath (2013: 66) compiled a useful list of principles which underlie and justify changes made to the material. Accordingly, materials need to:

- 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) (McGrath 2013: 66).

Adaptations should be underpinned and guided by the above listed principles. At the same time, these principles could also be seen as reasons for adapting. If one or more of these aspects are not fulfilled by the existing material, it can be identified as deficient and is hence subject to adaptation.

Regarding techniques of adaptation, McGrath (2013: 64-65) describes three broad categories: omission, addition, and change. Omission means that a whole component or a part of a component is not used. Addition can take the following forms:

- examples, explanations, paraphrases offered spontaneously in response to a predicted or perceived learner problem
- more practice or test items of the same kind
- increase in the length, depth or difficulty of a text or activity
- creative use of the materials in ways not intended by the writer
- the provision of alternatives to an existing activity or different pathways through the materials
- new material (e.g. text, activity) (McGrath 2013: 65)

Change refers to "rearrangement, replacement [or] rewriting" of tasks or activities. Notwithstanding criticism of supplementation not being treated as a stand-alone design process (McGrath 2013: 71), throughout this thesis the term supplementation will be used as a form of addition.

In terms of how teachers should go about the materials adaptation process, Tomlinson and Masuhara (2018) propose the following procedure for making adaptations:

- articulating objectives for the adaptation
- making the adaptations in the least demanding but most potentially effective way

- teaching the adapted materials
- evaluating the adaptations against the intended objectives
- revising the adaptations if necessary for subsequent use (Tomlinson & Masuhara 2018: 108)

This procedure ensures that the adaptations are principled and that these are evaluated and improved for further use. Ideally, materials evaluation should precede materials adaptation, however, it does not necessarily be as extensive and detailed as the framework discussed above which is especially relevant for materials selection and materials adaptation carried out by materials writers or editors (Tomlinson & Masuhara 2004; Mishan & Timmis 2015: 68). Similarly, Mishan and Timmis (2015) have emphasised the link between evaluation and adaptation in their chapter on materials evaluation and adaptation.

4.2 Further agents of adaptation

So far, we have focused on teacher adaptation; other agents who can potentially be involved in materials adaptation are materials writers, publishers, or Ministries of Education (Tomlinson & Masuhara 2018: 87). An example of publishers and editors involved in materials adaptation is the development of adapted or localised coursebooks. Adapted coursebooks are "local versions of global coursebooks" (Tomlinson & Masuhara 2018: 82). Such adapted or localised coursebooks are likely to prove highly successful. This is due to the collaboration between renowned international publishers and local publishers who can benefit from each other´s expertise and thereby tailor the materials to the needs of a local market. Besides teachers and publishers, materials writers are frequently involved in materials adaptation. Materials writers adapt and make changes to materials during the production process as a response to evaluation and feedback from co-writers, editors, teachers, reviewers or advisors (Amrani 2011); (Singapore Wala 2013).

5 Materials production

The purpose of this section is to describe and discuss the different stages of materials production. As the focus of this thesis is on published coursebooks, the materials production process concerning commercial publications will be examined closely. A full discussion of materials production in the context of teacher-created materials for their own use lies beyond the scope of this study.

5.1 The process of publishing coursebooks

In general, articles and reports on matters of publishing and the development process are fairly limited. Pogelschek (2007: 100) speculates about the reasons for this: The topic of publishing might be considered less interesting or important and researchers might not be familiar enough with publishing processes. Some materials developers, however, provide an invaluable insight into the processes of materials production (Donovan 1998; Amrani 2011; Aitchinson 2013).

There have been several attempts to describe the process of publishing coursebooks and synthesise the views of various materials developers (see McGrath 2013; Mishan & Timmis 2015; Tomlinson & Masuhara 2018). They identified a similar sequence of stages. Tomlinson and Masuhara (2018: 148-149), for example, used the following labels for the individual steps in the development process: planning, establishing a writing team and principles, drafting and feedback, production, and post-production. The individual stages will be described in the following subsections.

5.1.1 Planning

The first stage in the development process is careful planning which is usually guided by commercial and operational interests and opportunities (Pogelschek 2007: 100). Stakeholders involved at this stage are usually the publishing director and project development editors; materials writers and target users come into play later (Tomlinson & Masuhara 2018: 151; Aitchinson 2013, Section 8 “Editoral job titles and main responsibilities”). The initial planning stage is vital as the development of a new product entails substantial investment. This is the reason why market research is undertaken before the decision to produce a new coursebook can be made. According to McGrath (2013: 31-32), “market analysis indicates whether there is a large enough potential market for a book to make its publication potentially profitable and what

the nature of that market is likely to be. The wider that potential market is, the better, of course". For global coursebooks it is the case that market research reveals "information about the learning context, class sizes, the syllabus and other hard facts from education ministries, exam boards, local teacher training colleges and local sales offices, who have built up market profiles over many years" (Amrani 2011: 271). For local coursebooks, market research clearly adopts a smaller scale, as the context is rather clear from the beginning. Pogelschek (2007) explains the main reasons for the development of a new coursebook for the Austrian market as follows:

> First and foremost, the market size of Austrian upper secondary business schools is quite big. Secondly, the government-imposed limit on the price of a book for this market is relatively high. In addition, competition was weak and a new syllabus was to become effective exactly when volume one was to be published. Finally, market research made clear that teachers – they decide which book is used in school – were longing for a new textbook. As a consequence, expected sales figures and estimated profit were quite high (Pogelschek 2007: 101).

This example shows that business objectives such as potential sales, profit margins and market share are ultimately decisive. At this point it is important to highlight that the information provided by market researchers and sales officers often does not represent what the actual users need and want. This fact became evident when Tomlinson and Masuhara undertook confidential research for a leading publisher in 12 countries to examine what teachers and learners want from coursebooks. Their findings were very different from those of the market researchers and were eventually ignored when a new coursebook was developed (Tomlinson & Masuhara 2018: 151). Besides market research, it is noteworthy that publishers carry out desk research and competitor analyses in order to monitor current trends and recent publications. It is common for publishers to regularly visit other publishers´ websites and relevant websites such as IATEFL, TESOL, MATSDA and the ELT Journal to stay informed about latest language learning theories, materials developments and trainings for materials writers (Amrani 2011: 293). Based on a literature review on publisher´s accounts (Donovan 1998; Amrani 2011; Aitchinson 2013; McGrath 2013), Tomlinson and Masuhara (2018) outline what coursebook publishers seem to want. A coursebook which:

- responds to current and future market trends;
- promises the highest possible returns;
- helps them to attract or maintain their reputations as leaders in materials development
- matches the needs and wants of the widest possible number of users;
- is versatile enough to be adapted easily;
- offers quality in terms of language learning;
- offers the right balance between familiarity and innovation;
- competes well against existing publications (Tomlinson & Masuhara 2018: 150).

From this list it becomes evident that economic interests are prevailing; pedagogical considerations such as the flexibility of materials for adaptation and high-quality materials for successful language learning are primarily means to an end to make the product profitable. These wants, of course, strongly influence the planning stage of the development of a new coursebook.

5.1.2 Establishing a writing team and principles

The next step following the planning phase is team building and the formulation of principles that will guide the writing process.

5.1.2.1 The materials writer(s)

Undoubtedly, materials writers play a vital role in the materials production process. As soon as the decision to publish a new coursebook is made, publishers start to recruit writers. Even though publishers usually issue a call for authors in the job section of their website and it is a common belief that textbook authors send unsolicited proposals and manuscripts to potential publishers, this is not the standard procedure of how publishers recruit materials writers:

> […] in reality, it is very unusual for an ELT publishing company to accept manuscripts that arrive out of the blue like this. The real situation is almost always the reverse – publishing companies first decide what they want to publish, and only then do they commission writers to write according to their specific instructions (Aitchinson 2013).

This means that publishers usually have a rather concrete idea of what kind of coursebook they intend to publish. Thus, authors often have to work according to very precise specifications and are chosen on the basis of what kind of experience and expertise is necessary to accomplish the project. Moreover, being established and well-known in the field of ELT publishing is a decisive factor for commission to, as McGrath (2013: 30) states that publishers "tend to play safe by commissioning new series from writers they know". Participating in materials evaluation and feedback processes such as reviewing, piloting, or interviews could also serve as a springboard for becoming a materials writer:

> Many teachers and academics who start out by answering a questionnaire or working on a pilot go on to become regular reviewers. Proven reviewers who have shown they have a good writing style and a comprehensive understanding of ELT and a particular aspect or market in it are often approached to write web materials or teacher's books or supplementary materials. If they do that successfully, they can

> find themselves being asked to tender as an author for bigger projects. It should be pointed out that it is more likely to be those reviewers who show an objective critical analysis of the materials and are prepared to point out the things which could be improved, backed up with informed argument, who are more likely to be approached. Materials evaluation is one of the main sources for publishers finding new prospective authors and being alerted to new ideas (Amrani 2011: 294).

Thus, teachers can benefit from carrying out materials evaluation in terms of expanding their job opportunities. Aitchinson (2013) also highlights the fact that "[i]t is not essential to have higher degrees to write for an ELT publisher. Typically, publishers find that actual teaching experience is more closely correlated to writing success than academic qualification" (Aitchinson 2013). Thus, having completed teacher training and having several years of teaching experience is the best starting point for a career in ELT textbook publishing, as it ensures that textbooks can be designed in accordance with realities faced at school.

There are various constellations of writing teams: "pairs who work closely together, pairs who complement each other, and larger teams" (Prowse 2011: 155), who regard the team member(s) as a resource and provide each other with constructive feedback. The comparison of various accounts shows that the advantages of writing in teams outweigh potential drawbacks. The most salient positive aspect is that larger teams can "draw on deeper reserves of energy and experience" (Prowse 2011: 155). Negative aspects include "personal and professional disagreements" (Prowse 2011: 155) such as "mismatch between individual working styles, individual writing styles, unstandardized units, a longer than usual time for decisions" (Prowse 2011: 153). Moreover, materials writers report on the importance of a productive and positive relationship with the publishing team, especially with editors (Prowse 2011: 161). A central person at the stage of establishing a writing team, but also for the whole coursebook project, is the commissioning editor or project development editor:

> [This person] operates as the fulcrum of a materials development project, maintaining balance and ensuring that the project continues to progress towards publication. The editor functions as a filter and a crucial contact between content originated by the writers and its expression through layout, design, illustration, marketing and promotion (Singapore Wala 2003: 58).

This description shows that the project development editor coordinates the project from the planning stage until the post-production stage and supervises a team of one or more desk editors and a designer and also works closely together with the marketing and sales management. Another important person which works closely together with the writing team is the desk editor who reviews, revises and gives feedback on the submitted manuscripts (McGrath 2013: 30).

5.1.2.2 Brief and guiding principles

What follows the recruitment of a writing team is the initial briefing document. Before the writing starts, the publisher provides a so-called "must have list". Such lists are tailored to individual coursebook projects and are based on information obtained via market research (Amrani 2011: 270). Naturally, these "must have lists" are not made public; but there is a widely known acronym for taboo topics that should be avoided in global coursebooks: PARSNIP, which stands for politics, alcohol, religion, sex, narcotics, isms, and pork (Tomlinson & Masuhara 2018: 158). The reason for this is that international publishers do not want to run the risk of books not being launched on the market in certain countries. Besides these restrictions in terms of sensitive issues, publishers and writers seem to have little scope in the course design as much of it is predetermined: "Course content, approach and task design is often already established by exam syllabuses, guidelines or standards such as the Common European Framework" (Amrani 2011: 268). Tomlinson and Masuhara (2018) rightly observe that these underlying principles set by publishers in accordance with other frameworks predetermined through the CEFR, the syllabus and specific examination formats often do not go hand in hand with what research into second language acquisition (SLA) and second language learning (SLL) suggests. This is due to the publisher´s interest in meeting the needs and expectations of administrators, teachers and students who are the potential buyers (Tomlinson & Masuhara 2018: 158). On the basis of the brief including the "must have list" and information on the target context and the target learners, it is common practice that writing team members compile a more detailed list which will guide their actions in order to achieve coherence and quality. As Timmis (2014: 245) reminds us: "If you are writing materials for publication, particularly if you are writing as part of a team, you are probably going to need to draw up a set of design specifications and/or a set of methodological principles to ensure quality and consistency". These internal guidelines reflect the materials writers´ beliefs about language learning and is more likely to include research-based principles. This is in line with Tomlinson´s (2003, 2013c) framework for generating evaluation criteria for the development of coursebooks (see Chapter 3.2). Returning briefly to the development of evaluation criteria, this list of criteria should not only serve the evaluation process but should also ensure a principled development of materials.

Besides articulating principles and criteria, it is vital that materials writers decide on frameworks prior to writing the materials. Making use of frameworks does not only ensure coherence and consistency but also saves time (Tomlinson & Masuhara 2018: 131). Tomlinson and Masuhara (2018) promote the use of a text-driven framework in which an text is used to

drive a unit. As shown in Table 4 , the text-driven framework for developing materials is as follows:

Table 4. Text-driven framework for materials production (Tomlinson & Masuhara 2018: 131-133)

1. Select a core text
2. Experience a text
3. Reflect on your experience of the text
4. Create a readiness activity
5. Create an initial response activity
6. Create an intake response activity
7. Create a development activity
8. Create an input response activity
9. Create instructions to get the students to revise the product of the development activity

This framework can be used flexibly in the sense that the focus is given to one specific stage, the sequence is altered or some stages are omitted (Tomlinson & Masuhara 2018: 133)[1]. Further frameworks proposed by Tomlinson and Masuhara (2018) are the TPR (Total Physical Response) Plus framework or the TBLT (Task-Based Language Teaching) framework (Tomlinson & Masuhara 2018: 134-135). I fully agree with Tomlinson and Masuhara (2018) in their strong view that learners who are exposed to authentic, meaningful, emotionally and cognitively engaging texts and tasks are more successful in learning a language than by covering a predetermined list of language points (Tomlinson & Masuhara 2018: 135).

5.1.3 Drafting and feedback

The following stage in materials production is concerned with the actual writing of the materials, the evaluation of the drafts and the potential adaptation of materials.

5.1.3.1 How writers write

Despite the centrality of textbooks, there have been few empirical investigations into how materials writers actually proceed in the writing process. Let us now look at four groundbreaking studies revealing details about the materials writing process, task design and materials writing expertise (Prowse 2011; Johnson 2003; Atkinson 2007; Hadfield 2014).

[1] For a more detailed explanation of the individual stages see Tomlinson (2013: 95-118) or Tomlinson and Masuhara (2018: 131-133)

Prowse (2011) provides an account of the writer´s perspective in the materials writing process in 1994 including reflections of experienced materials writers on their own practice 15 years later. Thereby an insight into how ELT publishing has changed over time can be gained. While aspects concerning creativity and writing in a team still endure, there have been major changes in the use of technology (Prowse 2011: 166). Concerning the creative process, it seems as if writers "rely heavily on their own intuitions" (Prowse 2011: 158) while at the same time trying to meet the requirements of the syllabus prescribed by the Ministry of Education. While the accounts of 1994 are only restricted to the technical aspects of writing drafts using pen and paper or a personal computer, the technological progress and insights gained from SLA research and corpus linguistics resulted in an increased use of technology in the materials writing process. Using the World Wide Web to research texts and researching the language itself via corpora which provide, for example, information on word frequency and collocations, has become an integral part of the materials writing process (Prowse 2011: 167-168). Another aspect which had not been given much attention in the accounts of the mid-1990s was the influence of the market over the writing process. Materials writers report on the importance of "repeated visits to the markets by authors and editors" (Prowse 2011: 166). According to Prowse,

> [t]hese visits take many forms, always including a lot of classroom observation of lessons in a range of schools and locations, discussions with students about their interests, individual and focus group discussions with teachers, meetings with educational advisers and planners, and discussions with methodologists and teacher trainers working in the market (Prowse 2011: 166-167).

The collaboration with the stakeholders of the market extends over the initial phases of textbook development, piloting the first drafts, and continues after publishing the coursebook for promotion, evaluation and feedback for further editions (Prowse 2011: 167).

Johnson (2003) examined the procedures underlying task design. For the procedural analysis, he carried out a comparative study in which he asked eight expert materials writers and eight non-specialist writers to "design a task/activity which centred around the functional area of describing people" (Johnson 2003: 8). The subjects were given the same "task design brief" and were asked to think aloud while creating the task. By analysing the concurrent verbalisations, Johnson (2003) shed light on the process of materials writing and characteristics of good task designers. A coding system to describe task design behaviour was developed consisting of six macro-stages: "Read brief, Analyse, Explore, Instantiate, Write Worksheets, Writer Teachers´ Notes" (Johnson 2003: 52). Unsurprisingly, he found that the experts´ materials writing process was very different from the way the novices went about designing the

tasks. The most salient difference between the expert writers and the non-specialist writers is that the experts spend considerable time on the "Analyse" and "Explore" macro-stages in order to clarify issues early on. Lack of attention to these early phases of task design can result in a poorly conceived purpose and contextualisation as well as overlooking critical issues of the task (Johnson 2003: 71).

The characteristics of good task designers are divided into aspects of "logistical control" and "enrichment" of the task design (Johnson 2003: 128). Johnson´s study found that good task designers have "concrete visualisation capacity", to be more precise, they can simulate teacher input and learner output and quickly explore possibilities in a great detail (Johnson 2003: 129-130). Moreover, they have "easy abandonment capacity" which means that they are willing to abandon a task and change direction after having developed it over a longer time span. Good task designers are characterised by spending time analysing the design problem and reviewing guidelines and at the same time identify design procedures and emphasize important issues. Another distinguishing feature is that good task designers make decisions on more concrete aspects such as "configuration, props and stage" before more abstract aspects such as "type and genre" (Johnson 2003: 131). Good task designers work in a flexible and opportunistic way. Spending considerable time on exploring various possibilities before committing to one solution is another of their distinctive features (Johnson 2003: 132). Another typical feature of experts is that they display metacognition, in other words, they use strategies to plan, monitor and assess their thinking and behaviour. While some materials writers write teacher notes and worksheets at a final stage, many good task designers use these stages to instantiate and manifest concrete ideas. Frequently, details emerge during this stage which can exert a major effect on the overall task (Johnson 2003: 133). Good task designers design in a cyclic manner, add details gradually and constantly review modifications and developments (Johnson 2003: 134). The study shows that all subjects follow a communicative perspective, however, differences concerning the designing style relate to whether task designers are language- or task-oriented (Johnson 2003: 134-145). Finally, Johnson (2003: 135) highlights that task designers show considerable individual variation when it comes to the "logistical control" of task design. The second group of characteristics is summarized under the heading "enrichment" and outlines how designers ensure that tasks are detailed and rich. Here, "task logistics sensitivity" features, which is defined as "the characteristic of showing [an] awareness of problems and issues related to the mechanics of setting up and conducting class activities" (Johnson 2003: 135). Moreover, designers show "learner and context sensitivity". Good materials designers achieve enrichment through extensively exploring possible task types,

genres and scenarios (Johnson 2003: 136). Another decisive feature is that they frequently take ideas for tasks from repertoire. Good task designers create a great number of choices throughout the design process and thereby make the design process more complex than necessary. Lastly, Johnson (2003: 137) points out that good task designers keep in mind a great number of variables throughout the whole design process in order to meet the requirements and as many critical issues concerning materials development as possible.

Atkinson (2007) investigated facets of expertise and what processes and procedures an experienced textbook writer follows when developing a textbook. In his case study, Atkinson (2007) identifies five major characteristics of textbook-writing expertise:

- TW1's design process was cyclic in nature.
- TW1's understanding of the design process helped him to clarify issues that arose during the writing of the textbook.
- TW1 took guidance from outside sources in order to meet learners' needs when writing the textbook.
- TW1's variety of experience helped him to see how the textbook would be used in practice.
- TW1 respected teacher and student autonomy while also satisfying educational aims (Atkinson 2007: 14).

As noted by a number of researchers already, the writing process is described as cyclic, in other words, the materials writer revisits the drafts multiple times in order to ensure "continuity, substance, variety and repetition" (Atkinson 2007: 8). The writer was always aware of the stages of the textbook development during the writing process and particularly recognized the importance of piloting (Atkinson 2007: 9-10). In order to ensure that the needs of the learners and teachers are met, the textbook writer called in experts on learning as an individual with special needs (Atkinson 2007: 10-11). Furthermore, his multiperspectivity due to his experience as a teacher, teacher trainer and materials writer helped to view the working of the materials in action (Atkinson 2007: 11). Finally, he acknowledges the professionalism of teachers and actively promotes their autonomous use of the textbook as a guide to fulfilling learning objectives. At the same time, he intends to promote independent learning among students (Atkinson 2007: 12-13).

Hadfield (2014) reviewed the literature on the process of materials design and subsequently carried out a case study on the process of writing materials for *Motivating Learning* (Dörnyei & Hadfield 2013). Hadfield (2014: 323) found a tension between the writer's view who describe the writing process as a "'messy', 'recursive', 'spontaneous', 'ad hoc', 'intuitive', and possibly 'atheoretical' process", and the view of theorists who describe "a process which is linear, involving orderly progression through checklists, governed by a system of

frameworks and principles". In order to shed light on her own materials-writing process, she kept a reflective journal and analysed entries on two activities. Hadfield (2014: 350) concludes that the design process is characterized by the alternation between "chaotic, messy, recursive thought" and "ordered, logical thought". The processes of "dialoguing [with the imagined reader (esp. teacher and student)] and imagining the [classroom] scenario" are vital for the analysis and revision of materials (Hadfield 2014: 350). Moreover, she highlights that not having explicitly stated frameworks and principles does not mean that they are non-existent and do not inform the writing process. Especially experienced writers draw on an internalized, "underlying reference system" whenever a particular activity demands it. This "tacit framework" is characterized by its "flexibility and responsiveness" (Hadfield 2014: 352). Finally, Hadfield (2014: 352-353) points out that an explicit checklist of principles could prove useful for novice writers and students of materials writing as well as a final verification tool after the creation of materials to ensure coherence and consistency.

Tomlinson & Masuhara (2018: 117) criticise that very little time and money is spent on training materials writers compared to the amounts spent on teacher training. Offers of workshops and postgraduate programmes on materials development are scarce; at least most teacher training programmes involve a mini-course on materials development. Moreover, offers for training of in-service materials writers do not seem to exist at all. I strongly agree with Tomlinson & Masuhara (2018: 117) that the provision of such courses would result in a massive improvement of the quality of learning materials.

5.1.3.2 Feedback methods

When the first drafts are ready, the first step is to get feedback from other team members, the second step is to get feedback from the editor. What follows is the decision on which types of evaluation, involving teachers and other experts, seem to be feasible and insightful. For a detailed discussion of evaluation and feedback methods please go back to Chapter 3.4.

5.1.3.3 Stakeholders, compromises and problematic feedback

It is clear from the previous chapters that there are a range of stakeholders involved in the development of a commercial coursebook, all whom have certain needs and wants. Tomlinson (2015) identified the major stakeholders and their wants:

- publishers want a book that sells well and is considered to be of high quality;
- writers want a book that sells well and which enhances their reputation;
- administrators want a book that helps them to standardize and timetable teaching and which help to prepare students for their examinations;
- teachers want a book which is easy to plan for and use, which appeals to their students, and that helps to prepare their students for their examinations;
- students want a book that is relevant to their needs and wants, which engages them, and which helps to prepare them for their examinations;
- practitioners who write about materials development want a book which matches what research and observation tells us is most likely to help learners to understand and use language effectively (Tomlinson 2015: 174).

Speculating on what makes an effective coursebook, Tomlinson (2015: 174) claims that "[t]he ideal coursebook would be one that satisfies all the above requirements". From this list it becomes evident that certain wants are shared among several stakeholders, while others are only of interest to single stakeholders. While the coherence between coursebooks and examinations is important for administrators, teachers and students, the correlation between research findings in SLA and what is implemented in the coursebook matters to researchers into materials development. It can be deduced from this that the coherence of coursebook and exam tasks is considered to be more important on the publisher´s part than, for example, reflecting the latest research findings in the coursebook. Depending on whether materials writers are rather established in research or teaching, wants and interests shift accordingly. In the case of local coursebooks, the Ministry of Education is an additional stakeholder which exerts considerable influence on the production process.

Let me briefly elaborate on the final bullet point regarding the match between SLA research and language learning materials, an aspect which has not yet received sufficient consideration. A number of researchers provide evidence that there is a very weak match between commercial coursebooks and what we know about language learning through insights from SLA theory and research (Tomlinson et al. 2001; Masuhara et al. 2008; Tomlinson 2013d; Tomlinson & Masuhara 2013). The main reason for this mismatch is that publishers do not want to risk low sales figures, as such a coursebook is unlikely to establish face validity among administrators, teachers and parents. A further reason which is linked to the aforementioned one is that the examinations usually do not test communicative competence and thereby also do not match SLA theory. This means that coursebooks are frequently designed in line with what the learners are likely to expect in high-stakes exams. However, these exams achieve their reliability by testing objective items which test language knowledge rather than communicative competence. In this respect, it would be desirable that examinations would be designed with the aim of actually testing communicative competence which would entail a stronger focus on

communicative tasks in line with SLA theory in coursebooks. The third reason which hinders SLA theory from informing materials is that it is often not accessible to teachers, materials writers and publishers due to the use of specialised terminology, the presupposition of prior knowledge and most notably the division between theorists and practicioners (Tomlinson 2016a: 5-6). In order to fully exploit what we know so far about language acquisition and how to facilitate language learning, it is necessary to apply this knowledge and thereby achieve a match between SLA theory and ELT materials. Alignment of examinations with SLA theory and improved communication between educational theorists and materials writers could possibly help to achieve this goal.

As discussed in Chapter 3.4. on materials evaluation, several authors are aware of the need of feedback and piloting, but they question the credibility and competence of feedbackers to give valuable and relevant feedback (Tomlinson 1999; Gower & Bell 1997; Pogelschek 2007; Bell & Gower 2011).

> As the books develop, feedback tries to change them . . . This feedback comes from inspectors in ministries, from reviewers commissioned by the publishers, from editors who are understandably more conservative than the publisher who commissioned the book in the first place, and from newcomers to the editorial team who were not involved in the original concept development for the book (this always happens). The big questions are: How far can you trust the experience of these feedbackers? How representative are their views? How aware are they of the preferences of the end-users of the book? How far should the writers go in making compromises along the cline towards a profitable but unprincipled book? (Tomlinson 1999: 3)

From this extract, it becomes evident that several stakeholders are involved in shaping the coursebook through feedback statements. However, the response to and potential implementation of feedback raises a number of questions. These include questions of trustworthiness, representativeness and compromise.

