

**UTILIZING TEXTBOOK ADAPTATION TECHNIQUES IN A LANGUAGE  
PREPARATORY PROGRAM: FROM THE PERSPECTIVES OF NOVICE AND  
EXPERIENCED EFL TEACHERS**



**ŞENEL YALÇIN**

**MAY 2016**

**UTILIZING TEXTBOOK ADAPTATION TECHNIQUES IN A LANGUAGE  
PREPARATORY PROGRAM: FROM THE PERSPECTIVES OF NOVICE AND  
EXPERIENCED EFL TEACHERS**

**A THESIS SUBMITTED TO  
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES  
OF  
BAHÇEŞEHİR UNIVERSITY**

**BY**

**ŞENEL YALÇIN**

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS  
FOR  
THE DEGREE OF MASTER OF ARTS  
IN THE DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**MAY 2016**

Approval of the Graduate School of Educational Sciences



Assist. Prof. Sinem VATANARTIRAN

Director

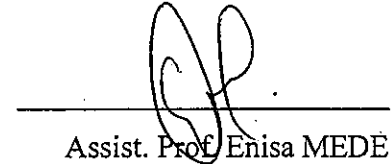
I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.



Assist. Prof. Aylin TEKİNER TOLU

Coordinator

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.



Assist. Prof. Enisa MEDE

Supervisor

**Examining Committee Members**

Assist. Prof. Enisa MEDE

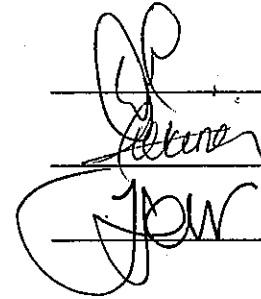
(BAU, ELT)

Assist. Prof. Aylin TEKİNER TOLU

(BAU, ELT)

Assist. Prof. Yavuz SAMUR

(BAU, CEIT)





**I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.**

Name, Last Name: Şenel, Yalçın

Signature:

## ABSTRACT

### UTILIZING TEXTBOOK ADAPTATION TECHNIQUES IN A LANGUAGE PREPARATORY PROGRAM: FROM THE PERSPECTIVES OF NOVICE AND EXPERIENCED EFL TEACHERS

Yalçın, Şenel

Master's Thesis, Master's Program in English Language Education

Supervisor: Assist. Prof. Enisa Mede

May 2016, 74 pages

The purpose of this case study was to explore the utilization of textbook adaptation techniques by novice and experienced EFL teachers at a language preparatory program of a foundation (non-profit, private) university in Istanbul, Turkey. The research questions posed for the study investigated the self-reported beliefs of experienced and novice teachers about textbook adaptation, the types of adaptation techniques used by the two groups of teachers, the differences between their techniques and finally, the reasons that lead them to adapt their textbooks. The participants of the study comprised 7 experienced and 7 novice EFL teachers offering courses at the intermediate level classes of the existing preparatory program. The data were collected through reflective essays, lesson plans and semi-structured interviews. The findings revealed that both groups of teachers shared highly positive beliefs about the implementation of textbook adaptation in their classes. Besides, the adaptive decisions of the participating teachers were related to students, the nature of the tasks, context, time and their own beliefs as teachers. It was also found that both experienced and novice teachers predominantly utilized adding, deleting and modifying as common techniques during textbook adaptation. However, there were noteworthy differences in the frequency of each technique implemented in the target classroom. The implications of the findings were discussed and recommendations were proposed for further research.

Keywords: Textbook Adaptation, Adaptive Techniques, Experienced Teacher, Novice Teacher, English as a Foreign Language (EFL).

## ÖZ

### DERS KİTABI UYARLAMA TEKNİKLERİNİN BİR DİL HAZIRLIK PROGRAMINDA KULLANIMI: DENEYİMLİ VE AZ DENEYİMLİ İNGİLİZCE ÖĞRETMENLERİNİN GÖRÜŞLERİ

Yalçın, Şenel

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Yüksek Lisans Programı

Tez Yöneticisi: Yrd. Doç. Dr. Enisa Mede

Mayıs 2016, 74 sayfa

Bu durum çalışmasının amacı, İstanbul'daki bir vakıf üniversitesinin (kar amacı gütmeyen, özel) İngilizce Hazırlık Programı'nda görev yapan deneyimli ve az deneyimli yabancı dil olarak İngilizce öğretmenleri tarafından kullanılan ders kitabı uyarlama tekniklerini incelemektir. Çalışmanın araştırma soruları, deneyimli ve az deneyimli öğretmenlerin ders kitabı uyarlamaya ilgili inanışlarını, bu iki grup öğretmen tarafından kullanılan ders kitabı uyarlama tekniklerinin türleri ile farklılıklarını ve son olarak hangi sebeplerin onları ders kitaplarını uyarlamaya yönelttiğini incelemeyi hedeflemektedir. Çalışmanın katılımcıları mevcut İngilizce programının orta seviyeli sınıflarında ders veren 7 deneyimli ve 7 az deneyimli İngilizce öğretmeninden oluşmaktadır. Veriler; yansıtıcı metinler, ders planları ve yarı yapılandırılmış görüşmelerden elde edilmiştir. Bulgular, her iki öğretmen grubunun da ders kitabı uyarlamaya karşı oldukça olumlu baktığını göstermiştir. Öğretmenlerin uyarlama kararlarının sebeplerinin; öğrenciler, kitap içeriğinin yapısı, kurum bağlamı, zaman yönetimi ve öğretmenlerin kendi inanışlarıyla ilgili olduğu sonucuna varılmıştır. Ayrıca, hem deneyimli hem de az deneyimli öğretmenlerin çoğunlukla kullandığı ders kitabı uyarlama tekniklerinin; ekleme, çıkarma ve araç değiştirme olduğu saptanmıştır. Ancak uygulanan her teknik türünün sıklığı konusunda kayda değer farklılıklar tespit edilmiştir. Bulguların çıkarımları tartışılmış ve ileride yapılabilecek araştırmalar için tavsiyeler verilmiştir.

Anahtar kelimeler: Ders Kitabı Uyarlaması, Uyarlama Teknikleri, Deneyimli Öğretmenler, Az Deneyimli Öğretmenler, Yabancı Dil Olarak İngilizce Eğitimi.



To my mother

## ACKNOWLEDGEMENTS

It is a pleasure to thank a number of people who have made great contributions to this thesis. First of all, I owe my deepest gratitude to my advisor, Assist. Prof. Enisa Mede for her devoted guidance, patience and invaluable contributions. She has been greatly supportive and encouraging throughout the whole process, and this thesis would never have been possible without her assistance.

I would also like to thank the rest of my thesis committee: Assist. Prof. Aylin TekinerTolu and Assist. Prof. Yavuz Samur for their insightful questions and illuminating views which challenged and broadened my perspectives regarding my field of study.

I owe special thanks to the fourteen teachers who volunteered to participate in my study despite their heavy workload. Without their involvement and patience, this thesis would not have materialized.

My sincere thanks go to my colleagues and friends who, regrettably, I cannot acknowledge by name and who have always listened to and supported me in this process and provided valuable and sincere comments.

Most of all, I would like to express my warmest thanks to my family;

To my mother, Aliye Mjgan Saęlam, who raised me and has never stopped giving me her support and unwavering love which helped me achieve my goals throughout my life.

To thank my husband, Ares İvo Yalın, for his supportive and encouraging attitude which made this endeavor easier for me.



## TABLE OF CONTENTS

ETHICAL CONDUCT.....	iii
ABSTRACT.....	iv
ÖZ.....	v
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES .....	xi
LIST OF FIGURES .....	xii
Chapter 1: Introduction .....	1
1.1 Theoretical Framework .....	2
1.2 Statement of the Problem .....	4
1.3 Purpose.....	5
1.4 Research Questions .....	5
1.5 Significance of the study .....	5
1.6 Operational Definitions .....	6
Chapter 2: Literature Review.....	7
2.1 Introduction .....	7
2.2 Benefits and Drawbacks of Using Textbooks.....	7
2.2.1 Benefits of Using Textbooks.....	7
2.2.2 Drawbacks of Using Textbooks.....	9
2.3 Teacher Expectations from Textbooks .....	11
2.4 Evaluation of Textbooks .....	12
2.5 Adaptation of Textbooks and Reasons for Adaptation.....	14
2.6 Principles of Textbook Adaptation.....	17
2.7                   Techniques                   of                   Textbook Adaptation.....	192.8 Level of Expertise in

Teaching and Lesson Planning.....	222.9	Previous Research Studies on Textbook Adaptation.....	25
Chapter 3: Methodology .....	29		
3.1 Philosophical Paradigm.....	29		
3.2 Research Design.....	30		
3.3 Universe and Participants .....	30		
3.4 Procedures.....	33		
3.5 Sources of Data .....	33		
3.5.1 Reflective Essays.....	33		
3.5.2 Lesson Plans.....	34		
3.5.3 Semi-structured Interviews.....	35		
3.6 Data Collection Procedures .....	35		
3.7 Data Analysis Procedures			
.....	363.8		
Trustworthiness.....	37	3.9	
Limitations.....	38		
3.10 Delimitations.....	39		
Chapter 4: Results.....	40		
4.1 Findings regarding the self-reported beliefs of novice and Experienced EFL teachers about textbook adaptation.....	40		
4.2 Findings regarding the types of adaptation techniques utilized by noviceand experienced EFL teachers.....	42	4.3	
4.3 Findings regarding the reasons that have impact on the adaptive decisionsof the novice and experienced EFL teachers.....	46		
4.3.1 Student-related reasons.....	46		
4.3.2 Time-related reasons.....	48		
4.3.3 Task-related reasons.....	49		
4.3.4 Context-related reasons.....	50		
4.3.5 Reasons related to teacher beliefs.....	51		
Chapter 5: Discussion and Conclusions.....	53		

5.1.1 Discussion of the self-reported beliefs of novice and experienced EFL teachers about textbook adaptation.....	53
5.1.2 Discussion of the adaptation techniques utilized by novice and experienced EFL teachers.....	54
5.1.3 Discussion of the reasons that have influence on the adapted decisions of novice and experienced EFL teachers.....	56
5.2 Pedagogical Implications.....	58
5.3 Conclusions.....	58
5.4 Recommendations.....	59
REFERENCES.....	60
APPENDICES.....	66
A. Reflective Essay Template.....	66
B. Textbook Pages.....	67
C. Lesson Plan Template.....	71
D. Interview Questions.....	72
E. Curriculum Vitae.....	73

## LIST OF TABLES

### TABLES

Table 1 Demographic Information about the Participants.....	32
Table 2 The Types and Frequency of Textbook Adaptation Techniques Utilized by Novice and Experienced EFL Teachers.....	43

## LIST OF FIGURES

### FIGURES

Figure 1 Cycle of Textbook Adaptation.....	19
Figure 2 A Frequently Deleted Activity.....	44
Figure 3 A Frequently Modified Activity.....	45
Figure 4 A Replaced Activity Sample .....	45
Figure 5 Teachers' Self-reported Beliefs about Textbook Adaptation and Their Reasons for Adaptive Decisions.....	52



## **Chapter 1**

### **Introduction**

Learning a foreign language is not a new trend. It has been a requirement since the beginnings of human civilization. The target languages have changed over time, but the perception that speaking a foreign language is advantageous and sometimes necessary has always remained valid.

As for the modes of learning, it is possible to mention a great deal of variety. While more informal methods of learning such as private tutoring occurred more widely in the past, over the last century or so it has been more and more common to receive foreign language education in formal ways such as at schools, special courses and so on. Similarly, language-learning materials have varied considerably. In the past, teachers were the primary source of information and were expected to deliver all knowledge to the students. However, the use of published materials has been the general practice in language education in recent times.

Among the published materials, textbooks have always had a leading role. Nevertheless, the content and format of textbooks have changed a great deal along with trends in language teaching. Older textbooks had a greater focus on structures, and learning a language was perceived as memorizing structures and being able to produce accurate language, whereas more recent textbooks utilize a variety of techniques, not only in the way they integrate different skills of language in each lesson, but also with the number of supplementary tools they include. In particular, the most recent textbooks produced by prestigious publishers aim at being used all around the globe, are more like learning packs rather than textbooks, as they are usually composed of workbooks, teacher resources, testing resources, online learning and practice platforms and even DVDs designed for use with smart boards.

No matter how enhanced textbooks have become, it is hard to arrive at a consensus among the different parties of the education sector in terms of the utilization of these learning resources. Different parties to the debate have varying and sometimes overlapping opinions. Institutions, seeking a unity in their programs among a number of classes, consider textbooks as lifesavers for designing their curriculum. Learners, who are at the very center of this sector, seem comfortable

with owning a course book that can show their path in the process of learning. As for teachers, even though the majority of them seem to appreciate having resources that they can depend on, the strongest criticism of published textbooks has come from them, and they do not always agree in terms of perceiving and utilizing textbooks.

In the related literature, it can be seen that textbooks are perceived as materials that need to be adjusted according to students' needs and the specific contexts of learning (Cunningsworth, 1984; Gak, 2011; Madsen & Bowen, 1978; Misirli, 2010; Richards, 1998; Swales, 1980; Tomlinson, 2006; Wen-Cheng, Chien-Hung & Chung-Chieh, 2011). Nonetheless, sufficient information about teachers' actual practices in terms of textbook adaptation is not available in the studies conducted in the field. In this regard, an investigation of this controversial issue is worthwhile as it may highlight prompts and guidelines for teachers and educational professionals. On these grounds, the present study aims to identify the self-reported beliefs of novice and experienced EFL teachers about adapting textbooks, to examine and compare what textbook adaptation techniques are utilized most frequently by the two groups of teachers, and lastly, to find out what reasons based on the pre-set categories namely, students, time, tasks, context, and teacher beliefs, lead to their adaptive decisions in intermediate level EFL classes at a language preparatory program in a foundation (non-profit, private) university in Istanbul, Turkey.

