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Article

ESL Materials Selection: Key Principles and Suggestions

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Abstract

ESL material and textbooks play a very important role to guide teachers so they can guide students and improve their learnings. In this regard, the present study was conducted to examine the relationship between knowledge, skills, awareness, creativity, and effectiveness. Additionally, the present study also examined the mediating effect of creativity. For this purpose, data was collected from the faculty members of institutes dealing with teaching the students as a second language through questionnaires distributed among 300 teachers. A total of 250 questionnaires were received back, out of which 220 were usable questionnaires, showing a usable response rate of 73.3%. The data collected was initially screened through SPSS and later PLS was used for its further analysis. The findings of the study show that there exists a positive relationship between knowledge of the teacher and creativity, skills of the teacher and creativity, awareness of the teacher and creativity. Moreover, the link between creativity and effectiveness was also found positive. The study findings also confirmed the mediating role of creativity among knowledge, skills, awareness, and effectiveness. The findings of the study fill several theoretical and practical gaps mentioned. Moreover, this study would also be helpful for academicians and policymakers.

Keywords

Textbook Analysis Creativity, Skills, Effectiveness, ESL, Language

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ESL textbooks and their accompanying materials are used for assisting both teachers and learners in second language teaching and learning. They are produced centrally by ‘specialists’ for students in different countries to be used locally, so they act as institutional control instruments, or they serve a range of commercial interests. The textbook is the most dominant part, and it is necessary since it “fulfils a need, a purpose, it performs a function, conveys meaning. It is important for developers of materials to be aware of the need, purpose, function, and meaning. Course books do not exist in a vacuum – they exist for, and are shaped by, a purpose within a particular context of use, culture and ideology” i.e., the textbook does not exist in isolation. Consequently, textbooks evaluation for selection purposes is a very important process that should be taken into consideration before making any official decisions about their suitability (Alkhalidi & Oshchepkova, 2018).

There may be very little teaching done in the classroom without using the textbook. In other words, the textbook is very useful, and it should be analyzed and evaluated appropriately for selection and development purposes. Textbook selection is important as it may lead to selecting the appropriate textbooks and achieving successful language learning. However, the teachers may not be involved in such a process. Using the textbooks may be the only option for them; therefore, the textbook evaluation merits serious consideration as the inappropriate selection of the textbooks may waste time and funds and the learning itself may not be achieved. The process of textbook selection might also be done in haste without criteria, and it might be implemented in different ways (Rahmawati, 2018).

Textbook selection involves matching the target textbooks against the context and the needs of the teachers and learners to find the best fit between them. He maintains that this requires major strategic decisions based on professional experience and informed judgement, and this will lead the teachers to identify their priorities. Therefore, the textbook selection is an important process that adds value to language learning if the textbooks are selected appropriately based on a systematic, principled approach (Zhou & Brown, 2015). This study critically analyses the problem of the study and elaborates a framework for selecting the textbooks effectively. It also analyses textbook evaluation and selection, reasons and purposes of analysis and evaluation, types of textbook analysis and evaluation. Moreover, it recommends the framework for selecting the ESL textbooks in a systematic, principled approach.

Statement of the problem

Based on the researcher’s best knowledge and experience, ESL teachers have no option in choosing or determining the English textbook in many countries, especially at public schools. The officials in the Ministries of Education or ad hoc committees select the textbooks and make their judgment superficially, based on the cover pages, attractive images, and/or the brand names of publishers. This may show that there is a lack of professional experience in selecting the textbooks for students and a lack of a systematic, principled approach. In addition, schools generally may choose their “commercial” textbooks due to their attractive color and the brand name of the publisher. Huge efforts and millions of US dollars are spent on the published textbooks every few years. The cost is high, the education process may be unsuccessful, and the learners may achieve little progress (Barrett et al., 2019; Basse, 2020; Zhou & Brown, 2015).

Commercial agencies have a conflict of interests about the language textbooks as they view them as big business, and they use marketing strategies aggressively to exploit the situation. He maintains that a more dynamic approach is needed for textbook selection and the potential to engage the learners and teachers in the language education process and to encourage them to provide substantial contributions which can be transformed into useful learning in the classrooms. In other words, the textbook selection process is necessary to make appropriate decisions about the target textbook. Consequently, there is a need to develop principles of language learning and a framework for textbook selection based on the findings of the related research (Acar & Kayaoglu, 2020).

Effective textbooks that include useful content and a useful selection of integrated activities are very helpful for teachers, and they may cater to their needs and expand their teaching repertoire. The teaching and learning situations

have varied requirements, so there is no ideal textbook (Boche, 2014). However, it is significant to propose a framework for evaluating and selecting textbooks taking into consideration the criteria that all good textbooks have for adaptability and relevance to learners' changing needs, interests, and goals. The literature review confirms the importance of selecting textbooks wisely, evaluating them rigorously, and developing them effectively based on a systematic, rigorous, and principled approach. Therefore, elaborating the process of textbook evaluation will contribute to an appropriate selection (Piper et al., 2018). Moreover, some studies have recommended conducting further evaluation and analysis studies to find reliable solutions and bridge the gap between the prescribed teaching methodologies and the actual use of the textbooks in the classrooms (Alkhalidi & Oshchepkova, 2018; Hassan, 2020). In other words, the researchers should consider the findings of the related research and materials development to bridge the gap between theory and practice.