Regarding problematic feedback, several authors question the usefulness and significance of feedback. Bell and Gower (2011: 149), for example, complain that the feedback received was often contradictory and not as helpful as anticipated. Likewise, Pogelschek (2007) elaborates on the ignorance of research findings in textbook production and the underlying reasons. While researchers seem to have little knowledge about the coursebook production process, publishers have limited knowledge about research findings and tend to neglect textbook research. Therefore, concrete guidelines for publishers are missing and it cannot be expected that any details from research are included in the development of new textbooks (Pogelschek 2007: 103). Pogelschek (2007) reports on the development of the Austrian coursebook *Focus on Modern Business* and related feedback processes. She states that the

publisher refrained from applying research methods to find out more about textbook use, teaching styles and the role of the textbook in the classrooms and the reasons behind their actions and beliefs (Pogelschek 2007: 104). Pogelschek (2007) doubts the practicability and usefulness of such surveys. Obtaining representative answers would involve conducting classroom observations, questionnaires and interviews in which the participants are carefully guided. This means that gaining useful data would entail a tremendous effort which is very unlikely to be taken due to limited time, opportunities and budget. At the same time, processing the findings would be extremely difficult so that much of the feedback could not be properly implemented in the actual textbook. The main reason, however, for deciding against surveying teachers and field testing and further evaluation of the materials in use was time pressure. Further reasons for not piloting the material were that the publisher did not experience a rise in sales figures even if earlier field testing yielded higher quality textbooks and that the publisher felt that they already obtain sufficient feedback from regular meetings with advisors and post-publication feedback from teachers which would inform future editions (Pogelschek 2007: 105).

Bell and Gower (2011) describe the compromises and pressures by reference to their own coursebook project. The authors acknowledge that international coursebooks can never fully meet the needs and wants of individual learners and teachers in specific contexts and hence these coursebooks are always compromises per se and need to be adapted and tailored to the specific situation (Bell & Gower 2011: 137-138). However, coursebooks do not only constitute a compromise for the users, but also for publishers and authors. Publishers have to be careful in terms of content selection in order to address a sufficiently broad range of markets without becoming too anonymous and bland. Moreover, publishers need to find the right balance between innovation and tradition. Graphic designers have to compromise in the sense that aesthetic principles often do not coincide with pedagogic principles. As Bell and Gower (2011: 140) put it: “what is a good design for a designer is not necessarily a good design for a teacher”. While designers attach importance to a uniform length of each units, it is more decisive for teachers that the layout is clear, and that text and visuals are appropriately balanced. In short, the designer has to ensure that the author´s ideas are presented in a visually attractive way without inferring with the purpose and aim of the task. Authors also have to compromise; those who are teachers often tend to design materials with having their own classes in mind instead of aiming at designing materials for a wider context of users, both teachers and learners with different teaching and learning strategies and styles. Authors without recent teaching experience have to compromise when some activities turn out unfeasible in a real classroom

situation (Bell & Gower 2011: 140-141). Reflecting on their own coursebook project, Bell and Gower (2011: 147-149) had to compromise their own principles in the following areas: overall structure, methodology, texts, content and piloting[2]. Finally, Bell and Gower (2011: 150) conclude that compromise is not only inevitable, but also beneficial for the materials development process resulting in more effective materials.

Similarly, Clandfield (2013), expresses his frustration when it comes to compromising between innovation and tradition. He takes strong interest in research into language learning and teaching and integrating insights from, for instance, corpus linguistics or English as a Lingua Franca (ELF) research in coursebook design. However, he reports encountering resistance among teachers when parts of the coursebook are being trialled or reviewed. This is especially the case when it comes to grammar and lexis. Several authors report from their own experience that new textbooks can only do with a small degree of innovation, as teachers tend to resist what deviates from the accustomed and expected.

Timmis (2014) provides an account on conflicting views between materials writers and other stakeholders, especially the publisher. It is the case that research-based principles sometimes do not coincide with the local reality. Based on a review of the initial briefing document and feedback from the publisher, he provides a procedure to achieve principled compromise between theory and practice in materials design. He formulates the following four questions which authors should consider before deviating from their own principles:

(i) Is the feedback based on evidence from actual practice?
(ii) How confident can you be that your principle is sound? What empirical evidence is there to support your methodological predilections?
(iii) Is the feedback based on reliable local knowledge?
(iv) Can you incorporate the feedback, whether you like it or not, without serious detriment to the principles? (Timmis 2014: 258-259)

These questions should help materials writers in responding to feedback from other stakeholders. I strongly agree with Timmis (2014) that problematic feedback should not be incorporated without questioning and checking its validity based on actual practice, empirical evidence, local knowledge, and the extent of deviation of the own principles.

[2] See Bell and Gower (2011: 147-149) for a more detailed account of the main areas of compromise

5.1.4 Production

After several rounds of drafting and feedback, the manuscript is ready for production. As was reported in the section on local coursebooks, approval by the Ministry of Education can be a prerequisite for selling textbooks in some countries. Therefore, actual production of state-controlled local coursebooks can only start after the first report from the approval committee, as this frequently entails the necessity of making further changes. In case the Ministry demands substantial changes, it is likely that materials writers are still involved in the process of incorporating any changes (Pogelschek 2007: 102). Aitchinson (2013), however, points out that in the case of global coursebooks, materials writers are no longer involved in the production process due to money and time constraints. This means that once the manuscripts reach the stage of actual production, it is very difficult to make changes (Tomlinson & Masuhara 2018: 162). At the production phase, a range of other experts become involved: commissioning editor, desk editor, designer, recording studio producer, actors for audio tapes, artists and photographers, picture researchers, copyright clearers and proof-readers (Prowse 2011: 160). However, this division of labour can also have its drawbacks. Tomlinson and Masuhara (2018: 162), for example, criticise that frequently business and educational purposes do not coincide. A case in point is the use of illustrations, where it is not uncommon that the chosen illustration does not correspond with what the text says or what the learners are instructed to do.

5.1.5 Post-production

When the coursebook is finally published, marketing and promotion strategies are pursued even more intensively. Throughout the development process, the introduction of a new product will have already been promoted by means of different research methods and feedback processes such as reviewing, piloting and focus groups. Visits to the target markets and product presentations by authors and editors should also boost high profile and sales figures. Feedback from users will subsequently inform future publications, especially revised versions of the coursebook series (Tomlinson & Masuhara 2018: 162).

6 Empowering teachers and materials writers

In view of all that has been mentioned so far, one may suppose that it is almost impossible to satisfy all stakeholders involved in the coursebook development process. The key to success seems to lie in "promoting open and effective communication between the producers and users" (Masuhara 2011: 253), a view which is also shared by Donovan (1998), Amrani (2011) and Singapore Wala (2003; 2013). Masuhara (2011) acknowledges the central position of teachers in materials development and stresses the need for the establishment of "efficient and effective systems […] in order to empower teachers" (2011: 249). Masuhara (2011: 249-252) proposes six ways to give teachers more control over the materials they are using:

- The need for objective measurements of the quality of published coursebooks
- Stricter and more systematic material selection procedures
- Establishing methods of feedback routes of users´ evaluation
- Establishing systems for teachers´ needs and wants to be reflected in the production processes
- Wider perspectives in teacher development
- More acknowledgement of the teachers´ non-teaching expertise and workload (Masuhara 2011: 249-252)

For a full understanding of the last point, I will briefly elaborate on what is meant by the teachers´ non-teaching expertise. This refers to the fact that teachers are frequently expected to take on the roles of "course designer, needs analyst, methodologist and materials writer". It is taken for granted that as well as having their main responsibility of teaching, teachers take on a wide range of other tasks, which they are often not given enough recognition for. While Masuhara (2011) mainly focuses on the teacher perspective, namely on empowering teachers and meeting their needs and wants, Pogelschek (2007) promotes the empowerment of materials writers, publishers and researchers. To achieve the empowerment of these stakeholders, Pogelschek (2007) proposes to establish and intensify connections between research and practice. She puts forward four suggestions for improvement:

(i) introducing people working in the publishing industry into textbook research,
(ii) integrating textbook research into the professional development of editors and authors,
(iii) introducing researchers [sic] into the making of teaching and learning materials, and
(iv) introducing textbook research to teachers (Pogelschek 2007: 105-106)

These proposals for enhancing the communication among the different stakeholders put forward by Masuhara (2011) and Pogelschek (2007) seem very reasonable and promising.

However, there is no evidence on how practitioners assess the practicability of the previously presented ideas for improving communication and collaboration. It can be assumed that the implementation of these wide-ranging strategies would require a major effort and support from teachers, educational institutions, materials writers, editors and publishers. In addition, researchers, teacher educators and the Ministry of Education would have to support the establishment of communication channels and systems for the empowerment of teachers so that a reorganisation of the framework conditions can succeed and consequently the dialogue between theory and practice can be facilitated and fostered. Furthermore, there have been few empirical investigations into how writers actually go about writing coursebooks and into how various stakeholders collaborate in the development process. To achieve an improved cooperation, an analysis of the current state of affairs must first be carried out in order to be able to propose and subsequently implement practical and meaningful optimisations. In this respect, existing collaboration as well as evaluation and feedback processes in collaboration with materials writers, teachers, researchers and the publisher are of particular interest. More specifically, it is necessary to find out to what extent materials writers draw on SLA and SLL research, if materials writers seek and process feedback from teachers, what the teachers´ attitude towards coursebooks in general is, how much they rely on coursebooks, what the material writers´ and teachers´ attitudes towards strengthening the collaboration with other stakeholders are and what they consider to be key factors for a successful collaboration. Existing education and further training opportunities for materials writers and teachers are also crucial dimensions to be taken into account. While many researchers focus on the investigation of global coursebooks, far too little attention has been paid to local coursebooks. Therefore, this study intends to explore how the collaboration between research, materials writers and teachers looks like, how they assess various methods for improving collaboration and how the communication and collaboration could be fostered and strengthened in order to create more effective coursebooks for the Austrian ELT classroom.

7 Research Questions

A thorough review of the literature allowed for refining the research focus, connecting it with a larger body of work as well as identifying gaps. A major gap identified relates to the collaboration among stakeholders involved in materials development and so this thesis aims to address the following research question: How can the collaboration between research, textbook writers and teachers be improved in order to create more effective coursebooks for the ELT classroom? From this over-arching question several sub-questions derive focusing on the viewpoints of the participants of the empirical study; to be more precise, on materials writers and on teachers. The first set of sub-questions refers to materials writers:

1. How do materials writers go about writing local coursebooks?
2. Which evaluation and feedback processes are implemented throughout the development of a local coursebook?
3. What are the materials writers´ views on collaboration?

What follows are the sub-questions related to the teacher perspective:

1. What do teachers want from textbooks?
2. How do teachers approach the materials selection process?
3. How do teachers evaluate the *way2go! Coursebook*?
4. Why and how do teachers adapt materials?
5. What are the teachers´ views on collaboration?

These sub-questions and the thoughts and considerations presented in the previous chapter significantly determined the formulation of the interview questions.

8 Methodology

This chapter describes and discusses the methodology applied in this investigation. The first section describes a selection of previously used methods in the field of materials development. The second part moves on to describe in greater detail the method applied in this thesis. The third section outlines the characteristics of the sample. Then the procedures for data collection and data analysis will be explained in detail.

Different authors have measured issues concerning materials development in a variety of ways. Atkinson (2007: 5-6), for example, combined three research methods in his case study on textbook writing expertise: interview, concurrent verbalisation and stimulated recall. Such a

combination of different research methods appears to be reliable since methodological triangulation can reduce the weaknesses of the individual methods, while the strengths are increased as the different forms of inquiry support and inform each other. Moreover, complex issues can be analysed on various levels and validity is improved through the convergence and corroboration of results (Dörnyei 2007: 42-45). Hadfield (2014: 330-332) kept a reflective diary while writing a textbook and later analysed the log entries using thematic coding and a grounded theory approach in order to shed light on the materials writing process. Wipperfürth and Will (2019) conducted an exploratory study to find out when English teachers deliberately decide against using the coursebook. A questionnaire with five open questions was completed by 18 English teachers teaching in Austria and Germany. The survey was subsequently analysed by adopting a qualitative content analysis approach (Wipperfürth & Will 2019: 194-197).

As in the empirical studies mentioned above, the present study applies a qualitative approach, an approach exerting an increasingly strong impact in the field of applied linguistics over the past decades (Dörnyei 2007: 37). Qualitative methods offer an effective way of gaining an in-depth understanding of the participants´ views and opinions underlying their experiences and actions (Dörnyei 2007: 38). Therefore, this approach has been chosen as it is particularly suitable for investigating a relatively unexplored area in order to lay the foundation for further research. Due to the scope of this thesis and the given framework conditions, it has been decided that the data will be exclusively collected via interviews.

8.1 Method

The most frequently used instrument for data collection is the interview. As noted by Kvale (1996: 14), the focus is on the interchange of views between two people on a topic of mutual interest with the human interaction for knowledge production at its core. As Cohen et al. (2018: 506) point out: "[t]he interview is a social, interpersonal encounter, not merely a data-collection exercise". Thus, the interview serves as a vehicle to encourage the researcher and the participants to reflect on their knowledge, actions and views in order to then enhance the collaboration and feedback culture among research, materials writers and teachers. The type of interview employed is the semi-structured one. This method allows the researcher to provide guidance and direction while leaving room for exploring the subject by following up interesting developments and letting the participant elaborate on relevant issues (Dörnyei 2007: 136). Therefore, the qualitative method of semi-structured interviews with materials writers and teachers was chosen because it fits well with the purpose of the study. The interview guide

consists of several topic clusters comprising various open-ended questions with prompts and probes (Cohen et al. 2018: 511). The materials writers were asked to answer questions on background information, the writing process, evaluation and feedback processes and collaboration. With the exception of the writing process, the interview guide for the teacher interviews contains similar topic clusters. Moreover, the interview questions were accompanied with typical, interesting or controversial material from the *way2go! 5 Coursebook* (Born-Lechleitner et al. 2017) and the *way2go! 6 Coursebook* (Born-Lechleitner et al. 2019a). Bringing in concrete material serves as an incentive for discussion on materials evaluation and adaptation and helps to uncover teacher beliefs.

8.2 Sample

The sampling procedure that was applied is criterion sampling with elements of convenience sampling. This means that the researcher formulates specific criteria according to which the participants are selected (Dörnyei 2007: 128). Eligibility criteria required individuals to have collaborated on a new concept and the realization of an ELT coursebook. Prior to contacting potential participants, the publishing company *öbv* (Österreichischer Bundesverlag Schulbuch GmbH & Co. KG) has been contacted and asked for collaboration and approval of the project. As a next step, five co-authors of the *way2go! Coursebook* were selected as participants of the interview study. Regarding the teachers, six subjects were selected on the basis of actively using the *way2go! Coursebook* as their main source for materials in the ELT classroom.

8.3 Data collection

What follows is a detailed description of the data collection process. The semi-structured interviews were single sessions and lasted between 45 and 60 minutes. Due to the situation caused by the coronavirus pandemic, the interviews were conducted online, to be more precise, audio-visual interviews were held. The videoconferencing software *Zoom* was used, as it is commonly used and easily accessible without any prior registration necessary on the part of the participants (Cohen et al. 2018: 538). At the request of a teacher, one interview was conducted personally in a school building. Despite minor issues concerning internet connection, the online interviews have proved to be an effective and practical alternative to face-to-face interviews. Questions on ethical issues were addressed prior to the online meeting. A case in point is that the informed consent of the participants was obtained in writing prior to the interview. In

consultation with the participants, the interviews were recorded by two devices to ensure that the data was firmly secured for further analysis. The interview guides served as useful tools to lead the conversation into the right direction. Moreover, the interviewer made notes on crucial remarks made by the interviewee in order to be able to take up the statement to expand on certain aspects after the interviewee had finished his or her thoughts so that the flow of words was not interrupted.

8.4 Data analysis

Turning now to the data analysis, I will briefly outline the procedure for analysing the data adopting a qualitative content analysis. Once the interviews were conducted, the interviews were prepared for analysis by transcribing the audio recording using a broad system of transcription. As the research focuses on the materials writers´ and teachers´ views on materials writing, materials evaluation and materials adaptation practices and not on specific features of their utterances, simple transcripts seemed adequate.

In simple transcripts, the focus is on content and therefore on the readability of the transcripts. Thus, non-verbal elements were omitted and dialect as well as colloquial language was aligned to standard language (Dresing & Pehl 2015: 23). The transcription system applied is Hoffmann-Riem´s (1998); more details on the transcription conventions are given in the appendix. A total of eight hours and 15 minutes of interview data were transcribed. Having transcribed the interviews, the transcripts were sent to the participants and checked for validity by them. In case of ambiguities, follow-up questions were asked to clarify responses.

After the data was prepared for analysis, the first step involved a close reading of the data in order to become familiar with the entire text and to gain a thorough understanding of key meanings. What followed was the process of coding (Cohen et al. 2018: 677). The software package used to analyse the data was MAXQDA 2020 (VERBI Software 2019). Deductive and inductive approaches have been combined in the coding process. The core of the coding system is based on previous research, in particular on Atkinson (2007), McDonough et al. (2013), Hadfield (2014) and Wipperfürth (2019). Given the exploratory character of the study, a great number of codes also emerged from the data itself (Cohen et al. 2018: 685); a procedure known as “open coding” (Cohen et al. 2018: 671). All codes, whether data-driven or theory-driven, are guided by the research questions. With the completion of the first round of coding, the codes were refined, and overlaps and redundant codes were eliminated. Subsequently, the data was recoded on a second and third reading in order “to ensure consistency and coverage of codes

and data" (Cohen et al. 2018: 670-671). Please refer to Appendix 16.3 for the codebook which provides a complete collection of the codes divided into categories together with a definition, an example taken from the data and the origin of the code. Once the coding and categorizing process was completed, the data was analysed with regard to "emergent themes, frequencies of codes, patterns of combinations of codes, key points, similarities and differences, variations and so on" (Cohen et al. 2018: 671). Identifying core categories, analyzing relationships between categories and calculating frequencies are among the main characteristics of the process of qualitative content analysis (Cohen et al. 2018: 679-680).

9 The *way2go! Coursebook*

The *way2go! Coursebook* series has been designed in accordance with the introduction of a new syllabus for the Austrian English language classroom in 2017. Thus, it is closely tailored to the specifications of the curriculum. The coursebook is intended for use in the Academic Secondary School Upper Cycle and should prepare the learners for the standardized school leaving exam (SRDP). The target learners are aged between 15 and 18 years. The first two volumes consist of 12 units each dealing with a particular topic each progressing from B1 to B1+ (CEFR). Volume three and four comprise ten units and should help learners to reach level B2 (CEFR). As highlighted in the *Teacher´s Book*, there is an emphasis on authentic language use, which was achieved by using a range of different corpora and integrating language from newspaper and magazine articles from the English-speaking worlds, FM4 radio contributions and BBC videos (Born-Lechleitner et al. 2019b: 3). The first page of each unit provides a stimulating introduction to the topic. The presentation of learning goals at the beginning of each unit and a tool for self-reflection on the own abilities at the end of each unit ("Looking back") aims at boosting student autonomy. Further features of the *way2go! Coursebook* series involve so-called "Language boxes" in which essential grammar and vocabulary structures are highlighted, and "Strategies boxes" in which learning strategies and other useful advice are provided. "By the way"-tasks provide information on countries and personalities of the English-speaking world and should enhance intercultural competence. At the end of each unit, relevant vocabulary is summarized systematically under the heading "Topic-vocabulary". After every third unit there is a "Progress check" which enables the students to get feedback on their individual competence development. The "Literature along the way"-pages are intended to encourage an interest in English literature among learners. The appendix comprises a

"Grammar revisited" section, a "Writing coach", a vocabulary list sorted by units and an answer key to the "Progress checks" (Born-Lechleitner et al. 2017: 2-3). The product range of the course book series includes the following components: a coursebook, a practice pack, a CD and DVD, a test resource pack, a teacher´s book, an e-book with interactive tasks and videos for students and a corresponding version with useful materials for teachers, and *way2go! online* (Born-Lechleitner et al. 2019b: 8).

10 Participants

As was mentioned in the previous chapter, semi-structured interviews were conducted with two different groups. First, the writing team of the *way2go! Coursebook* was interviewed. Secondly, six teachers using the *way2go! Coursebook* in their ELT classroom were interviewed. In the following, I will describe the participants in greater detail.

10.1 Materials writers

The *way2go! Coursebook* writing team of the Austrian coursebook consists of five team members. The overwhelming majority of the materials writers is originally from Austria; German being their first language (L1) and English their second language (L2). One team member is originally from England and the only English native speaker in the team. The team comprises three practicing teachers, one retired teacher and one university lecturer at a centre for languages for specific purposes and intercultural communication. The teaching experience among the team members varies greatly. One participant never taught in a secondary school apart from her one-year teaching internship which used to be a compulsory part of the teacher training programme in Austria. The remaining participants have teaching experience ranging from six to 38 years at the time of the interview. It is important to note here that the native speaker teacher teaches English as an L1 at an international school which offers an IB curriculum. Thus, MW5 is neither familiar with teaching English as an L2 nor with the Austrian national curriculum. With regard to the materials writers´ career development, all members have been recruited as authors through incidental contact with the publisher. The majority of the writing team did not have experience in materials writing prior to the development of the *way2go! Coursebook*. However, one of the materials writers has extensive experience in authoring coursebooks having been involved in various coursebook projects since 1992. A

further materials writer was involved in another coursebook project for one and a half years; however, that project never went beyond the concept development phase. The native speaker among the group members has been engaged in proof-reading and the writing of supplementary material starting from 2013. While the materials writing expertise is mainly based on the participants´ teaching experience or prior materials writing experience (either self-designed materials for use in the own ELT classroom, or commercial materials), some of the materials writers completed additional training or were involved in educational projects initiated by the Ministry of Education. Examples include the training as an item writer for productive tasks for the standardised skills oriented final examination (SRDP) (MW4), rater training and development of examination tasks for the oral final examination (SRDP), and being a member of the evaluation team of educational standards and the new curriculum (2018) (MW3). Even though the writing process was described as very organic, each team member fulfills a specific role. The person who was responsible for the curriculum coordination took on the leading role in the writing team. The remaining roles are divided into the following areas of responsibility: speaking tasks, writing tasks, listening tasks, creative tasks, writing and adapting texts and vocabulary. Table 5 presents an overview of central characteristics of the materials writers.

Table 5. Participant experience: materials writers

	Teaching experience	**Experience as materials writer**	**Main profession**	**Main role**
MW1	6 years	5 years	teacher	vocabulary
MW2	1 year	27 years	university lecturer	listenings and creative tasks
MW3	10 years	7,5 years	teacher	main coordinator and curriculum coordination
MW4	38 years	5 years	teacher (retired)	productive tasks: speaking and writing
MW5	33 years	6 years	teacher (L1)	writing and adapting texts

10.2 Teachers

Turning now to the users of the *way2go! Coursebook*, six in-service teachers, with teaching experience ranging from five to 34 years, from four different schools were interviewed. The schools are situated in two major cities and a small city in Austria. With regard to the school types in which the teachers work, four interviewees teach at an academic upper secondary school (Bundesoberstufenrealgymnasium, BORG) and two interviewees teach at an academic secondary school involving both lower and upper level (Gymnasium, AHS Langform). These

schools are state-run and one is a catholic private school. The four different schools can be classified into three groups according to student performance: high performance (T2, T4, T5), average performance (T6), and mixed performance with low achievers (T1, T3). With regard to familiarity with materials development, which is composed of insights from teacher education, in-service training and experience with developing own materials, a wide variation in this field can be observed. Two teachers (T1, T3) did not learn anything about materials development during pre-service teacher training, three teachers (T2, T4, T6) explored materials development as part of a module in teacher education and one teacher (T5) reported that the topic of materials development was much discussed during her training at university. Two teachers (T2, T5) attended an in-service training course on materials development, while four did not attend any in-service training on this topic. Half of the interviewed teachers (T4, T5, T6) develop their own materials on a regular basis, while the other half (T1, T2, T3) designs materials occasionally. Central aspects of the teachers´ experience and teaching context are summarized in Table 6.

Table 6. Participant experience: teachers

	Teaching experience	**School type**	**Learner characteristics**	**Familiarity with materials development**
T1	34 years	BORG	mixed performance, learners with a migratory background, little previous knowledge	not involved in teacher education and in-service training, develops materials occasionally
T2	10 years	BORG	high-performance, motivated, ambitious, respectful	partly involved in teacher education and involved in-service training, develops materials occasionally
T3	5 years	BORG	mixed performance, learners with a migratory background	not involved in teacher education or in-service training, develops materials occasionally
T4	24 years	BORG	high-performance, motivated, respectful	partly involved in teacher education, not involved in in-service training, develops materials regularly
T5	6 years	AHS Langform (private)	high-performance, ambitious, support from home (parents with high level of education)	involved in teacher education and in-service training, develops materials regularly
T6	5 years	AHS Langform	average performance, motivated	partly involved in teacher education, not involved in in-service training, develops materials regularly

11 Results

This chapter is divided into the materials writer and the teacher perspective. Each sub-chapter is again divided into several sections, each of which presents the results relating to one of the research questions.

11.1 The materials writer perspective

11.1.1 How do materials writers go about writing local coursebooks?

This section will address firstly framework conditions and guidelines, then design principles and finally the design process.

The materials writing process is determined by a wide range of framework conditions and guidelines. The basic concept and brief from the publisher build the foundation of the coursebook project. As one interviewee said:

(1) MW3: *Es gibt natürlich ein Grundkonzept vom Verlag, weil das Buch soll ja eine gewisse Zielgruppe haben, es soll eine gewisse Gestaltung haben, gewisse Elemente haben, wie viel auf eine Seite kann, zum Beispiel, das sind so Sachen, die der Verlag festlegt* (Pos. 36).
[There is of course a foundation concept from the publisher, because the book should have a certain target group, it should have a certain design, certain elements, how much can be put on one page, for example, these are things that the publisher determines.]

According to this comment, the publisher determines fundamental elements such as the target group and specifications concerning design and layout. Besides these guidelines from the publisher, materials writers also developed their own guidelines. These include, on the one hand, a rather detailed concept in accordance with the syllabus which was compiled to a large extent by the leading author, and, on the other hand, guidelines and principles which reflect all materials writers´ beliefs on language learning. These internal guidelines were continuously extended throughout the development of the coursebook series. Apart from the publisher guidelines and the internal guidelines, the materials writing process was influenced by frameworks such as the syllabus, the CEFR levels of language proficiency and guidelines from the Ministry of Education concerning standardized test formats. Another regulatory factor constitutes the approval process. Talking about this issue an interviewee said:

(2) MW3: *Eher weniger, sag ich jetzt einmal, weil ich mir relativ sicher war, dass wir da eh alles erfüllen. Also ich meine, klar waren die Kriterien im Kopf, aber viel davon ist eh in den anderen Richtlinien drinnen* (Pos. 80).
[Not so much, I would say, because I was relatively sure that we'd meet all the requirements anyway. I mean, the criteria were clearly in my head, but much of them are in the other specifications anyway.]