### **1.1 Theoretical Framework**

In acknowledgement of the fact that textbooks are the most convenient and available tools of language teaching, many researchers looked for reasonable strategies to select textbooks and use them in correct ways, which brought about two main concepts in the field of EFL materials: textbook evaluation and textbook adaptation.

Evaluation, which is done in order to determine the value of learning materials according to Tomlinson (2003a), is a process that has been considered the first step in selecting materials, particularly textbooks. The reason why textbook evaluation has been seen as a vital step is connected to the variety and diversity of learning contexts, objectives, and textbooks themselves. In order to meet the needs of specific learning contexts, it has been recommended that textbooks be evaluated first externally, then internally (McDonough, Shaw & Masuhara, 2013). While external



evaluation involves the superficial analysis of a textbook including its claimed features, internal evaluation intends to make a deeper and broader analysis focusing on particular units.

Evaluating textbooks before selecting them has become a common practice. Yet the literature of this subject informs us that selecting the best textbook is not the be all and end all for ensuring the quality of instruction; an ongoing inspection of textbooks and their adaptation based on the needs of learners are the *sine qua non* of teaching these materials. Cunningsworth (1984) illustrates this point by the striking statement that “course books are good servants but poor masters” (p.2), meaning that even though these published materials are designed by professionals and include a great deal of dependable content, teachers’ over-reliance on them can result in failure to meet the specific needs of their learners.

As related literature shows, the rationale and reasons for adapting materials depend on many factors with learners at their center. Madsen and Bowen (1978) assert that adaptation is a matching task which aims to find ‘congruence’ among several components of education such as teaching materials, students, objectives, context, and the teacher’s own personality. Graves (2000) lists four main reasons that lead teachers to adapt their textbooks: “teacher beliefs and understanding”, “students’ needs and interests”, “institutional context” and “time factor”.

Possible adaptation strategies that teachers can employ for adapting their materials were labeled, by McDonough and Shaw (1993), as “adding”, “deleting”, “modifying”, “simplifying” and “re-ordering”, all of which will be discussed in the literature review chapter in detail. Similar lists were formed by other researchers, with slight variations. It was also asserted that these strategies can be implemented for various materials in varying quantities.

This variety in textbook adaptation strategies and reasons suggests that teachers may have quite distinct methods of using their materials. In fact, that textbook adaptation can vary according to countless variables was explained by Woods (1996). He stated that “teachers’ beliefs, goals, experience, routines, understanding of their roles, and theoretical information” are the determining aspects for the quality and quantity of their adaptation (pp. 234-242).

Level of expertise has been a point of interest for many studies in the field of educational research, and some studies found considerable differences between

novice and experienced teachers in terms of lesson planning and delivering (Akyel, 1997; Bigelow, 2000; Borko & Livingston, 1989; Çoban, 2001; Tsui, 2003). These studies with more general purposes notwithstanding, the manner in which novice and experienced EFL teachers adapt their textbooks is still intriguing, as they have not been delved into yet.

## **1.2 Statement of the Problem**

A great deal of discussion has taken place regarding the merits and drawbacks of using textbooks (Clanfield, 2010; Grant 1987; Graves, 2000; Harmer, 2001; Nunan & Lamb, 1996; Ur, 1996; Parrish, 2004; Richards, 2002). Yet they have undeniably remained the most commonly adopted materials in most educational contexts. In the acceptance of this phenomenon, ways to analyze and use them more effectively have been researched.

Unlike textbook evaluation which has drawn a great deal of attention, textbook adaptation seems to have received less interest in the literature. In fact, the need for adapting textbooks, the principles of adapting textbooks, and the techniques which can be used to adapt them, have been discussed (Harmer, 2001; Islam & Mares, 2003; Maley, 1998; McDonough & Shaw, 1993; McGrath, 2002; Moncada, 2006; Yan, 2007). Nevertheless, it is hard to find many studies which focus on teachers' actual use of textbook adaptation techniques, particularly in the Turkish EFL context. To the knowledge of this researcher, only one study conducted by Çoban (2001) highlighted the reasons for adaptation among in-service novice and experienced EFL teachers.

Furthermore, the researcher of this study, an EFL teacher for 5 years, has observed that not many teachers - herself included - are satisfied with what is offered in textbooks, and they do not seem to be using each and every activity presented in the books. This issue raises the question: What leads teachers to make adaptations? It is also another point of curiosity whether teachers change their adaptation techniques based on their years of teaching experience.

Based on these overviews, the present research study aims to gain deeper insight into this topic, and provide further information about textbook adaptation

techniques, along with the reasons for both novice and experienced teachers' adaptive decisions in the Turkish EFL context.

### **1.3 Purpose**

Given the great importance of the role of in-service EFL teachers about textbook adaptation techniques, the purpose of this thesis is to identify the self-reported beliefs of novice and experienced EFL teachers about adapting textbooks, to explore and compare the adaptation techniques utilized by both groups of teachers, as well as to find out the reasons that lead them to adapt their textbooks based on the five pre-defined categories (students, time, tasks, context, and teacher beliefs) in intermediate level classes at a language preparatory program in a foundation (non-profit, private) university, Istanbul, Turkey.

### **1.4 Research Questions**

The following research questions were addressed in this study:

1. What are the self-reported beliefs of novice and experienced teachers about textbook adaptation in the intermediate level EFL classrooms?
2. Which adaptation techniques are most frequently used by novice and experienced EFL teachers in their classes?
  - 2a. Are there any differences between the adaptive techniques used by the two groups of teachers?
3. What are the reasons related to the following pre-set categories for the adaptive decisions of the two groups of teachers:
  - a. students
  - b. time
  - c. tasks
  - d. context
  - e. teacher beliefs

### **1.5 Significance of the Study**

The conclusions drawn from this study will be of considerable benefit in several aspects. First of all, they will fill a gap in the literature by elucidating the self-reported beliefs of EFL teachers' about adapting textbooks, examining and comparing the adaptation techniques used by novice and experienced EFL teachers

in intermediate level classes, and investigating the reasons that have impact on their adaptive decisions. Secondly, administrators who are in charge of directing teachers with varying levels of experience will have an idea of teachers' beliefs and preferences about textbook adaptation as well as the reasons that lead to the utilization of adaptive techniques. Finally, textbook publishers and authors will have a chance to ascertain how teachers approach textbooks and adapt them so that they can gain insights for design of new textbooks in the near future.

## **1.6 Operational Definitions**

The following terms are frequently used in this study:

*EFL*: English as a Foreign Language: the teaching of English to students whose first language is not English (Online Cambridge Dictionary, 2016).

*In-serviceteacher*: "In-service" is defined as "of, relating to, or being a full-time employee: in-service teachers" (The American Heritage Dictionary of the English Language, 2016). For the purpose of this study, in-service teachers are those who are officially employed as teachers with a relevant qualification.

*Novice teacher*: Novice teacher is "a teacher with less than five years of teaching experience" (Kim & Roth, 2011, p. 4).

*Experienced teacher*: Experienced teacher refers to "those with 6 years or more experience" (Martin, Yin & Mayall, 2006, p.8).

*Adaptation*: Adaptation is defined as "the process of changing to suit new conditions" (Online Cambridge Dictionary, 2016).

*Textbook adaptation*: Textbook adaptation is described as "a process of finding congruence among variable such as materials, methodology, students, context and teacher" (Madsen and Bowen, 1978, p. ix).

*Adaptation techniques*: In this study, the terms "adaptation techniques" and "adaptive techniques" refer to "adding", "deleting", "modifying", "simplifying", "re-ordering", "replacing" and "branching" (Islam and Mares, 2003, pp. 91-92; Maley, 1998, pp. 281,282; McDonough and Shaw, 1993, pp. 70-76).

## **Chapter 2**

### **Literature Review**

#### **2.1 Introduction**

Teachers differ in their preferences for using textbooks. While a few teachers object to using textbooks, others use them as their guidelines for teaching and follow each and every activity provided. On the other hand, there are teachers who evaluate their textbooks and adapt them based on their specific teaching situations. Although every classroom and teacher bring their own needs and style, most teachers and institutions do not disregard the benefits of following textbooks and they adopt them as their primary teaching tools.

The aim of this chapter is to provide a background to the study based on the literature related to textbook utilization and adaptation. First of all, the benefits and drawbacks of using textbooks will be reviewed. Then, textbook evaluation and need for adaptation will be discussed, followed by some principles and techniques for material and textbook adaptation. Finally, previous research related to the topic will be analyzed in order to create a baseline for this study.

#### **2.2 Benefits and Drawbacks of Using Textbooks**

There has been a great deal of argument on the benefits and drawbacks of textbooks. While some professionals believe that textbooks offer undeniable advantages, others believe their hindrances are detrimental. Especially in the field of Teaching English as a Foreign Language (TESOL), the effectiveness of global textbooks has been questioned a lot. Global textbooks were defined in Cambridge University Press Annual Report (2010) as “comprehensive pedagogical packages containing a student textbook, a teacher's book, workbooks, computer CD-ROMs, DVDs, and accompanying websites that serve as an 'e-learning platform' ” (p.70). In this section, advantages and disadvantages of EFL textbooks will be discussed thoroughly from the perspectives of both teachers and students.

**2.2.1 Benefits of Using Textbooks.** Since textbooks are the most widely used materials of education, many researchers endeavor to explain why they are preferred extensively, and list their advantages for learners and teachers (Clanfield, 2010;

Grant 1987; Graves, 2000; Harmer, 2001; Nunan& Lamb, 1996; Parrish, 2004; Richards, 2002; Ur, 1996). The aspects that have been taken into consideration are generally related to methodological, practical and time considerations.

According to Grant (1987), the fundamental reason for the use of textbooks is that they provide a systemized program which can be conveniently conducted by teachers without worrying about sequence of information. Textbooks mostly follow a logical order of information which takes the learning stages into consideration based on a methodological framework, and they save teachers' time by offering most of the necessary materials in a neat and good-looking way. Besides, Grant (1987) stated that not only teachers but also students appreciate the idea of having a primary resource which shows them their progress throughout the course and makes them feel secure.

Accordingly, Ur (1996) describes a textbook as "a carefully planned and balanced selection of language content" (p. 184) and explains her rationale for using textbooks with the following words:

Personally, I very much prefer to use a course book. I find that a set framework helps me to regulate and time my program; and, perhaps paradoxically, provides a firm jumping-off point for the creation of imaginative supplementary teaching ideas. [...] It seems that the possession of a course book may carry a certain prestige. (Ur, 1996, p.193)

Ur (1996) also points out that having a textbook gives learners an opportunity for self-study in case their teacher is not available and when they want to revise to ensure their comprehension.

Furthermore, Nunan and Lamb (1996) draw attention to the point that teachers may teach the same courses to various classes. Hence, ensuring a concurrency among different classes can be necessary, and textbooks, in this sense, can render this possible. With reference to the concurrency issue, Graves (2000), makes another point that textbooks are beneficial in terms of testing and assessing learners' achievement. They provide not only a basis and a list of contents, but also tools and resources for testing.

Harmer (2001) points out that when a textbook is of good quality, it incorporates a rational syllabus, controlled language presentation, lively content, and extra materials like videotapes, links and so on. Having a textbook makes a teacher feel secure, since they might need to teach lessons with no preparation on certain occasions. Textbooks are often accompanied by teacher's guides which enable teachers to plan their lessons at ease with extra activities, ideas and answer keys. Last but not least, using a textbook can trigger and foster teachers' methodological development, which is a great advantage for less experienced teachers.

As for the students' perspective, Harmer (2001) affirms that textbooks give students a sense of progress and security, a chance for organized revision. Furthermore, when the content and layout are appealing, students can feel more engaged and interested.

In addition, Richards (2002) draws attention to the fact that, as long as they are well prepared, textbooks offer appropriately paced content which has been tested before. Textbooks also provide accurate input when teachers' first language is not English and training when they are inexperienced. In a similar fashion, Parrish (2004) supports the fact that textbooks are concrete materials that learners can take home at the end of school days. Finally, Clanfield (2010) points out that textbooks are beneficial and time-saving tools for teaching English since they provide a structure to follow with ease, coupled with a great deal of variety in terms of content.

As summarized above, the benefits of using textbooks were mainly explained from the perspectives of methodology, practicality and time. The opportunity of keeping track of the learning process, the feeling of security and control in timing are the highlights of why textbooks possess such a great popularity in education.

**2.2.2 Drawbacks of Using Textbooks.** Despite the fact that textbooks have their well-deserved place in language education thanks to the advantages they offer, a lot of criticism has been made of their limitations (Asgari, 2011; Gabriellatos, 2004; Gray, 2002; Hadley, 2013; Harmer, 2001; Litz, 2005; Richards, 2001).

Harmer (2001) warns teachers that most of the textbooks endorse the methodology of PPP (Presentation, Practice and Production) and disregard recent trends in language teaching. Moreover, the fact that they present material in a format

which is repetitive causes students to lose their enthusiasm after some time. Also, the topics covered or utilized in order to create a context could be tedious, or they may come into conflict with students' culture and world-view. Therefore, textbooks can hinder the productivity and richness of classes when they are relied on exclusively and used inappropriately.

Richards (2001) asserts that textbooks can include content which lacks authenticity and context. Furthermore, since most of the textbooks avoid including controversial topics, the input may not be very compatible with the reality outside the class. Some other disadvantages that Richards (2001) mentions are textbooks' potential to deskill teachers if they are required to stick to them, and their being costly for learners.