A Framework for Textbook Evaluation and Selection

Using a systematic framework for textbook selection is useful to select and develop the textbooks' appropriateness since it provides reliable and valid solutions. Scholars have discussed the frameworks for textbook evaluation and selection (Austin et al., 2020; McGrath & Holmes, 2002; Talawar et al., 2009; Tomlinson et al., 2003). However, most of them have focused on the existing textbooks which lead to development while they are in use. This study focuses on a framework for textbook selection and development before they are officially prescribed by the Ministries of Education. The phases of the framework can be implemented before using the textbooks officially in all schools, and the teachers can conduct piloting studies of the selected textbooks.

The process of developing evaluative criteria for selection might be time consuming, but it is significant as it assists the teachers to identify the learning and teaching principles, and it assures that the evaluation can be conducted in a systematic, principled, and rigorous approach (Karjo & Ng, 2020; McGrath & Holmes, 2002; Talawar et al., 2009; Tomlinson et al., 2003). They suggest that researchers should create general criteria based on the learning principles which can be applied to any textbooks for any learners anywhere. McGrath and Holmes (2002) suggest a checklist for close evaluation by choosing some units for analysis and evaluation.

Staudigel et al. (2003) suggest an evaluation framework of three phases: 1) external evaluation, 2) internal evaluation; and 3) the overall evaluation. Some researchers suggest a criterion-based evaluation which is one of the most significant ways for evaluating the textbooks (e.g., (Tomlinson et al., 2003)). They maintain that the evaluative criteria can be developed from the related research into what teachers and learners want from language textbooks. Bizup (2008) focuses on the teachers' guides and discusses four categories in her research: the claims of authors, implementation, evaluation, and professional development for teachers.

Alkhalidi and Oshchepkova (2018) developed a comprehensive, principled, systematic framework for textbook evaluation and development. The framework consists of a comprehensive qualitative and quantitative research instruments conducted in the Jordanian schools. He has included the following categories in his study: content, objectives, language skills and components, teaching methods, the accompanying materials (teacher's guide, teaching aids, and workbook), organization and physical aspects. Each category includes specific research-based evaluative criteria based on the findings of the related literature. The findings revealed interesting data and provided deeper insights. For example, the aims and methodology of the textbooks were unclear, and the authors' claims were not always borne out in practice. Furthermore, the analysis revealed that the textbooks included sentenced-based content, and the role of the learners was responsive rather than proactive. New criteria towards locally sensitive evaluation instruments were developed for the first time such as "The potential bias between boys' and girls' interests/relationship", "The role of the teacher's book in assisting the non-native teachers with the language", and "The role of the materials in preparing the learners for specific national needs". This shows that the textbooks are highly sophisticated, and there is a need to keep developing principled frameworks for textbook selection and development.

It is important for the teachers to find out the strategy by which they can explain the relevance, of the course, shows the usage, provides the opportunity so it can be practiced and give tools to the students so they can evaluate the effectiveness of the course. Overall, it is very effective if the language is learnt through content. It is more appropriate if

the students are engaged by using different strategies. As abilities, practice and skills are required to solve learn the language effectively, but several different problems can be faced by the students during this process. Thus, meaningful content is promoted due to the promotion and engagement of technology, culture, skill development through language have proved to be very effective for all stakeholders. By these skills, the student is enabled to utilize these skills in any circumstances (Mohammadi & Abdi, 2014).

Therefore, the main objective of the present study was to examine the relationship along skills, awareness, knowledge, creativity, and effectiveness. Furthermore, mediating role of creativity was also examined in this research. A study of these relationships enabled not only the textbook evaluation but also understand the correlation between textbook analysis and effective textbook selection select in a systematic way.

Literature Review

Textbook Evaluation

Textbook evaluation is a process that measures the suitability of the textbooks, their values, and/or effectiveness (Richards, 2020). Tomlinson et al. (2003) has defined it narrowly as a systematic appraisal or a procedure that measures the value of the textbooks on the students in relation to the textbooks' objectives and the students' objectives who use them. In other words, textbook evaluation attempts to measure "the appeal of the materials to the learners... their validity (is what they teach worth teaching?), the ability of the materials to interest the learners and the teachers, the ability of the materials to motivate the learners... the potential learning value of the materials, the assistance given to the teachers... and their flexibility" (Tomlinson et al., 2003).