Thus, the fulfilment of these requirements was already covered by the above-mentioned frameworks, so that these specifications have no direct influence on the design process.

Insights from language learning and teaching research, in particular aspects from ELT methodology, exerted a strong influence on the creative process of materials writing. The extract below shows a case in point regarding the design of pre-, while- and post-reading or -listening tasks:

(3) MW2: *Das heißt jede Übung selber ist aufgebaut mit einer Vorentlastung, da muss man sich dann auch überlegen was kann ich vorentlasten, zum Beispiel Vokabular, oder muss ich den Inhalt vorentlasten und dann ist eigentlich auch immer wieder eine Nachbehandlung, die wirklich auch inhaltlich auf das ganze eingeht, ob es jetzt ein Lesetext war oder ein Hörtext war, haben wir das wirklich immer versucht das so einzubauen* (Pos. 38).
[This means that every exercise is designed with a pre-task, you have to think about what you can preempt, for example vocabulary, or do I have to preempt the content and then there is always a post-task, which really deals with the content of the whole thing, whether it was a reading text or a listening text, we really always tried to integrate it that way.]

The practical implementation of insights from SLA and SLL research, as in the example above, is a fundamental element of the coursebook. This expertise is primarily based on pre- and in-service training, teaching experience, materials writing experience and on the consultation of professional literature. The materials authors mentioned rather basic and well-established elements of ELT methodology during the interview which may suggest that the authors are not sufficiently informed about more recent, innovative and more complex research findings. However, a lack of more in-depth discussion of methodological aspects could also be due to the study design, so that the interviewees did not have the opportunity to share their knowledge and experience regarding ELT methodology to a sufficient extent. Even though the materials writers engage with professional literature and one author attends relevant talks on, for example, creative writing or neurolinguistics, with the aim of implementing aspects of these insights in the development of the coursebook, it seems as if the overall majority of the materials writers do not see the need for more active participation in the professional discourse and increased exchange with the research community.

Time seems to be a crucial framework condition which affects all levels of the coursebook development process. As the extract below shows, the development cycle for a coursebook volume was extremely short:

(4) MW2: *Ich denke, dass wir für den ersten Band vielleicht ein bisschen länger als 1 Jahr gebraucht haben. Den 8. haben wir jetzt mehr oder weniger von April 19 bis April 20 geschrieben* (Pos. 80).
[I think that for the first volume we needed maybe a little more than 1 year. We have now written the 8th more or less from April 19 to April 20.]

This shows that timing and deadlines set by the publisher and the Ministry of Education for the approval process impose a considerable constraint on the materials writers. However, time pressure does not only have an impact on the materials writing process, but also on feedback and evaluation processes and the extent of cooperation with outside experts. As one interviewee put it:

(5) MW1: *Aber ansonsten ist die Arbeit am jeweils nächsten Buch, hat glaub ich so viel Zeit eingenommen für uns, dass wir jetzt nicht noch Feedback wirklich aktiv einholen können, weil wir mit dem nächsten Buch schon so beschäftigt waren* (Pos. 44).
[But apart from that, I think the work on the next book has taken up so much of our time that we can't really actively seek feedback, because we were already so busy with the next book.]

The tight time schedule left no room for extensive evaluation processes and collaboration with teachers and scholars. The very short development cycles, a fact that was already acknowledged by Amrani (2011), seems to have been reinforced over the last decade, forcing authors and publishers to adapt and shorten evaluation processes.

Writing team guidelines have been briefly addressed as one of the frameworks influencing coursebook design. These internal guidelines involve design principles. In the following, these will be presented in greater detail. The materials were designed according to a set of design principles which are based on the materials writers´ beliefs on language learning and teaching and are influenced by the framework conditions and guidelines explained above. The data revealed that a wide range of design principles underlie the writing process: naturalness, learner needs and interests, up-to-dateness, affective engagement, humour, variety, usefulness, continuity, repetition, progression, flexibility, and reduction of workload for teachers. While most of these principles were remarked by only one of the materials writers, some of them were expressed by several materials writers. Three participants commented on the feature of naturalness in different respects: MW1 comments on the use of corpora regarding the design of vocabulary components of the textbook; MW2 mentions the use of authentic radio

recordings for listening tasks; and MW5, the native speaker in the team, reports on the importance of providing natural language in texts, tasks and rubrics. Designing materials in accordance with learner needs and interests especially with regard to stimulating topics and themes is emphasized by MW1 and MW3. In terms of up-to-dateness, MW1 highlights the need for incorporating current topics and MW5 gives careful attention to processing up-to-date numbers and information in the texts or avoids incorporating information that could date quickly. This finding suggests that the design principles naturalness (M1, M2, M5), learner needs and interests (M1, M3) and up-to-dateness (M1, M5) have a stronger impact on the writing process than the remaining design principles which have only been mentioned by one materials writer each. Further design principles are the following: affective engagement, humour, variety, usefulness, continuity, repetition, progression, flexibility, and workload reduction. The design principles identified in the responses are summarised in Table 7 below.

Table 7. Design principles

Name of Code	Description
Naturalness	Reference to the naturalness of the language being used to write the textbook (authentic materials, corpus language, native speaker language)
Learner needs and interests	Incorporating materials in accordance with learner needs and interests in order to stimulate learners
Up-to-dateness	Incorporating up-to-date topics and information
Affective engagement	Incorporating relevant and provocative topics in order to engage learners affectively
Humour	Incorporating an element of humour and fun into the textbook
Variety	Incorporating various text and task types into the textbook
Usefulness	Incorporating an element of practicality into the textbook
Continuity	Existence of a connection within and between the textbook units
Repetition	Reference to the recurrence of topics, vocabulary and grammar items in the textbook
Progression	Progression in the textbook from one unit to the next
Flexibility	Reference to the flexible use of the units/textbook
Workload reduction	Design materials in order to reduce workload and facilitate lesson planning for teachers

Regarding a later discussion point on English as a Lingua Franca (ELF), I would like to draw special attention to the design principle naturalness. Native speaker English is considered as correct and natural and therefore the valid norm represented in the *way2go! Coursebook*. This view is reflected in the three following aspects. Firstly, texts which are produced for native speakers are used as sources for the compilation of texts. Secondly, vocabulary items retrieved from corpora such as the *British National Corpus* (BNC) (Born-Lechleitner et al. 2019b: 3) are

accessed, for example, to select frequent words for vocabulary tasks. Thirdly, a native speaker is part of the team and in charge of writing and adapting texts as well as in charge of proofreading and checking all content in the *way2go! Coursebook* with regard to linguistic correctness and natural language usage.

Having presented the results concerning framework conditions, guidelines and design principles, we can now move on to the design process, in other words, the stages and processes involved in the actual writing of materials. Given that tasks were distributed among the team members in a complementary manner, it was not possible to identify uniform stages and processes in the writing processes. This means that the design processes, as shown in Table 8, are not undergone in a linear or chronological manner. When asked about how the design process of a typical task looked like, the participants provided answers of different levels of detail. Consequently, no statement can be made about core processes and optional processes. We can therefore assume that some processes of the design process remained unmentioned. Still, it becomes apparent that the processes sometimes overlap, that the processes are recursive, and that the sequences vary in the design of each activity or task. The materials writers reported the following design processes: planning, generating ideas, problematising, selecting activity type, aim and activity fit, using resources, writing materials, imagining scenario, trying out, reviewing, abandoning idea or task and adapting. Table 8 below displays the stages and processes involved in materials design and a corresponding definition.

Table 8. Design processes

Name of Code	Description
Planning	The planning that occurs in materials writing
Generating ideas	Involves getting ideas for an activity, either at initial stage or as modification of original idea
Problematising	Complexifying the writing process by considering problems that could occur with the design of the textbook
Selecting activity type	Taking into account various options and selecting an activity type
Aim and activity fit	Clarifying the aim of the activity and ensuring that the activity fulfils the aim in the best way
Using resources	Drawing upon a reference source in designing the textbook
Writing materials	Involves drafting materials
Imagining scenario	Involves visualizing how the activity would unfold in the classroom in order to determine how the activity would work in practice and analyse possible flaws
Trying out	Involves trying out ideas to see if they could work in practice
Reviewing	Looking back over the units/textbook
Abandoning idea or task	Deciding not to use an idea or task in designing the textbook
Adapting	Adapting and revising the textbook units

The most striking result to emerge from accounts of the design process is that all materials writers show an abandonment capacity regarding ideas and tasks and that all materials writers view adaptation and revision as an integral part of the materials writing process. In other words, abandoning tasks or adapting and revising tasks in response to feedback from others is a common practice in the development of the *way2go! Coursebook*. This brings us to a further essential aspect of materials writing which is composed of evaluation and feedback processes.

11.1.2 Which evaluation and feedback processes are implemented throughout the development of a local coursebook?

The next section of the survey was concerned with feedback and evaluation processes. Feedback and evaluation from a wide range of different stakeholders had a strong impact on the design of the coursebook. Table 9 shows the variety of stakeholders involved in feedback and evaluation processes. The individual feedback mechanisms will be presented in greater detail below.

Table 9. Evaluation and feedback processes

Name of Code	Description
Academics	Reviewing and feedback by academics
Approval committee	Reviewing and feedback by members of the approval committee
Editor	Reviewing and feedback by the editor
Item writer community	Reviewing and feedback by item writer colleagues outside the team
Learners	Investigating learner needs and interests or receiving feedback from learners in the context of piloting
Market research	Reference to market research and evaluation organised by the publisher prior to the development of the textbook
Piloting	Trialling of materials by materials writers or teachers in the classroom
Teachers	Reviewing and feedback by teachers, feedback from teachers in the context of piloting (pre-use) or informal feedback (mainly post-use)
Team members	Reviewing and feedback by writing team members

Before the decision was made to develop a new textbook, the publisher carried out market research. This was done by means of analyses of the market and market participants, focus group discussions, user feedback via sales representatives and feedback which is sent to the publisher by users on their own initiative. The findings from market research were then summarised in reports. The data shows that only the head of the team had access to these

reports; the remaining team members are largely uninformed about results from market research. Talking about market research, one interviewee said:

(6) MW2: *Also die haben sicher irgendwas gemacht, keine Ahnung was die wirklich gemacht haben, aber sie, ich meine, das ist ja ein ganz neues Projekt, das stampft man nicht einfach aus dem Boden ohne, dass man sagt, ok da ist eine Marktlücke und da könnte man was machen* (Pos. 64).
[Well, they must have done something, I don't know what they really did, but they, I mean, this is a completely new project, you don't just pull it out of the ground without saying, ok, there's a gap in the market and you could do something to fill it.]

In addition to feedback from users and market analysis, the publisher saw a potential on the market through the introduction of a new syllabus in 2017. These circumstances seemed promising for replacing an established coursebook for a specific target group with a newly conceptualized coursebook in accordance with the new syllabus.

The two most prominent forms of evaluating materials comprise feedback from writing team members and the editor. Feedback among team members differentiates between reviewing material and trying out material. Reviewing, which seems to be carried out in the majority of cases, involves a careful and critical reading of the materials, while trying out means that a task is tried out in terms of completing a task using pen and paper to see if it could work in practice. Having implemented the feedback from team members, the first draft was shared with the editor who reviewed the material and provided feedback. When asked about feedback from the editor, an interviewee said:

(7) MW5: So, it´s quite a good process, it was enough for us to really make sure that everything was good enough, to have two or three chances to correct things to improve them. I think that´s really important to have this drafting and redrafting with the feedback in between but it seemed to work well (Pos. 60).

Critical feedback from the editor was seen as highly beneficial for the development process. Several rounds of feedback allowed the authors to revise the tasks and make them as best as they can possibly be.

A further important source of feedback are teachers. Evaluation from teachers takes three different forms: piloting selected tasks or units, reviewing of the manuscript, and informal teacher feedback. A small number of teachers were involved in reviewing parts of the manuscript or the full manuscript. One reviewer who gave detailed and critical written feedback on the full manuscript was highlighted in particular. Furthermore, feedback was received on an informal basis after the publication of the coursebook. Post-use feedback is received via informal chats in the corridor at the school at which two of the materials writers teach, via

private e-mail conversations from teacher colleagues at other schools, at presentations of the coursebook series, at in-service teacher training courses, via e-mails sent by teachers to the publisher, and via sales representatives asking for feedback. This post-use feedback is collected and will be processed when the first revision of the coursebook series is due. The third form and reportedly the most informative form of evaluation carried out by teachers is through piloting. Parts of the coursebook have been piloted in the classes of MW3 and by two teachers teaching at the same school. Piloting was mainly used when the materials writers were unsure whether a task would work in practice. A case in point is a creative activity in which the learners are supposed to write an inner monologue through the eyes of a ticket machine. Sometimes, selected units were piloted in order to receive feedback regarding clarity, rubrics and sequencing. One participant commented:

(8) MW1: *Die Lehrer haben uns Rückmeldung gegeben von der Lehrerseite ob sie die Aufgaben verstanden haben, wie sie die Leitung gefunden haben von den Arbeitsaufträgen, also die Reihenfolge und so. Und von den Schülern bekommt man natürlich das direkte Feedback, ob das jetzt verstanden worden ist oder nicht … ob es was zu sagen gibt zu dieser Aufgabe und so* (Pos. 32).
[The teachers gave us feedback from their perspective on whether they understood the tasks, how they found the guidance of the tasks, the order and so on. And, of course, we get direct feedback from the students, whether they have understood the tasks or not ... whether the task provides sufficient topics of conversation and so on.]

The extract above indicates a further source of feedback, namely the learners. However, involving learners in feedback and evaluation methods was only explicitly mentioned by MW1. Besides direct feedback from learners in terms of task performance in the context of piloting individual tasks or units, learners were sometimes asked about their interests in order to be able to choose stimulating topics. A case in point is finding out about which actors are currently popular among 15-16 years olds.

Feedback from academics in the form of reviewing of the manuscript was not made use of widely. An exception is the grammar section of one volume in which feedback and input from an expert on language teaching methodology strongly influenced the design of this section.

(9) MW3: *Sehr wenig. Wir haben für den Band der siebten Klasse quasi eine fachdidaktische Unterstützung gehabt bei der Grammatik, weil das von vorne bis hinten nicht so funktioniert hat wie wir uns das gedacht haben. Da haben wir uns dann noch externen Input geholt für den Teil sozusagen, wo wirklich dann noch ein Grammatik-Fachdidaktiker drüber gegangen ist und gesagt hat so und so und so könnte man das noch machen, weil wir uns da gar nicht mehr rausgesehen haben. Aber jetzt sozusagen noch wer, so einen regelmäßigen externen Fachdidaktikerkontakt gibt es nicht* (Pos. 38).

> [Very little. For the volume of the seventh grade a teaching methodology scholar provided support for the grammar part, because it didn't work at all as we had expected it to do. Then we got external input for this part, so to speak, where a grammar specialist really reviewed it and said in what way it could work, because we couldn't tackle it properly. But there is no regular contact with external methodology scholars, so to speak.]

This comment clearly shows that there was no regular contact with academics, but that this resource is only used in cases of urgent need. Another example of feedback from outside experts is that MW4 consulted colleagues from the item writer community regarding the design of productive tasks.

A further feedback mechanism is the approval process. According to MW2, a textbook is commonly not approved at the first submission in October. The first submission is followed by feedback from the reviewers which is then incorporated for the second submission in April.

Interestingly, none of the responses indicate that any form of reviewing and feedback would have been based on a formal and systematic approach, such as specific questions or prepared evaluation sheets which would scaffold the evaluation process.

11.1.3 What are the materials writers´ views on collaboration?

In the final part of the interview, respondents were asked about their views on collaboration, to be precise, on working together within the team, on potential means of strengthening the collaboration among stakeholders, as well as on facilitating and hindering factors for more extensive collaboration.

First, the materials writers were asked about what the collaboration between the team members looked like and what the collaboration with the publisher, especially the editor looked like. Every single respondent described the experience of writing in a team as highly positive; as one interviewee put it, it was “harmonious” and “fluid like a river” (MW5, Pos. 58). As the materials writers came from different parts of Austria and apart from one retired teacher, all team members had a different main occupation, meetings in person related to considerable organisational and logistical effort. Therefore, personal meetings only took place all two to three months and were hold at different locations. One materials writer emphasized the geographical distance between the team members as an aggravating factor for holding meetings in person. Besides the materials writers, also the editor participated in the meetings. At the outset of the coursebook project, the materials writers first went through a team-building process and different forms of organisation were tried out. The authors reported that they brainstormed ideas and already planned the units in great detail when meeting in person, then

they distributed tasks among each other to be prepared to work individually. The extract below illustrates the procedures explained:

(10) MW5: Yeah, so it depended, in the beginning it was a little less organised as we were still trying to find our feet. And then, so we had various ideas of having people do one part of a section of the units and then people took up a whole section of a unit, so it´s been very much a learning process for us as well. But essentially we would meet together in person, we would organise the units, decide what we wanted to cover, brainstorm and then it´s all a matter of narrowing down and then people just choosing what they think they would manage the best, what would work for them what was within their remit. And then we would actually go away and work on that (Pos. 20).

Even though tasks were distributed according to the writers´ abilities and preferences, the team worked closely together in the planning phase and the feedback phase to ensure that a common threat runs through the coursebook. In contrast to a strict division of tasks, as is often the case with international series according to MW2 (Pos. 26), the writing team jointly planned the coursebook units, they "bounce[d] ideas off each other" (MW2, Pos. 62), when time was short, they helped each other out or worked together on a task, and reviewed tasks and provided each other feedback before a first version was sent to the editor.

(11) MW1: *Also prinzipiell glaube ich, dass alle an allem arbeiten in way2go. Das ist wahrscheinlich auch das, was das ausmacht, dass die rote Linie in den Units so gut durchführt, also der rote Faden. Und hat jeder so seine Spezialgebiete* […] (Pos. 14).
[So, in principle, I believe that everyone is working on everything in *way2go*.That is probably also what this is all about, the common thread runs through so well. And everyone has his or her own specialised fields.]

Thus, the close collaboration between the team members was seen to contribute significantly to the organic development of the book and ensured continuity between tasks and units. In response to the question on what the most decisive factor in the development process was, one materials writer answered as follows:

(12) MW2: *Ich würde in dem Fall definitiv sagen […] es war wirklich das Team, das das getragen hat, weil sich das Team wunderbar ergänzt hat […], also in dem Fall ist es wirklich das wichtigste und das Interessante ist, dass das Team einfach mehr oder weniger so zusammengestellt wurde, also wir haben uns alle vorher nicht gekannt. Aber das war sicher der Faktor, der am meisten zum Entstehen des Schulbuches beigetragen hat* (Pos. 52).
[I would definitely say in that case [...] it was really the team that sustained it because the team complemented each other wonderfully [...], so in that case it's really the most important thing and the interesting thing is that the team was simply put together , so we all didn't know each other before. But this was certainly the factor that contributed most to the creation of the textbook]

Given that the team was composed of members of different ages and varying experiences and backgrounds, the team members complemented each other perfectly throughout the coursebook project. While the face-to-face meetings were described as more effective by the majority of participants, the use of several technological tools have proved useful and facilitated the collaboration when working from home. These included online to-do lists, shared files on cloud storage, instant messaging, online video conferencing platforms, commenting in word processor software, and e-mail.

In response to the question: "What do you think about a more intensive collaboration and a stronger network for the exchange of experience and knowledge among the different stakeholders?", a range of responses was elicited. The youngest team member has a very positive attitude towards closer cooperation and considers cooperation with research and end users, namely teachers and learners, to be indispensable in coursebook development. MW3 would welcome more intensive cooperation with researchers and teachers; however, time limits and deadlines related to coursebook production are regarded as hindering factors. Similarly, MW4 sees the time factor, especially with regard to teachers who are often overworked, as a complicating factor for intensifying networks and collaboration. The factor of time was also decisive in MW5´s response:

(13) MW5: Yeah, yeah, absolutely. I mean, again, you know, theoretically it´s a great idea. You would have to have the time to do it practically (Pos. 78).

Moreover, she thinks that involving too many parties might interfere with the development process. Only one person was clearly not in favour of intensifying cooperation; the most experienced materials writer sees no need for the expansion of feedback processes and a closer collaboration on the grounds that relevant information can be sought in professional literature. Taken together, the majority of the participants viewed a potential in improving the collaboration among the different stakeholders, however, a lack of time has led to doubts about the practical implementation.

Furthermore, respondents were asked to suggest different kinds of collaboration that they would regard as particularly useful. Three out of five materials writers put forward suggestions for intensifying and extending collaboration. These include training in materials writing for both materials writers and teachers, training teachers in how to more fully exploit the coursebook for use in the ELT classroom, extending reviews by academics, extending piloting, extending the analysis of learner needs and interests and collecting learner feedback, as well as extending the study of professional literature on materials writing. Reviews by academics and

training in materials writing for materials writers was mentioned by two materials writers each. The remaining suggestions were only indicated once.

Finally, the interview data revealed the materials writers´ views on which factors hinder or facilitate more extensive collaboration among researchers, materials writers and teachers. Hindering factors prevailed in the responses. These involve limited time, limited money, limited audience and inadequate feedback. Again, the most frequently mentioned factor is time. Due to the fact that the authors work full time as teachers or university lecturers and the tight deadlines set by the publisher, the materials writers reported that they are permanently under time pressure. The payment of membership fees discourages materials writers from joining networks and platforms for professional exchange on the subject of materials development. What is more, Austria being a small country, the materials writers see too little demand for researchers, materials writers and teachers who would participate in workshops, seminars or conferences provided by Austria-based networks and platforms for stakeholders involved in materials writing. Furthermore, reviewers often do not provide valuable and useful feedback. The criteria for success mentioned are as follows: professional networking and high-quality training for materials writers and teachers. The first criterion refers to the existence of networks which facilitate cooperation among stakeholders. The second criterion for success is the provision of relevant and applicable input in seminars and workshops tailored to the materials writers´ and teachers´ needs.

To sum up, the writing process is determined by a wide range of framework conditions and guidelines. Besides external frameworks, the materials are designed in accordance with internal design principles. The design process itself is characterised by a series of stages and processes. The materials have been informed by a variety of evaluation and feedback processes prior to publication. More intensive collaboration with stakeholders involved in materials development is largely considered desirable; however, the time factor is considered as a hindering factor for the practical implementation.

11.2 The teacher perspective

This part of the thesis presents the findings which emerged from the qualitative content analysis of the teacher interviews. To begin with, it is important to note that there is a significant difference between the extent of using the *way2go! Coursebook* and the corresponding components among the respondents. Coursebook use ranges from 50% to 90%. Besides coursebook materials, teachers use other textbooks or individual copies thereof, materials from the internet such as newspaper articles or YouTube videos and self-designed materials.

11.2.1 What do teachers want from coursebooks?

The first part of the interview was concerned with general aspects regarding what teachers want from textbooks. Of the six teachers who responded to this question, four teachers found the aspect of clarity in writing and layout important in coursebook design. Again, four teachers found an appropriate level of language and task complexity to be crucial for coursebooks. The following aspects have been mentioned by two teachers each: stimulating topics; topicality of topics, texts and language use; explanation, practice and repetition of grammar and vocabulary. Aspects which were indicated by individual teachers are the aspect of variety of methods and task types and the aspect of exam preparation with regard to test formats and topics of the standardised skills-oriented final examination, the so-called Standardisierte Reife- und Diplomprüfung (SRDP).

Teacher needs and wants are closely related to what functions coursebooks fulfil for them. In this respect, the interview data shows that coursebooks fulfil four main functions for the respondents. Firstly, they provide structure for both teachers and learners. Secondly, they facilitate lesson planning, a function which has been particularly highlighted by teachers with little teaching experience. Thirdly, the coursebook serves as a basis for cooperation among teachers, especially with regard to test preparation. Fourthly, the coursebook ensures that curriculum goals are fulfilled and that learners are prepared for the final examination. However, it can be observed that more importance is given to the final exam and the corresponding test formats compared to the curriculum and the ultimate goal of achieving communicative competence.

11.2.2 How do teachers approach the materials selection process?

(14) T2: *Ja wir haben das demokratisch entschieden und die Mehrheit war dafür. Aber ohne Kriterienkatalog, sondern nur unser erster Eindruck und auch die Informationen, die wir vom Verlag bekamen, dass eben die Themen in der 7. und 8. Klasse wieder aufgegriffen werden, und dass da vertieft werden, das hat uns eigentlich dann überzeugt, dass das vielleicht das richtige Lehrwerk sein könnte* (Pos. 24).
[Yes, we decided it democratically and the majority was in favour. But without a criteria catalogue, but only our first impression and also the information provided by the publishing house that the topics will be taken up again in the 7th and 8th grade, and that they will be studied in greater depth, which actually convinced us that this could perhaps be the right textbook.]

This introductory quote addresses many crucial aspects of the material selection process. The keywords are "democratically", "without a criteria catalogue", "first impression", and "information provided by the publishing house" (T2, Pos. 24). In the following, the results regarding the materials selection process will be presented systematically.

In this section of the interview, respondents were asked to indicate why they chose the *way2go! Coursebook* and how the materials selection process was handled. The underlying reason why four of the six teachers were on the lookout for a new coursebook was that they were dissatisfied with the coursebook they had used prior to adopting the *way2go! Coursebook*. Two teachers from the same school reported that their group of English teachers selected the *way2go! Coursebook* because it is "the natural successor" (T3, Pos. 18) of the *Make Your Way* coursebook series. A teacher who was dissatisfied with the previous coursebooks and worked with the *Make Your Way* coursebook years ago said:

(15) T2: *Wenn man Make Your Way mochte, dann wird man way2go lieben, ja. Und so ist es auch wirklich, also wir mögen es recht gern* (Pos. 20).
[If you liked *Make Your Way*, you will love *way2go*, yes. And that's really how it is, so we like it very much.]

The data shows that the materials selection was in all cases carried out informally. Aspects underlying the coursebook selection are solely limited to macro-evaluation. Elements of macro-evaluation mentioned by the respondents involve the table of contents, design and layout, SRDP test formats, alignment with the new syllabus, and the vocabulary list. The following extract illustrates the so-called ´flick test´ which highlights the impressionistic character of the materials selection process:

(16) T4: *Ja wir haben das durchgeblättert und das was uns am meisten angesprochen hat, haben wir dann genommen* (Pos. 26).
[Yes, we flipped through it and then took the one that appealed to us most.]