According to Gabrielatos (2004), some textbooks may have inconsistencies between the methodology they claim, and how they present the material. Litz (2005) believes that textbooks include many flaws in terms of methodology, design and practicality. Global textbooks are also accused by Gray (2002) of being "carriers of cultural messages." (p.152). Some textbooks are even considered by Asgari (2011) to influence cultural considerations of learners and teachers negatively.

As has been shown, textbooks hold various disadvantages along with their benefits. In an attempt to observe whether textbooks offer more advantages or disadvantages, Hadley (2013) analyzed approximately 700 students who were taught with a global textbook as their core material. The results illustrated that the advantages of textbooks outweigh disadvantages, and when they are approached professionally, facilitate a very high level of pedagogical effectiveness. In fact, according to Thornbury and Meddings (2001), whether it is loved or hated, 'the course book is a naturally occurring item of classroom furniture' (p. 36).

In the light of the points mentioned above, it may be concluded that textbooks will continue to be subject to critique and controversy. Yet there is agreement that they are more likely to hold their place in the field of education. What is questioned more frequently is how and to what extent they should be utilized.



### **2.3 Teacher Expectations from Textbooks**

Several studies and enquiries have been carried out to identify teachers' perceptions and expectations of textbooks, and the results display some dissimilarities as well as similarities (Hutchinson, 1996; Kim, 2006; Masuhara, 2011; Nunan, 1988; Soares, 2005; Tomlinson, 1997; Wen-Cheng, Chien-Hung & Chung-Chieh, 2011).

Nunan (1988) implemented a survey to twenty-seven senior teachers, and it highlighted that materials connecting the classroom and outside world as well as enhancing learner autonomy were very significant points for teachers. On the other hand, Hutchinson (1996) administered a Likert scale questionnaire to 21 EFL teachers and requested them to rate some features of textbooks based on their importance. Unlike the results of Nunan's study, he discovered that teachers' expectations were more based on structures introduced in textbooks. They desired clear grammar explanations, rules and exercises so that their students could master grammar structures.

Tomlinson (1997) also inquired about teachers' top three wishes from published ELT materials in a conference in Dublin. His analysis of 117 responses showed that what teachers desired most from materials was 'localization' and 'application of current research into spoken discourse'. They also expected flexibility and variety and from materials, as well as prompting students to think.

A study conducted by Soares (2005) in Brazil reveals that teachers seek ready-made materials which provide a lot of alternatives with relevant and effective visuals. They also expect textbooks to provide a basis for their curriculum and address all language skills.

Kim's (2006) study, which aimed to identify teachers' opinions on the selection criteria for textbooks, shows that teachers prioritize certain criteria such as having a good distribution of four skills, inclusion of communicative activities, cultural tone (being unbiased and global), and interest level, over other features of textbooks.

Masuhara et al. (2008) suggest that the generalized criteria for teachers could be global textbooks which allow them to make personalized and localized

adaptations to cater for the diversity in their classrooms by means of interesting texts, exercises and activities, and supportive advice.

In addition, Wen-Cheng, Chien-Hung and Chung-Chieh (2011) report that the characteristics of good textbooks include not only being enlightening and easy to interact with for students, but also providing a framework for the teacher which is open to improvisation and flexibility.

As a final remark, Masuhara (2011) asserted that it is impossible to generalize what teachers expect from textbooks since they vary in many ways. In fact, what shapes their understanding of the traits of a good textbook is more closely related to their prior experiences in their professions as well as their self-confidence.

Based on the studies summarized above, it can be said that teachers working in different environments and with different groups of learners can have different opinions about the characteristics of good textbooks. Therefore, it seems more rational to consider every teacher and context separately when making a decision on the optimum materials.

#### **2.4 Evaluation of Textbooks**

As the benefits and drawbacks of using textbooks along with teachers' expectations from textbooks have been discussed, a review of what procedures need to follow the decision of utilizing a textbook is necessary at this point.

What many researchers recommend is a thorough evaluation of textbooks as well as all other materials before they are adopted (Genesee, 2001; Hadley, 2013; McDonough, Shaw & Masuhara, 2013; Tomlinson, 2003a; Tomlinson, 2003b). The word evaluation is defined by Bloom et al. (1956) as "the making of judgments about the value, for some purpose, of ideas, works, solutions, methods, material, etc. It involves the use of criteria as well as standards for appraising the extent to which particulars are accurate, effective, economical, or satisfying." (p. 185). Similarly, Hutchinson (1987) states that evaluation is "matter of judging the fitness of something for a particular purpose" (p. 41). From the perspective of materials, Tomlinson (2003a) states that materials evaluation is "a procedure that involves measuring the value (or potential value) of a set of learning materials" (p.15). As for the evaluation of books specifically, Genesee (2001) points out that it is a process of

gathering information, making an analysis and drawing a conclusion, which will in return enhance the quality of learning.

Regarding the evaluation of textbooks for the purpose of selection, McDonough, Shaw and Masuhara (2013) suggest that teachers may have different working atmospheres in terms of having a voice in the process of selection and the number of alternatives to choose from. Some teachers may have to toe the line and use the textbooks imposed by the Ministry of Education or their administrators, whereas other teachers could be fortunate enough to become involved in textbook evaluation and selection process with a group of teachers or alone. Hadley (2013) states that in many institutions today, administrators seek standardized and marketable programs the outcomes of which can be assessable, which brings about the adoption of global textbooks that are quality-proven, since they have been tried on many learners and are produced by well-respected corporations affiliated with universities. However, regardless of their contexts, it is stated that teachers should be capable of evaluating their materials so that they can be knowledgeable about not only the developments in language education, but also the analysis of materials to support them with necessary adaptations.

Furthermore, Tomlinson (2003b) suggests that each learning and teaching context carries its own needs, learning objectives, learner types and backgrounds. Therefore, originating a full and complete evaluation criteria set would not be a realistic goal. However, aiming to create a general model for evaluation, McDonough, Shaw and Masuhara (2013) divide this period into two; namely, *external evaluation* and *internal evaluation*. External evaluation is concerned with the assessment of the organization of the materials and how they are presented explicitly. In this evaluation stage, the 'blurb', which stands for the verbalized claims by the author/s, along with the introduction and table of contents are examined. It is stated that several aspects ought to be taken into consideration during the process of external evaluation, such as audience, level, context appropriateness, presentation of units, claimed methodology, availability, appropriateness for being the core of a course, inclusion of word lists, verb forms etc., purposefulness and quality of visuals, overall layout and presentation, presentation of culture and minorities, cost of its digital and supplementary materials and inclusion of testing materials.

As for the internal evaluation, which is conducted in order to inspect which of the features in the external analysis reflect the reality, at least two units need to be chosen for a thorough analysis of aspects such as presentation of the language skills, the sequencing and grading of content, the quality of reading and discourse, authenticity of listening tracks, naturalness of speaking tasks, appropriateness of texts and exercises to learners' needs, addressing of learning styles and attractiveness of materials for both students and teachers. After analysis of the aforementioned aspects, an overall evaluation of usability, adaptability, generalizability, and flexibility of textbooks needs to be done for a final decision.

Apart from the evaluation that takes place before adopting a textbook, the importance of ongoing evaluation was emphasized in the literature as well (Cunningsworth, 1995; McDonough, Shaw & Masuhara, 2013; Tomlinson, 2003a; Ur, 1996). McDonough, Shaw and Masuhara (2013) warn teachers that the first analysis may not be sufficient, and a clear decision can only be made once the materials are used for some time in a particular course. Cunningsworth (1995), Ellis (1997) and Tomlinson (2003a) point out that evaluation is a three-stage process which consists of pre-, in- and post-use evaluation, and ongoing evaluation is an often ignored yet rewarding practice. Similarly, Ur (1996) states that it is essential for teachers to constantly evaluate their materials to see how they can utilize their advantages to their full extent and, counterbalance or suppress their disadvantageous parts.

As shown in the studies described in this section, evaluation is an essential part of using textbooks. Not only before the selection of textbooks, but also during their implementation, ongoing evaluation should take place, as this kind of practice will be very beneficial in terms of their effective use.

## **2.5 Adaptation of Textbooks and Reasons for Adaptation**

Evaluating and adapting materials are intertwined processes, and once a textbook is adopted, the question of how it will be used should be addressed. The significance of textbook adaptation was emphasized by many researchers (Cunningsworth, 1984; Gak, 2011; Madsen & Bowen, 1978; Misirli, 2010; Richards, 1998; Swales, 1980; Tomlinson, 2006; Wen-Cheng, Chien-Hung & Chung- Chieh, 2011).

Madsen and Bowen (1978) compare the job of a teacher to a writer, and claim that, just like a writer who imagines the questions their readers might ask and tries to address them, a teacher also needs to monitor their students meticulously and respond to all their voiced and unvoiced needs. In this sense, fully depending on a textbook is not an action that a good teacher would take. As a matter of fact, Swales (1980) addresses the inability of textbooks to cater for the heterogeneity of learner needs in classrooms, and states that adaptation is a must for this reason.

From a different perspective, Cunningsworth (1984) urges teachers to be critical of their textbooks and use their creativity to master their teaching. He emphasizes that teachers should not be servants of their textbooks, they should be the masters, so as to control and tailor them according to their needs. Richards (1998) also provides teachers with an insight by stating that tailoring materials is a part of teaching which makes it an art and a craft. In this process, teachers should be aware of their students' needs, and always consider that deleting, adapting and extending are options for the deconstruction and reconstruction of materials.

For Tomlinson (2006), the majority of the materials are designed in accordance with the characteristics of a general and ideal group of students, and thus, cannot meet the needs of all individual students. Similarly, Mısırlı (2010) points out that a teacher who knows their group of students well enough will definitely make adaptations consciously or unconsciously.

On the other hand, Wen-Cheng, Chien-Hung and Chung-Chieh (2011) stress that it is important for teachers to know how useful textbooks can be, as well as to know how to use them, since this competence will naturally trigger adaptation. As a final remark, Gak (2011) points to the role of textbook adaptation in compensating for their shortcomings by stating that textbook adaptation is simply “a process of overcoming problems in using only ready-made textbooks” (p. 78).

The reasons why teachers feel the need to adapt their textbooks were addressed by some researchers (Graves, 2000; Mısırlı, 2010). According to Graves (2000), there are four main reasons for adaptation; “teachers beliefs and understandings”, “students' needs and interests”, “institutional context” and “time factor” (p. 203). Firstly, teacher beliefs and understanding constitute the implications teachers draw out of their experiences and education. These implications help them decide what is more important and how they should adapt. Secondly, students' needs

and interests are also determining factors which affect the adaptation periods of textbooks and materials. Thirdly, all teaching contexts have their specific curriculum, testing plan, student types and timetable. Therefore, these constraints render adaptation a crucial aspect of teaching.

Mısırlı (2010) lists many more reasons for adapting textbooks. He proposes that lack of grammar input can be a problem when students have a particular goal such as preparing for national or international language tests. Lack of communicative activities that can stimulate speaking, or lack of balance among language skills may drive teachers to adapt. Similarly, discrepancies related to level and learning styles between the material and the users of the textbook as well as too mechanical or inappropriately sequenced activities are reasons for adapting textbooks. Finally, time constraints resulting from the length of classes, culturally inappropriate content that may result in misunderstandings, and lack of quality audio as well as visual support, are among the other important reasons for textbook adaptation.

Apart from planned adaptations, teachers have been observed to make on-the-spot adaptation decisions, too (Bailey, 1996; Edge & Wharton, 1998; Shavelson & Stern, 1981). According to Shavelson and Stern (1981), the need for adaptation may arise unexpectedly when a teacher realizes that their ordinary style of teaching is not appreciated by students, or there is a lack of interest. In these cases, teachers may take on the spot decisions for adaptation.

Bailey (1996) made a thorough analysis of unplanned adaptations that teachers perform, and five student-related reasons emerged out of the study. First of all, teachers may decide to focus more a specific part of the lesson upon a question from one student, reckoning that other students may also benefit. There may also be times during a class when students are very enthusiastic about a particular subject. In this case, teachers may want to make the most of that moment and divert from their plans. The other three reasons for a diversion are related to students learning styles, student engagement and equal participation. As teachers may anticipate that certain types of activities or exercises provided by the book will not raise much interest and participation by students, they may have to make instant arrangements to meet students' needs.

Finally, Edge and Wharton (1998) maintained that experienced teachers have the tendency to make changes in textbooks both at their planning stage and while teaching their classes in a response to student reactions. They also reported that experienced teachers do not usually teach their classes entirely based on what textbooks offer as they easily recognized the methodology of textbooks and interpret them in a more critical way.

In summary, adaptation of textbooks is emphasized as a crucial procedure to be followed and many reasons related to students, teachers, context and time can indicate the need for adaptation. Also, while some of the adaptations can be anticipated prior to the lesson, others may result from interaction and non-planned occurrences during a class.

## **2.6 Principles of Textbook Adaptation**

As the adaptation of materials has been promoted and encouraged for a number of reasons, researchers have endeavored to answer the question of how to approach material adaptation. (Karavas-Doukas, 1996; McGrath, 2002; Ur, 1996; Woods, 1996)

According to Woods (1996), teachers' self-awareness regarding teaching methodology, and their ability to identify the methodology presented in textbooks are two vital elements in the adaptation process. In other words, teachers' theoretical knowledge along with their goals and beliefs are determining factors in the scope and type of textbook adaptation. The importance of teachers' awareness was also emphasized by Karavas-Doukas (1996) indicating that teachers can adapt their textbooks as a result of a mismatch between the kind of methodology the textbook represents and the methodology they employ to teach in their classes.

