



English Teachers' Instructional Material Development Practices in Oman: Balancing Tradition, Technology, and AI

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Abstract

Instructional material development is widely recognised as a central component of effective teaching and improved learning outcomes, particularly in language education, where materials shape opportunities for practice, interaction, and engagement. With the increasing availability of digital tools, social media, and artificial intelligence (AI), teachers' approaches to developing instructional materials are expanding beyond traditional practices. However, there remains limited large-scale evidence on how English teachers integrate these emerging tools alongside established material development principles, particularly in the Omani context. This study investigated English teachers' practices related to instructional material development across multiple dimensions, including traditional approaches, the use of digital and social media, AI-assisted practices, inclusivity and differentiation, and collaborative material development. A mixed-methods design was employed, involving a questionnaire completed by 488 English teachers from various school levels, followed by semi-structured interviews with nine teachers to gain deeper insights into their experiences and decision-making processes. The findings indicate that teachers continue to rely strongly on traditional material development practices, particularly adapting textbook content to meet students' needs. At the same time, there is growing engagement with digital tools and social media as sources of ideas and ready-made resources. AI-assisted practices are emerging but remain uneven in their adoption, with teachers expressing both interest in their potential and uncertainty about their effective pedagogical use. The results also highlight varying levels of attention to inclusivity, differentiation, and collaborative development, with these practices often influenced by contextual and institutional factors. This study contributes to understanding how teachers navigate the expanding landscape of material development and highlights the need for targeted professional development to support the pedagogically meaningful integration of digital and AI tools. The findings have implications for teacher education, curriculum development, and policy initiatives aimed at enhancing the quality of English language teaching.

Key Words: Instructional material development, Teacher practices, EFL, Artificial intelligence (AI), Oman