With such a purely intuitive approach to materials selection and a mere focus on superficial aspects such as design and layout, however, no sound judgement can be made regarding whether the materials are of high quality and meet the learners´ and teachers´ needs. A single respondent mentioned aspects which refer to a closer evaluation of the coursebook, in other words, elements of micro-evaluation; these refer to the evaluation of the amount, kind and quality of tasks concerning language skills and systems (T1). Besides informal macro-evaluations, contact between teachers and sales representatives or materials writers and the provision of information on the coursebook have positively influenced the decision for the *way2go! Coursebook*. Interestingly, two teachers teaching at the same school reported that they make the decision on a new coursebook on the basis of information obtained during the trialling of selected units. The trialling phase is also preceded by macro-evaluation. All participants reported that the decision on the new textbook was made collectively by the team of English teachers. However, younger teachers were either not involved in the selection process because the decision for the new coursebook was made before the teacher started to teach at this school (T5), or they relied on the opinions of more experienced teachers without daring to contest their views (T3, T6):

(17) T6: *Ich bin die jüngste im Englischkollegium, und hab auch am wenigsten Erfahrung mit den anderen Schulbüchern. Das heißt ich hätte das genommen, was die Anderen mir vorschlagen im Prinzip* (Pos. 24).
[I am the youngest in the team of English teachers, and I also have the most limited experience with other textbooks. This means that I would have taken what the others suggested.]

To sum up, the selection processes reported by the teachers were all unsystematic. A range of coursebooks which are available on the market are compared on a macro level. The decision is made in a staff meeting and all teachers have a say in the selection process, even though younger teachers do not take a very active part in the selection process on the grounds that they are lacking experience.

11.2.3 How do teachers evaluate the way2go! Coursebook?

Generally speaking, the analysis of the teacher responses shows that positive aspects largely outweigh negative aspects. As one interviewee summarized it very pointedly:

(18) T2: *Ich würde sagen: You did a good job! Ja, also sie haben eigentlich da ein gutes Schulbuch geschaffen, das uns immer mehr überzeugt. Also das 6er Buch noch viel mehr als das 5er Buch. Und ich freue mich schon auf Band 7 und 8* (Pos. 83).

[I would say: You did a good job! Yes, they have actually created a good textbook that is convincing us more and more. So the 6th book even more than the 5th book. And I am looking forward to volumes 7 and 8.]

The teachers noticed an improvement in the development of the coursebook series, in other words, the *way2go! 6 Coursebook* was rated even more positively than the *way2go! 5 Coursebook*.

When the participants were asked what they like about the coursebook, a wide range of positive aspects were stated. These include the following: the materials can be used flexibly and can be easily adapted, the introductory pages, the texts and the tasks are interesting and stimulating for learners, the units are short but still have substance, and the large product range of the coursebook. Moreover, the presentation and practice of language skills is positively highlighted: the focus on communicative tasks, the variety of writing tasks and the summary of different text types in the "writing coach" section at the end of the coursebook, and the number of reading and listening tasks. There was a general consensus among the respondents on aspects of grammar, where explanations and the summaries under the heading "Grammar revisited" at the end of the coursebook were emphasised as positive. However, a lack of practice materials was voiced as a weak point concerning grammar. A number of teachers also criticised that there are too many units which cannot be tackled within one school year even when adopting a selective approach in choosing and omitting tasks within each unit. One negative aspect according to a single respondent was that the short extracts in the "Literature along the way" sections are difficult to contextualize and that learners have difficulties to empathize with the characters.

The most striking result to emerge from the data is that teachers express conflicting views on what they like about the coursebook, and what they dislike about the coursebook. Overall, vocabulary work, particularly the relevant tasks and the topic vocabulary at the end of each unit, was positively highlighted. However, divergent opinions were expressed on the vocabulary lists in the appendix. Some felt that the vocabulary list comprises a successful mix of new words and words that should already be part of the learners´ vocabulary knowledge, while others considered that the vocabulary list is rather less successful with the justification that it is too long, and that words are partly redundant, too difficult or too easy. Another aspect which was criticised by one teacher and her learners was that some of the writing tasks are too abstract and too creative:

(19) T2: *[…] die Schreibaufträge finde ich teilweise auch nicht so gelungen, und zwar, sagen mir jene Schreibaufträge nicht zu, die da sehr auf creative writing abzielen, die sehr abstrakt sind […]. Sie haben das Gefühl sie lernen da nichts dazu und*

> *schon gar nicht für die Schularbeit. Also sie wollen für die Schularbeit vorbereitet werden mit realistischen Schreibaufträgen* (Pos. 32).
> [I don't find some of the writing assignments that successful, namely, I don't like the ones that are aimed at creative writing, which are very abstract [...]. They [the students] have the feeling that they don't learn anything new and certainly not for exams. So they want to be prepared for exams with realistic writing tasks.]

Creative writing tasks are not seen positively due to the fact that these are not relevant for exams and teachers aim at preparing their students for exams which are compiled according to standardized test formats.

The table for the learners´ self-assessment of accomplishing learning goals and competency levels were, on the one hand, underscored as a positive feature of the coursebook, and on the other hand, it was described as dispensable. While two teachers remark the provision of tasks in the test formats of the SRDP from the first volume onwards positively, one teacher thinks that it is rather disadvantageous that all test formats are already included from the first volume onwards, because the younger learners are not able to accomplish the more complex test formats. The majority of teachers remarked positively on the aspect of clarity, in terms of design and layout as well as the organization of tasks and the structure of the coursebook. One participant, however, criticised the sequence of tasks as partly incoherent. Furthermore, there is disagreement about the adequacy of the language level. While T3, T4, and T6 think that the language level of the coursebook and the corresponding supplementary material is appropriate for their learners, T5 thinks that the learners are insufficiently challenged with the materials. Surprisingly, T1 criticises that the language level in the *Test Resource Pack* is lower than in the coursebooks.

Having discussed positive and negative aspects of the coursebook, the interviewees were asked if they had ideas for improvement. A common view amongst three interviewees was that the practice material should be expanded, both in the coursebook and in the *Practice Pack*. Further ideas for improvement involve making selected reading comprehension questions more difficult, reducing the amount of new vocabulary and/or balancing the number of vocabulary entries among the units in the vocabulary list (especially in the first volume), introducing more complex test formats and text types at a later stage, improving continuity by connecting individual thematic areas between the coursebook units, and replacing a literature section with a film or series section. Ideas concerning new coursebook components involve the development of a *Test Practice Pack* for learners and a flexible e-book version allowing teachers to choose between a basic version and an enriched version of a task and allowing teachers to adapt existing material, for example, to change tasks, delete tasks, or add new tasks or single sentences.

Interestingly, two teachers asked their students about what improvements they would like to see in the future. Learners would like more space for notes provided in the coursebooks and a table in the appendix providing B1 or B2 vocabulary in different parts of speech as a basis for practicing word formation.

11.2.4 Why and how do teachers adapt materials?

Based on the interview data, a total of six categories were identified as motives for materials adaptation. Four teachers mentioned the adjustment of lessons in accordance with the learners´ needs and interests as a reason for adapting coursebook materials. Exploring topics in-depth and integrating current topics are further reasons indicated by two teachers respectively. The remaining reasons for materials adaptation were stated only by one teacher each. These involve the teacher´s own interests and preferred teaching style, the (re)use of self-designed materials and acknowledging the quality thereof, and the identification of limitations and gaps in the coursebook. Table 10 below presents an overview of the reasons for materials adaptation together with an extract from the interview data illustrating the motives.

Table 10. Reasons for materials adaptation

Motives	**Extract**
Learner needs and interests	Weil ich das Gefühl habe, die Klasse braucht gerade irgendwas, was nicht mit dem Schulbuch abgedeckt ist. […] Error analysis, und eben auch grammar. (T1) [Because I have the feeling that the class needs something that is not covered by the textbook. [...] Error analysis, and also grammar.]
In-depth exploration of a topic	Es geht natürlich nie wahnsinnig ins Detail oder in die Tiefe. (T6) [Of course, it never goes into great detail or depth.]
Integrating current topics	dieses Jahr haben wir ein bisschen mit *Black Lives Matter* in den USA was zu *civil rights movement* gemacht, das ist natürlich nicht drinnen im Buch der 6. Klasse. (T6) [this year we worked a little bit on Black Lives Matter in the USA and on the civil rights movement, which is of course not in the book of the 6th grade.]
Teacher interests and preferences	Also wenn ich so Themen habe, wo ich mir denke, boa da schlaf ich schon fast ein, wenn ich das durchlese, dann gebe ich es ihnen das nicht. (T5) [So when I have topics, that make me I think to myself, god, I almost fall asleep when I read through them, I don't use it in class.]
Self-designed materials	Weil ich super Alternativ-Materialien habe, die ich machen möchte. […] Selbst erstellte. (T4) [Because I have great alternative materials that I want to use. [...] Self-designed materials.]

Limitations	Und dieses Buch […] besteht aus Vokabelteilen und Grammatikteilen, und da üben sie zusätzlich noch, was im Schulbuch zu wenig zu üben ist, mit diesem Buch. (T1) [And this book [...] consists of vocabulary parts and grammar parts, and with this book they additionally practice what there is not enough practice of in the textbook.]

In the third section of the interview, teachers were given a selected page from the *way2go! Coursebook* and were asked whether they would use these tasks with the class they were currently teaching as it is suggested in the coursebook or whether they would adapt certain tasks. The survey showed that all teachers would make adaptations on the page provided. Remarkably, the data comparison revealed that coursebook use and adaptations vary considerably among the different teachers. As can be seen from Table 11, which shows the results concerning the extract from *way2go! 5 Coursebook*, page 117, there is only agreement on exercise Listening 12. Writing 13 would be used by T1 and T5 as suggested in the coursebook, while T2 and T3 would omit this task. Only one respondent would use exercise 14 as proposed in the coursebook, two respondents would omit the task, while T1 would change the task.

Table 11. Adaptations made to the extract from *way2go!5 Coursebook*, p. 117

	T1	**T2**	**T3**	**T5**
Listening 12	-	-	-	-
Writing 13	-	omit	omit	-
Writing 14	change	omit	-	omit

When analysing the statements made regarding the extract from the *way2go! 6 Coursebook*, page 136, similar results were obtained. Table 12 shows the breakdown of the teachers´ materials adaptations. T4 would make no adaptations to exercise Writing 10, T6 would change the task. Exercise Speaking 11 also revealed conflicting views; T4 would omit this exercise, while T6 would use it as it is. There was a sense of agreement amongst T4 and T6 that the *By the way* exercise should be changed.

Table 12. Adaptations made to the extract from *way2go!6 Coursebook*, p. 135

	T4	**T6**
Writing 10	-	change
Speaking 11	omit	-
By the way	change	change

At this point it has to be mentioned that these statements are solely based on the coursebook materials without consulting the *Teacher´s Book.*

The adaptations stated by the respondents aim at the process in terms of the form of interaction, the level concerning linguistic and cognitive demands, and the language that learners are expected to produce. The underlying reasons for the adaptations are the teaching styles and preferences, the language level of the learners, and the alignment with the final examination. The principles behind the adaptations are personalization, variety and simplification.

In short, the reasons, principles and procedures underlying materials adaptation are manifold and vary considerably among teachers.

11.2.5 What are the teachers´ views on collaboration?

In the final topic cluster, the respondents were asked about their views on collaboration with teacher colleagues, collaboration among researchers, materials writers and teachers, as well as success factors for an improved collaboration among the stakeholders involved in language teaching.

The vast majority of participants rated the collaboration among English teachers at their school as very good. With the exception of one teacher, all respondents reported on a mutual exchange of materials among teacher colleagues. Another field of collaboration among teachers which was mentioned by all participants is the preparation of tests.

In the following, results regarding existing cooperation or points of contact between teachers and publishers or materials writers will be presented. These include coursebook presentations, visits from sales representatives to gather feedback, piloting and publisher websites. Four teachers attended coursebook presentations which were held either by materials writers themselves or by sales representatives. Three presentations were hold directly at schools, while one interviewee reported on the presence of sales representatives of various publishing houses at the working group regional day (Landes-ARGE Tag) organised by a college of teacher education. The following examples of cooperation are individual experiences made by only one teacher respectively. When the *way2go! Coursebook* was already in use at a school, one respondent mentioned the visit of a sales representative who asked for feedback and suggestions. Another example of existing evaluation is piloting. One respondent reported on the experience of piloting a unit of a certain English coursebook. Finally, one teacher indicated to have watched the video-interview introducing the materials writers on the *öbv* website, which shows that the online presence of publishers has a potential for exerting impact.

The next section is concerned with a wide range of different evaluation and feedback values and the judgement of these being more or less useful and feasible from a teacher perspective. Evaluation meetings and focus group meetings were deemed highly useful and effective by all respondents. However, several respondents raised a number of doubts concerning the feasibility of such meetings. These include concerns about the recruitment of participants, which is likely to appeal to only a certain type of teacher who is highly motivated and interested in intellectual exchange, as well as prepared to make the effort to take the necessary travel involved to participate. Two respondents commented on the method of interviews. Both rated interviews, either online or face-to-face, positively. According to T2, online interviews could possibly increase willingness of teachers to cooperate compared to other evaluation methods which involve travelling and extensive time investment. All respondents stated that they would be willing to complete questionnaires which speaks for a high response rate. The short time required makes this method particularly attractive for hard-pressed teachers. Regular questionnaire surveys filled in by students in order to identify areas of interests were emphasized as a useful method by T3. Two teachers have raised doubts about the quality of data collected via questionnaires. Two teachers felt that piloting is a good method for evaluating materials. Again, T5 thinks that only a certain type of teacher is likely to take part in trialling materials. Seminars, workshops and conferences designed for an exchange of experience and knowledge among researchers, materials writers, publishers and teachers were addressed by two teachers. T3 thinks that there is too little demand among English teachers. T6 proposed the organisation of workshops in the context of English teacher conferences carried out at individual schools. Reviews by teachers were commented by T3 who thinks that this theory-based method is problematic in terms of recruiting reviewers as it is very time-consuming. T6 thinks that classroom observation is a very reliable method to evaluate materials in use.

All interviewees expressed a very positive attitude towards more intensive collaboration and a stronger network for the exchange of experience and knowledge among the different stakeholders. Despite the generally positive attitude, some interviewees also raised issues related to cooperation. T1, for example, felt that too many “theorists” are involved in materials writing who are not sufficiently familiar with actual, everyday school life. Moreover, T1 thinks that it is important that not only native speakers of English are involved in materials writing for Austrian schools. She highlighted the importance of involving practitioners who can relate to the problematic areas faced by German speakers and L2 speakers in general. T5 questioned the usefulness of evaluating and adapting coursebooks due to lack of continuity in the materials

caused by continuous changes in coursebooks. Furthermore, she questioned the comparability of the evaluation findings at different schools, and the significance of the results due to the presumption that only a certain type of teachers would participate in evaluation processes. T3 expressed the view that feedback and ideas for improvement should rather be collected informally by working group leaders and/or textbook commissioners who then forward the feedback to the publisher.

In response to the question: ´Which of the following aspects do you consider to be most important for the development of coursebooks: knowledge of research findings, expertise and experience in materials writing, teaching experience, or another aspect?´, a range of responses was elicited. Figure 2 shows an overview of the responses regarding the factors influencing coursebook development which are considered most important.

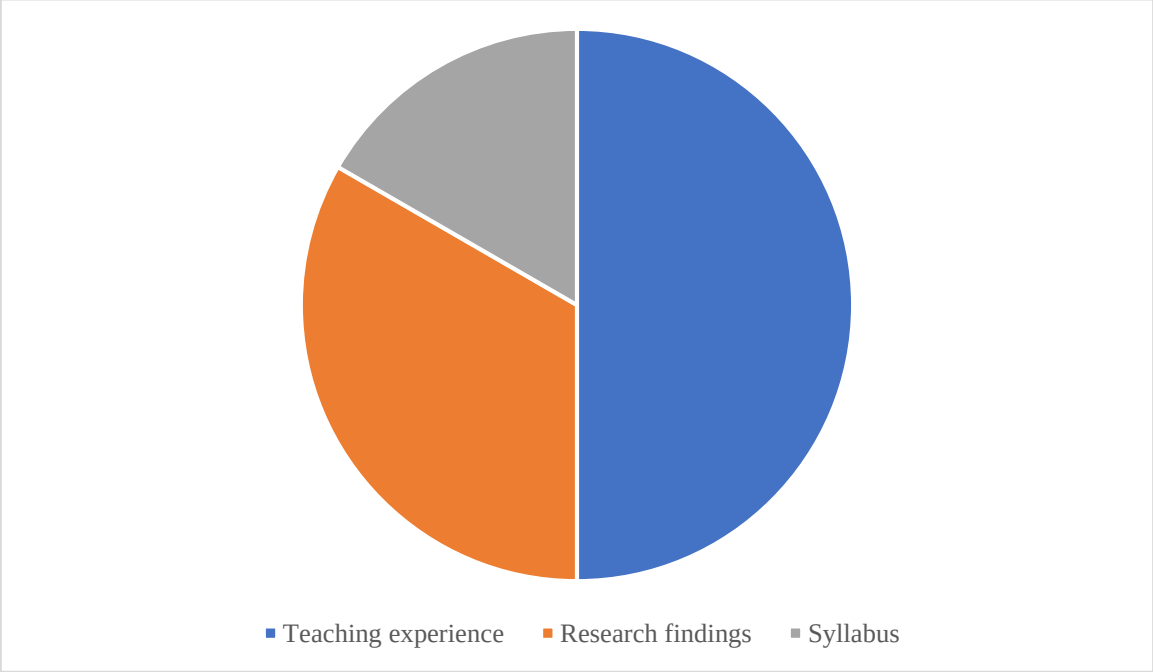

Figure 2. Factors to be most important in influencing the development of coursebooks perceived by teachers

Half of the interviewees think that it is most important that materials writers should have experience in teaching. Two respondents think that it is pivotal that materials writers should have a thorough knowledge of research findings from language learning research in order that coursebooks match the current state of research. One teacher indicated that materials writers ought to have expertise in the field of the local syllabus and the standardised skills-oriented final examination (SRDP) in order to prepare the learners accordingly.

The final question aimed at eliciting answers regarding success factors for an improved collaboration among stakeholders. A total of eight success factors were indicated by the respondents. All agreed that time is an important factor. Since teachers are working to capacity and are under enormous time pressure to prepare learners for the standardised skills-oriented

exam (SRDP), they hardly see the possibility for intensifying collaboration. In order to be able to participate in evaluation processes, conferences or training courses, the time needed should be held low, or, as two teachers suggested, meetings should take place in the first or last week of the summer holidays. Four teachers mentioned place as a factor influencing collaboration, stating that meetings should be organized regionally. Suggested venues are either schools or colleges of teacher education. Long journeys could be avoided by holding meetings online. Another four teachers proposed to organize collaboration in the context of teacher training courses. Furthermore, three teachers indicated that it is vital that the feedback given by teachers is actually processed and implemented in future coursebooks. As one interviewee put it:

(20) T2: *Wir sind an der vordersten Front, wir bekommen auch das Feedback von den Schülern zurück und wenn wir das in einer, ja, in einer seriösen Form und in einer Form, die dann wertgeschätzt wird und vielleicht dann später vielleicht auch einmal umgesetzt werden würde, dann wären wir da sicher auch bereit da zu kooperieren. Und wenn dann Vorschläge in der Luft verpuffen, dann bringt sowas nichts* (Pos. 67).
[We are in the front line, we also get feedback from the students and if we can do this in a, yes, in a serious way and in a form that is then appreciated and would maybe later on be implemented, then we would certainly be willing to cooperate. And if suggestions fizzle out, then there is no point in doing it.]

The following facilitating factors were mentioned by two teachers respectively: meeting in person, methods which allow for mutual communication, regularity, publisher´s initiative and acknowledgement of the extra workload in terms of appreciation and reward.

Overall, these results indicate that teacher needs and wants are in agreement to some extent. It seems as if teachers select coursebooks in an impressionistic manner, a problematic approach to materials selection. In general, the *way2go! Coursebook* was evaluated highly positively by the teachers, however, there are conflicting views in some respects. Adaptations and their underlying reasons are multi-fold. It seems as if the teachers enjoyed expressing their views on the coursebook and they have a positive view on intensifying collaboration with other stakeholders. However, the time factor has been mentioned as the main hindering factor; hence also from the teachers´ perspective, a potential implementation of an enhanced cooperation and exchange between theory and practice is seen as highly questionable. The next chapter moves on to discuss the findings thoroughly by providing explanations and reasons as well as comparing and contrasting the findings with previous research.

12 Discussion

This study set out with the overall aim of exploring how the collaboration between stakeholders involved in coursebook development could be improved. In order to be able to discuss implications for an improved collaboration, on the one hand, the current situation of materials development was assessed from the materials writer and the teacher perspective, and on the other hand, various types of cooperation were evaluated by materials writers and teachers as well as facilitating and hindering factors were presented. The results of this study will now be compared to the findings of previous work.

Overall, the results are in agreement with Atkinson´s (2007) study on expertise in textbook writing. All five aspects of textbook-writing expertise as discussed in the literature review also apply to the five materials writers. While some characteristics are more prominent, others are less salient. The first aspect of materials writing expertise relates to returning to a task or unit in order to revise it or add more detail; a characteristic which Johnson already identified as "cyclic design" (Johnson 2003: 134). There is evidence for the "cyclic" nature of the design process as the materials writers are "sometimes repeatedly returning to what […] [they] had previously done in order to make changes or amendments" (Atkinson 2007: 8). Design principles such as continuity and variety induce the materials writers to go back over the tasks and units. All materials writers recognize that revision is part of the materials writing process. Moreover, reviewing and trying out their own materials and materials produced by writing team members as well as the feedback provided by the editor or other sources of feedback inform the adaptation of tasks.

The second aspect of textbook-writing expertise is the "understanding of the design process" which helps to eliminate problems which arise during the writing process (Atkinson 2007: 10). The example illustrated in Atkinson´s study also applies to the materials writing team. Like the materials writer in Atkinson´s study, the authors of the *way2go! Coursebook* acknowledged the importance of the piloting phase. In case the materials writers were insecure if the task would work in practice, it was piloted in the classroom. The fact that several authors have described the materials writing project as a "learning process" (MW3, MW4, MW5) indicates that they largely acquired their knowledge on materials writing by themselves in the course of writing the coursebook series. Therefore, training in materials development and the publishing process in the context of Austria in general, and the design process in particular, would make an immense contribution to ensuring that the materials writers have a thorough understanding of the design process right from the start of the project. This development was

also noticed by the teachers as they describe the second volume of the coursebook as more successful than the first. Of course, training cannot fully counterbalance the initial team building process; nevertheless, targeted training can ensure that the coursebook series is of the highest quality from the first volume onwards. Also, it is likely to have an impact on the efficiency in materials writing.

The third aspect, which is "the guidance from outside sources in order to meet learners´ needs" (Atkinson 2007: 11), is applicable only to a minor extent to this study. The materials writer in Atkinson´s study consulted a team of psychologists and special needs teachers as he did not have experience with teaching the target group of individuals with special needs. Due to the fact that three materials writers of the *way2go! Coursebook* team had extensive experience teaching learners of the intended target group, it seems that additional guidance from outside experts was not considered necessary. However, the team decided to consult an academic expert when designing the grammar section. As TW1, the materials writers were "experienced enough to know when […] [their] experience was insufficient and was [were] open to looking to outside sources for the materials writing guidance […] [they] needed when […] [they] deemed it necessary or desirable" (Atkinson 2007: 11). The most experienced materials writer (MW2) and the most experienced teacher and item writer among the materials writers (MW4) claimed that more outside guidance is not needed. Two materials writers think that more outside help would be beneficial, however, they agreed with reservations. MW3 mentioned the time factor and described the experience with inadequate feedback. MW5 also mentioned the factor of time and claimed that they would not "know what to ask for" (MW5, Pos. 36). The youngest materials writer said that taking more guidance from outside experts would have been highly beneficial. This might be due to the fact that she has experienced an intertwining of theory and practice in the teacher training programme, the fact that she has limited teaching experience, and the fact that she collaborated with an academic expert and experienced the outcome and improved quality of the material.

Based on the data it appears that some of the materials writers have slightly inordinate confidence and therefore consider that there is no need to participate in the professional discourse. It seems as if whilst having abundant experience in materials writing or teaching is conducive to materials writing, it is however likely to have a braking effect on progressive coursebook development according to the most recent research. Through the firm belief that more input and exchange of knowledge is not necessary or would even affect coursebook production adversely, it may be likely to oversee substantial insights from research. In the following, I will explain the resulting consequences by means of an example. As the results

suggest, there seems to be a lack of awareness among the materials writers of the English as a Lingua Franca (ELF) discourse. English as a Lingua Franca (ELF) is defined as "any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option" (Seidlhofer 2011: 7). In an increasingly globalized world, English is used as a means of communication among native (NS) and non-native speakers (NNS). There is evidence that only one out of every four users of English is a native speaker (2003); in fact, there are more people using English as a link language among non-native speakers. In terms of English language teaching, ELF is a more realistic goal for second language learners compared to achieving native-like language proficiency. Teaching should rather focus on communication strategies and accommodation skills and abandon unrealistic goals oriented towards native speaker norms (Seidlhofer 2003: 22). I strongly agree with Jenkins, Cogo and Dewey´s (2011: 306) view that there is a "need for learners and teachers to be exposed to a range of Englishes, but also the need to focus less on language norms and more on the communicative practices and strategies of effective speakers." Based on the statements made by the materials writers, it appears that notions of ELF are not an underlying design principle. The prominent design principle of naturalness seems to indicate that the coursebook was designed in support of the native speaker norm. The use of authentic texts refers to texts which fulfil the criteria of native "speakerness" and genuineness, an approach to authenticity which Trabelsi (2016: 147) identified as *A Native Speaker-Based Perspective*. Moreover, the use of the BNC for identifying vocabulary items as well as the fact that a native speaker was recruited for the writing and adaptation of texts and doing the final check regarding linguistic correctness and natural language use reinforce the assumption that there is an apparent "linguistic privilege" given to native speakers as producers of authenticity and linguistic role models for learners of English as a second language.