It is helpful to compare textbook evaluation and textbook analysis to avoid any confusion. Analysis is descriptive rather than evaluative (Tomlinson et al., 2003). Furthermore, the process of analysis leads the researchers to have an objective description, whereas evaluation leads to making judgements (McGrath & Holmes, 2002). In other words, analysis describes the textbooks and what is there, but evaluation provides information about the textbooks and how to develop them (Alkhalidi & Oshchepkova, 2018). Both evaluation and analysis are very useful for effective textbook selection and development, and they can significantly complement each other. McGrath and Holmes (2002) for example, argues that analysis of textbooks is useful, and it can be used in conjunction with evaluation. Analysis can be useful for textbook selection, as it can provide helpful data ((Littlejohn, 1998); (Bayshulakova & Dubovtsev, 2020; McGrath & Holmes, 2002; Tomlinson et al., 2003). (Littlejohn, 1998), for example, indicates that a close analysis of textbooks and the accompanying materials can be used for selecting textbooks, supporting the evaluation of the existing materials, or both.

Mohammadi and Abdi (2014) discuss two purposes for evaluation: the first purpose is for selecting the textbooks, and the other purpose is to determine if the textbook is effective while it is in use. This means that one purpose of the evaluation is used for selection and the other purpose is used for development. Tomlinson et al. (2003) argue that development is the ultimate purpose of evaluation. This purpose of evaluation can also be significant in the process of selection. Tomlinson et al. (2003) argues that if the reason for evaluating textbooks is improvement, the purpose is to find out the causes of problems while the textbooks are in use. Nevertheless, the teachers often evaluate the textbooks impressionistically (Tomlinson et al., 2003). As a result, they recommend that textbook evaluation procedures should be systematic, principled, and rigorous so as to make sure that the textbooks are devised, selected and adapted in valid and reliable approaches. Furthermore, Ellis (2012) argues that materials evaluation can be empirical or impressionistic, but the impressionistic way is unempirical (Mohammadi & Abdi, 2014). In other words, there should be a principled framework for evaluating the textbooks whether it will be used for selection purposes or other evaluation purposes. Not only is the analysis important for textbook selection, but also textbook evaluation is important for selection. If the textbooks are adequately selected, the development process will be very effective and easy while the textbooks are in use.

Skill

It is key that the textbooks related to language must be equipped with the content by which students can practice their language skills. One of the examples can be the activities in which students are required to explain problems in English may help in developing skills of English. It can also help the students for explaining different content in real English. The basic purpose of ESL programs is to improve the English language skills of the students. Whereas there is the difference in terms of the skills that are taught based on programs and courses in which student is enrolled. Therefore, the effectiveness of the book which is being used by the students must be evaluated by the teacher at the beginning of the course. Thus, textbooks should be recommended based on their effectiveness in certain situations (Richards, 2020).

Awareness

The term language awareness is most used in teacher education known as TESOL. Most of the time as the discussion part whether a teacher who is engaged has enough language awareness by which they can perform well in their respective areas especially in the setting of the classroom. The most common definition of language awareness (LA) is that it is the explicit and certain knowledge regarding the language along with language usage, the teaching of the language, sensitivity in the learning of the language and conscious perception. Issues regarding language awareness include searching for the benefits which can be associated with the usage of a certain language, a conscious understanding in terms of the way language works and the way people learn these languages. Awareness of the language is the sensitivity of the person, his/her conscious awareness regarding language and the role of language in human life (Ellis, 2012).

In this aspect, Holguín Mendoza (2018) pointed out that awareness is a very important understanding in which the world is represented, reflects and constructs the relations among the powers. If such a setting is provided in the settings of the classroom, the learner can get a fresh perspective on the different issues. Teachers can play a very important role in creating awareness among the students regarding the curricula in which such activities are not considered (Holguín Mendoza, 2018).

Knowledge

The pioneering work regarding the base knowledge of teachers was done by Kember and Gow (1994). The same author also proposed a theoretical model regarding the following categories (1) knowledge regarding the goals of education and their basis in terms of different philosophies (2) Learner's knowledge; (3) knowledge regarding curriculum. (4) content knowledge in terms of pedagogy (5) general knowledge and (6) content knowledge. To illustrate the first need regarding the understanding of the subject which is being taught by him/her. In terms of biology, for example, the knowledge of the teacher must be easily understood by the non-academician or the layman. Later, the way the subject must be taught to the students and familiarity of the teacher with the cognitive understanding of the subject. In the end, the teacher must also be cleared regarding the general environment of the education in which a teacher is providing teaching like culture, community, and the school (Neary-Sundquist, 2015).

Scholars believed that there exists interrelationship among the components of the knowledge by which the transformation of the knowledge of the teacher is guaranteed. Whereas it is still a question in ESL in terms of integration of the components and their integration. The teachers of ESL need to develop knowledge that can be integrated with different kinds of components including pedagogical knowledge and subject matter knowledge. Moreover, the knowledge of the teachers in terms of ESL is not referred to as pedagogical knowledge or subject matter knowledge. The ground of this debate is based on the study of knowledge; therefore, its debate is very important. On the other hand, these people form the structure of knowledge for the teachers of (Liu, 2013).