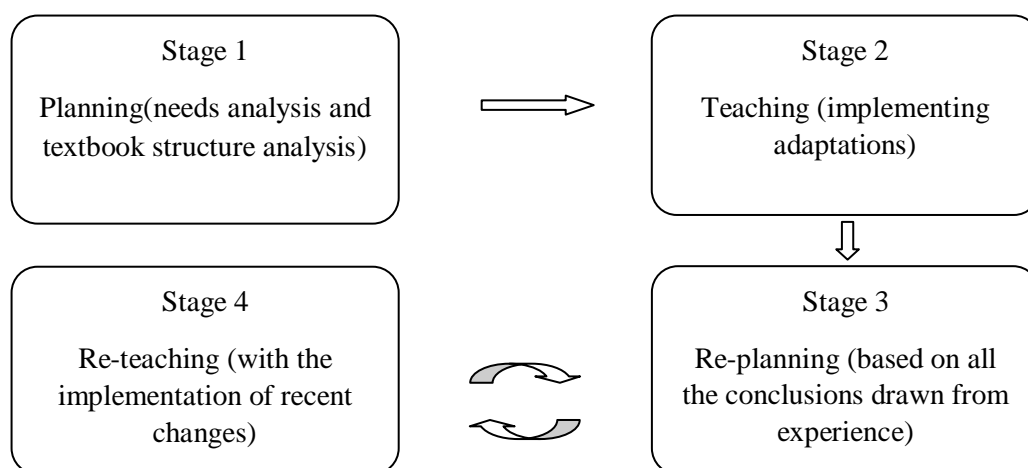
Apart from the methodological considerations, effective exploitation of textbooks has been an important focus of research as well. McGrath (2002), for example, believes that good exploitation of materials incorporates an effective and ingenious utilization of the existing material in order to achieve an objective that may not have been foreseen by the author. For the exploitation to happen, it was recommended to set objectives. According to McDonough, Shaw and Masuhara (2013), the adaptation can be carried out in order to reach three main objectives

based on adjusting materials for the specific environment of students, namely, “personalization”, “localization”, and “individualization” (p. 69). “Personalization” can be explained as the enhancing of material in order to make it more relevant to students’ immediate environment and needs. “Individualization” aims to achieve the customization of a material for the individuals of a particular classroom in terms of their learning styles, whereas “localization” is more concerned with the adaptation of the material in terms of geographical aspects in order to render it more relevant and interesting for students.

Furthermore, according to Madsen and Bowen (1987), “modernizing” is another option when the material is out of date or inaccurate. Islam and Mares (2003) expanded this list of objectives with “adding real choice”, which is related to giving freedom to learners for selection; “catering for all sensory learning styles”, which accounts for changes to address kinesthetic learners as well as auditory and visual ones; “providing for more learner autonomy”, which aims to involve learners more actively and independently in the learning process; “encouraging higher-level cognitive skills” which involves teaching skills such as inferring, analyzing, predicting and hypothesizing, and finally “making the language input more engaging”, which points to changes in the form of an activity to promote enhanced engagement (i.e. turning a reading text into a game).

Like many aspects of teaching, textbook adaptation entails certain steps. According to Graves (2000), these steps form a cycle which starts with planning and is followed by teaching, re-planning and re-teaching. Figure 1 displays the cycle of textbook adaptation.





*Figure 1.* Cycle of textbook adaptation.

As seen in Stage 1, all adaptations stem from a detailed analysis of learners' needs and existing material. Once teachers understand and internalize the structure of a textbook, they can make small-scale and large-scale adaptations related to content, sequence, organization and so on. Following Stage 2 (teaching), teachers evaluate the effectiveness of the implementation, a process which can also involve feedback from learners, and they can re-plan their courses based on this valuable experience. As illustrated, the whole process of adaptation involves ongoing evaluation and Stages 3 and 4 can be cyclical, since each time teachers make adaptations they can feel more comfortable.

To summarize, material adaptation can be based on several principles and objectives to address learner needs. Despite the fact that adaptation of textbooks seems to have a certain set of steps, it should be acknowledged that it is a continuous process and teachers may adapt the same material several times until it becomes effective for their purposes.

## **2.7 Techniques of Textbook Adaptation**

The practice of adapting materials has been described as a process of 'matching' with various terms in the literature (Madsen & Bowen, 1978; Mısırlı, 2010). Madsen and Bowen (1978) underscore that adaptation is carried out in order for 'congruence' and they describe the characteristics of good teachers as "constantly striving for congruence among several related variables: teaching materials, methodology, students, course objectives, the target language and its context, and the

teacher's own personality and teaching style" (p. ix). Similarly, Mısırlı (2010) defines this process as setting "equivalence" within a teaching context.

A close look at the literature illustrates that various categorizations of adaptation strategies were offered, and new ones have been added throughout the years (Harmer, 2001; Islam & Mares, 2003; Maley, 1998; McDonough & Shaw, 1993; McGrath, 2002).

Harmer (2001) draws a basic action plan for adaptation: the first step is to decide whether to use the textbook extract or not. If the material is not to be used, it can be omitted or replaced. If a decision is made to adopt the material, it can be used as it is or changed through strategies such as adding, rewriting, replacing activities, re-ordering or reducing.

McDonough and Shaw (1993) demonstrate adaptation techniques under five main headings; "adding", "deleting", "modifying", "simplifying" and "re-ordering" (pp. 70-76). "Adding" is an adaptation strategy which can either involve extension of material by putting more of the same material quantitatively, or expansion of material by increasing the quality and effectiveness of it for a particular context. When extension is applied, the model is not altered, whereas expansion affects the methodology of the material in terms of employed language skills or components—this kind of a qualitative change as stated by McGrath (2002) should be called 'exploitation' (p. 65).

Furthermore, "adding" can be implemented with a small part of the material such as an exercise, or to greater part of it such as a unit. It is also worth noting that additions to materials can both precede the actual materials or follow them. "Deleting", a synonym for omission, is the opposite of addition, and can involve both quantitative and qualitative adaptation of the materials. In line with addition, it is possible to delete on a small-scale or a large-scale. When the material is reduced quantitatively, it is referred as 'subtracting', while changes to the methodology are called 'abridging'. "Modifying" is also examined under two sub-categories, namely, 'rewriting' and 'restructuring'. Both types of modification involve an internal change and can be implemented in any aspect of the material. 'Rewriting' is usually done in order to cater for students' interests and backgrounds, or to make the material more authentic and purposeful; while 'restructuring' happens when the teacher changes the

organization of activities to suit them to the number of students, classroom size and so on. Also, when an individual exercise is turned into a group work activity, this is counted as restructuring. “Simplifying” is, in fact, a type of rewriting activity.

On the other hand, McDonough and Shaw (1993) attribute their listing “simplifying” as another category to the fact that it receives a great deal of attention. Every aspect of material, from its instructions to examples, can be simplified for the better comprehension of students. Sentence structures, lexical items and grammar are points to simplify, but teachers should be aware that simplification has its risks for ruining coherence and leading to misunderstandings. Finally, “re-ordering” refers to alterations in the order of activities within a unit or among the units depending on the needs and level of students. As a final remark, the two researchers assert that the nature of materials is a determining factor for the selection of adaptation techniques. There is no ultimate way of adapting materials; a single technique can be used for various materials and one type of material can be adapted through multiple techniques.

A very similar list of adaptation techniques was proposed by Maley (1998, pp. 281, 282) as follows: “Omission” means leaving out a part or parts from the material and is equivalent to “deleting” in McDonough and Shaw (1993). “Addition” is done when the material is inadequate in meeting the needs. “Reduction” is a shortening activity when the emphasis can be reduced. “Extension” involves increasing the length or amount of the material, while “replacement” happens when teacher believes that another material can serve for a better understanding by their students. “Re-ordering” is following a different order from the one suggested in the book. Finally, “branching” means adding choices to an activity or creating an alternative path for an existing activity.

Finally, the techniques listed by Islam and Mares (2003) look very like those of McDonough and Shaw (1993) except that they exclude “modifying”. Yet they also have “replacing”, which appears in Maley’s (1998) categorization as well. To clarify, the list consists of “adding (extending and expanding)”, “deleting (subtracting and abridging)”, “simplifying”, “re-ordering” and “replacing material” techniques which were defined similarly in the previous research studies.

To summarize, it is obvious from the preceding research that material adaptation is a broad and extensive process with its principles and various techniques. It should also be noted that these techniques can be employed in differentiated ways for each particular context, and they should be thoroughly implemented in second/foreign language classrooms.

## **2.8 Level of Expertise in Teaching and Lesson Planning**

A look at the literature summarized in the previous section reveals that there might be differences between novice and experienced EFL teachers in many aspects including their lesson planning processes. As this study has a component of comparison between the two groups of teachers, this section intends to report on the related literature. More specifically, a definition of novice teacher will be provided, which will be followed by a discussion of differences between novice and experienced teachers and some studies regarding the issue.

To begin with, as was stated by Farrell (2012), a clear-cut definition of novice teacher does not exist in the literature and it is a controversial issue. A novice teacher can be any person who has started teaching recently or someone who has just qualified as a teacher. Studies on the issue differ in their definition of novice teachers as well. While teachers with less than two years of experience are considered novice teachers in some studies (e.g. Gatbonton, 2008; Haynes, 2011; Karataş&Karaman, 2013), this number can be five in others (e.g. Kim & Roth, 2011). The definition of experienced teacher is not much clearer. A number of studies define teachers with a minimum of 5 years' teaching experience as experienced (e.g. Martin, Yin &Mayall, 2006; Tsui, 2003, 2005). Some studies regard teachers with a minimum 10 years of teaching experience as experienced (e.g. Bigelow, 2000). From these perspectives, the novice teachers who participated in this study were based on the study of Kim and Roth (2011) who described novice teacher as "a teacher with less than five years of teaching experience" (p.4). As for the experienced teachers of the study, the study of Martin, Yin and Mayall (2006), stated that experienced teachers were "those with 6 years or more experience" was referred to (p.8).

Many different studies were carried out to examine the points where novice and experienced teachers differ, which brought forth some valuable implications (Akyel, 1997; Bigelow, 2000; Borko & Livingston, 1989; Gatbonton, 2008; Tsui, 2003).

Borko and Livingston (1989) investigated planning, teaching and after-teaching periods of student teachers and expert teachers, and found that novice teachers spent a lot of time making plans which lack efficiency. They were also observed to deviate from their plans when trying to respond to students, which caused problems. In contrast, expert teachers planned their lessons on various levels considering various aspects, and sometimes their planning occurred during odd times like driving. They did not write their plans down and usually included only the sequence of their activities when they were asked to report their plans. During classes, they managed to facilitate their plans and meet their objectives while responding to student questions at the same time.

Akyel's (1997) comparative study focused on whether there were any differences between experienced and pre-service EFL teachers in terms of instructional goals, actions and thoughts. The results of the study revealed that there were more similarities than differences between the two groups in terms of instructional goals and actions. On the other hand, there was a noteworthy difference between the two groups related to student actions. Experienced teachers were more responsive to student reactions, unlike novice teachers who believed that students' interruptions affected the flow of their classes negatively. Novice teachers rather perceived student initiations as a threat that would make them lose control of their classes. As a result, it was concluded that pre-service teachers might benefit from more support by the implementation of more observations in their programs so that they can gain more skills to manage classroom situations.

In another study, Bigelow (2000) compared the lesson planning of three teachers with varying levels of expertise, and found out that the novice teacher always concentrated on whether his students would like and keep up with the material. The "intermediate" teacher, on the other hand, tried to challenge his students by arranging the level of tasks. Finally, the expert teacher was interested in arranging her class in a manner that students would start in an engaged way and work

more independently step by step. She was also the only one who addressed the points that could create confusion among students and who planned to inform students about learning objectives and forthcoming assignments. As for the similarities, it was found that all teachers paid attention to time management and the sequence of learning activities.

Tsui (2003) made an analysis of expert and novice teachers' pre-active and interactive phases of teaching decisions in the light of several studies. She concluded that experienced teachers paid attention to meeting curriculum objectives and made adaptations to materials in an autonomous manner, while novice teachers were rather hesitant to deviate from the suggested plans. In terms of the length of planning, expert teachers were usually found to carry out long-term planning, whereas novice teachers planned for shorter periods. As for efficiency in planning, expert teachers were much more efficient by recalling the previous times that they had to teach the same material and arranging accordingly. However, novice teachers needed to make more detailed plans which took more of their time. It was also found out that expert teachers were more open to make changes in their planning depending on the context.

In another comparative study, Gatbonton (2008) aimed to analyze the pedagogical knowledge of novice and experienced ESL teachers by verbal protocols. The analysis of how teachers managed the input and output of language, how they arranged classroom procedures and the ways they dealt with student reactions illustrated that there were many similarities between the two groups in all areas of the inquiry. However, there were some differences as well. While experienced teachers focused on students' general reactions, novice teachers paid more attention to negative reactions of the students. Novice teachers were also observed to lack some skills regarding the organization of the classroom. The results revealed that even though novice teachers gain pedagogical knowledge after a certain amount of training, they need more time before they are able to apply their knowledge in practice.

Based on these overviews, it is obvious that teachers' level of expertise results in several differences in their planning and classroom interactions in terms of time, efficacy and scope. The points taken into consideration by teachers during

planning also vary. In this respect, it will be worthwhile to analyze and compare the use of the textbook adaptation techniques by teachers with different teaching experience so as to find out the reasons behind their adaptive decisions.