Apart from the aspect of neglecting research findings regarding ELF, there are other areas of research that find little application in contemporary textbooks due to the limited dialogue between research and practice resulting from the confidence to already have the necessary tools and experience to know that "it works". Further areas of research involve, for example, neurodiversity and multilingualism. Disregarding important insights from research and rejecting guidance from outside sources may result in ignoring specific learner groups. Thus, learners with special needs such as dyslexia, attention deficit or autism, or multilingual learners continue to not find any consideration in coursebooks.

The fourth aspect of expertise is related to experience and what Hadfield calls "imagining the classroom scenario" (Hadfield 2014: 350) or what Johnson calls "concrete visualisation

capacity" (Johnson 2003: 129). As it is the case with Atkinson´s expert, the materials writers´ "variety of experience helped […] [them] to see how the textbook would be used in practice" (Atkinson 2007: 11). This ability allows the materials writers to see and analyse the task from the learners´ and teachers´ views in order to identify potential flaws. While T1, T3 and T4 envision how the activity would work in practice, T2 and T5 do not apply the micro-process of imagining the classroom scenario. This might be due to their lack of experience in teaching English as an L2 in the upper secondary school as T2 is teaching at university level and T5 is teaching English as L1 at an international school which offers an IB curriculum.

The last aspect fully applies to the materials writers. They "respected teacher and student autonomy while also satisfying educational aims" (Atkinson 2007: 12). The materials writers view coursebooks as a resource and promote its flexible use. This shows that the materials writers support the professionalism and autonomy of the teacher. Besides promoting teacher autonomy, learners are also encouraged to think independently and self-monitor their learning progress. At the same time, the leading author made sure that the learning goals according to the syllabus are met.

A further aspect which is not mentioned by Atkinson (2007) but in line with one of Johnson´s (2003: 131) characteristics of good task designers is what he calls "easy abandonment capacity". All materials writers dispose of an "abandonment capacity"; even if they spent considerable time on developing a task, the materials writers consider abandoning ideas or tasks as an inherent part of materials design. However, it seems that it is not easy for them to discard tasks when lots of time was invested. The extract below shows the strong feelings associated with abandoning tasks:

(21) MW5: […] of course we´ve all said that if it doesn't work it doesn't work and then we leave it out. But if you´ve spent an entire day on a half a page which is perfectly possible and then it turns out to be something that just drowns, then it can be quite hard to kind of stomach that […] (Pos. 48).

Furthermore, the results are in agreement with Hadfield´s (2014) study who found that the materials writing process is characterised by both "ordered, logical thought as well as chaotic, messy, recursive thought" (Hadfield 2014: 350). As the results show, the writing process is strongly influenced by a range of frameworks and guidelines. Frameworks such as publisher guidelines, syllabus and specifications set by the Ministry of Education require a more logical and analytic line of thinking. Design principles serve as internal guidelines among the materials writing team members. In the majority of cases, however, the design principles were not stated explicitly, but could be inferred from the statements made by the materials writers. This

suggests that the writers dispose of "an underlying framework of unstated principles" (Hadfield 2014: 350) or "tacit framework" (Hadfield 2014: 353).

A number of researchers have found that the writing process is very much guided by the materials writers´ intuitions. Comparing accounts of materials writers, Prowse (2011: 158) concludes that "most of the writers quoted here appear to rely heavily on their own intuitions". Tomlinson (2003: 107) commented on the extracts presented by Prowse and said that many materials writers "describe processes which are ad hoc and spontaneous and which rely on an intuitive feel for activities which are likely to "work" […] they say very little about any principles of learning and teaching or about any frameworks which they use to facilitate coherence and consistency" (Tomlinson 2003: 107). As mentioned above, most of the materials writers did not explicitly state design principles or materials frameworks which guide their writing process. The comment below shows an extract from the interview and displays MW1´s view on intuition and materials writing:

(22) MW1: *Für mich persönlich glaube ich, dass aufgrund meiner vergleichsweise geringen Lehrerfahrung dann doch die Expertise zum Beispiel von der Uniprofessorin, mit der ich zusammengearbeitet habe, für mich sehr wertvoll war. Natürlich, ich verlasse mich auch gern auf mein Gefühl, ich habe es gern, wenn mir ein Experte oder eine Expertin dann sagt, dein Gefühl ist richtig. Also wirklich Leute, die mit der Wissenschaft zusammenarbeiten sind eine ganz wichtige Ressource, weil man kann nicht nur nach Gefühl arbeiten* […] (Pos. 36).
[For me personally, I believe that, due to my comparatively limited teaching experience, the expertise of, for example, the university professor I worked with was very valuable to me. Of course, I also like to rely on my intuition, I like it when an expert tells me that my feeling is right. So really people who are involved in research are a very important resource, because you can't just work according to your intuition.]

On the one hand, she likes to rely on her intuitions, but on the other hand, she values the views of academic experts and concedes that materials writers should not only rely on an intuitive feel. Chaotic, recursive thought and intuition allow ideas to grow. Thus, creativity can only unfold if one is not constrained by an extensive body of frameworks and requirements. The interplay of order and creativity is vital in coursebook development in order to be able, on the one hand, to create coherent and consistent coursebooks which adhere to the Austrian curriculum and current findings from SLA research, and on the other hand, to create new tasks with some degree of innovation.

In terms of writing together, the accounts of the materials writers talking about writing in a team fit well into the series of statements collected by Prowse (2011). The writing team was put together by the publisher, as it is often the case as Prowse explains (2011: 152). In accordance with the present results regarding team-building, forms of organisation and the

division of tasks, previous accounts of materials writers have demonstrated a similar mindset towards working together: “We have had a few different goes at seeing which approach works best”, “working together […] on the outline of a couple of units at a time. This will include basic structure, a ´pot´ of ideas […]”, “agree on a division of labour that reflects each person´s interests and strengths”, “the actual writing definitely takes place individually”, “meet regularly [online] to comment on each other´s work, and go away to improve their chunks with the benefit of the feedback” (Prowse 2011: 152-155). Apart from the geographical distance which complicate personal meetings according to MW4, the data did not display any instances of negative aspects and experiences as some writers did in Prowse´s (2011) collection of accounts.

With regard to working with publishers, the results are consistent with those of Prowse (2011). As Prowse (Prowse 2011: 159) already pointed out, “major coursebook series […] are usually commissioned by publishers rather than suggested by authors”. This is also the case for the *way2go! Coursebook* series. The importance of “drafting and redrafting with the feedback in between” (MW5, Pos. 60) as well as a highly positive relationship with the editor are also mirrored in Prowse (2011: 159-161). What is more, Prowse (2011: 166) highlighted the “importance of market focus” which clearly played a role in the production of the *way2go! Coursebook* too. Just to mention a few examples that are in line with Prowse´s descriptions and the present findings: prior to the project, the publisher organised “focus group discussions with teachers“, materials writers held “discussions with students about their interests”, had “discussions with methodologists” with the aim of improving a grammar section, shortly after publication “market visits continued for promotion”, and sales representatives will “gather feedback for further editions” (Prowse 2011: 166-167).

As already described by Prowse (2011), it is nearly impossible to imagine the development process without using technological tools. Online tools for researching “language itself and the content of materials” (Prowse 2011: 167), in other words, using corpora, using websites and online newspaper articles as a source for texts, researching professional literature, sharing manuscripts online, communicating and collaborating online are an integral part of the process.

So far, this chapter has focussed on the materials writer perspective. The following paragraphs will discuss the findings from the teacher perspective. In general, the data shows a high level of satisfaction with the *way2go! Coursebook* in use among teachers. This can be explained by the broad agreement between the teacher needs and wants and the materials writers´ design principles and the frameworks, in particular SLA research and methodology, the CEFR and SRDP guidelines, which exert an impact on coursebook design. This can be

illustrated by one need and principle. The underlying principle of reducing the workload and facilitating lesson planning in the sense that teachers do not need to prepare a lot of additional material is also one of the reported teacher needs and wants. Its successful implementation is reflected in the teachers´ responses:

(23) T2: […] *seit wir way2go haben, wir kopieren auch meine Kolleginnen viel, viel weniger, weil das Buch das abdeckt, was wir brauchen* (Pos. 38).
[since we have *way2go*, we make less copies, far less, because the book covers what we need.]

(24) T3: *Da finde ich kann man eigentlich auch den Unterricht machen, ohne wirklich viel zusätzliches Material hereinzuholen* (Pos. 42).
[I think you can actually teach without having to bring in a lot of additional material.]

(25) T4: *Mit dem Buch jetzt ist es so, dass ich das [using self-designed materials and copies from other textbooks to supplement the coursebook] kaum mehr mache, weil ich so zufrieden bin. Und am Anfang eher Probleme gehabt hab, dass ich mir gedacht hab, bin ich eine weniger gute Lehrerin, wenn ich nicht Zusatzmaterialien verwende* (Pos. 10)?
[With this book now, I hardly ever do that [using self-designed materials and copies from other textbooks to supplement the coursebook] because I am so satisfied with it. And in the beginning, I actually thought this was an issue and thought, does it make me a less good teacher if I don´t use any additional mateirals?]

(26) T5: *Ich brauch jetzt fast nichts zusätzlich machen* (Pos. 24).
[I almost don't need to do anything additional now.]

The teachers report that since using the *way2go! Coursebook* they are able to teach without using loads of extra material. T4´s comment shows that being a "curriculum-developer" (Shawer 2010) depends on the quality of the coursebook. Prior to the *way2go! Coursebook* the teacher was not satisfied with the coursebooks in use so that she was rather a "curriculum maker" selecting materials from a range of textbooks and creating own materials. Interestingly, T4 was also questioning the quality of the lessons taught using the coursebook as major resource without using additional materials. This has to do with the assumption that teachers are considered more devoted and better when they create own materials and provide supplementary materials from other sources.

While most of the findings of Tomlinson´s (2010) study on what teachers think about coursebooks are very different to those which emerged from this study, one central result can be confirmed by the interview data. The data shows that partly the same aspects appear in the rubrics of what teachers like about the *way2go! Coursebook* and what they dislike about it. In other words, what one teacher remarks on positively about the coursebook is considered negatively by another teacher. This is in line with what Tomlinson (2010: 8) highlights: "there

is little coherence of teacher views and this […] indicates the diversity of teacher needs and wants and the difficulty of satisfying them". This conclusion raises the question of how useful the analysis of teacher needs and wants actually is, especially when publishers compare cost and benefit of the research into teacher needs and wants. This notwithstanding, I would argue that it is necessary to involve teachers in the production and evaluation process, on the one hand, to counteract the general discontent about coursebooks felt among teachers, and on the other hand, to create more practically sound and effective ELT coursebooks. While the fact that the coursebooks are written by native speakers was remarked on positively by the respondents in Tomlinson´s (2010: 6) study, T1 was very critical about involving native speakers in coursebook projects:

(27) T1: *Und es arbeiten ja auch immer wieder native speaker mit am Schulbuch, das ist ja auch ganz gut, aber ein native speaker geht von einem ganz anderen Standpunkt aus, vom linguistischen Standpunkt, als ein nicht native English teacher. Weil wir wissen ja, was sind die Probleme. Und ein native speaker kann sich da sehr schwer hineinversetzen* (Pos. 82).
[And there are often native speakers working on textbooks, which is good, but a native speaker has a completely different point of view, from a linguistic point of view, than a non-native English teacher. Because we know what the problems are. And a native speaker can find it very difficult to put him or herself in their perspective.]

According to the interviewee, a native speaker teacher is not able to fully empathize with the learners as they are not aware of problematic issues German speakers face when learning English. This strongly relates to the notion of English as a Lingua Franca (ELF), in the sense that the teacher does not prioritise native speaker English but considers important the multilingual competence of teachers who are themselves users of ELF and thereby share the experience of learning a second language and the same first language with many learners.

With regard to materials selection, the results show that the selection process is generally unsystematic and is largely confined to the macro level of evaluation (McDonough et al. 2013). Limiting the evaluation to superficial features such as the visuals, layout and the table of contents entails the risk of overlooking if the coursebook actually fits the learner and teacher needs. Visually appealing designs are often associated with professionalism which can possibly lead to misjudgements. The variety of text and task types, the match with the latest language learning theories, the potential of the textbook with regard to flexibility, personalization as well as affective and cognitive engagement are among the aspects which are frequently missed when materials selection is solely based on a flick test or macro evaluations. This lends support to previous findings in the literature which confirm that the decision for a coursebook is mainly made on the grounds of an impressionistic evaluation. The results share a number of similarities

with Frederikkson and Olson´s (2006) study who found that the decision is made at a joint meeting of all English teachers at which all teachers can voice their opinions as well as two different approaches for materials selection processes. As was the case at a school investigated in Sweden, the choice for the *way2go! Coursebook* in Austria was strongly influenced by the fact that a teacher brought the coursebook into focus as she knew one of the authors. However, at this point it has to be mentioned that this teacher was highly familiar with the coursebook as she was involved in reviewing the coursebook and provided detailed and critical feedback which did not seem to be the case in Frederikkson and Olson´s study (2006). Likewise, another school reported that they piloted parts of a coursebook in order to be able to make a sound decision on whether the material works in practice (Frederikkson & Olsson 2006: 19).

While a number of researchers (Luke et al. 1989; Dendrinos 1992; Gray 2010) argued that the "appearance of authority makes it difficult for teachers or students to challenge or modify them", others (Apple 1992; Canagarajah 1993; Hutchinson & Torres 1994; Gray 2010) have proven that "some confident and experienced teachers do challenge them" (Tomlinson & Masuhara 2018: 26). The responses by the teachers clearly show that all of them challenge and modify them and do not shy away from proposing improvements. A reason for this confidence of the younger teachers could be explained by the fact that they received training in materials development due to reforms in teacher education and thus recently trained teachers have more knowledge and competence in materials development. For example, with the introduction of the new teacher training programme at the University of Vienna in 2014, a module with the title *Materials Evaluation and Development* became compulsory (University of Vienna 2016).

With regard to the extent to which teachers adapt the coursebook materials, the six materials writers can be allocated to the same category according to Shawer´s (2010) adaptation study. Based on classroom observations and interviews, Shawer (2010: 177) identified three categories of teachers: "curriculum-makers", "curriculum-developers" and "curriculum-transmitters". All respondents reported that they adapt the coursebook in order to make it more relevant and appropriate to the learners. The coursebook builds the basic structure of the lessons, however, tasks are omitted, changed and added. Besides the coursebook, the teachers use selected materials from other textbooks, online materials and self-designed materials. Therefore, the teachers can be described as "curriculum-developers", as they neither prepare topics and contents independently and only resort to individual topics and tasks from various textbooks, nor do they follow the coursebook page by page.

As far as reasons for materials adaptation and coursebook functions are concerned, the findings observed in this study mirror to a great extent those of Wipperfürth and Will´s (2019)

study. They conducted an exploratory study to find out when English teachers teaching in Austria and Germany deliberately deviate from the coursebook. The following motives were filtered out from the questionnaire data:

- topicality and relevance to the learners´ lifeworld
- variety and authenticity of materials
- differentiation to compensate for performance differences
- individualisation and deepening of content
- limitations, gaps or didactic weaknesses of textbooks
- deviation as a way of bringing in own interests and preferences of the teacher and to demonstrate professional competence (quality and value of self-designed material)
- the study of literature and film
- extended learning goals (cross-curricular learning, critical thinking skills)
- deviation due to structural reasons such as laptop classes, theatre visits, excursions, project work, exam preparation, presentations and starting a lesson or a new topic (Wipperfürth & Will 2019: 198-204).

It becomes evident that the decision of not using a coursebooks does not only have to do with negative aspects or deficiencies of the coursebooks; this is only one of many motives for deviating from the coursebook. This also applies to the results of this study. Even though the motives mentioned by the teachers in this study are not as extensive as those of Wipperfürth and Will´s (2019) study, those mentioned indicate a great similarity. As mentioned in the results section, the general reasons for materials adaptation mentioned by the teachers involve the following: responding to learner needs and interests, exploring topics in-depth, integrating current topics, responding to teacher interests and preferences, using self-designed materials, and compensating limitations and gaps identified in the coursebook.

From the reasons for not using the coursebook, Wipperfürth and Will (2019) could derive functions that support its use. According to the teacher responses, a coursebook helps to fulfil curriculum goals, it provides a useful framework for both teachers and students, it facilitates lesson planning especially for novice teachers, it provides progression, it is a mine of information and inspiration, it serves as a medium for communication with parents, it builds the basis for cooperation with teacher colleagues concerning lesson planning and exam preparation, it builds the basis for sharing teaching experience, it provides a basis for colleagues who take over classes, and it provides a collection of practice materials, especially for grammar (Wipperfürth & Will 2019: 204-205). Again, the functions mentioned by the respondents are very similar. These involve that the coursebook ensures that curriculum goals are fulfilled, it provides structure for teachers and learners, it facilitates lesson planning, and it serves as a basis for cooperation among teachers, especially when preparing exams.

It is a widely held view among teachers that coursebook writers have little knowledge and experience of the everyday reality of lessons taught at school. This frequently leads to frustration of not being heard and not having the kinds of coursebooks they want and need. One teacher claimed that too many theorists are involved in coursebook development who are not familiar with teaching practice:

(28) T1: *Ich glaube, dass zu viele Experten unter Anführungszeichen mitreden, die eigentlich von der Realität oder vom wirklichen Schulalltag nicht so die beste Erfahrung haben, also sehr viele Theoretiker sind am Werkeln* (Pos. 104).
[I think that there are too many experts, in quotation marks, involved who are not really familiar with the reality or the real school life, so there are a lot of theorists at work.]

However, this is clearly not the case with the *way2go! Coursebook*. More open and effective communication and collaboration between publishers and teachers could counteract such misconceptions and could alleviate the teachers´ feelings that their needs and wants are not being taken seriously. Moreover, this statement suggests that this teacher, who is the most experienced teacher of those interviewed, does not see much value in the development of teaching and learning theories and the application thereof. Teaching practice is essential. It almost seems as if there is a perception that theory and practice are unrelated or even in opposition to each other, and are by no means able to inform each other in a positive way. It seems likely that this view is shared among many teachers which does not reveal a particularly encouraging picture of the desired strengthening of the collaboration between theory and practice. However, it seems that there is a shift in perception among younger teachers which could also possibly be traced back to reforms in teacher education. T5, for example, suggested an interlocking of theory in practice with regard to in-service training:

(29) T5: *Ich würde mich freuen, wenn Fortbildungen auch mehr in die Richtung angeboten werden. Also wenn man jetzt sagt man macht jetzt eine Fortbildung zu wie erstellt man Unterrichtsmaterial, und gleichzeitig macht das aber jemand, der jetzt nicht selbst in der Schule ist, sondern das macht jemand von der Uni, der vielleicht … jemanden dabei hat, der Lehrer ist. Also, dass man das irgendwie verbindet, also dass man einen Input kriegt einen theoretischen, aber auch praktisch und dass man dann aber auch Feedback geben kann […] dass man als Lehrer sagen kann: He Moment einmal, also so geht es aber in der Schule eigentlich nicht zu. Dass die auch einen bisschen realistischeren Blick kriegen* (Pos. 86).
[I would be pleased if further training courses were offered in this direction. So if you're doing a training course on how to create teaching material, and at the same time someone who is not working at a school is leading it, but rather someone from the university who maybe ... pairs up with a teacher. So that you somehow connect it, that you get a theoretical input, but also a practical view, and that you can give feedback [...] that you can say as a teacher: Hey, wait a minute, but that's not really how it works at school. That they also get a more realistic view.]

This statement indicates that the teacher holds the view that both theorists and practitioners benefit from the cooperation and exchange of knowledge and experience.

Another striking finding is that some teachers seem to not be aware of having the opportunity to make direct contact with a publisher:

(30) T5: Also ich kenn die Leute auch nicht und ehrlich gesagt war mir gar nicht bewusst, dass ich das kann (Pos. 58).
[Well, I don't know the people and, to be honest, I wasn't even aware that I could do that.]

This seems to imply that publishers should ensure easy access to communication channels which is likely to exert a positive impact on both the publisher and the teachers.

Some of the success factors for collaboration between the stakeholders concur well with the criteria for success put forward by Masuhara (2011: 257): "The teacher´s work is acknowledged and a time, a place and a reward are properly supplied." However, the remaining factors have not previously been described.

Taken together, this study produced results which corroborate the findings of a great deal of the previous work and also revealed new findings in this under-researched field of study. In addition, it is important to ask what implications can be derived from these findings.

13 Implications for materials development

The findings of this study have a number of important implications for future collaboration among the stakeholders involved in materials development. These include a number of stakeholders: publishers, materials writers, school institutions, teachers, the Ministry of Education, teacher education, and textbook researchers.

To begin with, several aggravating framework conditions which are characteristic of commercial publications of language learning materials in the Austrian context must be acknowledged. There are a number of conflicting provisions that make the implementation of more extensive collaboration and feedback and evaluation processes seemingly impossible. A case in point is timing. Over the past years, development cycles of coursebooks have become shorter. When new editions are published, teachers expect that a new volume including multiple components will be released every year. Publishers try to meet these market expectations in order to remain competitive. Teachers also want materials writers to have extensive teaching experience and contact to the target group of learners. Due to the fact that most of the writing

team members teach full-time, they must make every effort to complete the materials within the tight deadlines which leaves little room for involving further parties and including further feedback loops. From the teacher perspective, time is also a critical factor. Teachers seem to be hard-pressed and are therefore not disposed to do additional work outside their core task of teaching. They do not seem to receive sufficient institutional support and acknowledgement for their efforts. And they do not seem to be fully equipped with the necessary expertise for carrying out systematic materials evaluation.

Using the evidence from the interview data, it is possible to deduce the following implications or recommendations. Publishers are advised to improve communication between employees of publishing houses and materials writers. It seems as if the team members are not all equally informed about stages in the design process, findings from market research and post-use evaluations. More open and transparent communication could result in a more immediate processing of the feedback provided. What is more, it is recommended that publishers support materials writers in participating in training courses for materials writers, building and joining networks for exchange among researchers, materials writers, and teachers in the form of covering membership fees, and providing recommended professional literature on materials writing especially for newcomers. In order to have sufficient time for potential training of the materials writers, team building, and the formulation of systematic evaluation criteria for the development of coursebooks, it is recommended that publishers start with the recruitment of materials writers early enough to ensure a smooth start of the project. Open communication is not only vital between the publisher and the materials writers, but also between the publisher and the teachers. It is recommended that publishers take a more active role in organising the implementation of a series of evaluations combining various methods. According to the assessment of evaluation methods by the respondents, all methods have certain advantages and disadvantages. Triangulating methods can reduce the weaknesses of individual methods and can help to address a range of different types of teachers. It is advisable to make use of methods which are likely to be intrinsically rewarding for the teachers. The initiative for implementing feedback measures should be launched by the publisher and teachers should have easy access to become involved. Ways to facilitate access for teachers is the creation of an online tool on the website inviting teachers to give feedback, organizing online meetings, regional meetings, or in-house training. A further possibility would be to use the existing structure of in-service training and offer courses with a focus on coursebook use, coursebook evaluation or the exchange of knowledge and experience among stakeholders. Following the evaluations, it seems vital that the feedback is actually processed and implemented so that those who took part

in feedback processes know that their contributions are heard and considered valuable. Of course, not all feedback can be processed as the teachers´ views differ considerably and the materials writers need to carefully consider and make reasonable compromises. Nevertheless, teachers who contribute should receive some form of feedback, acknowledgement and reward for the effort made. Teachers should be rewarded for co-operating with publishers to improve coursebooks with a financial reward, reduction of teaching hours, or crediting the effort as in-service training. Furthermore, it is advisable for publishers to create a pool of regular reviewers or piloters. To achieve this, publishers could launch an online call in the job section for teachers interested in becoming regular reviewers or involved in piloting parts of a coursebook. In addition, sales representatives can spread the word on this job opportunity. In order to counteract inadequate or problematic feedback, it is recommended that publishers provide training for regular reviewers and piloters.

As we have seen in the data, the materials writers did not formulate systematic evaluation criteria prior to writing the coursebook, they rather noted down design principles that accumulated in the course of the development. It is recommended that materials writers apply Tomlinson´s framework for generating evaluation criteria. This ensures the quality, consistency and coherence of the materials right from the start. Moreover, it can be an opportunity for materials writers to exchange their beliefs on language learning and teaching which also promotes team building. Furthermore, it is proposed that also reviewers make use of the very same evaluation criteria for systematic pre- and post-use evaluations which again counteracts inadequate feedback. In any case, materials evaluation should be scaffolded by an evaluation sheet or specific guiding questions. What is more, materials writers are advised to engage more in the professional discourse of materials development and related areas of research. This could in turn lead to the implementation of the latest research findings in coursebooks and an improved consideration of all learner groups including multilingual and neurodiverse learners.

This brings us to the implications for teachers. As can be seen in the data, materials selection was carried out impressionistically by all teachers. Half of the teachers reported that they frequently changed coursebooks as the selected coursebooks proved to be unsuitable. This unpleasant surprise most likely results from a mere focus on superficial features when selecting a coursebook and could be avoided by applying a systematic materials selection process. This more complex strategy is likely to pay off as time can be saved when coursebooks do not require much adaptation nor require teachers to resort to a lot of supplementary materials. Two of the teachers asked the learners what they like or dislike about the coursebook and if they would like to see any improvements. Following this example, all teachers are advised to involve

learner needs, interests and preferences in materials selection and evaluation and forward this information to the publishers. Furthermore, teachers are recommended to engage more in theory and possibly transfer insights gained from theory into their teaching practice. At the same time, researchers can benefit from the practice-oriented perspectives of the teachers and teachers can thereby contribute to the theory being further developed. Moreover, teachers should put less emphasis on the preparation for the final standardized exam and shift the focus to the development of communicative competence as their primary goal.

The results of this study indicate that the teachers do not experience much institutional support and guidance in materials development and collaboration with other stakeholders involved in language teaching and learning. This implies that time and space should be supplied and the teachers´ work should be acknowledged. Furthermore, the role of materials development, especially in terms of materials selection, the exchange of materials and the evaluation thereof, seems to be underestimated and should be a central element on the agenda of conferences.

The data reported here appear to support the assumption that materials development has been included as a component in teacher education in the past decades. Younger teachers noted that materials development was at least treated as a component of a broader module in the teacher training programme and/or a subject matter in in-service training courses. More recent developments show that, for example, since the introduction of the new curriculum in 2014, materials development comprises a core component of the Bachelor of Education programme at the Department of English and American Studies of the University of Vienna (University of Vienna 2016). It has commonly been assumed that training in materials development contributes significantly to professional development. Interestingly, MW1 reported concerning this matter that she learned a lot from materials writing for her own teaching practice. This suggests that training of future and practicing teachers should increasingly focus on materials development and textbook research in order to equip teachers with the essential competencies for materials selection, evaluation, adaptation and writing.