Creativity

Several different phenomena are covered in the concept of creativity. But all these concepts are phenomena that are relevant such as creative potential, creative process, creative situation, creative person, creative product or creative

performance. Researchers have also focused on the basic aspect of creativity which is the basic working of the mind (Birdsell, 2018). Researchers believed that creativity is the concept having multiple dimensions. It can be measured in terms of personality traits of creative style. Researchers defined creativity as the ability of the people that are unique and the undiscovered brain secret. On the other hand, Aish (2014) mentioned that past studies regarding creativity focused on creative thinking and education.

Researchers focused on the effectiveness and creativity a person can have in a foreign or second language including the way language is used creatively. The researchers believed that it is important for the students to understand the way they can use English effectively and creatively. Novelty should be involved in the process of creativity and must also be given priority by the researchers. In this way, success is achieved by the learners through creativity. In the scenario of foreign language, it becomes more important because the classroom is the place where the student must show the output. In this manner, a study was conducted by the scholars who conducted a small study by using different methods of communication for the learning sessions of school learners. The findings of the study showed them exist a positive correlation between the grades of English and the creativity of the learner. Moreover, creativity and the success of the learning language was also affected by the process of creativity (Boëne, 2020; Seddigh & Shokrpour, 2013).

Effectiveness

Effectiveness is defined by several researchers in past studies. This term is most of the time used to evaluate the performance of an organization or an individual. whereas several authors are also of the view that effectiveness is important way beyond the performance phenomenon. In past studies, more than thirty indicators of effectiveness are mentioned. The selection of the proper criteria depends upon the basic purpose of effectiveness and its priorities (Divleli & Ergun, 2015).

Skills and Creativity

In the recent past, scholars have shown interest in the way learning as well as thinking process is developed among the learners. Moreover, one can witness this interest extensively in teaching practice, curriculum design and educational policies throughout the work (Rahmawati, 2018). The basic assumption of the focus on the learner's development and the thought skills is that such skills are key to understand and elaborate collaboration and new knowledge. firstly, because of globalization more skillful people are required. For this reason, schools must restructure the way education is being delivered to the students. Whereas, because of enhancement in the networked technology and digital technology, the interest of the people is mounting to gain the skills. People in this century must be creative. Moreover, they must also be able to develop strong evidence and arguments (Li, 2016).

Creative skills are important because it provides the opportunity to get free from the script and settled routines. Researchers have defined creativity as a thinking process that involves new way to look at the problem, original object or ideas, divergent responses, providing fresh ideas and think out of the box. By the integration of English lessons and creative thinking, a student can easily develop creativity and get benefit from the curriculum (Mota Pereira, 2016).

Awareness and Creativity

To improve the outcome of foreign language learning, learners and authorities must be aware of powerful strategies and innovative strategies in academic settings. For the full preparation and confidence-building in the classroom, educational context must be the focus of researchers and teachers. It is very important to mention that creativity is a very complex area which treated independently in educational settings. But there is a need for more research to understand the usage of findings regarding creativity. Theoretically, it is important to understand the link between creativity and awareness. Both concepts are broad areas. Both ideas have a unique relationship with wellness, stress, attention and emotions (Panaoura & Panaoura, 2014).

Scholars have pointed that through the development of awareness in the mind of the person regarding

the present mind, that person will experience engagement, positive emotions, emotional benefits, and less anxiety. At the start, learners must be more able to navigate their thoughts in a way that is psychologically healthy (Bennett & Dorjee, 2016). Moreover, creative thinking skills should also be connected. Teachers can use strategies like mind-wandering to teach the different learners.

Scholars have also mentioned the way the awareness process of mind-wandering is a critical part of creativity. People will use creativity more effectively if they are more aware of the process and activities. Moreover, as they will become more capable, they will also be able to understand and apply the creative ideas in a very effective as well as productive manner. These skills can easily be taught by the researchers or teachers by which students can easily break their mental block by shifting towards awareness. It can also lead to creative thoughts at a higher level by which learners can overcome their challenges. (Henriksen et al., 2020).

Knowledge and creativity

To utilize the knowledge of an individual and share it with others in a successful manner, knowledge management is very important. Sharing knowledge is an important part of knowledge management. Sometimes scholars have used these terms interchangeably (Lee, 2018). From the past studies, it is evident that scholars have not agreed upon any definition of knowledge sharing. But some scholars have defined knowledge as judgement, expertise, facts and ideas that tend to affect organizational performance, teams and individuals.