## **2.9 Previous Research Studies on Textbook Adaptation**

A close look at the literature reveals that, although evaluation of particular textbooks has received a great deal of attention, it is difficult to find many studies which focus on how teachers approach their teaching materials, how they adapt them based on their years of teaching experience, and the reasons behind their adaptive decisions. A few studies have been carried out to investigate teachers' adaptive techniques and rationales (Çoban, 2001; Dapgin, 2015; Johnson, 1992; Kazazoğlu, 2010; Moncada, 2006; Schumm, Vaughn & Saumell, 1992; Studolsky, 1989; Yan, 2007).

To begin with, Studolsky (1989) investigated how 12 math teachers utilized their teaching materials. The results showed that the majority of the teachers were very autonomous and only covered the topics of the books, while a few teachers utilized all parts of the textbooks. It was also found that teachers did not necessarily follow the advice in teacher's editions and made their own adaptations.

Schumm, Vaughn and Saumell (1992) approached the issue of adaptation from a student's perspective, and conducted a study with 1819 students in order to find out how they rated a list of 33 adaptations based on their preferences. Higher achieving and lower achieving students were also compared for their responses. The results indicated that students were not content with the adaptations they were presented with, and needed other adaptations. Higher-achieving students were found to be more aware of the rationales behind their teachers' adaptations, although lower-achieving students thought these changes made their weaknesses more obvious.

Johnson (1992) investigated the instructional decisions of 6 pre-service ESL teachers during their teaching practice. The results drawn from their videotaped lessons and recall comments showed that most of the decisions of teachers in terms of instruction originated from unforeseen student reactions and teachers' wish to maintain the flow of activities. The teacher candidates desired to keep students' motivation and engagement high, and be in control of learning activities. Johnson

(1992) stated that pre-service teachers need to be equipped with the competence to internalize the reasons of their actions when making decisions during the process of teaching practice.

Moncada (2006), pointing out the lack of research on the effects of training on material, conducted a case study with 5 pre-service student teachers so as to observe the effects of material design instruction on their practicum performance, and to determine which factors need to be included in teacher education programs. The analysis of course program evaluation forms, interviews with student teachers and cooperating teachers, as well as focus group meetings, showed that, although student teachers assumed that they had a sufficient degree of information on material use, they had difficulty finding materials during their practicum. Another finding was that the student teachers were not aware of their limitations and need for additional training on the subject.

Yan (2007) also conducted a research study with teacher trainees in Central China. The study with 30 teacher candidates was carried out in order to observe what kind of strategies they used to adapt their materials. The participants' lesson plans, in addition to a questionnaire administered to determine their rationales for these adaptations and their results, were the two data collection tools of this research. A close investigation of these tools revealed that teachers, upon an evaluation period, made a great number of adaptations to the textbook they used, which resulted in more engaging and beneficial lessons and an increased level of confidence on the part of the teachers. The adaptation strategies employed by the teachers were mainly adding, deleting and modifying. Moreover, in the underlying rationales for their adaptations, teachers showed that they aimed to meet their students' needs, generate opportunities to improve students' communicative competence, set a balance of various language skills and fulfill their own desires. A lack of sufficient teaching resources and not being experienced enough were the two constraints the teachers experienced in this study. Finally, the traditional teaching environments may also be determining factors for their adaptation techniques.

Apart from the studies conducted abroad, there are very few studies about material adaptation practices of Turkish teachers or their attitudes (Çoban, 2001; Kazazoğlu, 2010; Dapgin, 2015). One study that Çoban (2001) conducted in



aTurkish university with 8 novice and 8 experienced teachers sought answers for what kind of adapting techniques teachers use, what rationales they have for their adaptations and whether experienced and novice teachers differ in the ways they adapt textbooks. Observations and interviews indicated that they utilized a fewer number of adaptive strategies than suggested in the literature. The majority of these strategies were task-specific addition strategies, and the reasons behind these adaptations were related to teachers' perceptions, students' interests and needs, and the tasks themselves. As for the comparison of the two groups of teachers, the study did not detect considerable differences in their adaptation styles. Yet the type of adaptations made by the teachers provided very significant guidelines for a possible change in the curriculum of the institution where the study was carried out.

A survey study was conducted by Kazazoğlu (2010) in Turkey in order to find out about the attitudes of 53 instructors at English Language Teaching (ELT) departments of universities towards using textbooks. She also aimed to investigate whether the instructors utilized any strategies to adapt their textbooks. The results of the questionnaire revealed that almost %70 of them preferred to use textbooks, while 30% did not. Those who chose not to utilize any textbooks were found to be dissatisfied with the quality of existing textbooks in catering for students' needs and interests. Moreover, nearly %94 of the participating instructors who adopted textbooks reported that they supported textbooks by the strategy of adding, and around %62 told that they modified textbooks by means of visual and auditory components.

Finally, Dapgin (2015) carried out a study to examine the attitudes of math teachers towards their textbooks and towards the use of extra sourcebooks. A survey with 100 secondary school math teachers revealed that 80% of teachers utilized another sourcebook along with their textbooks and they mostly explained their reasons by addressing the shortcomings of their textbook in providing good-quality input and sufficient exemplary questions to prepare students for central examinations. The findings of the study revealed that textbooks should be improved to cater for students' needs and levels, and more support can be provided by the Ministry of Education in terms of extra materials.

In conclusion, this chapter has reviewed the literature regarding the merits and drawbacks of using textbooks, how textbooks should be evaluated, why adaptation of textbooks is required, and how it should be carried out. However, to the knowledge of this researcher, there is a significant and critical lack of research in the field of what kind of adaptations are carried out by teachers with different teaching experience along with the reasons behind their adaptive decisions. To fill in his gap, the present study aims to investigate the self-reported beliefs of novice and experienced EFL teachers about adapting textbooks, to examine and compare the adaptation techniques utilized in their classrooms and lastly, to find out what reasons lead to their adaptive decisions in intermediate level EFL classrooms.



## **Chapter 3**

### **Methodology**

This section aims to give detailed information related to the methodology implemented in this study and by its participants. After the philosophical paradigm is briefly described, the data collection instruments, setting and participants, procedures, limitations and delimitations of the study are reported thoroughly.

#### **3.1 Philosophical Paradigm**

The definition of paradigm was made by Guba and Lincoln (1994) as “the basic belief system or world view that guides the investigation” (p. 105). In the field of education, qualitative and quantitative research paradigms are the most commonly used. The two differ from each other in terms of data collection techniques and purposes. Quantitative research, which aims to form generalizations based on numerical data such as a questionnaire, is usually collected from a large group of participants. Qualitative research, on the other hand, seeks to investigate occurrences in their natural environment and interpret data acquired from more open-ended enquiry methods such as interviews, observations and photographs (Denzin & Lincoln, 2005).

These two types of research together have been a topic of controversy, and each has received its own praise and criticism. As stated by Ary, Jacobs and Sorensen (2010), the supporters of quantitative research argue that it provides testable results based on theories of the world and human behavior. In contrast, the proponents of qualitative enquiry assert that human sciences relate to quite different contexts of study than those of physical sciences. Moreover, they lay emphasis on the need for detailed investigation of specific contexts, on the assumption that human behavior is unique to its own context. In this sense, they criticize making generalizations based on human research.

Although both approaches have their merits and drawbacks, it can be seen that each of them is widely utilized in various fields of research. Based on this information, it can be concluded that each topic of enquiry may necessitate a different design depending on several factors. In this respect, this very study acquired

a qualitative research design aiming to explore and investigate teachers' use of textbook adaptation thoroughly with more open-ended data collection methods.

### **3.2 Research Design**

Creswell (1994) suggested that qualitative research, involving a deep understanding of a phenomenon, should explore the issue in a way that draws a complex holistic picture by means of analyzing words and detailed comments of participants. Likewise, Ary, Jacobs and Sorensen (2010) identify the main feature of basic qualitative research design based on its purpose, which is to understand and interpret a particular phenomenon or the point of view of a certain group of participants in detail on the grounds that human behavior is dependent on the specific context where it takes place.

As this study took place in a particular institution and aimed to conduct a detailed investigation of novice and experienced EFL teachers' self-reported beliefs and practices about textbook adaptation, a case study research design was adopted. The case study, which is a type of qualitative enquiry, was defined by Yin (2002) as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 13). In this sense, the data related to the case were collected with qualitative research methods and analyzed qualitatively.

### **3.3 Universe and Participants**

This study was carried out in the English preparatory school of a foundation (non-profit, private) university in Istanbul, Turkey during the second semester of the academic year 2015-2016. In the program, students are tested with a proficiency exam at the beginning of the year in order to determine whether or not their command of English is adequate to perform their studies in their departments. While students who score 60 points or above are granted the option to pass to their departments, others are placed in a level class based on their scores in the placement test.

For the determination of students' levels, Common European Framework of Reference for Languages (CEFR/CEF) levels are taken into consideration. CEFR, which aims to provide a framework for determining levels and forming syllabuses

based on those levels, describes proficiency levels as A1, A2, B2, B2, C1, and C2. This order progresses from basic to more advanced.

The program of the preparatory school offers a modular system. Levels are organized in modules, the durations of which vary from 8 weeks to 18 weeks. In order to advance from one module to the next, students are required to collect 65 points out of 100 in a module. The mode of assessment comprises both summative and formative components. Throughout the module, students collect points from portfolio work which includes various tasks, assignments and exams with different language skills employed (e.g. speaking, writing, vocabulary etc.), and they are tested with mid-term(s) and an end-of-module exam. Students who collect 65 points or above are eligible to pass to the next level, and the ones who complete B2 or C1 levels can sit the proficiency exam to complete their studies in the preparatory school.

As for the learning and teaching materials, a textbook is utilized as the core of instruction in modules which accommodate students who are taking that module for the first time, and a weekly pack which includes supplementary materials is provided for extra support. The textbook series used in the program is New Language Leader, the purpose of which is stated on its website as building 21<sup>st</sup> century skills in learners by means of a collaborative, creative, communicative approach and thinking in a critical way (“What is it?” n.d.). It is also added that the books include academic English input aimed to prepare students for their academic studies and exams, which is the specific reason why this series was adopted for the English preparatory school that hosted this study.

In the intermediate (B2) level class, the research setting of this study, New Language Leader Intermediate is used as the main source and is accompanied with weekly packs as mentioned earlier. This level is a threshold for students since the ones who complete the module with success can take the proficiency test. For this reason, a great deal of effort by students is required, supported by the curriculum that blends some core language items with intensive proficiency practice.

For the participants of this study, 7 novice and 7 experienced EFL teachers were conveniently chosen from the group of teachers who were teaching

intermediate classes in an 18-week long module. Below is a table that summarizes the characteristics of each participant in detail.

Table 1  
*Demographic information about the participants*

<b>Pseudonym</b>	<b>Novice/Experienced (Teaching Years)</b>	<b>Field of BA and MA (obtained)</b>	<b>Other Qualifications</b>
ET 1	Experienced (22 years)	BA in Linguistics MA in Applied Psychology	-
ET 2	Experienced (22 years)	BA in English Language Teaching	-
ET 3	Experienced (20 years)	BA in English Language Teaching	-
ET 4	Experienced (15 years)	BA in Western Languages and Literature MA in Human Resources Management	-
ET 5	Experienced (11 years)	BA in English Language Teaching MA in Linguistics	ICELT
ET 6	Experienced (9 years)	BA in English Language & Literature MA in Educational Management & Planning	ICELT, TEFL
ET 7	Experienced (6 years)	BA in English Language & Literature MA in American Culture & Literature (on progress)	CELTA
NT 1	Novice (5 years)	BA American Culture Literature	
NT 2	Novice (5 years)	BA in English Language Teaching MA in English Language Teaching	-
NT 3	Novice (4 years)	BA in English Language & Comparative Literature MA in English Language & Literature	-
NT 4	Novice (4 years)	BA in Technical Translation & Teaching Foreign Languages MA in BA in Technical Translation & Teaching Foreign Languages	CELTA
NT 5	Novice (4 years)	BA in Foreign Languages Education MA in Foreign Languages Education (on progress)	ICELT
NT 6	Novice (4 years)	BA in Teaching English as a Foreign Language MA in English Literature	ICELT
NT 7	Novice (1 year)	BA and MA in Cultural History	CELTA

*Note: ET: Experienced Teacher NT: Novice Teacher.*

### 3.4 Procedures

As asserted by Ary, Jacobs and Sorensen (2010), qualitative research can be carried out with participants selected by means of several sampling strategies. For the purpose of this study, two sampling methods were utilized. First, there was a total number of 30 teachers who were teaching B2 level classes in the program at the time of this study. 14 teachers who teach at a specific module were selected. The rationale behind choosing teachers teaching the same level was related to the assumption that they would take their students into consideration when making adaptations. Therefore, cohesion in data was sought.

It was also necessary to select both experienced and novice teachers for comparison of the results. Ary, Jacobs, and Sorensen (2010) explained *stratified purposeful sampling* as a method that “attempts to ensure that subgroups are presented so that comparisons can be facilitated” (p. 430), which describes one of the purposes of this study. Therefore, all the teachers of the level were divided into two groups depending on the criterion of experience (whether they had up to or over 5 years of experience). Then, 7 novice and 7 experienced teachers were selected based on a willingness factor, which added *convenience sampling* as a component. Since this study required intensity and openness, voluntary participation was an important asset.

### 3.5 Sources of Data

The data of this study were triangulated by gathering data from reflective essays, lesson plans and semi-structured interviews administered to the 14 participants (ET=7, NT=7) of the study. Detailed information regarding each tool is provided below along with the rationale behind its implementation.