It seems as if researchers in the field of materials development do not extensively engage in exchange of knowledge with practitioners. On the one hand, researchers should provide future and practicing teachers as well as publishers and materials writers with insights from textbook research, and on the other hand, publishers, materials writers and teachers should share their experience with producing and using coursebooks. Researchers are strongly advised to collaborate with publishers and schools on joint research projects in order to gain insights into

how coursebooks could be designed in order to develop the learners´ communicative competence in a more effective way.

The results suggest that the approval process is a solely formal and necessary undertaking, which puts time pressure on both materials writers and publishers, and does not add value to the development of the coursebook. Therefore, there seems to be a definite need to transform this process into an effective feedback mechanism. To implement this, the approval committee could be comprised of teachers, researchers and decision makers in syllabus design and the compilation of the SRDP to ensure that the coursebooks are theoretically and practically sound. It would be recommended that the reviewers receive training in materials evaluation. Furthermore, criteria for the approval process should be made more explicit and transparent.

To sum up, collaboration among the stakeholders can be improved by an approximation of the groups involved in materials development and a rethinking of seemingly rigid frameworks and established procedures. More open and effective communication and the adaptation of framework conditions set by publishers, the Ministry of Education, colleges of teacher education and schools are likely to result in more effective EFL coursebooks.

14 Conclusion

This thesis critically looked at materials development with a focus on the production, evaluation and adaptation of ELT coursebooks in order to provide a solid basis for investigating notions of collaboration between research, materials writers and teachers. The purpose of the current study was to explore how writers write, how teachers select, evaluate and adapt coursebooks, to explore existing feedback and evaluation processes involving academics, materials writers and teachers, and to explore materials writers´ and teachers´ views on strengthening exchange and collaboration. Based on an analysis of the current situation and the beliefs and attitudes of the materials writers and teachers, possible implications emerged on how the collaboration between stakeholders involved in language learning and teaching could be improved.

Despite its exploratory nature, this study offers some insight into the production and use of an Austrian ELT coursebook. The present study confirms previous findings and contributes additional evidence that suggests that all stakeholders would benefit from more open and effective communication between producers and users as well as between research and practice. These findings suggest that in general the materials writing process is guided by a body of framework conditions and guidelines set by the publisher, the CEFR, the national syllabus and the SRDP. SLA research and ELT methodology enters the materials writing process by means of the study of professional literature as well as teaching expertise and experience. The writers do not work according to an explicit materials framework and evaluation criteria formulated prior to the project start, but rather create the materials according to a tacit framework and mainly implicit design principles. The writing process is characterised by extensive feedback from writing team members and the editor. Furthermore, the materials writers organised piloting and reviewing by academics and teachers on an informal small-scale. Revising and adapting materials in response to feedback are an essential part of the development process.

With regard to teacher needs and wants, the findings can be summarised as follows: Teachers want clear, varied, up-to-date and stimulating materials at an appropriate level which prepare learners for the final exam by providing relevant topics and test formats, good explanations of language systems and ample opportunities to practice language skills. The materials selection process applied by the teachers is largely dominated by an impressionistic approach, disregarding an in-depth evaluation prior to the coursebook use. In general, the teachers evaluated the *way2go! Coursebook* highly positive. Due to its high quality the teachers use the coursebook extensively, however, they are competent and confident to adapt and challenge the material and suggest improvements.

One of the more significant findings to emerge from this study is that in general, both materials writers and teachers are in favour of strengthening and intensifying collaboration in terms of feedback and evaluation processes, however, they doubt the practicability due to limited resources. Both the materials writers and the teachers see themselves under time pressure which leaves little room for extending collaboration among schools and publishers. However, it is the schools and the publishers who should alleviate the time pressure and establish a supportive framework by creating space, time and acknowledgement for more open communication and more extensive collaboration among these essential agents in materials development.

In my view, both teachers and publishers should not perceive collaboration and feedback as burden or stumbling block, but should rather see it as a stepping stone to professional development and positive corporate development. Cooperating with publishers can have a positive impact on professional development and experiencing professionalism. Cooperation with publishers might also impact collaboration among teachers regarding the exchange of ideas and materials. Moreover, it provides teachers with potential career development in the field of commercial materials development as it is likely that teachers are recruited by the publishers for further cooperation. Publishers can benefit from strengthening and extending collaboration with schools and teachers in the form of increased quality and effectiveness of materials, increased credibility and improved competitive position on the market besides other publishing houses which do not pursue such open and effective communication and feedback measures.

Several limitations to this study need to be acknowledged. The most important limitation lies in the fact that the materials writers´ and teachers´ accounts on materials production, evaluation and adaptation only show an incomplete picture of what actually occurs in practice. What is more, with a small sample size, caution must be applied, as the findings might not be transferable to other materials writers working on Austrian EFL coursebooks or teachers who are not as active and engaged as the teachers who agreed to participate in the interview.

This research has thrown up many questions in need for further investigation. Further research needs to examine more closely the writing process of commercial materials adopting more direct methods such as concurrent think aloud protocols, stimulated recall, or reflective diaries. Similarly, more immediate methods such as classroom observation and the analysis of records of use, reflective journals or systematic pre-, whilst- and post-use evaluations could provide more profound insights into materials evaluation and adaptation carried out by teachers. Furthermore, it would be interesting to examine further perspectives including learners,

educational institutions, publishing houses, teacher educators, the Ministry of Education or the evaluation committee of the approval process. A further study could assess the impact of the extended feedback processes and closer collaboration among stakeholders involved in materials development on the effectiveness of the materials in terms of the learners´ communicative development. In general, more research adopting more refined and complex methodology still has to be undertaken in order to gain deeper insight into materials development.

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16 Appendix

16.1 Abstract

It is widely acknowledged that coursebooks play a central role in the ELT classroom. A number of studies have examined the development of materials for global coursebooks; however, there have been few empirical investigations into how writers actually go about writing local coursebooks and into how various stakeholders collaborate in the development process of local coursebooks. Teachers are frequently dissatisfied and frustrated with the coursebooks they use. A widely held view among teachers is that their needs and wants are not being adequately met and that coursebooks are frequently developed by theorists with little knowledge of everyday teaching practice. To gain a deeper insight into the topic of materials production, materials selection, materials evaluation, materials adaptation and collaboration between stakeholders involved in materials development, data was collected from five materials writers and six teachers. The instruments for data collection were two different sets of semi-structured interviews. A total of eight hours and 15 minutes of interview data was analysed by means of qualitative content analysis using MAXQDA. The data shows a high level of teacher satisfaction with the Austrian coursebook. It seems that this is linked to a strong convergence of teacher needs, guidelines and design principles shaping the coursebook development process. Moreover, the materials writing team has extensive teaching experience and methodological competencies. Furthermore, the findings of the study undertaken suggest that the majority of both materials writers and teachers have a positive attitude towards strengthening collaboration and extending evaluation and feedback processes. However, tight deadlines and time restraints seem to make this impossible to implement in practice. The outcome implies that a change in the external frameworks on the part of publishers, research institutes and schools, as well as the expansion of teacher education of future and practicing teachers in materials development can enhance the collaboration between research, materials writers and teachers and thus the quality of ELT coursebooks.

Keywords: Materials development; Materials evaluation; Materials adaptation; Materials production; ELT classroom; Local coursebook; Collaboration; Feedback

16.2 Zusammenfassung

Schulbücher sind zentraler Bestandteil des Englischunterrichts und spielen somit eine wichtige Rolle im Fremdsprachenerwerb. Einige Studien haben die Entwicklung, Evaluierung und Adaptierung von internationalen Schulbuchreihen für den Englischunterricht untersucht. Bislang gibt es aber nur sehr wenige empirische Studien darüber, wie der Entstehungsprozess von nationalen Schulbüchern aussieht und wie verschiedene Interessensgruppen am Entwicklungsprozess zusammenarbeiten. Lehrkräfte sind häufig unzufrieden mit den Schulbüchern. Das hat nicht selten damit zu tun, dass sich ihre Bedürfnisse und Wünsche nicht ausreichend in den Schulbüchern widerspiegeln und dass viele der Meinung sind, dass Schulbücher häufig von Theoretikern entwickelt werden, die wenig Erfahrung mit der tatsächlichen Schulrealität haben. Um einen tieferen Einblick in das Thema Materialproduktion, Materialauswahl, Materialevaluierung, Materialadaptierung und die Zusammenarbeit zwischen den an der Materialentwicklung und -verwendung beteiligten Akteuren zu erhalten, wurde ein fünfköpfiges Autorenteam eines österreichischen Englischlehrwerks für die Sekundarstufe II, sowie sechs Lehrer*innen, die dieses Lehrwerk in ihrem Unterricht verwenden, befragt. Die Daten wurden mittels leitfadengestützter Interviews gesammelt. Insgesamt wurden acht Stunden und 15 Minuten an Interviewdaten mittels qualitativer Inhaltsanalyse mit Unterstützung der Software MAXQDA analysiert. Das Ergebnis zeigt, dass die befragten Lehrer*innen mit dem Lehrwerk weitgehend zufrieden sind. Es scheint als ob diese hohe Zufriedenheit damit zusammenhängt, dass sich die Bedürfnisse und Wünsche der Lehrer*innen weitgehend mit den Richtlinien und den Gestaltungsprinzipien der Autor*innen decken. Weiters könnte die gelungene Zusammensetzung des Autorenteams, das über viel Lehrerfahrung und fachdidaktische Kompetenz verfügt, zu dem Erfolg beigetragen haben. Darüber hinaus legen die Ergebnisse der Studie nahe, dass die Mehrheit der Autor*innen und Lehrer*innen einer verstärkten Zusammenarbeit und der Ausweitung von Evaluierung- und Feedbackprozessen sehr positiv gegenüberstehen. Knappe Fristen und begrenzte zeitliche Ressourcen scheinen jedoch eine praktische Umsetzung unmöglich zu machen. Das Ergebnis deutet darauf hin, dass eine Veränderung der externen Rahmenbedingungen seitens der Verlage, Forschungsinstitute und Schulen, sowie ein verstärkter Fokus auf die Erstellung, Evaluierung und Adaptierung von Lehr- und Lernmaterialien in der Aus- und Weiterbildung von Lehrkräften die Zusammenarbeit zwischen Forschung, Schulbuchautor*innen und Lehrkräften begünstigen würden und somit die Qualität von Englischlehrbüchern verbessert werden könnte.

Schlagwörter: Lehr- und Lernmaterialien; Materialentwicklung, Materialauswahl; Materialevaluierung; Materialadaptierung; Englischunterricht; Zusammenarbeit; Feedback

16.3 Interview guides

16.3.1 Materials writers

Themenbereich 1: Hintergrundinformationen und Allgemeines

- Seit wann arbeiten Sie als Schulbuchautor*in?
- Würden Sie Ihre Arbeit als Schulbuchautor*in als Ihren Hauptberuf beschreiben?
    - Wenn nein, was ist Ihre Hauptbeschäftigung?
    - Wenn ja, haben Sie Lehrerfahrung?
        - Wenn ja, wie lange unterrichten bzw. unterrichteten Sie (schon)?
- Wie wurden Sie Schulbuchautor*in?
    - Haben Sie spezielle Erfahrungen oder sogar Ausbildungen gemacht, die Sie dazu bewegten?
- Was ist Ihre Rolle im *way2go!*-Team?

Themenbereich 2: Entstehungsprozess des Schulbuchs

- Was stand am Anfang des Entstehungsprozesses des Schulbuchs *way2go!*?
    - Gab es einen Auftrag vom Verlag als Reaktion auf eine bestehende Marktlücke?
    - Kamen Sie selber mit einer Idee auf den Verlag zu?
    - Oder entstand die Idee im Team?
- Wie sind Sie an Ihre Aufgabe herangegangen? Bitte beschreiben Sie kurz die einzelnen Schritte Ihrer Vorgehensweise bei einer typischen Aufgabe.
- Gab es Richtlinien für die Erstellung des Schulbuchs (von außen), an denen Sie sich orientiert haben bzw. orientieren mussten?
    - Wenn ja, welche?
    - Wer war an der Entwicklung dieser Richtlinien beteiligt? (Autor*innenteam, Verlag, Lehrer*innen, Wissenschaftler*innen, andere Expert*innen etc.)
    - Wenn nein, hätten Sie gerne welche gehabt?
- Hatten Sie in der Planung bzw. während des Schreibens den Approbationsprozess berücksichtigt?
- Machten Sie in irgendeiner Form von externen Ressourcen bzw. Informationsquellen gebrauch?
    - Wenn ja, welche? (z.B. Lehrer*innen, Schüler*innen, Wissenschaftler*innen, Berater*innen, etc.)
    - Welche waren für Sie besonders hilfreich?
    - Hätten Sie gerne auf andere bzw. weitere Ressourcen Zugriff gehabt?
- Welche Informationsquelle ist für Sie im Entstehungsprozess am wichtigsten gewesen?
    - die eigene Expertise
    - Feedback von Lehrer*innen
    - Forschungserkenntnisse aus der Bildungs- und Sprachlernforschung?
    - Anderes?

Bitte begründen Sie Ihre Sichtweise kurz. Wie schätzen Sie die Wichtigkeit der anderen Aspekte ein?

- Innerhalb Ihrer eigenen Expertise, welche Aspekte schätzen Sie im Zusammenhang mit der Arbeit als Schulbuchautor*in als besonders wichtig ein?
    - Bei Lehrerfahrung: Nimmt ihre Lehrerfahrung besonderen Stellenwert ein?
    - Inwiefern hilft diese Erfahrung beim Entstehungsprozess?

Themenbereich 3: Evaluierungs- und Feedbackprozesse

- Welche Feedbackprozesse gab es?
    - Wurden vom Verlag Marktforschungen und Evaluierungen durchgeführt?
        - Wenn ja, in welcher Form wurde dieses Feedback an Sie weitergeleitet?
    - z.B. Analyse der Bedürfnisse, Wünsche und Interessen von Schüler*innen, Einzel- und Fokusgruppengespräche mit Lehrer*innen, Gespräche mit Fachdidaktiker*innen, Durchsicht/kritische Betrachtung einer kleinen Auswahl von Materialien durch erfahrende Lehrer*innen und Wissenschafter*innen, Pilotierung/Erprobung im Klassenraum, Unterrichtsbeobachtungen, "*evaluation meetings*" gemeinsam mit Lehrer*innen, Schulbuchautor*innen und der Verlagsredaktion, Expertenrunde, etc.
- Suchen Sie aktiv Feedback von Lehrer*innen?
    - Wie wurde das Feedback eingeholt? Welches?
- Suchen Sie aktiv Feedback von anderen Expert*innen, z.B. Wissenschaftler*innen?
    - Welche Expert*innen?
    - Wie wurde das Feedback eingeholt? Welches?
- Wann wurde Feedback eingeholt? Eher vor dem Projektstart von *way2go!*, während des Entstehungsprozesses oder nach der Publikation?
- Inwiefern spiegelt sich dieses Feedback im *way2go! Coursebook* wider?
- Stellen Sie sich vor, dass Sie das *way2go! Coursebook* einer Gruppe von Englischlehrer*innen vorstellen, die das Schulbuch im kommenden Schuljahr verwenden werden. Welche Ratschläge und Tipps möchten Sie den *way2go*!-Verwender*innen geben?

Themenbereich 4: Zusammenarbeit

- Wie würden Sie die Zusammenarbeit im Autor*innenteam beschreiben?
- Wie funktioniert die Zusammenarbeit?
    - Wer macht was?
    - Wer entscheidet?
    - Was wird in der Gruppe besprochen?
    - Gibt es spezielle Schwerpunkttätigkeiten?
- Wie funktioniert die Zusammenarbeit mit dem Verlag?
    - Wie erfolgt die Evaluierung der Entwürfe innerhalb des Verlags?
- Wie schätzen Sie ganz allgemein die Zusammenarbeit und den Wissensaustausch zwischen Forschung, Schulbuchautor*innen, Lehrer*innen und weiteren Expert*innen in Österreich ein?

- Wie stehen Sie einer intensiveren Zusammenarbeit und einem stärkeren Netzwerk zum Erfahrungs- und Wissensaustausch unter den beteiligten Interessensgruppen gegenüber?
    - Wie könnte Ihrer Meinung nach eine verbesserte Zusammenarbeit aussehen?
    - Welche Art der Zusammenarbeit würden Sie besonders wichtig finden?
    - Welche Faktoren halten Sie für wichtig, damit eine bessere Zusammenarbeit gelingen kann?

Gibt es noch etwas, das Sie ergänzen möchten? Gibt es irgendetwas, wo Sie meinen, dass ich das noch hätte fragen sollen?

16.3.2 Teachers

Themenbereich 1: Hintergrundinformationen und Allgemeines

- Wie lange unterrichten Sie schon?
- Beschreiben Sie kurz die Schule, an der Sie unterrichten, und Ihre Schüler*innen.
- Wie stehen Sie der Verwendung von Schulbüchern ganz allgemein gegenüber?
- Was ist Ihnen bei Schulbüchern wichtig?
- Wie gut fühlen Sie sich mit dem Thema *Materials Development* (Erstellung, Adaptierung und Evaluierung von Lehr- und Lernmaterialien) vertraut?
    - Haben Sie im Rahmen Ihres Studiums/einer Fortbildung eine Lehrveranstaltung/einen Workshop zu diesem Thema besucht?

Themenbereich 2: *way2go!* Coursebook

- Warum haben Sie sich bzw. Ihre Fachgruppe für die Verwendung von *way2go!* entschieden?
    - Anhand welcher Kriterien wurde die Entscheidung getroffen?
    - Würden Sie sich wieder für *way2go!* entscheiden?
- Sind Sie mit dem Schulbuch zufrieden?
    - Warum?
    - Was gefällt Ihnen an dem Schulbuch besonders?
    - Was gefällt Ihnen weniger oder gar nicht?
- Haben Sie Verbesserungsvorschläge für eine Neubearbeitung des Schulbuchs?
- Arbeiten Sie hauptsächlich mit dem Schulbuch oder verwenden Sie vordergründig andere Materialien?
    - Wenn andere Materialien: welche anderen Materialien verwenden Sie vorwiegend? (selbstgestaltete Materialien, Kopien aus anderen Lehrbüchern, Materialien aus dem Internet, etc.)
    - Zu welchen Gelegenheiten weichen Sie vom Lehrbuch ab?
    - Was sind Ihre Beweggründe vom Schulbuch abzuweichen?

- Kennen Sie das Angebot an Zusatzmaterialien von *way2go!*? (Practice Pack, CD/DVD, Test Resource Pack, Teacher´s Book, E-Book+, Lehrwerk-Online)?
    - Verwenden Sie Zusatzmaterialien von *way2go!*?
        - Wenn ja, welche?
        - Wenn nein, warum nicht?

Themenbereich 3: Extract: *way2go! 5 Coursebook* (p. 117) oder *way2go! 6 Coursebook* (p. 135)

- Unterrichten Sie im Moment eine 5. Klasse?
    - Wenn ja, würden Sie diese Seite aus dem *way2go! 5 Coursebook* (*Unit 9: Out and about)* verwenden?
    - Wenn nein, versuchen Sie sich eine 5. Klasse vorzustellen, oder erinnern Sie sich an eine 5. Klasse zurück. Würden Sie diese Seite aus dem *way2go! 5 Coursebook* (*Unit 9: Out and about)* verwenden?
        - Was gefällt Ihnen an diesen Aufgaben?
        - Was gefällt Ihnen weniger oder gar nicht?
        - Würden Sie diese Aktivitäten so wie im Buch verwenden?
        - Würden Sie etwas auslassen?
        - Würden Sie diese Aktivität in irgendeiner Weise adaptieren? Wenn ja, wie?

Themenbereich 4: Evaluierungs- und Feedbackprozesse

- Waren Sie jemals mit einem Verlag und/oder einer*m Schulbuchautor*in in direktem Kontakt?
    - Wenn ja, was war der Anlass?
- Würden Sie Durchführungen von Evaluierungs- und Feedbackprozessen unterstützen und sich dabei beteiligen?
    - z.B. Analyse der Bedürfnisse, Wünsche und Interessen von Schüler*innen, Einzel- und Fokusgruppengespräche mit Lehrer*innen, Pilotierung/Erprobung im Klassenraum, Unterrichtsbeobachtungen, "*evaluation meetings*" gemeinsam mit Lehrer*innen, Schulbuchautor*innen und der Verlagsredaktion, Durchsicht/kritische Betrachtung einer kleinen Auswahl von Materialien, etc.
- Stellen Sie sich vor, dass ein*e Autor*in vom *way2go!-T*eam Ihre Schule besucht. Was möchten Sie ihr*ihm sagen?

Themenbereich 5: Zusammenarbeit

- Wie würden Sie die Zusammenarbeit in Ihrer Fachgruppe hinsichtlich der Evaluierung und dem Austausch von Materialien beschreiben?
    - Werden Lehr- und Lernmaterialien im Kollegium thematisiert und ausgetauscht?
    - Wenn ja, gibt es einen Materialienpool, der für alle Englischlehrer*innen zugänglich ist?

    - Wenn nein, würden Sie sich einen intensiveren Informations- und Materialaustausch in Ihrer Fachgruppe wünschen?
- Welcher der folgenden Aspekte ist Ihrer Meinung nach für den Entstehungsprozess von Schulbüchern am wichtigsten?
    - Wissen über Forschungserkenntnisse aus der Bildungs- und Sprachlernforschung als Schulbuchautor*in (Spiegelung des aktuellen Forschungsstandes im Schulbuch)
    - Erfahrung und Expertise als Schulbuchautor*in
    - Lehrerfahrung als Schulbuchautor*in
    - Anderes?

  Bitte begründen Sie Ihre Sichtweise kurz. Wie schätzen Sie die Wichtigkeit der anderen Aspekte ein?
- Wie schätzen Sie ganz allgemein die Zusammenarbeit und den Wissensaustausch zwischen Forschung, Schulbuchautor*innen, Lehrer*innen und weiteren Expert*innen in Österreich ein?
- Wie stehen Sie einer intensiveren Zusammenarbeit und einem stärkeren Netzwerk zum Erfahrungs- und Wissensaustausch unter den beteiligten Interessensgruppen gegenüber?
    - Wie könnte Ihrer Meinung nach eine verbesserte Zusammenarbeit aussehen?
    - Welche Art der Zusammenarbeit würden Sie besonders wichtig finden?
    - Welche Faktoren halten Sie für wichtig, damit eine bessere Zusammenarbeit gelingen kann?

Gibt es noch etwas, das Sie ergänzen möchten? Gibt es irgendetwas, wo Sie meinen, dass ich das noch hätte fragen sollen?

Ad topic cluster 3: Extract from *way2go! 5 Coursebook*,
Unit 9: out and about (p. 117)

LISTENING 12 a You are going to listen to Lizzie helping her grandmother buy a ticket at the train station. Match the expressions on the left with the correct definitions on the right. Take care, there are more definitions than expressions.

1 off-peak	a the place where you are going
2 destination	b allows people over 60 to travel at a lower price
3 Senior Railcard	c the time when prices are lower because not so many people are travelling
4 ticket barrier	d a railcard that is very old
5 single (ticket)	e the part of a mountain that is just below its summit
	f you have to jump over it to get to the ticket machines
	g a ticket that allows you to travel in one direction only
	h a machine that checks your ticket before you go to the platform

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b Low listen to Lizzie talking to her grannie at the ticket machine. First read the steps below carefully and try to guess the order they come in. Then listen to the conversation and sort the steps into the correct order by writing a number into the box next to them.

- a take change ☐
- b choose off-peak if available ☐
- c tap screen ☐
- d take ticket ☐
- e choose place of departure ☐
- f choose single or return ticket ☐
- g choose or type in destination ☐
- h insert money ☐
- i choose Senior/Student Railcard ☐
- j decide which machine – cash or card ☐

WRITING 13 Work in small groups. Each of you writes as many sentences with the words from exercise 10 as possible. Your sentences need to use a minimum of two words to score one point. For each additional word, you score an additional point. Who's going to win?

14 Imagine you are a ticket machine at Cambridge railway station. Write an inner monologue (your thoughts written down) about what you think and feel as a ticket machine.

You could start like this:

What a long queue at the ticket office. Why's nobody using me – afraid I might bite? Oh, here's somebody at last …

Continue. Here are some ideas you could write about:

- What do you think about all the people who can't work out how to buy tickets?
- Are there regular customers you can recognise? Would you like to talk to them?
- How do you feel about the money you get? Greedy for more? Sad because you can't keep it? Afraid that someone might come and beat you up to steal the money?
- Does it hurt when the change drops into the slot? Tickle[1] when the ticket is being printed?

Write around 200 words.

[1] **to tickle:** kitzeln

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Born-Lechleitner, Ilse; Brunner, Sally; Harkamp, Anna; Holleis, Eva; Kaplan, Andreas. 2017. *Way2go! 5. Coursebook*. Wien: öbv.

Ad topic cluster 3: Extract from *way2go! 6 Coursebook*,
Unit 10: Bigger, better, faster, stronger (p. 135)

WRITING 10 Write three sentences about people having a health problem using the phrases from p. 134. Exchange your sentences with a partner and write down what the people should do about it.

SPEAKING 11 Do a simulation in groups of four. This is the scenario: Your class is visiting your partner school in Cambridge. You and your classmates are cycling to school. One of your classmates falls trying to avoid a collision with a car. His/her knee is slightly swollen and hurts terribly. Also, he/she seems to be in shock. You and your classmates try to help. What would you suggest doing first?

Choose one of the options and prepare arguments to convince the others. Also, consider possible counter-arguments that might come up during the discussion. Try to convince the others to accept your view. Prepare for about 5 minutes and discuss the situation for about 8–10 minutes.

Get in touch with the host family. *Possible counter argument:* The host mother has an appointment in London on this day.

Call an ambulance. *Possible counter argument:* You are on a cycle path and don't know your exact location.

Suggest calling his/her parents in Austria. *Possible counter argument:* You don't want to upset them before you know what the problem really is.

Get help at a nearby pharmacy. *Possible counter argument:* You can only guess what might be good for your injured classmate.

B **By the way: Take your medicine**

If you stop a British person on the street and ask where the nearest *drugstore* is, they will most likely give you a funny look. Medication in general is referred to as *drugs* in the US but *medicine* in the UK. The Brits get their medicine from the *chemist* or *pharmacy*.

There are several other British English/American English differences you should know about if you need medical items. If you cut your finger, for example, you will need a *plaster* in the UK but a *Band Aid* in the USA. *Band Aid* is a brand name but has become a generic term in American English. If you're looking after a baby, you will need *nappies* in the UK and *diapers* in the US. If someone is ill in the States, they will say they are *sick*, but *to be sick* in the UK means *to vomit*.