Sharing knowledge is one part of the end. Knowledge is one of the important sources of the organization. Sustainable competitiveness in the organization can be raised through knowledge sharing. There are several benefits of knowledge sharing. One of the key benefits of knowledge sharing is that it affects the innovation as well as creativity of the organization. It is because knowledge sharing is a complex process involving not only the transfer of information, skills and knowledge but also shows new innovative ideas and knowledge creation. Several resources should be realized for the process of creativity. These resources include mental energy, knowledge resources, hard work, effort as the time, materials, and time. Among these, knowledge is considered a critical source of creativity. The members of the organization can share the knowledge and become an important source of creativity (Lee, 2018). Thus, perception regarding creativity and the transfer of knowledge is key for the practice of creativity. Therefore, the way creativity is perceived by the teachers and their awareness regarding different techniques is important for the success of the class (Hana & Hacène, 2017).

Creativity and Effectiveness

Scholars have mentioned that creativity can take several different shapes in the future. Scholars pointed that organizations especially educational organizations can lead towards the success of the organization. The beneficiary advantage of creativity can lead an organization towards effectiveness and profitability (Markevičiūtė & Jucevičius, 2013). Studies regarding creativity focus upon the fact that creativity is key to enhance the capability of the organization. Therefore, both are key in educational settings as well. As creativity is generally considered as the main factor of growth in educational settings, so there is a great need for creativity in educational settings (Bratnicka, 2015).

Different factors that are linked with creative organizations, groups and individuals must be understood for the success of educational organizations. Organizations should also encourage the employees who are being creative so positive change within the organization can be developed. Thus, it is the key to the effectiveness of the organization. A creative way to solve problems can play a very important role to get a competitive advantage (Rahnama et al., 2011).

Based on the data and studies, the following hypotheses are stated for this study:

H1: Awareness positively affects creativity.

H2: Creativity positively affects effectivity.

H3: Knowledge positively affects creativity.

H4: Skills positively affects creativity.

H5: Creativity mediates the relationship between knowledge and effectivity

H6: Creativity mediates the relationship between awareness and effectivity

H7: Creativity mediates the relationship among skills and effectivity

Figure 1 graphically illustrated the framework and the relationship of the variables

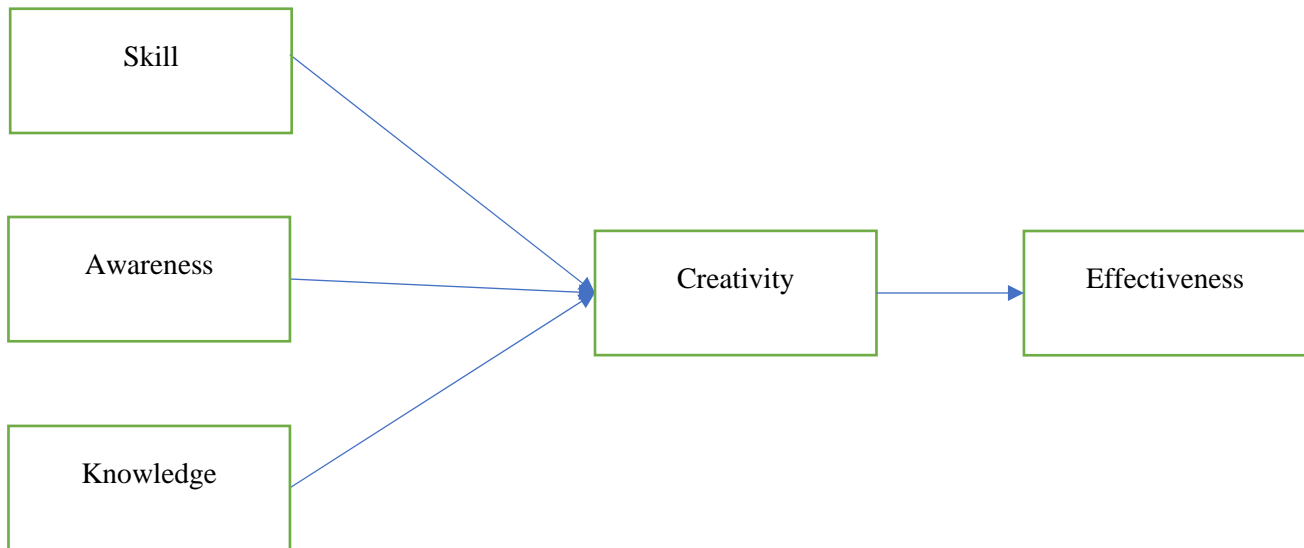


Figure 1. Theoretical Framework of the study

Methodology

Research Design

This study utilized the quantitative research approach. The researcher examined the effect of the independent variable on the dependent variables with the mediation of creativity. A cross-sectional research design was used.