**3.5.1 Reflective essays.** A reflective essay is defined by Ernest and Zac (2012) as “a form of writing that examines and observes the progress of the writer’s individual experience” (para. 1). Owing to its experienced-based component, a reflective essay illustrates what a person thinks on a certain subject or experience, including reactions, feelings, thoughts and general understanding and analysis of an issue, in a personal way. Therefore, it is considered as a significant tool in collecting valuable and detailed data.

From this perspective, in an attempt to answer the first research question about identifying the self-reported beliefs of novice and experience EFL teachers about the need for textbook adaptation, all of the participants (N=14) were asked to write a reflective essay about their general beliefs on adapting textbooks in intermediate level classes. The two groups of teachers were also requested to provide examples to illustrate their points. The guidelines of the reflective essay to be used in the study were sent to the participants as an e-mail, and they were free to either type their papers or handwrite them within a period of one week (see Appendix A).

**3.5.2 Lesson Plans.** As the second research questions and the sub-question of this study related to which type of adaptation techniques are most frequently employed by experienced and novice EFL teachers, as well as whether there are any differences between their preferences, the two groups of teachers were asked to prepare a lesson plan.

For the answer to these questions, pages 76 and 77 of the textbook *New English File Intermediate* which were parallel to the main course book used in the program, were given to both groups of participants (see Appendix B). The reason why the study was not carried out with the actual books used in the program was that, while some teachers were using *New Language Leader Intermediate* for the first time, others had been using the book for a longer period. This could have led to ready-made lesson plans which might have affected the results negatively. Another reason was that, since teachers at the preparatory program were given supplementary material packs every week, their adaptations could carry the risk of being derived from these materials which are produced by level coordinators and other teachers. To avoid these two possible problems, *New English File Intermediate* was selected as a tool for this study upon the recommendation taken from the level coordinator of the existing program.

Provided with the unit pages (pp.76-77) from *New English File Intermediate* which was parallel to the current B2 model covering gerund, infinitives and content based vocabulary, the two groups of teachers were asked to assume that they had to teach this topic to their particular students and design a lesson plan of 2 teaching hours (90 minutes). As the next step, they were given a lesson plan template to fill in based on the particular unit (see Appendix C). This template had been designed by



the teacher development unit of the preparatory program. Therefore, the participating teachers were already familiar with the format. Before the lesson plan template was given to the teachers, the necessary permission was granted by the head of the unit.

**3.5.3 Semi-structured interviews.** According to Cohen and Crabtree (2006), semi-structured interviews hold advantages such as giving interviewers easy-to-follow guidelines and generating results which are trustworthy and comparable. They are also optimal tools for qualitative research which requires a deep understanding of the case as well as a feeling of freedom by participants in expressing their ideas.

In this study, the third and the final research question addressed the reasons behind the experienced and novice EFL teachers' adaptive decisions. To fulfill this purpose, a semi-structured interview was carried out with each participant individually. The questions of the interview were adapted from the pre-set categories identified by Çoban (2001) who aimed to investigate the adaptive techniques used by novice and experienced EFL teachers, and to find out the rationales behind their adaptations (see Appendix D).

The interview was divided into two parts: the first part collected brief information on the participants' demographic background. The second part aimed to investigate the reasons which led the participating teachers to adapt the textbook unit utilizing the particular techniques. Specifically, in this part, they were prompted with questions related to 5 pre-defined categories, students, time, tasks, context and teacher beliefs. Providing this guiding outline helped the interviews gain a frame and comprehensive coverage. The interviews, each of which lasted approximately 30 minutes, were audio-recorded and transcribed later.

### **3.6 Data Collection Procedures**

The context of this research study was an English language preparatory school of a foundation (non-profit, private) university in Istanbul, Turkey. The planning phase of the research was completed in the first semester and data were collected and analyzed in the second semester of the academic year 2015-2016. Permission was obtained from the director of the school as well as the level coordinator before the implementation of the study. The participants were also asked to fill in a consent form about their willingness to participate in the study. The

director, level coordinator and the participants were ensured that the confidentiality of the data gathered would be maintained. The specific steps of the data collection period were as follows:

In the third week of March 2016, the participants were e-mailed the guidelines for writing their reflective essays as the first stage in the data collection process. They were allowed a week to send or deliver their responses back in typed or handwritten format.

As the next step, the participants were first given the two textbook pages and provided with an adaptation sheet to complete in a period of one week. Then appointments were arranged for each teacher to carry out the interviews. Specifically, the semi-structured interviews with the 14 participants (7 novice and 7 experienced) took place during the course of a weeks While some participants preferred to be interviewed during their half days off, others chose to be interviewed during their office hours.

Before the interviews, information was given to the interviewees about the reasons, content and duration of the interviews. The purpose of this notification was to give the participants a feeling of security while expressing their opinions and feelings. The average amount of time spent for each interview was nearly 30 minutes.

During the audio-recorded interviews, teachers were questioned about their rationales for making adaptations. The interview questions derived from Çoban's (2001) pre-set categories were utilized as guidelines to give the teachers prompts, and enough pauses were provided so that genuine and truthful responses could be obtained. The data collection was completed by the 10<sup>th</sup> of April, 2016.

### **3.7 Data Analysis Procedures**

The research questions of this case study necessitated qualitative data analysis procedures apart from the frequencies reported for the second research question and its sub-question. First of all, the audio-recorded interviews were transcribed, typed and printed. Teachers' adaptation sheets, the transcription of the interviews and reflective essays were all compiled and filed under their names.

To begin with, the reflective essays and semi-structured interviews were analyzed through content analysis (Miles and Huberman, 1994). The process began with the open coding of the data followed by inducing categories from these codes, which were then gathered under the aspects of the teachers' self-reported beliefs about the need of textbook adaptation as well as the reasons that had impact on their adaptive decisions based on the pre-defined categories. In fact, the reasons leading teachers to adapt that emerged out of interviews were compatible with the pre-set categories identified by Çoban (2001) which were as follows: "students", "tasks", "context", "time", and "teacher beliefs".

To identify the degree of inter-rater reliability, two experts in the field of English Language Teaching (ELT) identified themes from the codes. It emerged that the raters achieved 87% of agreement on the general themes apart from the different verbalizations of similar concepts.

Finally, the lesson plans and the type of adaptation techniques utilized by novice and experienced teachers were identified referring to the seven techniques defined by Maley (1998), McDonough and Shaw (1993), and Islam and Mares (2003), namely, "adding", "deleting", "modifying", "simplifying", "re-ordering", "replacing" and "branching". Based on these pre-set techniques, the information of what types of techniques were preferred by the two groups of teachers was reported using frequencies. Then, a comparison was made to see if level of expertise had any impact on their adaptive techniques.

### **3.8 Trustworthiness**

Several strategies were suggested in the literature to overcome the disadvantages of qualitative research in terms of trustworthiness, and to ensure rigor. Guba and Lincoln (1994) assert that in order for research to be trustworthy, four conditions need to be fulfilled: credibility, transferability, dependability and confirmability.

"Credibility" seeks accuracy in the findings of a study. The main tool used in this study to maintain credibility was data triangulation. Data obtained with three different tools helped the consistency of the results. Another tool was "peer review" of the results. Another researcher checked the accuracy of the results with the raw

data provided. Also, direct quotations were provided in the report of the results in order to convey a deeper understanding for the reader.

“Transferability” demands the research to be explanatory enough to be applied in other contexts. To address this need, every step of the study was explained comprehensively and explicitly so that the replication of the study by other researchers can be possible.

“Dependability” is another criterion which aims to prove that the results are consistent, and replication of the study would produce similar results. Keeping an audit trail (detailed records of all raw data and procedures) and peer review were the strategies to fulfill this criterion.

Finally, “confirmability” is concerned with the level of neutrality and freeness of bias on the side of both participants and the researcher. In addition to the audit trail and peer review strategies mentioned earlier, this research endeavored to avoid giving participants any consciousness-raising input relating to textbook adaptation techniques. They were only told that the research was carried out to observe how teachers used their textbooks. In this way, the risk of participants’ using any strategies that they would not normally use was diminished.

### **3.9 Limitations**

The present study has some limitations to be taken into consideration. The first limitation is related to sample size. Since the study involved a deep analysis of the issue from various perspectives, it was carried out with only a limited number of participants to enable the data analysis process to be manageable. A greater number of participants could provide more generalizable results. Besides, it should also be acknowledged that studies carried out in different institutions with different groups of teachers could reveal differences in the obtained findings.

Another limitation of the study was related to the participants of the study. The teachers were selected only from the intermediate level classrooms. Different results could emerge if teachers from a lower or higher level group of learners took part in this study.

### **3.10 Delimitations**

For the purposes of this study, some precautions were taken in order to eliminate issues that could create credibility considerations. First of all, the textbook pages to be used in the study were selected conscientiously. The actual textbook used in the school was not utilized on the grounds that some teachers might have ready-made lesson plans based on previous groups of learners who could have had different needs and interests. Moreover, it was believed that using the textbook pages of the week would have a negative effect on the credibility of the results as teachers were provided with a pack of supplementary materials compiled by level coordinators every week. Therefore, textbook pages whose objectives did not overlap with the objectives of those particular weeks when the study was carried out were chosen.

## **Chapter 4**

### **Results**

This chapter represents the results of this case study which investigated the self-reported beliefs of novice and experienced EFL teachers about textbook adaptation, the types of adaptation techniques utilized by the two groups of teachers, the differences between the techniques they utilize and lastly, the reasons that lead them to adapt their textbooks in intermediate level classes. Data gathered through reflective essays, lesson plans and semi-structured interviews respectively, were analyzed and are reported below in relation to each research question.

#### **4.1 Findings regarding the self-reported beliefs of novice and experienced EFL teachers about textbook adaptation**

In an attempt to find out the self-reported beliefs of two groups of teachers about textbook adaptation, each of the participants was asked to write a reflective paper on this issue. The analysis of the reflective papers indicated that the majority of the participants felt the need for using adaptation techniques in their classes and were highly positive about their adaptive decisions. The analysis of the reflective essays was parallel to the results of the interviews which will be discussed in detail later. In other words, the two groups of teachers mostly preferred to utilize adaptation techniques due to student-related reasons.

First of all, the participating teachers stated that they felt the need to adapt their textbooks to meet the course objectives. They also said that adaptations impact students' learning positively as they help the teacher meet their needs. Some of the remarks exemplifying these findings are displayed below:

1. [...] I feel the need to use adaptation techniques in my lesson quite often. It helps me meet the course objectives. (Experienced teacher 1, Reflective Essay data, 28<sup>th</sup> March, 2016)
2. [...] I believe that the adaptations I make have a positive impact on my students' learning since the adaptations are made by focusing on what they need and how they like it. (Experienced teacher 4, Reflective Essay data, 30<sup>th</sup> March, 2016)

3. [...] My adaptations achieve their objectives and in return I feel happy to see my students learn. (Novice teacher 3, Reflective Essay data, 28<sup>th</sup> March, 2016)
4. [...] I think the adaptations fulfill my objectives. When I do so, learning is more effective and there is a positive atmosphere. (Novice teacher 6, Reflective Essay data, 29<sup>th</sup> March, 2016)

Another point that both groups of teachers emphasized about textbook adaptation was related to their intention to cater for the needs of learners who vary in terms of learning styles, and interests. The majority of the participants reported that their classrooms were quite heterogeneous in terms of learning styles and they felt the need to modify and sometimes simplify their textbooks.

5. [...] Kinesthetic learners are eager to move around; visual learners find it easy to understand content with visual aids; and auditory learners like song activities. Therefore, I add to and modify my textbook to fit the learning styles of my students. (Experienced teacher 5, Reflective Essay data, 27<sup>th</sup> March)
6. [...] I have a tendency to stay focused on my students learning styles and decide if I need to make adaptations or not. (Experienced teacher 6, Reflective Essay data, 28<sup>th</sup> March)
7. [...] Adaptation answers a certain need that is derived from learner's learning styles and interests. It helps me to meet the needs of my students (Novice teacher 7, Reflective Essay data, 29<sup>th</sup> March)

Furthermore, both groups of teachers perceived classroom interaction and collaboration to be helpful in terms of facilitating learning and increasing student interest. They reported on their adaptations which aim to make their classes more communicative and enhance their students' learning.

8. [...] My preference is choosing activities focusing on learner interaction and collaboration. Therefore, I exploit and adapt

textbooks. (Experienced teacher 2, Reflective Essay data, 26<sup>th</sup> March)

9. [...] Learners benefit from my adaptations because they become more interactive, communicative and productive since they are motivated to use the target language in different contexts. (Experienced teacher 3, Reflective Essay data, 28<sup>th</sup> March).

To summarize, the findings revealed that the two groups of teachers, regardless of their teaching experience, shared positive beliefs about textbook adaptation. They highlighted the importance of meeting the course objectives as well as the needs of the students using adaptive techniques. They also supported the fact their adaptive decisions had a positive influence on student interest, learning styles as well as motivation. Briefly, to achieve these aims, they believed that textbooks need to be trimmed and adapted in their classrooms.

#### **4.2 Findings regarding the types of adaptation techniques utilized by novice and experienced EFL teachers**

In an attempt to answer the second research question and the sub-question of this study which aim to find out and compare the kinds of textbook adaptation techniques utilized by novice and experienced EFL teachers, data were collected through lesson plans designed by 7 novice and 7 experienced teachers based on the two pages of a textbook that they were provided with.

After the analysis of the lesson plans, some notable differences regarding the type and frequency of adaptive techniques utilized by novice and experienced teachers were found (see Table 2).