Hopefully you'll never need to pay a visit to the hospital, but if you do, you could end up in the *ER (Emergency Room)* in the US and at *A and E (Accident and Emergency)* in the UK. You may need an injection, which is called *getting a shot* in the US but *a jab* in the UK. If you need fluids intravenously, you'll get *a drip* in the UK and *an IV* in the US. Any broken bones will land you in the *operating room* in America or the *operating theatre* in the UK. But don't worry, thanks to the American *anesthesiologist* or British *anaesthetist*, you won't know a thing about it!

Make a table of the phrases in American and British English and add German translations. Then tell a partner a story and use some of the words.

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Born-Lechleitner, Ilse; Brunner, Sally; Harkamp, Anna; Holleis, Eva; Kaplan, Andreas. 2017. *Way2go! 6. Coursebook*. Wien: öbv.

16.4 Transcription convention

The audio-recorded interviews were transcribed according to the following transcription convention put forward by Hoffmann-Riem (1998: 331):

Zeichen	**Bedeutung**	**Meaning**
…	kurze Pause	short pause
….	mittlere Pause	medium-long pause
…..	lange Pause	long pause
/eh/	Auslassung	omission
/ehm/	Planungspausen	hesitation marker
((Ereignis))	nicht-sprachliche Handlungen, z.B. ((Schweigen)) ((zeigt auf ein Bild))	non-verbal actions, e.g. ((silence)), ((points to a picture))
((lachend)) ((erregt)) ((verärgert))	Begleiterscheinungen des Sprechens (die Charakterisierung steht vor den Stellen)	side effects of speaking (the characterisation comes before the passages)
<u>sicher</u>	auffällige Betonung, auch Lautstärke	striking emphasis, also volume
s i c h e r	gedehntes Sprechen	stretched speaking
( )	unverständlich	incomprehensible
(so schrecklich?)	nicht mehr genau verständlich, vermuteter Wortlaut	no longer precicely comprehensible, presumed wording

16.5 Codebook

Materials writers

Participant experience

Name of Code	Description	Example	Origin
Career development	Reference to how the participant became involved in professional materials writing	*MW4: Naja, seit dem Jahr eigentlich 2015/16. Ich bin in den Ruhestand getreten und habe noch Workshops gemacht für Lehrerfortbildung und da bin ich angesprochen worden von der [redacted] [editor], ob ich Interesse hätte und so richtig hat es sich entwickelt i m Frühjahr 2016.*	data driven
Design experience	The participant´s experience in materials/textbook design	*MW5: So, I worked with the öbv from 2013 doing proofreading which meant that they would send me articles and items and I would check them through and just proofread the English and try and make sure it wasn´t Denglish, that it was just plain English. And then in 2015 I did a number of reading texts to supplement one of the … English Unlimited, it was like a skinny reading textbook that was provided online for teachers to use as extra reading practice. And then joined this project in […] I think it was May 2016 when I went to the first meeting for this book, so yeah.*	Atkinson 2007: 18
Materials writing training	The materials writing training that the participant has received	*MW4: Und durch meine Ausbildung als item writer glaube ich, dass ich von den produktiven Aufgaben einfach mehr verstehe als von den rezeptiven Aufgaben […].*	Atkinson 2007: 18
Native speaker	The participant refers to being a native speaker of English in regard to the design of the textbook	*MW5: So, I´m the only native speaker so I´m the one who´s gets to do the final checks.*	Atkinson 2007: 18
Teacher education	The participant´s pre-service teacher training	*MW1: Habe ich zum Beispiel in meiner Lehrerausbildung, könnte ich mich nicht erinnern, dass wir das [materials development] gemacht hätten. Vielleicht in der Fachdidaktik einmal, aber halt nicht in diesem Ausmaß, das man brauchen würde für die Schule.*	Atkinson 2007: 18
Teacher training experience	The participant´s experience as a teacher educator	*MW4: […] sehr oft war ein Workshop wo eigentlich alles rundum die Matura war [rater training, task design, etc.] und das habe ich hauptsächlich gemacht.*	Atkinson 2007: 18

Teaching experience	The participant´s teaching experience regarding the number of years in practice	*MW1: Ja genau, also ich bin jetzt im 6. Unterrichtsjahr und hauptberuflich, genau, Vollzeitanstellung.*	Atkinson 2007: 18
Efficiency	Efficiency in materials writing	*MW4: Und so ist es dann entstanden, dass wir doch dazu gelernt haben, und ich glaube im Laufe der Jahre effektiver gearbeitet haben, effizienter.*	Atkinson 2007: 19
Preference	The participant expresses an interest or preference	*MW4: […] und dann ging es auch um das Thema work und da habe ich gesagt, work traue ich mir zu, weil ich möchte hier verstärkt die E-Mail of application und andere E-Mails hineinbringen, also das wäre für mich so ein Aufhänger, und deshalb würde ich mit diesem Kapitel gern einmal anfangen.*	Atkinson 2007: 18
Repertoire	Drawing from repertoire when writing the units/textbook	*MW5: I actually included some things what I do with my own students, some of the different topics.*	Atkinson 2007: 19

Design principles

Name of Code	**Description**	**Example**	**Origin**
Affective engagement	Incorporating relevant and provocative topics in order to engage learners affectively	*MW5: I think they have to be much more engaged a n d active in their learning. And it´s not learning if you don't feel it, if you´re not involved and it doesn't touch you, then it´s not gonna stay with you. I mean, we have students who visit us from years back and they all say: we remember the discussions we had in the classroom when it was something what really affected them. So, I think the main tip would be to not to be afraid of raising difficult questions in the classroom and to be a bit provocative.*	data driven
Continuity	Existence of a connection within and between the textbook units	*MW1: Die Schwierigkeit dabei liegt meistens dann darin wenn man einen roten Faden haben will der sich durch die Unit durchziehen will, dann sollten die Vokabel auch die Leseaufgabe die darauffolgt vorentlasten, das heißt es sollten die Vokabel, die man den Kindern beibringt dann nicht andere sein wie die man zwei Seiten später bei der Leseaufgabe machen. Wenn eine Höraufgabe dann auch noch kommt sollten auch diese Vokabel dann noch irgendwie dabei sein. Und dann hat man auch noch einen Grammatikteil, der sich mit Suffixen und Präfixen beschäftigt. Das heißt, man versucht auch noch die Vokabel dann für den Grammatikteil auch noch passend zu machen.*	Atkinson 2007: 17

Flexibility	Reference to the flexible use of the units/textbook	*MW3: Und dann wär mein Hauptvorschlag ja, nicht zu glauben, dass man das alles Seite für Seite zwingend machen muss, sondern dass man sich schon sehr an den Interessen der Schüler orientieren kann oder an den eigenen Vorlieben, weil es kommt alles immer wieder und es ist jetzt nicht tragisch, wenn man was auslässt wenn es jetzt gar nicht dazu passt.*	Atkinson 2007: 17
Humour	Incorporating an element of humour and fun into the textbook	*MW2: Ja halt, dass alles nicht so todernst machen sollten, ein bisschen lustiger und so bisschen mit links und so bisschen mit tongue in cheek.*	Atkinson 2007: 17
Learner needs and interests	Incorporating materials in accordance with learner needs and interests in order to stimulate learners	*MW1: Genau ja [topics in accordance with learner interests] bzw. auch die Schüler, zum Beispiel, wenn ich jetzt das Thema Film und Schauspieler hernehme, mein Kollege hat dann einmal reingefragt, wer jetzt gerade ein Schauspieler wäre wo viele 15-16-Jährige sagen, ok den kennen wir, oder der ist fesch, keine Ahnung. Wir haben dann versucht wirklich zu fragen was aktuell ist, damit wir das dann einbauen kann.*	data driven
Naturalness	Reference to the naturalness of the language being used to write the textbook (authentic materials, corpus language, native speaker language)	*MW5: So, I think my aim is really to make sure that the language sounds as natural as possible.*	Atkinson 2007: 17
Progression	Progression in the textbook from one unit to the next	*MW1: Und deshalb bringt es sich nichts, das Buch dann wild durcheinander zu mischen und die Units durcheinander zu mischen, weil wir uns wirklich auf die Reihenfolge konzentriert haben und uns bemüht haben, die Reihenfolge so sinnvoll wie möglich zu machen.*	Atkinson 2007: 17
Repetition	Reference to the recurrence of topics, vocabulary and grammar items in the textbook	*M1: […] dann sollten die Vokabel auch die Leseaufgabe die darauffolgt vorentlasten, das heißt es sollten die Vokabel, die man den Kindern beibringt dann nicht andere sein wie die man zwei Seiten später bei der Leseaufgabe machen. Wenn eine Höraufgabe dann auch noch kommt sollten auch diese Vokabel dann noch irgendwie dabei sein. Und dann hat man auch noch einen Grammatikteil, der sich mit Suffixen und Präfixen beschäftigt.*	Atkinson 2007: 17

Up-to-dateness	Incorporating up-to-date topics and information	*MW5: That also goes for things that could potentially get dated. So that if you´re including a celebrity or some kind of a notion in there that could change in the intervening years. that also has to be, we have to be quite careful to not put anything in that could date quickly.*	data driven
Usefulness	Incorporating an element of practicality into the textbook	*MW1: Also beim nicht verwenden ist es mehr um C2 Wörter gegangen oder ganz spezifische Wörter, wo wir auch gesagt haben, die haben wir noch nie gehört, brauchen wir die wirklich?*	Atkinson 2007: 17
Variety	Incorporating various text and task types into the textbook	*MW3: Also da gibt es wieder Hunderte, Hunderttausende Dinge, die wir da wieder versuchen zu beachten. […] zum Beispiel, keine Ahnung, die Vielfalt an Inputtexten zum Beispiel, dass da jetzt nicht alles Zeitungsartikel sein sollen, sondern dass d a verschiedene Textsorten vorkommen sollen, Medien, alle diese Dinge, nicht?*	Atkinson 2007: 17
Workload reduction	Design materials in order to reduce workload and facilitate lesson planning for teachers	*MW2: […] das war […] so ein underlying principle, das war schon so, dass wir uns immer gedacht haben, man soll schon mit dem Buch auch arbeiten können, ohne dass man für jede Doppelseite 20 Kopien machen muss und 25 zusätzliche Texte einholen muss. […] Also es ist jetzt nicht massiv viel an Vorbereitung notwendig.*	data driven

Framework conditions and guidelines

Name of Code	**Description**	**Example**	**Origin**
Approval process	Consideration given to the requirements specified by the Ministry of Education in the design of the textbook	*MW5: I mean nobody wants their work and of course we need to make sure that it adheres to the requirements that the ministry has.*	data driven
Language level (CEFR)	The language level used in the textbook according to the CEFR	*MW3: […] was zum Beispiel das lexikalische Niveau angeht, zum Beispiel, da hat man oft wild unterschiedliche Meinungen, aber wenn der Korpus dann sagt das ist häufiger oder das ist selten, dann ist es so.*	data driven
Materials framework	The materials framework adopted for the development of the units/textbook	*MW3: das Ganze […] hat meistens irgendeinen Startpunkt von dem es ausgeht, also irgendeinen authentischen Text, den man gerne drinnen haben möchte, oder irgendein Video oder ein Audio, ein authentisches das da den Kern bildet und um den herum dann irgendwas entsteht.*	Atkinson 2007: 19

Publisher guidelines	Reference to guidelines and specifications set by the publisher	*MW3: Es gibt natürlich ein Grundkonzept vom Verlag, weil das Buch soll ja eine gewisse Zielgruppe haben, es soll eine gewisse Gestaltung haben, gewisse Elemente haben, wie viel auf eine Seite kann, zum Beispiel, das sind so Sachen, die der Verlag festlegt. Also wie voll eine Seite sein darf, wie viel da darauf sein darf, wie die Bilder gestaltet werden, das alles ist ohnehin, da gibt es Dutzende Seiten Vorgaben was da alles sein soll.*	data driven
SLA research	Consideration given to insights from SLA and SLL research	*MW3: […] und dann natürlich was wir so aus der sozusagen Fachliteratur wissen, […] wie jetzt solche Sachen ausschauen sollen, nicht? Wie rezeptive Aufgaben ausschauen sollen, wie produktive Aufgaben ausschauen sollen, das sind ja auch, da wurden ja zahllose Bücher darüber geschrieben, und das versuchen wir auch möglichst gut umzusetzen.*	data driven
SRDP guidelines	Reference to writing tasks in line with test formats according to guidelines for SRDP tasks (final standardized exam)	*MW3: […] natürlich wenn es um SRP Aufgaben gibt alles was wir uns so zusammengesammelt haben wie solche SRP Aufgaben ausschauen müssen, das ist auch ein großer Punkt, das sind auch Dutzende Seiten. Für jedes Aufgabenformat, für jedes Niveau wie das ausschauen soll, das sind Vorgaben.*	data driven
Syllabus	Consideration given to the syllabus in the design of the textbook	*MW1: Natürlich muss man sich an so Richtlinien wie den Lehrplan halten […].*	Atkinson 2007: 19
Timing	Reference made to time (e.g. deadlines, time restraints, etc.)	*MW5: But realistically, you are on a deadline, you´ve got your, you know, deadlines to meet as you go along.*	Atkinson 2007: 19
Writing team guidelines	Reference to the design principles and internal agreements among the materials writers guiding the writing of the textbook	*MW1: Und das haben wir dann auch bei einem Meeting besprochen und festgelegt u n d zur Erinnerung auch aufgeschrieben, weil solche kleinen Dinge sich natürlich im Laufe des Buchschreibens angehäuft haben. Wir haben uns dann schon unsere eigenen Richtlinien dann auch gemacht.*	Atkinson 2007: 19

Design process

Name of Code	**Description**	**Example**	**Origin**
Abandoning idea or task	Deciding not to use an idea or task in designing the textbook	*MW3: Und manchmal, wenn es gar nicht funktioniert völlig verwerfen und was ganz was anderes machen, das kommt auch vor.*	Atkinson 2007: 18

Adapting	Adapting and revising the tasks or units	*MW3: Dann wird es nochmal überarbeitet und nochmal überarbeitet und wahrscheinlich nochmal pilotiert und wahrscheinlich nochmal überarbeitet.*	Atkinson 2007: 18
Aim and activity fit	Clarifying the aim of the activity and ensuring that the activity fulfils the aim in the best way	*MW1: Und habe ich versucht eben eine Übung dazu zu gestalten, je nachdem was das Ziel der Übung war.*	Hadfield 2014: 333
Generating ideas	Involves getting ideas for an activity, either at initial stage or as modification of original idea	*MW5: I mean the thing is that it is all such a collective work with everybody pitching ideas in […].*	Hadfield 2014: 334
Imagining scenario	Involves visualizing how the activity would unfold in the classroom in order to determine how the activity would work in practice and analyse possible flaws	*MW3: Genau, also ich muss schon immer ein klares Bild haben von so könnte die Sequenz in der Praxis funktionieren, aber wie gesagt, es muss jetzt nicht so sein, dass ich mir denke, ich muss es persönlich so machen, aber ich muss mir zumindest vorstellen können, dass man das an sich so machen könnte.*	Hadfield 2014: 334
Planning	The planning that occurs in materials writing	*MW1: […] vorher schon, haben wir gemeinsam schon in einem Meeting besprochen, was ungefähr thematisch in der Unit drin sein soll.*	Atkinson 2007: 17
Problematising	Complexifying the writing process by considering problems that could occur with the design of the textbook	*MW5: And something else that is sometimes an issue is if you find anything that is numerical or has any kind of quantities in, you have to really check a lot of different sources to make sure that you have anything like the correct number.*	Atkinson 2007: 17
Reviewing	Looking back over the tasks/units/textbook	*MW3: […] und würde nochmal über das Skript gehen und schauen passt das, passt das mit diesen ganzen, den Abständen dieser items zueinander et cetera und das alles was man da halt alles so beachten muss, dass die Aufgabe so alles passt.*	Atkinson 2007: 17
Selecting activity type	Taking into account various options and selecting an activity type	*MW1: Wenn ich jetzt eine Vokabelübung daraus gemacht habe, dann habe ich mir vorher überlegt eben was für eine Art von Übung ich machen möchte. Kategorisieren, oder zuordnen, definieren oder ein Rätsel, soll es ein Text sein wo die Wörter markiert sind und die Schüler sollen sie heraussuchen, sollen sie es übersetzen, sollen sie Synonyme finden.*	Hadfield 2014: 333, Atkinson 2007: 17
Trying out	Involves trying out ideas to see if they could work in practice	*MW3: Wenn das fertig ist, würde das dann mal jemand anders ausprobieren und sprachlich checken und mal selber ausprobieren ob es so ungefähr hinkommt.*	Hadfield 2014: 334

Using resources	Drawing upon a reference source in designing the textbook	*MW2: Und wenn man ein authentisches Material hernimmt, wir haben ja den Zugang zu FM4, also wir haben ja authentische listenings auch gehabt.*	Atkinson 2007: 18
Writing materials	Involves drafting materials/writing down ideas	*MW5: Sometimes it´s actually possible to take a text and just change it round slightly, but I have to say for the majority of the time that wasn´t the case. And in many cases I have up to 10, 15 sources where I´ve just gleaned information und created a new text from a collection of different texts.*	Hadfield 2014: 334

Evaluation and feedback

Name of Code	**Description**	**Example**	**Origin**
Academics	Reviewing, feedback and advice by academics	*MW3: Wir haben für den Band der siebten Klasse quasi eine fachdidaktische Unterstützung gehabt bei der Grammatik, weil das von vorne bis hinten nicht so funktioniert hat wie wir uns das gedacht haben.*	data driven
Approval committee	Reviewing and feedback by members of the approval committee	*MW3: Und dann war sehr viel Feedback zwischen der ersten und zweiten Einreichung, also sozusagen, wenn die erste Einreichfassung fertig ist, dann kommt ganz viel Feedback dazu, dass man dann sozusagen für die Wiedervorlage dann einbauen kann.*	data driven
Editor	Reviewing and feedback by the editor	*MW4: […] natürlich das wichtige Feedback von der* [redacted] *[editor], die am Schluss nochmal drüber geschaut hat und da gesagt hat, das und das wäre noch überlegenswert oder ändernswert.*	data driven
Item writer community	Reviewing and feedback by item writer colleagues outside the team	*MW4: […] eine item Schreiberin aus Innsbruck mit der ich befreundet bin, die habe ich zu Rate gezogen und die hat mir auch immer wieder Feedback gegeben.*	data driven
Learners	Investigating learner needs and interests or receiving feedback from learners in the context of piloting	*MW1: Und von den Schülern bekommt man natürlich das direkte Feedback, ob das jetzt verstanden worden ist oder nicht … ob es was zu sagen gibt zu dieser Aufgabe und so.*	data driven
Market research	Reference to market research and evaluation organised by the publisher prior to the development of the textbook	*MW3: Da gibt es dann so Zusammenfassungsdokumente von quasi die und die und die Dinge waren besonders wichtig und das ist im Vorfeld, gibt es dann so Fokusgruppen, zu denen es dann so Berichte gibt, was denen wie wichtig war und so und dann im Laufe der Entwicklung kommt dann immer mehr so Berichte zurück vom Außendienst […].*	data driven

Piloting	Trialling of materials by materials writers or teachers in the classroom	*MW1: Ja, was wir gemacht haben ist, mein Kollege [redacted] [Lehrer- und Autorenkollege] hatte das Glück, dass er immer parallel zu unseren Büchern Unterrichtsklassen in Englisch hatte und bei denen hat er dann teilweise das Material ausprobiert. […] bzw. auch zwei Kolleginnen aus unserer Schule haben uns auch dabei geholfen Material auszuprobieren.*	data driven
Teachers	Reviewing and feedback by teachers, feedback from teachers in the context of piloting (pre-use) or informal feedback (mainly post-use)	*MW3: Also Kollegen an der Schule und auch an anderen Schulen also an mehreren Schulen Kollegen, die einerseits Sachen ausprobiert haben und die andererseits auch gleich in dieser Erstversion von Sachen dann so Feedback gegeben haben, also auch wieder seitenlanges.*	data driven
Team members	Reviewing and feedback by writing team members	*MW1: Also wir haben auch versucht dann innerhalb des Teams, diejenigen die nicht mit einer Übung oder Seiten zu tun hatten ins Team wieder dazu zu holen und die dann das dann befeedbacken zu lassen.*	data driven

Use of the textbook/textbook components

Name of Code	**Description**	**Example**	**Origin**
Teacher autonomy	Acknowledging that the teachers are professionals who are capable of using the textbook/textbook units as they see fit	*MW3: Und dann wär mein Hauptvorschlag ja, nicht zu glauben, dass man das alles Seite für Seite zwingend machen muss, sondern dass man sich schon sehr an den Interessen der Schüler orientieren kann oder an den eigenen Vorlieben […].*	Atkinson 2007: 20
Student autonomy	Encouraging the students to be more independent in their learning and enabling the students to express themselves while using the textbook	*MW5: I think, to encourage the students to be more independent, I think they need to take more responsibility for their own learning, to let them work in groups, to make decisions themselves, to not be afraid of the provocative questions that are asked in her […].*	Atkinson 2007: 20
Teacher´s book	Reference to the *Teacher´s Book* and the ´So arbeiten Sie mit *way2go!*´ pages	*MW3: Ich tät sagen, dass zuerst einmal wirklich auch mit dem Lehrerband arbeiten, weil da sind ganz viele, nicht nur Lösungen, sondern auch ganz viele gute Ideen drinnen, wie man das gut umsetzen kann, wie man damit arbeiten kann.*	data driven
Follow progression	Reference to the intention that teachers should follow the progression of the units	*MW1: […] es ist ja auch darauf ausgerichtet auf die Modulare Oberstufe mit Semesterchecks u n d wirklich durchdachte Reihenfolge der Units, also einer der wichtigsten Tipps für mich wäre, dass man nicht hergehen*	data driven

		soll und einmal die Unit 10, dann die Unit 5, dann die Unit 3 durcheinanderzumischen, sondern man soll sie nacheinander machen.	

Writing in a team

Writing together	Reference to the collaboration between writing team members	*MW3: […] wir freuen uns immer wenn wir zusammenkommen können und wenn wir gemeinsam an was arbeiten können, dann ist immer eine gute Stimmung und ich glaube das merkt man dann auch, dass es da vieles aus einem Guss dann wird, wenn dann einfach alle so zusammenschauen können.*	Atkinson 2007: 17
Distribution of tasks	Reference to the distribution of tasks according to the writer´s strengths, interests and preferences	*MW3: Es hat jeder so sein Spezialgebiet wo er alle anderen dann sozusagen, ihm das Expertenvorrecht zugestehen, wobei wir das dann immer mit einer qualifizierten Mehrheit, sag ich jetzt einmal, aushebeln kann. Also wenn dann alle anderen sagen, eh, aber trotzdem blöd aber sozusagen es hat jeder so seine Bereiche wo er sozusagen besonders viel macht und besonders viel weiß, und so hat jeder so seine natürlichen Biotope, wo er sich bisschen austoben kann. Und dann schauen wir wieder, dass wir das sozusagen schön zusammenfügen, sag ich jetzt einmal.*	
Online tools	Online tools used for communication and collaboration	*MW1: […] wir haben dann uns so online To-Do-Listen geschrieben und sehr viel online miteinander gearbeitet.*	data driven
Personal meeting	Reference to meeting in person to plan and collaborate	*MW2: Und wir haben uns so alle 2-3 Monate getroffen, auf Treffen, das wird dann vom Verlag unterstützt, wo die Lektorin auch mitkommt. Wo sich natürlich die Gruppe dann zusammenfindet. Dadurch dass wir alle in unterschiedlichen Bundesländern sind, sind wir immer so rotiert, so Linz, Steiermark und Wien. Und da ist das einfach besprochen worden und zum Teil auch relativ genau schon besprochen worden.*	data driven

Collaboration

Name of Code	Description	Example	Origin
Attitude	Reference to the attitude towards and the need for strengthening the collaboration among stakeholders	*MW1: Sehr positiv, also es ist unbedingt notwendig. Es sollte kein Schulbuch mehr sein ohne Kommunikation mit Forschung oder mit der Zielgruppe Schüler.*	data driven
Extend piloting	Reference to the extension of pilot projects	*MW5: But if you give out a pile of SRP, SRP tasks maybe they could have printed a pre-copy with a few tasks in it that could have been used and copyrighted that could have been sent to a number of schools just to try them out.*	data driven
Learners	Extending involvement of learners by analysing learner needs and interests or involving learners in evaluation methods	*MW1: Und auch natürlich auch das Zielpublikum, das Zielpublikum sollte auch miteinbezogen werden, auch wenn es nur in Form von Feedback ist. Aber auch bei der Themenfindung, könnte ich mir vorstellen, dass man sie einbinden kann.*	data driven
Networks and platforms	Reference to the existence or foundation of networks and platforms for professional exchange on materials development	*MW3: Im UK ist das Arbeiten als freelancer für einen Verlag natürlich ganz etwas anderes, weil es viel, viel mehr Autoren sind und das für viele ja der Hauptberuf ist. Wenn Leute wirklich den ganzen Tag nichts anderes machen als Teile von Lehrbüchern zu schreiben, dadurch haben solche Netzwerke natürlich eine ganz andere Bedeutung. Ich glaube, dass es in Österreich schwer wäre überhaupt genug Leute für so etwas zu finden. Weil wie viele österreichische Autoren von Fremdsprachenlehrwerken gibt es? Vielleicht zwei hauptberufliche und 30 nebenberufliche?*	data driven
Professional literature	Providing relevant publications and practical guidance on materials writing and materials development research	*MW5: […] maybe if there would have been a textbook on something, I might have read it beforehand and it might have helped me.*	data driven
Reviewing by academics	Reference to extending reviewing and feedback by academics	*MW1: Feedback geben könnte ich mir vorstellen, also wenn ich jetzt zum Beispiel ein Schulbuch schreibe, u n d ich habe einmal eine Unit fertig, dass ich das mit jemanden von der Uni, das dann dem gib, mehr oder weniger, der das dann komplett von auswärts ist und komplett mit gar nichts mit dem zu tun hat und das aus Sicht der Wissenschaft betrachtet, das könnte ich mir gut vorstellen.*	data driven