Instruments and Procedure

The data was collected with the help of a well-developed questionnaire. The researcher distributed 300 questionnaires while received 250 questionnaires, out of which only 220 questionnaires were usable for the analysis. Therefore, the response rate was 73.3%, which was adequate for the analysis

Sampling

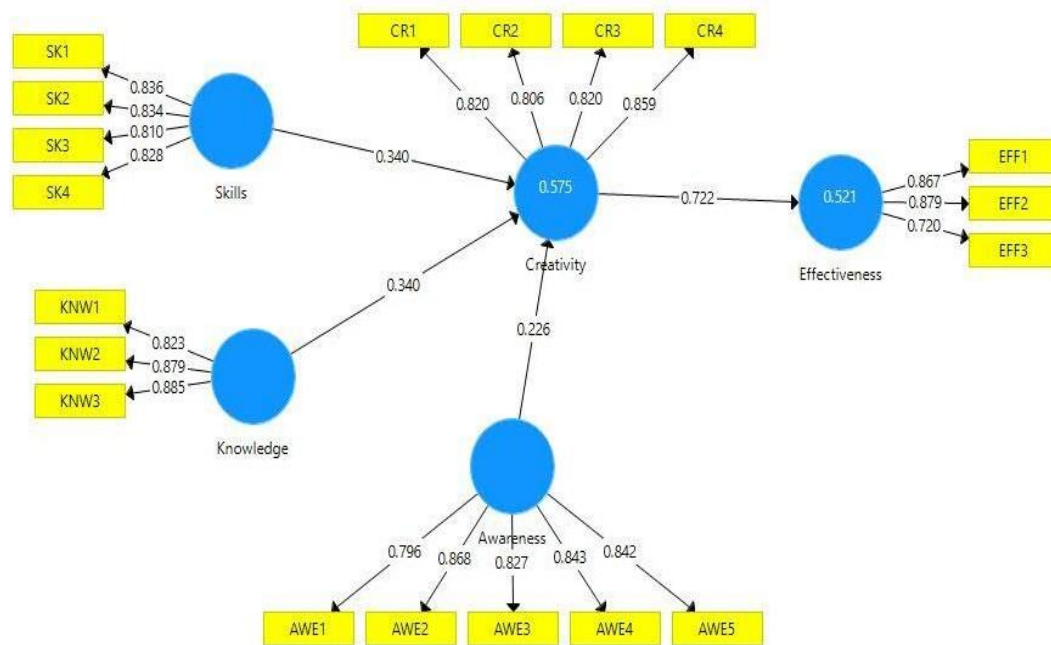
The respondents of the current study were English language teachers of higher educational institutions. For the selection of the respondents, the simple random sampling technique was used.

Data Analysis

SEM-PLS was used for the analysis of data. Smart PLS is an efficient tool to analyze the direct and indirect effects simultaneously.

Results

Analysis through PLS was based upon two steps. The first step was known as the measurement model. At this step discriminant validity, convergent validity, average variance extracted, composite reliability, Cronbach Alpha and factor loading were assessed.



Note: AWE= awareness, CRT= creativity, EFF= effectiveness, KNW=knowledge, SK= skills

Figure 2. Measurement model

The measurement model of the present study is represented in Figure 2 of the present study whereas Table 1 reflects the factor loading. It is evident from Table 1 that all the loadings are more than 0.70 and are in the acceptable range (Hair et al., 2017). Moreover, the reliability of the data gathered was assessed through CR and Cronbach alpha. According to Henseler and Fassott (2010), the acceptable value of CR and Cronbach Alpha is a minimum of 0.70. Thus, this is also fulfilled in the present study as all the values are more than 0.70 as presented in Table 2.

The present study also examined the AVE of the data gathered. According to Hair (2009), the minimum acceptable value of AVE is 0.50. This was achieved in the present study as well and it is evident in Table 2.

Table 1: Factor Loading

	AWE	CRT	EFF	KNW	SK
AWE1	0.796				
AWE2	0.868				
AWE3	0.827				
AWE4	0.843				
AWE5	0.842				
CR1		0.820			
CR2		0.806			
CR3		0.820			
CR4		0.859			
EFF1			0.867		
EFF2			0.879		
EFF3			0.720		
KNW1				0.823	
KNW2				0.879	
KNW3				0.885	

SK1	0.836
SK2	0.834
SK3	0.810
SK4	0.828

Note: AWE= awareness, CRT= creativity, EFF= effectiveness, KNW=knowledge, SK= skills

Table 2: Reliability

	<i>Cronbach's Alpha</i>	<i>rho_A</i>	<i>Composite Reliability</i>	<i>Average Variance Extracted (AVE)</i>
AWE	0.892	0.895	0.920	0.698
CRT	0.845	0.846	0.896	0.683
EFF	0.763	0.786	0.864	0.681
KNW	0.829	0.844	0.897	0.744
SK	0.846	0.848	0.896	0.684

Note: AWE= awareness, CRT= creativity, EFF= effectiveness, KNW=knowledge, SK= skills

Discriminant validity was also examined in this study. The first approach adopted was that of [Fornell and Larcker \(1981\)](#) in which the values of the square root of AVE at the diagonal of the matrix table must be more than the remaining values of the Matrix table. This is evident from Table 3 that this criterion was also fulfilled.