Table 2

*The types and frequency of textbook adaptation techniques utilized by novice and experienced EFL teachers*

Textbook Adaptation Techniques	A	D	M	Rep	Re-o	S	B	Total
ETs	18	34	31	9	8	-	-	100
NTs	23	29	31	2	1	-	-	76

*Note: ETs: Experienced Teachers; NTs: Novice Teachers A: Adding D: Deleting M: Modifying Rep: Replacing Re-o: Re-ordering S: Simplifying B: Branching*

As can be seen in the table above, experienced teachers utilized a considerably higher number of adaptive techniques in total compared to novice ones when they were designing their lesson plans (ET: 100, NT: 76).

On the other hand, the experienced teachers and novice teachers differed in their use of each textbook adaptive technique. To begin with, the technique of adding was utilized 18 times in total by experienced teachers, while this number was 23 among novice teachers. In other words, novice teachers tended to make more additions to the existing activities in the textbooks. The additions were usually made as warm-up activities to activate the schemata and raise interest in learners. While some teachers added more personalized warm-up activities such as having students brainstorm about their dream job, some preferred to show a short clip related to work which was the theme of the textbook pages. The technique of adding was also employed to practice newly-taught language such as vocabulary or grammar. Some novice teachers added kinesthetic or online interactive games to their lesson plans. On the other hand, experienced teachers usually added more individual production activities such as writing a short story or using newly-learned vocabulary in a personalized sentence.

As for the technique of deleting, the results contrast with those of adding. Experienced teachers utilized deleting as a technique 5 more times than novice teachers (ET: 34, NT: 29). The exercises which were deleted from the textbook pages mostly included vocabulary exercises which were given in the vocabulary bank and freer practice activity that was provided for practicing the newly-learned grammar


item. It was also striking that more than half of the teachers deleted a short listening part on the textbook pages which involved listening and checking underlined syllabi of the newly-taught words (see Figure 2).

## 2 PRONUNCIATION & SPEAKING

### word stress

a Underline the stressed syllable in each word. Use the phonetics to help you.

- 1 apply /ə'plai/
- 2 contract /'kɒntrækt/
- 3 employee /ɪm'plɔɪi/
- 4 experience /ɪk'spiəriəns/
- 5 overtime /'əʊvətaɪm/
- 6 permanent /pə'mɒnənt/
- 7 qualifications /kwɒlɪfɪ'keɪʃnz/
- 8 resign /rɪ'zaɪn/
- 9 retire /rɪ'taɪə/
- 10 temporary /'tempərəri/

b  Listen and check. Practise saying the words.

*Figure 2.* A frequently deleted activity. From Oxenden, C., & Latham-Koenig, C. (2007). *New English file intermediate*. (p. 76). Oxford: Oxford University Press.

Furthermore, modifying was the most popular technique among novice teachers and the second most popular technique among experienced teachers, after deleting. This technique was utilized 31 times by each group. The modifications made by teachers included changes in the classroom mode (i.e. changing a pair work activity into a group work activity), changes in the way information was delivered (i.e. teaching stress without help of the listening track), changes in the content of speaking tasks (i.e. rewriting speaking questions integrating newly-learned vocabulary). The most commonly modified exercise of the textbook pages used in this study involved the practice of newly-learned grammar item with a partner (see Figure 3). Even though it was designed as a pair-work speaking activity, 3 of the novice teachers modified it into a group-work activity, which increased the amount of interaction. One teacher aimed to raise the authenticity of the activity by putting the prompts into envelopes, another integrated a ball into the activity to be passed among group members as they took turns. As for the experienced teachers who adapted this part, they opted to delete it completely or replaced with another activity.

f Choose five of the topics below and tell your partner about them.

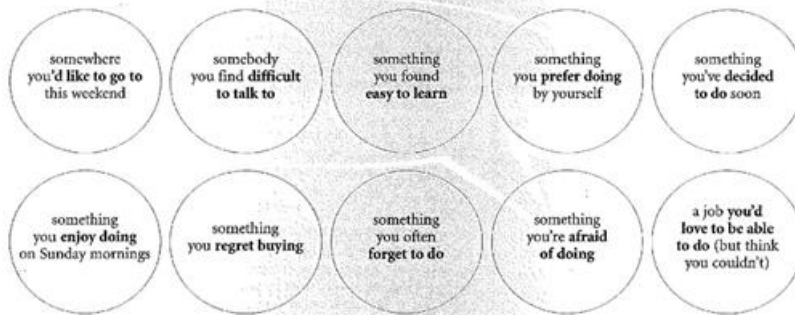


Figure 3. A frequently modified activity. From Oxenden, C., & Latham-Koenig, C. (2007). *New English file intermediate*. (p. 77). Oxford: Oxford University Press.

The technique of replacing was not used as commonly as the first three techniques that were reported above among either group of participants. Nevertheless, experienced teachers were observed to replace the activities distinctly more frequently than novice teachers. (ET: 9, NT: 2). Almost half of the replacing was employed on the activities which involved the freer practice of vocabulary and grammar. It is also noteworthy that one of the experienced teachers alone utilized replacing as a technique 4 times in order to teach the grammar focus with different materials. The original content in the textbook involved a gap-filling quiz activity to teach gerund and infinitive verbs as it can be seen in Figure 4. However, ET2 planned to generate a sample job application letter with the same grammar target, and utilize it as the contextualized input material. For the production of the language, she planned to have students write another letter rather than using the production exercises presented in the textbook.

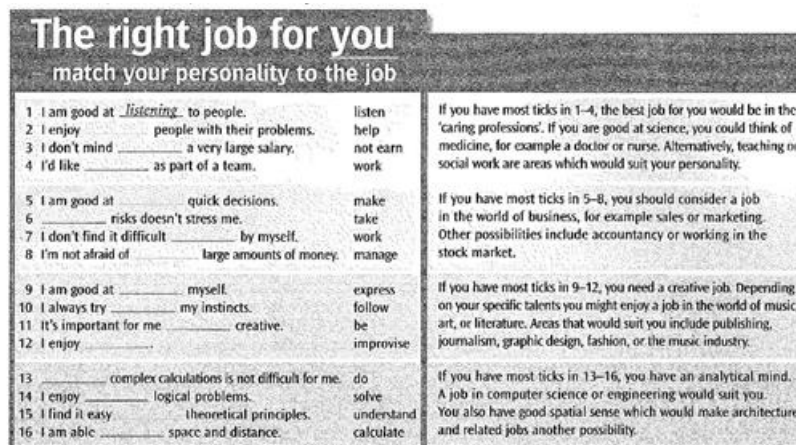


Figure 4. A replaced activity sample. From Oxenden, C., & Latham-Koenig, C. (2007). *New English file intermediate*. (p. 77). Oxford: Oxford University Press.

The results related to the technique of re-ordering indicate similarities with those of replacing; it appeared only 9 times in total, and it was employed significantly more often among experienced teachers than novice teachers. (ET: 8, NT: 1). Teachers particularly changed the order of textbook activities while practicing vocabulary and speaking. For instance, ET5 aimed to teach all the target vocabulary in the beginning of the lesson; thus re-ordered the vocabulary exercises. Besides, ET1 preferred to finalize her lesson plan with an oral production activity and moved a speaking exercise in the vocabulary part to the end of her lesson plan. Finally, even though simplifying and branching were techniques that were listed in the literature, none of the participants of the study made use of them in this study.

In summary, the obtained results illustrated that although the same types of textbook adaptation techniques were used by novice and experienced teachers, there were remarkable differences in the quantity of each technique used by each group. Novice teachers tend to modify and add to textbooks more, whereas experienced teachers acted more generously in terms of more radical adaptive techniques such as deleting, replacing and re-ordering.

### **4.3 Findings regarding the reasons that have impact on the adaptive decisions of novice and experienced EFL teachers**

For the third research question of this study, aiming to find out the reasons that influenced the adaptive decisions of both novice and experienced teachers, data were collected through semi-structured interviews. All participants gave many reasons that made them feel the need to adapt their textbooks during these interviews. The reasons suggested by the teachers based on the pre-defined categories were related to “students”, “time”, “tasks”, “context” and “teacher beliefs” which are explained in the following sections in detail.

**4.3.1 Student-related reasons.** When the experienced and novice teachers were asked whether they needed to adapt their textbooks for student-related reasons, they affirmed that reasons such as student attention, student proficiency level, student needs, and classroom interaction often led them to make adaptations in the textbook regardless of their teaching experience.

To begin with, the participating teachers stated that their adaptive decisions were related to student interests as a reason, and aimed to stimulate more participation and attention. The following comments made by the two participants indicate their emphasis on this point:

1. [...] Since students get used to PPP (Present, Practice, Production) styles of teaching, everything becomes monotonous. Therefore, I try to adapt, omit or develop some parts of a textbook to attract the attention of the students. (Experienced teacher 1, Interview data, 7<sup>th</sup> April, 2016)
2. [...] My students get easily bored. To attract their attention, I prefer to adapt the activities such as changing partners, groups and places in the textbook. (Novice teacher 1, Interview data, 9<sup>th</sup> April, 2016)

Following student interest, their proficiency level was the second most frequently mentioned reason during the teacher interviews. The two groups of teachers revealed that this particular reason led them to use textbook adaptation techniques so as to aid comprehension as shown in the excerpts below:

3. [...] I simplify or modify the activities from the textbook according to the proficiency level of my students to help their understanding. (Experienced teacher 6, Interview data, 7<sup>th</sup> April, 2016)
4. [...] I definitely consider the proficiency level of my students while adapting activities in order to make them more comprehensive. (Novice teacher 2, Interview data, 8<sup>th</sup> April, 2016)

Moreover, students' needs were another common reason that was mentioned during the interviews as well as reflective essays. The participants emphasized that

they considered learner needs as a determining factor when they planned and adapted their lessons. Some comments highlighting this point are shown below:

5. [...] While adapting the textbook, I focus on the needs of the students and do the necessary adaptations. (Experienced teacher 3, Interview data, 8<sup>th</sup> April, 2016)
6. [...] Students' needs are very important. I omit, delete or simplify the activities in the textbook considering what they need in the lesson. (Novice teacher 6, Interview data, 9<sup>th</sup> April, 2016)

As a final point, classroom interaction and collaboration were shared as a reason to adapt textbooks in the interviews in line with the results of reflective essays. The teachers stated that by utilizing textbook adaptation in their lesson, they try to increase collaboration among students and make them learn from each other. The two quotations support their viewpoints:

7. [...] I adapt the textbook activities using various techniques according to classroom interaction patterns. My goal is to increase student interaction and help them learn from each other. (Experienced teacher 4 Interview data, 8<sup>th</sup> April, 2016)
8. [...] I adapt the textbook to make sure the students interact with each other and share their ideas. (Novice teacher 4, Interview data, 7<sup>th</sup> April, 2016)

**4.3.2 Time-related reasons.** Apart from the student-related reasons, the experienced and novice teachers shared time-related issues as another reason for employing textbook adaptation techniques. Specifically, the deleting technique was mostly referred by two groups of participants due to lack of time. Specifically, regardless of their teaching experience, teachers maintained that they had to delete certain activities owing to the limitations in their timeframe. Some remarks indicating this aspect from the interviews are provided below:

9. [...] Sometimes, the lesson should be shrunk, as there is lack of time. Therefore, I have to omit some of the activities and mostly we have to meet an objective in that certain amount of time. (Experienced teacher 3, Interview data, 9<sup>th</sup> April, 2016)
10. [...] With such a loaded weekly program that must be followed, lack of time seems to be the major problem that forces me to omit some exercises. (Novice teacher 4, Interview data, 8<sup>th</sup> April, 2016)

**4.3.3 Task-related reasons.** Another common problem for textbook adaptation techniques identified by the participating teachers was related to the tasks given in the lesson. The most commonly addressed issues concerned were related to students' learning styles and repetitiveness.

Several references were made about the tasks not being relevant to the learning styles of the students in parallel with the reflective essay results. Some outstanding comments made by the teachers are shown below:

11. [...] Some tasks are not related to my students' learning styles. Therefore, I adapt the activities to make sure they are appropriate for their learning styles. (Experienced teacher 6, Interview data, 9<sup>th</sup> April, 2016)
12. [...] I use textbook adaptation techniques quite often to make sure they are appropriate for the learning styles of my students. (Novice teacher 7, Interview data, 10<sup>th</sup> April, 2016)

Moreover, the teachers stated that some tasks were very repetitive and the students feel bored, which lead them to use the modifying technique as shown in the following two comments:

13. [...] At times, I have to modify the activities as they are very repetitive and the students get bored easily. (Experienced teacher 7, Interview data, 7<sup>th</sup> April, 2016)

14. [...] Some tasks, especially tasks at the end of the units tend to be repetitive and students feel bored. Therefore, I prefer to modify them. (Novice teacher 6, Interview data, 8<sup>th</sup> April, 2016)

**4.3.4 Context-related reasons.** It also came out during the teacher interviews that context-related reasons were important among for their adaptive decisions that particularly involved adding. It was striking that all the participants without exception noted that they felt obliged to make adaptations by adding more exam-related activities particularly about reading. Some examples of these remarks are listed below:

15. [...] Before the exam date, I try to bring in on exam-type exercises. So, there have been times when I add activities related to the reading passage in the book. (Experienced teacher 1, Interview data, 6<sup>th</sup> April, 2016)

16. [...] I prefer the type of material that we generally test in exam, I always try to add one or two reference questions when we cover readings. (Novice teacher 2, Interview data, 8<sup>th</sup> April, 2016)

Following the considerations about exams, the two groups of teachers emphasized the influence of pacing which directed them to adapt their textbooks, resulting in re-ordering and replacing in order to catch up with the existing schedule. The following quotations clarify this point:

17. [...] Pacing is very important in our program. In order to catch up with the schedule, I change the order of the activities or replace them with my activities from different sources. (Experienced teacher 4, Interview data, 7<sup>th</sup> April, 2016)