Training in materials writing	Training in materials writing for teachers or materials writers	*MW1: Workshops natürlich. Ich kann mir den Schulbuchautoren wie man ein richtiges, wie man eine richtige Schreibaufgabe oder Leseaufgabe zusammenstellt, indem ich das von der Forschung irgendwie einmal präsentiere. Wir haben uns das in Eigenregie sehr viel zusammen erarbeitet würde ich mal sagen.*	data driven
Training in textbook use	Training teachers on how to exploit the textbook in the most effective way	*MW5: So, I think even more useful would be having experts talking to teachers about how to implement the textbook.*	data driven
Training reviewers	Training reviewers in materials evaluation/high-quality feedback	*MW3: Und wie gesagt, bis sie so weit involviert sind, dass sie sinnvolles Feedback geben können, könnten sie wahrscheinlich eh gleich mitschreiben. Und sonst braucht man so viel Zeit, um zu erklären warum es aus dem oder dem oder dem Grund einfach nicht umsetzbar ist.*	data driven

Success factors and hindering factors

Name of Code	**Description**	**Example**	**Origin**
Inadequate feedback	Reference to giving useful and qualitative feedback	*MW3: Und oft, was auch noch dazukommt ist, dass die erste, wie soll ich sagen, Einschulungs- und Kennenlernphase damit jetzt wirklich sinnvolle Sachen zurückkommen auch, oder wirklich eine sinnvolle Unterstützung da ist, irrsinnig lang dauert, also bis jemand wirklich so eingearbeitet ist in die Materie, dass man da sinnvolle Rückmeldungen geben kann, und nicht einfach nur die 10 Sachen sagt, die man eh schon hundertmal abgehandelt hat ist auch wieder schwierig.*	data driven
High-quality training	Reference to useful and applicable input in training courses for materials writers or teachers	*MW5: And the question is how theoretical is that and how practical is it? Does the theory translate across to Austrian schools?*	data driven
Place	Reference to the origin of writing team members or meeting place	*MW4: […] das einzige was ich ein bisschen als mühsam empfunden habe ist, dass wir eben als Autorenteam regional sehr weit auseinander gewohnt haben.*	data driven
Membership fee	Reference to payment of membership fees	*MW3: Publikationen der MaWSIG hab ich auch gelesen und wäre da auch gern dabei, nur war mir die Mitgliedschaft dafür immer zu teuer, wenn man keine Uni hinter sich hat, die einem dann die Konferenzteilnahme zahlen würde.*	data driven

Audience	Reference to insufficient demand and small target group	*MW3: Insgesamt glaube ich, dass mehr solche Netzwerke immer positiv sind, glaube aber nicht, dass Österreich dafür genug "hergibt" als Zielgruppe.*	data driven
Time	Reference to time (e.g. deadlines, time restraints, etc.)	*MW3: Ich glaub, dass da durchaus mehr möglich wäre aber wie gesagt, ich glaube, dass es hauptsächlich an den Zeitlimits scheitert und an den Deadlines scheitert […].*	data driven
Networks	Reference to existing networks which facilitate collaboration	*MW1: In Österreich? Connections, also es ist halt in Österreich irgendwer kennt immer wen der wen kennt.*	data driven

Teachers

Participant experience

Name of Code	**Description**	**Example**	**Origin**
Materials development	The participant´s experience in materials development	*T4: Sehr vertraut! Also ich mache das selber regelmäßig, es macht mir auch Spaß.*	data driven
Teacher education	The participant´s teacher education	*T5: Also von der Uni haben wir relativ viel zu diesem Thema gemacht. Wir haben Gott sei Dank ein paar gute Lehrer gehabt, die uns gesagt haben wie man eben Materialien überhaupt einmal sichtet, also woran man erkennt, ob die gut oder schlecht sind.*	Atkinson 2007: 18
Teaching context	The participant´s teaching context	*T2: Und unsere Jugendlichen, also die zu uns kommen, s i n d doch sehr motiviert einen Schulabschluss zu machen, haben eine sehr gute Einstellung zum Lernen, sind fleißig, u n d sehr diszipliniert und auch, wie soll ich sagen, nicht verhaltensauffällig, also es ist sehr angenehm zu unterrichten.*	data driven
Teaching experience	The participant´s teaching experience regarding the number of years in practice	*T2: Ich unterrichte seit 2010, also jetzt wird das 10. Jahr voll.*	Atkinson 2007: 18

Teacher needs and wants

Name of Code	Description	Example	Origin
Variety	Reference to a variety of methods and task types in the textbook	*T4: […] dass sie nicht nur teaching to the test machen und sich auf die Testformate stürzten, weil ich das irrsinnig langweilig finde, sondern dass einfach eine große Bandbreite an Methoden und Aufgabenstellungen gibt […].*	Atkinson 2007: 17
Stimulating	Reference to the topics in the textbook being interesting for students	*T3: Also ich persönlich finde es sehr wichtig, dass die Themen ansprechend sind für Schüler […].*	Atkinson 2007: 17
Clarity	Reference to a clear style of writing and layout in the units/textbook	*T4: Dass Sie nicht zu vollgestopft sind, nämlich auch rein vom Layout her, dass sie eben übersichtlich gestaltet sind […].*	Atkinson 2007: 17
Repetition	Reference to the recurrence of vocabulary items, grammar points, etc. in the textbook	*T3: Dass es zu den gleichen Wortfeldern dann wieder verschiedene Übungen gibt, dass die Übungen nicht einmal kommen und dann sind die Wörter halt quasi wieder weg, sondern dass man eine gewisse Wiederholung in den Schulbüchern gewährleistet ist.*	Atkinson 2007: 17
Reduced workload	Reference to reducing the workload for teachers (e.g. lesson planning, text preparation, etc.)	*T2: Ja und dann ganz, ganz wichtig, weil es da immer wieder Schwierigkeiten gibt, wenn es einen Test Builder, oder einen Test Resource Pack gibt, wäre es sehr, sehr hilfreich für die Schularbeitenvorbereitung und für die Schularbeitenerstellung, weil dann einfach die Materialien aufeinander abgestimmt sind, inhaltlich und auch vom Wortschatz her. Das ist auch, ja eine große Erleichterung, wenn man so ein Buch hat.*	data driven
Appropriate level	Reference to an appropriate level with regard to task complexity and language level	*T2: […] dass das Niveau in den einzelnen Schulstufen, ja für die jeweilige Klasse passt, also dass ein gutes Mittelmaß ist, nicht zu einfache Übungen, eher anspruchsvollere Übungen […].*	data driven
Prepare learners for final exam	Reference to preparing learners for test formats and topics of the standardized skills-oriented final exam	*T2: Ganz wichtig, dass die Testformate für die schriftliche Reifeprüfung abgedeckt werden […].*	data driven
Explanation and practice of language systems	Reference to the explanation and practice of grammar and vocabulary	*T3: Idealerweise wäre auch noch die Grammatik gut erklärt […].*	data driven

Up-to-dateness	Reference to up-to-date materials concerning topics, texts and language use	*T5: Und natürlich müssen die Themen halbwegs aktuell sein […].*	data driven

Functions of the coursebook

Name of Code	**Description**	**Example**	**Origin**
Basis for cooperation	Reference to the coursebook serving as a basis for cooperation among teachers (e.g. test preparation)	*T1: Wir machen Schularbeiten Teams werden im September für die Jahrgänge festgelegt, und da sind wir immer in 3er Teams und es kommt jeder einmal dran, und es muss sich auch jeder einmal damit auseinandersetzen mit den Formaten und was halt so gefragt wird. Also so machen wir das alles im Team. Wir diskutieren das, was machen wir, und es gibt eine Unit oder 2 Units […].*	Wipperfürth & Will 2019: 205
Facilitating lesson planning	Reference to facilitating lesson planning (esp. for inexperienced teachers)	*T6: Also ich verwende sie sehr gerne gerade, weil ich auch noch eher am Anfang bin und auch die letzten Jahre jetzt immer sehr viele Werteinheiten hatte, das heißt auch ur viele Überstunden. Das heißt, ich hatte auch einfach nicht die Zeit, mir jedes Mal selber alles vorzubereiten.*	Wipperfürth & Will 2019: 204
Fulfilment of curriculm goals	Reference to the coursebook helping to fulfil curriculum goals and preparing learners for their final exam	*T2: […] und bei den Schulbüchern ist es schon so, dass die Themen, die da drinnen behandelt werden, die braucht man dann für die zentrale Reifeprüfung und auch für die ganzen Themenpools bei der mündlichen Matura.*	Wipperfürth & Will 2019: 204
Providing structure	Reference to providing structure for both teachers and learners	*T3: Grundsätzlich bin ich eigentlich schon recht dankbar, dass wir die Schulbücher haben, muss ich sagen, weil sie doch einen gewissen Überblick und eine Struktur für den Unterricht einfach gibt.*	Wipperfürth & Will 2019: 204

Materials selection

Name of Code	**Description**	**Example**	**Origin**
Collective decision	Reference to making the decision on what coursebook to adopt collectively	*T2: Ja wir haben das demokratisch entschieden und die Mehrheit war dafür.*	data driven

Contact and information	Reference to contact with and information provided by materials writers or sales representatives	*T2: […] und auch die Informationen, die wir vom Verlag bekamen, dass eben die Themen in der 7. und 8. Klasse wieder aufgegriffen werden, und dass da vertieft werden, das hat uns eigentlich dann überzeugt, dass das vielleicht das richtige Lehrwerk sein könnte.*	data driven
Macro-evaluation	Reference to informal macro-evaluations (e.g. table of contents, use of visuals and presentation, inclusion of vocabulary list, inclusion of tests, etc.)	*T2: […] rein vom Durchblättern, so von der ersten optischen Aufmachung, von den Themen, die inkludiert sind, aber auch von den vielen Bildern, sondern auch wirklich Fotos und nicht irgendwelche Cartoons, hat uns das sehr zugesagt […].*	McDonough et al. 2013: 58
Micro-evaluation	Reference to informal micro-evaluations (e.g. treatment and presentation of skills, sequencing and grading, type of reading, listening, speaking, writing materials etc.)	*T1: Wir haben uns verschiedene Lehrwerke angeschaut, es ist ja kein Buch optimal. Was weiß ich, es hat ein Buch hat einen klasse Schreibteil, aber es ist das Kommunikative zu kurz gekommen, oder es sind zu viele Lesetexte drinnen, und es kommt wieder die Grammatik zu kurz.*	McDonough et al. 2013: 60
Trialling	Reference to choosing a coursebook based on trialling parts of a coursebook	*T4: Weil wir einfach total unzufrieden waren mit den Lehrbüchern davor. Wir haben wie gesagt jedes Jahr gewechselt dann schon einmal und haben dann eine Testphase gestartet, wo wir während wir noch mit dem anderen Lehrbuch unterrichtet haben, eine Unit da rausgenommen haben und die dann einmal in allen 5. Klassen unterrichtet haben und auf Basis dessen gesagt, das scheint gut zu funktionieren und ja, dann haben wir gesagt, jetzt machen wir es mal ein Jahr.*	data driven

Materials evaluation

Name of Code	**Description**	**Example**	**Origin**
Positive aspects	Reference to aspects which users like about the *way2go! Coursebook*	*T3: Ich finde eben gerade diese Einstiegssachen zu den Kapiteln momentan, dass die eigentlich ganz ansprechend sind, dass das so nette, manchmal so ein kleiner Comic, oder irgendeine kleine Anregung, dass die eigentlich für den Einstieg ganz gut geeignet sind.*	data driven
Negative aspects	Reference to aspects which users do not like about the *way2go! Coursebook*	*T4: Die Vokabellisten hinten sind zu lang, sind teilweise redundant, also es kommen Wörter vor in einer Unit und in der nächsten wieder, und dass ich Wörter wie ocean in einem Oberstufenbuch in die Vokabelliste tue*	data driven

		finde ich überhaupt nicht passend. Also der Schwierigkeitsgrad passt teilweise nicht.	
Ideas for improvement	Suggestions made by users for the revision of the *way2go! Coursebook*	*T2: Filme, die zum Thema oder zu den Themen dazu passen. Man könnte zum Beispiel statt einer literature section mal eine film section anbieten.*	data driven

Reasons for materials adaptation (General)

Name of Code	**Description**	**Example**	**Origin**
In-depth exploration of a topic	Adding materials in order to explore a topic in greater detail	*T6: Es geht natürlich nie wahnsinnig ins Detail oder in die Tiefe.*	Wipperfürth & Will 2019: 205
Integrating current topics	Integrating current topics which are of particular interest at a certain moment (e.g. events, happenings, etc.)	*T6: Dieses Jahr haben wir ein bisschen mit Black Lives Matter in den USA was zu civil rights movement gemacht, das ist natürlich nicht drinnen im Buch der 6. Klasse.*	Wipperfürth & Will 2019: 205
Learner needs and interests	Adapting materials in accordance with learner needs and interests	*T1: Weil ich das Gefühl habe, die Klasse braucht gerade irgendwas, was nicht mit dem Schulbuch abgedeckt ist. […] Error analysis, und eben auch grammar.*	Wipperfürth & Will 2019: 205
Limitations	Expressing limitations or gaps identified in a coursebook	*T1: Und dieses Buch […] besteht aus Vokabelteilen und Grammatikteilen, und da üben sie zusätzlich noch, was im Schulbuch zu wenig zu üben ist, mit diesem Buch.*	Wipperfürth & Will 2019: 205
Self-designed materials	(Re-)using self-designed materials and acknowledging its quality	*T4: Weil ich super Alternativ-Materialien habe, die ich machen möchte. […] Selbst erstellte.*	Wipperfürth & Will 2019: 205
Teacher interests and preferences	Expressing the teacher´s own interests and preferred teaching style	*T5: Also wenn ich so Themen habe, wo ich mir denke, boa da schlaf ich schon fast ein, wenn ich das durchlese, dann gebe ich es ihnen das nicht.*	Wipperfürth & Will 2019: 205

Materials adaptation (*way2go! Coursebook* extract)

Techniques of adaptation

Name of Code	Description	Example	Origin
addition	Reference to adding material (e.g. examples, explanations and paraphrases, more items of the same kind, increase in length, depth, or difficulty of a task, creative use of the materials, new material, alternatives)	*T4: Also ich würde das eher eben lesen und darüber reden, bzw. eben Zusatzsachen machen.*	McGrath 2013: 65
change	Reference to changing materials in terms of rearrangement, replacement and rewriting	*T6: Das 11er ja bzw. würde ich das sogar in einem debate setting wie im englischen Schulalltag umformulieren.*	McGrath 2013: 65
omission	Reference to omitting a whole component or parts of a component	*T6: Also dass sie es dann extra als Tabelle aufschreiben und übersetzen und dann eine Geschichte dazu erzählen, das … würde ich nicht unbedingt machen.*	McGrath 2013: 64

Factors determining and influencing adaptations

Name of Code	Description	Example	Origin
learners	Reference to learners (age, language level, prior learning experience, learning styles, etc.)	*T4: Weil das sehr oft nicht funktioniert, so Diskussionen mit Rollen. Das hängt sehr stark von der Klasse ab.*	Tomlinson & Masuhara 2018: 103
material	Reference to materials (texts, tasks, activities, visuals, teacher book, multimedia extras, etc.)	*T6: Ja wobei, wie gesagt, ich würde das nicht als writing Übung machen. Wenn würde ich sie drüber sprechen lassen.*	Tomlinson & Masuhara 2018: 103
syllabus	Reference to the syllabus or final examination	*T5: Und das letzte hätt ich nicht gemacht, weil writing tasks müssen für mich in Englisch entweder lustig, also richtig lustig sein oder sie müssen einen Sinn haben für die Matura und den seh ich da nicht.*	Tomlinson & Masuhara 2018: 103
teacher	Reference to teachers (personality, teaching styles, belief about language learning and teaching, etc.)	*T6: […] ich neige sehr dazu alles als speaking activity zu machen […].*	Tomlinson & Masuhara 2018: 103

Principles of adaptation

Name of Code	Description	Example	Origin
personalization	Reference to encouraging students to speak/write about themselves and their own experiences	*T4: Da sind eher so pair discussions wo es um eigene Meinungen geht und Einstellungen und ihre persönliche Lebenswelt, das funktioniert viel besser als solche Sachen.*	McGrath 2013: 66
simplification/ complexification	Reference to make materials appropriate to the learners´ level and offering an appropriate level of challenge	*T1: Dann würde ich halt einen anderen Schreibauftrag geben, eine informal e-mail oder sonst irgendwas. Schreib deinem Freund und erzähl ihm, was dir am Bahnhof passiert ist. Das geht dann leichter. … Aber das /ehm/ ist leistungsgruppenabhängig, niveaumäßig kann man das nicht mit allen machen.*	McGrath 2013: 66
variety	Reference to make materials varied (e.g. task type, text type, etc.)	*T6: Ja genau, so Richtung richtige debate und nicht discussion. Discussion machen wir eh ständig.*	McGrath 2013: 66

Materials in the classroom

Name of Code	Description	Example	Origin
Coursebook	Use of coursebooks and corresponding components	*T2: Ja, schon, natürlich auch um die Lösungen abzugleichen und ab und zu finde ich sind auch ganz praktische Tipps drinnen. Ja manches geht mir dann zu sehr in die Tiefe, aber immer wieder kleine Spielanregungen oder Vertiefungsanregungen sind ganz nett.*	data driven
Self-designed materials	Use of self-designed materials	*T6: Teilweise schreibe ich Sachen selbst […].*	data driven
Other textbooks	Use of other textbooks or individual copies from other textbooks	*T1: […] wir haben ein Zusatzbuch in der Schule in Verwendung. Und zwar, das dürften Sie eh kennen, Destination B1 und B2.*	data driven
Online materials	Use of online materials (e.g. newspaper articles, YouTube videos, etc.)	*T3: YouTube Clips, irgendwelche aktuellen Videos, wenn man einmal so einen zusätzlichen Diskussionsinput haben will oder so.*	data driven

Collaboration among teachers

Name of Code	Description	Example	Origin
Exchange of materials	Reference to exchanging materials among teaching colleagues	*T4: Austausch von Materialien perfekt. Wir haben eine Dropbox, wo wir unsere Sachen online stellen, die gut funktionieren, wo alle Kolleginnen Zugriff haben. Wir geben uns auch so geschwind einmal wenn was gut funktioniert im Konferenzzimmer Sachen weiter, es ist niemand dabei, der sagt, ihr dürft das nicht haben.*	data driven
Materials evaluation and selection	Reference to the materials evaluation and selection process	*T6: Es ist vielleicht eher ein Problem, dass sich viele gar nicht einbringen, weil es ihnen nicht so wichtig ist offensichtlich. Also es diskutieren dann halt dieselben 3-4 Leute, die sich damit auseinandersetzen, und der Rest nimmt hin was dabei rauskommt. […] Zum Beispiel eben welche zusätzlichen Materialien angekauft werden, oder eben auch welches Schulbuch verwendet werden soll.*	data driven
Test preparation	Reference to collaborating in the preparation of tests	*T2: Wir tauschen uns aber sehr gut aus was die Schularbeitenserstellung betrifft. Also wir haben einheitliche Schularbeiten. Wir haben Teams, die an den Schularbeiten arbeiten und wir wechseln uns da auch ab.*	data driven

Collaboration among researchers, publishers, materials writers and teachers: existing touch points

Name of Code	Description	Example	Origin
Coursebook presentation	Reference to attending presentations on a new coursebook held by materials writers or sales representatives	*T6: […] es war mal jemand da von einem Verlag, die ein Schulbuch vorgestellt hat bei uns in der Fachkonferenz.*	data driven
Feedback collection	Reference to a sales representative approaching teachers to collect feedback	*T2: […] dann hat uns auch der [redacted] [sales representative] in der Schule besucht, aber dieser Besuch war eher ja sehr kurz, er hat gefragt, ob wir was brauchen, ob wir irgendwelche Anregungen haben.*	data driven
Online presence	Reference to accessing information on the materials writers and the materials via the publisher website	*T4: […] ich habe mir das Video angeschaut, wie das Buch herausgekommen ist, da ist dann irgendwann einmal ein Video gekommen mit den Autorinnen. Die habe ich mir angeschaut, weil ich mir gedacht habe ich möchte wissen, welche Leute das sind, die da dahinterstehen.*	data driven
Piloting	Reference to piloting parts of a coursebook	*T2: Das Ausprobieren von Materialien im Unterricht macht auf jeden Fall Sinn, aber wir haben das bei einem unserer letzten, leider einer der*	data driven

		fehlgeschlagenen Bücher ausprobiert, wir haben eine ganze Unit ausprobiert, wir waren eigentlich alle begeistert, und haben uns dann deshalb auch für das andere Schulbuch entschieden.	

Evaluation of various research methods

Name of Code	**Description**	**Example**	**Origin**
Classroom observation	Reference to classroom observations for market research, during the piloting phase, or for while-use evaluations	*T6: Die Beobachtung im Unterricht denke ich ist sehr sinnvoll, weil man sieht wie es wirklich in der Praxis angewendet wird.*	data driven
Course	Reference to courses, seminars, workshops and conferences	*T3: Also wirklich Konferenzen im Sinne von Konferenztagung oder Workshops oder dergleichen. Würde ich nicht ausreichend Bedarf sehen muss ich sagen.*	data driven
Evaluation meetings/focus groups	Reference to evaluation meetings and focus group meetings organised by the publisher	*T4: Und ich fände zum Beispiel dieses meeting mit Verlag und Autoren und Lehrerinnen finde ich super, nur ich würde es nicht machen, weil ich sag: soll ich das auch noch tun?*	data driven
Interview	Reference to online and face-to-face interviews	*T5: Interviews find ich persönlich super, weil man da halt einfach plaudern kann und vielleicht auch Fragen stellen kann […].*	data driven
Piloting	Reference to trialling materials in the classroom	*T5: Material erproben würde ich gut finden, also das würde ich gern einmal ausprobieren, also dass ich sag, ich krieg jetzt was, also wenn es zum Buch zum Beispiel dazu passt, und ich krieg neues Material und probiere das jetzt aus.*	
Questionnaire	Reference to using questionnaires for evaluating learner and teacher needs, or post-use evaluations	*T2: Ja Fragebögen erreichen glaube ich eine hohe Anzahl an Lehrpersonen und ich glaube schon, dass die Rücksendequote relativ hoch sein würde, weil einen Fragebogen schnell auszufüllen geht.*	data driven
Reviewing	Reference to reviewing materials	*T3: Das andere wäre natürlich schon die Seite, wo man jetzt nicht nur sagt, will man sich gerne mit dem Material auseinandersetzen sondern steckt so quasi das wichtigste drinnen, wo man sagt das vermittelt auch wichtige Grundkompetenzen, dass das rein von der unterrichtenden Seite her auch so ausschaut, hat das Hand und Fuß, also da, weiß ich halt nicht, dass so eine direkte Evaluierung von einzelnen Kapiteln, das ist halt immer so ein bisschen die Frage, wer sich dann halt bereit erklärt, das zu machen. Da denk ich jetzt mal an die praktische Seite.*	data driven

Factors influencing coursebook development

Name of Code	Description	Example	Origin
Expertise and experience in materials writing	Reference to the importance of materials writers´ experience and expertise in materials writing	*T4: Am wenigsten relevant ist für mich Erfahrung als Autor*in, ich traue das Verfassen von neuen Schulbüchern auch Newcomer*innen zu.*	data driven
Familiarity with research findings	Reference to the importance of materials writers being familiar with current research findings	*T4: Das Wissen über Forschungsergebnisse erscheint mir als Grundlage am wichtigsten.*	data driven
Familiarity with syllabus	Reference to the importance of materials writers being familiar with the syllabus	*T3: Ich würde antworten, „Anderes", und zwar: Orientierung am aktuellen Lehrplan. Dass also eine gute Vorbereitung für die Schülerinnen und Schüler im Hinblick auf die Matura und ihren weiteren (Bildungs-)Weg erfolgt.*	data driven
Teaching experience	Reference to the importance of materials writers having teaching experience	*T5: Ich glaube, dass die Erfahrung als LehrerIn schon eine sehr große Rolle spielt - man muss ja nicht im Moment 20 Stunden unterrichten, aber zumindest Unterrichtserfahrung gesammelt haben oder gerade sammeln, um überhaupt zu wissen, was man im Klassenzimmer anstellen kann.*	data driven

Success factors

Name of Code	Description	Example	Origin
Acknowledge-ment	Reference to acknowledgement of the teachers´ non-teaching expertise and workload in terms of appreciation and money	*T4: Und das ist, denk ich mir ok, wenn ich eine Werteinheit kriege sofort, aber einfach so, nein.*	Masuhara 2011: 252
Implement-ation of feedback	Reference to processing and implementing feedback in revised editions	*T4: Weil oft ist es ja so, beim Make Your Way war es 20 Jahre lang das gleiche, die haben ja nichts geändert. Und das ist für mich dann schon ein Unterschied, wenn ich merke nach 3 Jahren kommt eine neue Auflage heraus wo Sachen anders sind. Dann bin ich eher bereit, wenn ich da Rückmeldungen gib, als wenn ich das Gefühl habe wir sagen etwas, aber es ist eh 10 Jahre lang das gleiche.*	data driven

Initiative from publisher	Reference to publishers actively approaching schools and teachers	*T2: Aber wenn es den Verlagen wichtig ist, dass es da mehr Zusammenarbeit gibt, dann glaube ich muss der Schritt vom Verlag ausgehen. Die müssen auf die Schulen zugehen, damit da die Qualität besser wird, oder noch besser wird in den Büchern.*	data driven
In-service teacher training context	Reference to integrating materials evaluation and development in in-service teacher training courses	*T4: Fortbildungen kommen mir vor, sind das was am leichtesten zu realisieren ist, weil das System eben etabliert ist.*	data driven
Personal meeting	Reference to meeting in person or using evaluation methods which allow for mutual communication	*T5: Also prinzipiell ist alles, wo man persönlich mit den Leuten in Kontakt tritt immer gut, also jetzt nicht irgendetwas schreiben, sondern wo man wirklich reden kann*	data driven
Place	Reference to meeting place	*T3: Das zweite, dass das örtlich halbwegs erreichbar ist. Also entweder, dass man das ganze entweder digital erledigt oder dass man halt einfach schaut, ohne, dass das ohne eine mehrstündige Reise machbar ist.*	data driven
Regularity	Reference to fixed and regular meetings	*T1: Dass man sich trifft, und regelmäßig. Und ich würde sagen entweder man macht es am Beginn des Schuljahres oder am Ende. Aber es sollte regelmäßig stattfinden, und nicht alle heiligen Zeiten einmal.*	data driven
Time	Reference to time, effort and easy access to evaluation measures	*T4: Der zeitliche Faktor und auch der Energiefaktor, weil ich einfach nicht, also das ist nicht möglich, ich kann nicht, ich muss schauen, dass ich energiemäßig alles gut schaffe und da ist unterrichten mit einer vollen Lehrverpflichtung reichlich.*	data driven