Table 3: Fornell and Larcker

	<i>AWE</i>	<i>CRT</i>	<i>EFF</i>	<i>KNW</i>	<i>SK</i>
AWE	0.835				
CRT	0.603	0.826			
EFF	0.577	0.722	0.825		
KNW	0.517	0.637	0.620	0.862	
SK	0.591	0.653	0.655	0.529	0.827

Note: AWE= awareness, CRT= creativity, EFF= effectiveness, KNW=knowledge, SK= skills

Moreover, the latest approach to assess discriminant validity namely HTMT was also applied in this study. According to [Henseler et al. \(2015\)](#), the values of HTMT less than 0.90 is acceptable. Therefore, this criterion is also fulfilled as well.

Table 4: HTMT

	<i>AWE</i>	<i>CRT</i>	<i>EFF</i>	<i>KNW</i>	<i>SK</i>
AWE					
CRT	0.691				
EFF	0.689	0.892			
KNW	0.603	0.751	0.768		
SK	0.678	0.769	0.801	0.628	

Note: AWE= awareness, CRT= creativity, EFF= effectiveness, KNW=knowledge, SK= skills

After achievement of measurement model as the first step of the analysis, the study further examined structural model in which direct and indirect results proposed in the present study were examined statistically. Moreover, values of R square were also determined. According to the values of direct results mentioned in Table 5, all the proposed direct hypotheses were acceptable. It is because the proposed hypothesis was single-tailed and the acceptable t-value for the hypothesis was 1.645.

According to the values mentioned in Table 5, AWE and CRT are positively associated. Thus, H1 is accepted. Moreover, CRT and EFF are also positively associated with Neta 0.722 and t value 21.864. Later, H3 proposed is accepted based on statistical values with Beta= 0.340 and t= 5.122 showing know and CRT have a positive relationship. In the end, SK and CRT have a positive association as well with Beta=0.340 and t value 5.550. Thus, H4 is also accepted in the present study.

Table 5: Direct Results

	Original Sample (O)	Sample Mean (M)	Standard Dev. (STDEV)	T Statistics (O/STDEV)	P Values
AWE -> CRT	0.226	0.228	0.068	3.336	0.000
CRT -> EFF	0.722	0.726	0.033	21.864	0.000
KNW -> CRT	0.340	0.340	0.066	5.182	0.000
SK -> CRT	0.340	0.340	0.061	5.550	0.000

Note: AWE= awareness, CRT= creativity, EFF= effectiveness, KNW=knowledge, SK= skills

Furthermore, analysis of the present study also assessed the indirect relationship among the variables. According to the results mentioned in Table 6, H5 is accepted as CRT mediates significantly between KNW and EFF. Later, H6 of the study is accepted as well with CRT mediating positively between AWE and EFF. In the end, statistical results show that CRT mediates significantly between SK and EFF. Thus, H7 is also accepted.

Table 6: Indirect Results

	Original Sample (O)	Sample Mean (M)	Standard Dev. (STDEV)	T Stats (O/STDEV)	P Values
KNW -> CRT -> EFF	0.246	0.247	0.049	4.997	0.000
AWE -> CRT -> EFF	0.163	0.166	0.050	3.236	0.001
SK -> CRT -> EFF	0.246	0.247	0.046	5.347	0.000

Note: AWE= awareness, CRT= creativity, EFF= effectiveness, KNW=knowledge, SK= skills

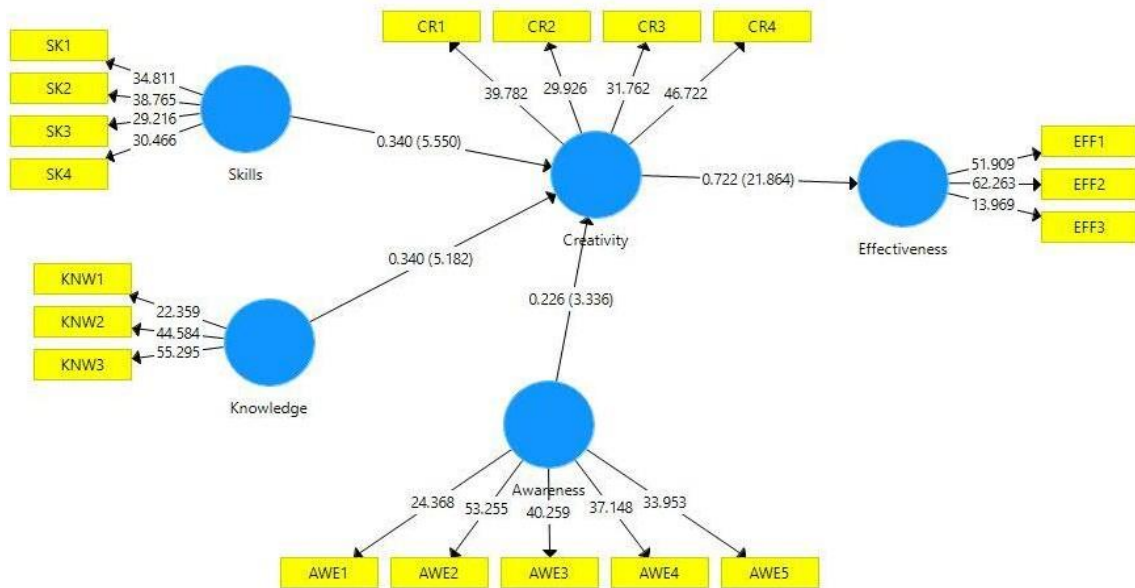


Figure 3. Structural Model

At the end of the analysis, values of R square known as the variance was also assessed. According to the

values of R square mentioned in Table 7, the values of R square are substantial (Chin, 1998).

Table 7: R-Square

	<i>R Square</i>
CRT	0.575
EFF	0.521

Discussion and Conclusion

Language is an important source of communication. ESL plays an important role for the teachers as well as readers at the stage of learning a second language. There are several benefits of learning a second language. Therefore, this empirical study was conducted to examine the effect of skills, knowledge, awareness, creativity on effectiveness. Moreover, the mediating effect was also assessed in this study. The findings of the study show that awareness among the teachers regarding textbooks and syllabus plays a very important role to develop creativity. Creativity is the key to the success of any teacher because the teacher needs to teach in a very creative way.

The findings of the study show that awareness and creativity are positively linked to each other. These results are aligned with the findings of [Bennett and Dorjee \(2016\)](#). Furthermore, the skills of the teacher also play a very important role in developing creativity among the students to learn any second or foreign language. Skill is considered the key to success in the educational sector. Therefore, the decision-makers of the educational institute must hire skilled employees. The findings of the study show the positive association between skills and creativity. This result is aligned with the findings of [Divleli and Ergun \(2015\)](#).

Additionally, knowledge is important for the success of the teachers as well as for the organization. The teacher can use creative ways to teach the students if he or she poses enough knowledge to develop creativity. The knowledge regarding the second language is very critical because this new language is alien for the students. The findings of the study also show the positive relationship between the knowledge of the teacher and creativity. This result is aligned with the findings of [Lee \(2018\)](#). On the other hand, creativity is most important for the effectiveness of a second language. The style adopted by the teachers to teach a second language must be effective. Effectivity is the key to the success of the language. Therefore, creative ways must be developed by the teachers who are teaching a second language to the students. The findings of the study are aligned with the results of [Barrett et al. \(2019\)](#). Furthermore, this study also confirmed the mediating role of creativity among skills and effectiveness, showing skills of the teacher can develop effectiveness through creativity. Also, mediation of creativity among knowledge and effectiveness and awareness and effectiveness is confirmed.

The ESL teachers should analyze and evaluate the textbooks in a systematic, principled approach for effective selection and/or development purposes. This study has developed a framework for textbook selection and development based on the findings of the related research. The teachers can create their research-based evaluation criteria for selection and development purposes based on the language learning principles that are developed in this study. The principles and the framework can professionally help the teachers to select the textbooks and their accompanying materials in a systematic, principled approach. This study can help the teachers to have a professional development training and create their own principles and evaluation criteria. It can also provide insights about the process of textbook selection and the ESL teaching itself. Furthermore, this study helps them to adopt and/or adapt the suggested framework which integrates the analysis and evaluation towards a systematic, principled framework for effective selection and development.

Integrating analysis and evaluation for selection purposes raises the teachers' awareness about this systematic process. This leads to the stability of the textbooks, sustainability of quality language teaching and learning, and effectiveness of the textbooks. Therefore, the framework and its phases are significant for making reliable and valid recommendations about the textbooks. In other words, this study saves the teachers' efforts, assists them in selecting and developing their

textbooks and teaching the language effectively, and provides them with a professional development training.

There is a mismatch between the actual practice of teaching the ESL textbooks and the findings of the related research (Soeiro, 2012). Tomlinson et al. (2003) argues that there is no perfect research-based model of learning the language which can triumph over all the other models. Nevertheless, the researchers should continue applying what they really know about the process of language learning to ESL textbooks development which are written to help learners achieve effective language learning (Tomlinson et al., 2003). Although there is an argument about the teaching and learning process (e.g., (Tomlinson et al., 2003), there is still a consensus on certain features which facilitate the process of language learning, and they are useful in creating principles for evaluating, selecting, and developing ESL textbooks in other words, there are key language learning principles for textbook development based on the findings of the related research (Alkhalidi & Oshchepkova, 2018; Tomlinson et al., 2003).

There are few limitations of the study. This framework should be tested by moderating the role of student trust in the teachers. Moreover, the culture in which the research is being conducted also play a very important moderating role. This study should also be conducted in Southeast Asian countries as well. This study fills the gap of limited studies in the educational sector regarding effectiveness and creativity for the second language. Thus, study also fills the gap of mediating the role of creativity among skills, awareness, knowledge, and effectiveness. The findings of the study are helpful for the academicians in their future studies and to develop effectiveness regarding ESL for the second languagesyllabus.

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