18. [...] In order to catch up with the weekly pacing, I replace some of the activities in the book or change their order quite often. (Novice teacher 3, Interview data, 9<sup>th</sup> April, 2016)



**4.3.5 Reasons related to teacher beliefs.** In addition to the aforementioned reasons, participants of the study were asked if they were driven to make any textbook adaptations based on their own beliefs and understanding as teachers. The most noticeable point regarding their responses was that they were quite focused on students' needs and learning. The great majority reported student engagement and production to be highly influential for their adaptive decisions as displayed in the excerpts below:

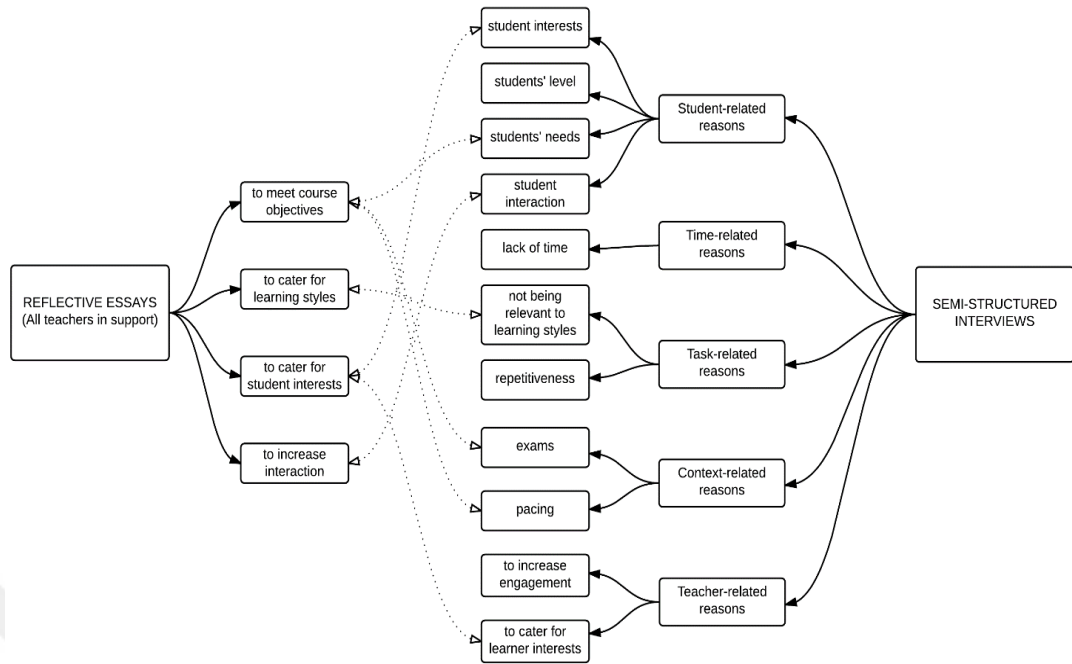
19. [...] I try to add different activities during my lesson to increase production and make sure my students actively participate in the lesson. (Experienced teacher 4, Interview data, 7<sup>th</sup> April, 2016)

20. [...] I usually adapt textbooks by adding an activity to increase learner involvement and create an atmosphere where they can use the language in different contexts. (Novice teacher 7, Interview data, 10<sup>th</sup> April, 2016)

Lastly, student interest also emerged when the teachers reported their beliefs as professionals no matter if they are experienced or not. Two of the teachers said:

21. [...] My students get bored quickly. That's why I try to adapt activities to attract their interests by modifying or adding. (Experienced teacher 3, Interview data, 9<sup>th</sup> April, 2016)

22. [...] Students get bored very quickly; I don't want them to lose their concentration. That's why, to keep them interested in the lesson, I prefer to add or modify textbook activities. (Novice teacher 6, Interview data, 8<sup>th</sup> April, 2016)



*Figure 5.* Teachers’ self-reported beliefs about textbook adaptation and their reasons for adaptive decisions.

As a final remark, Figure 5 illustrates how the findings of reflective essays and semi-structured interviews overlap with and support each other. The results of the reflective essays represent teachers’ self-reported beliefs about why textbook evaluation is a rewarding practice, while the semi-structured interview results list teachers’ reasons for their adaptive decisions.

To summarize, the gathered data revealed that both experienced and novice teachers highlight the importance of textbook adaptation in intermediate level EFL classrooms. The primary reasons behind the adaptive decisions of the two groups were closely related to the pre-defined categories showing the importance of textbook adaptation in intermediate level EFL classrooms.

## **Chapter 5**

### **Discussion and Conclusion**

The purpose of this case study was to investigate the kinds of textbook adaptation techniques utilized by novice and experienced EFL teachers, the reasons that lead them to adapt their textbooks, and their self-reported beliefs about the impact of their adaptive decisions on course objectives and student learning. The data were gathered through reflective essays, lesson plans and interviews, and were analyzed qualitatively and reported in the previous chapter. Hence, this chapter aims to discuss the results under the heading of each research question by referring to the related literature review as well as drawing pedagogical implications and conclusions based on the discussion that is carried out.

**5.1.1 Discussion of the self-reported beliefs of novice and experienced EFL teachers about textbook adaptation.** The first research question of this study enquired about the self-reported beliefs of novice and experienced EFL teachers about textbook adaptation. The results showed that all of the participants shared highly positive opinions regarding their adaptive decisions. In other words, they all asserted that they felt the need to adapt their textbooks for various reasons.

Among the statements of the participants, an outstanding point was the need for meeting course objectives and achieving learning. They reported that most of their adaptive decisions were given to increase student comprehension which would result in the attainment of course objectives. The participants' emphasis on the achievement of learning objectives might be explained by the fact that in the context of this study, a standardized testing system which determines students' advancement to the next level is implemented. The course objectives, therefore, should be completed according to the schedule designed by the preparatory program. It is worth noting that this finding is in agreement with that of Tsui (2003) to a certain extent. She found out that experienced teachers were very autonomous and made adaptations paying attention to course objectives and their students.

Many remarks were also made regarding students' learning styles and needs based on the reflective essays written by the two groups of teachers. Mentioning the heterogeneity of their classrooms, they reported that adaptation is a highly effective

tool to meet the demands of their learners. A possible explanation of this may be the diverse backgrounds of the students, as well as the differences in their learning styles. This finding supports Bailey's (1996) conclusion that teachers may make unplanned adaptations due to their students' learning styles and Mısırlı's (2010) note to learning styles as a reason for adaptation.

In a similar fashion, among the commonly mentioned aspects of textbook adaptation were classroom interaction and communication. The participants noted that they found adaptation a beneficial strategy due to their belief that students benefit more from classes when they collaborate and interact with each other. These results were in line with the findings of Çoban's (2001) study, which showed that teachers adapted their textbooks to promote student interaction in their classrooms.

Briefly stated, both experienced and novice teachers in this study shared common viewpoints on the implementation of textbook adaptation techniques, and believed that it is an advantageous and rewarding tool to assist student learning.

**5.1.2 Discussion of the adaptation techniques utilized by novice and experienced EFL teachers.** The second research question and sub-question of this study aimed to investigate which adaptation techniques are most frequently used by novice and experienced EFL teachers in the intermediate classes of a language preparatory program, and whether there are any differences between the adaptation techniques used by the two groups of teachers.

As mentioned in the results chapter, the analysis of teachers' lesson plans revealed that both groups of teachers utilized adaptive techniques quite often when they designed their lesson plans. While the experienced teachers made a total number of 100 adaptations, the novice ones made 76. This indicates that both groups of teachers felt that the textbooks needed to be altered or supported before they could be used in their classrooms. Also, the difference in terms of the number of adaptive techniques between the two groups reveals that experienced teachers tend to make more adaptations in their textbooks. In a similar vein, Edge and Wharton (1998) had also touched on the fact that teachers are inclined to be flexible when they utilized their textbooks; they not only add, delete and modify activities while planning their lessons, but also they may make instant decisions during their classes based on the reactions of their learners.

As for the types of adaptation techniques that experienced and novice EFL teachers utilized, it is hard to identify great differences. Both groups of teachers utilized adding, deleting, modifying, replacing and re-ordering in varying numbers. Yet none of the teachers utilized techniques such as branching and simplifying. Also, it was evident that a great majority of the adaptations related to three strategies; adding, deleting and modifying. In fact, the popularity of these techniques was also observed in some studies conducted previously. A similar group of teachers in Çoban's (2001) study, which took place in the language course of a state university in Turkey, as well as the sample of Chinese teacher trainees in the study of Yan (2007) were reported to depend heavily on these three techniques in their lessons. Similarly, the ELT instructors who took part in the study of Kazazoğlu (2010) informed their inclination to add and modify their textbooks. This reveals that teachers show similarities in their tendency to use these techniques more frequently even in different contexts.

On the other hand, there was a remarkable difference between novice and experienced teachers in the use of two techniques: replacing and re-ordering. These were used by the experienced teachers much more frequently than the novice ones. As these techniques involve rather more radical changes to the original plans that the textbooks offer, one can draw the conclusion that experienced teachers tend to be more critical and make greater changes in the textbooks in terms of scope. This implication was also derived from the study of Tsui (2003): She examined novice and experienced teachers' pre-active and interactive phases of teaching decisions and found some differences. According to the results, experienced teachers tend to be focused on meeting the objectives of their curriculum and adapt to a large extent. On the other hand, novice teachers prefer to stick to suggested plans and hesitate to make great changes.

Collectively, it can be seen that experienced and novice teachers utilize the same type of adaptive techniques. Nevertheless, there are some noteworthy differences between the frequencies of particular adaptation techniques used by the two groups. These findings may pave the way for the interpretation that teaching experience has an effect on the amount and selection of textbook adaptation techniques.

**5.1.3 Discussion of the reasons that influence the adaptive decisions of novice and experienced EFL teachers.** As the final research question of the study attempted to investigate the reasons of teachers' adaptive decisions, the data were collected through the semi-structured interviews. During the interviews, the participating teachers were prompted by the pre-set categories derived from Çoban's (2001) research study. The results showed close parallels with what was suggested in the previous literature on this particular topic.

Student-related reasons dominated the responses of the teachers among all the categories of reasons. The participants offered very similar student-related reasons for their adaptive decisions such as student interest, student proficiency level, student needs, and classroom interaction. A possible explanation for this finding might be that the teachers predominantly consider their particular students when they plan their lessons, and they try to design their lessons in a way that will cater for students' learning needs and interests. All these aspects are in agreement with the study conducted by Bailey (1996) who confirmed, upon analysis of unplanned teacher adaptations, that teachers changed their activities and modes of instruction when they wanted to increase student interest. Similar to the findings of this study, arranging the difficulty level of materials for adapting them to students' proficiency level was an adaptation reason indicated by Bigelow (2000). Thirdly, the teacher trainee participants in the study of Yan (2007) mentioned student needs as a factor for adaptation in line with the participants of this study. Finally, the findings related to classroom interaction corroborate the findings of Çoban (2001) which revealed that teachers tended to consider their students' working collaboratively.

Another reason which was frequently noted in the responses of participants was related to lack of time and pacing. This may indicate that teachers feel responsible for covering the existing program on time in order to prepare their students for the centralized exams of the institution. At the same time, it seems that they feel obliged to keep a balance between their loaded plans and learning objectives. This finding is also in accord with the finding of Bigelow (2000) indicating that teachers gave importance to time management in their lesson plans.

Furthermore, task-related reasons also had a place in the gathered findings. Mainly tasks that do not cater for students with different learning styles, and

repetitive tasks which create monotony were criticized and shown as reasons for adaptive decisions. The teachers seemed to be of the opinion that tasks lacking significant properties need to be dealt with. This emphasis on repetitiveness, and learning styles may have resulted from the heterogeneity of learners in the classes of the preparatory program. As the students have different backgrounds, teachers may be having difficulty keeping the interest of the students and providing varied instruction. Being repetitive was not the only point offered as a drawback by Harmer (2001), but it was also an adaptation reason in the study of Çoban (2001). Similarly, the fact that materials can be adapted when they do not correspond to the learning styles of particular students was remarked in Bailey's (1996) and Mısırlı's (2010) research.

In addition, context-related reasons were referred to by all the participants of the study. In fact, the teachers reported that they needed to make alterations in their materials based on the exam and pacing of the institution. This finding is highly likely to have emerged from the fact that the preparatory program runs a modular system which accommodates pre-scheduled and centralized tests, and that all the classes of the same level are required to cover the necessary learning objectives before the pre-scheduled tests. Tests in the institutional context were listed as a reason for adapting materials by Graves (2000), and were reflected in the findings of this study, Yan (2007) concluded that the teacher trainees in her study had to consider the test-oriented nature of their host schools when they planned their lessons.

Lastly, reasons resulting from the understanding and beliefs of teachers were mentioned in this study. Teachers reported that they made certain adaptations so as to increase the production and engagement of their students, stating that these adaptations enhanced learning. It seems that they also perceived learner interest as a prerequisite for effective learning, as they mentioned that some of their adaptations were made to attract the attention of their learners. This finding might be related to their understanding that students learn more effectively when they are actively involved and it is the teachers who help with this process by utilizing textbook adaptation techniques. Bailey (1996) had also pointed out the significance of learner engagement and participation as a reason to adapt.

All in all, parallel to what was suggested in the literature, many factors led the participant teachers of this study to adapt their textbooks. They considered their students, the nature of the tasks, time issues, context requirements and their own understanding of effective instruction.

## **5.2 Pedagogical Implications**

Besides filling a gap in the literature by investigating textbook adaptation practices of teachers and their level of expertise, this thesis study has raised significant implications for various parties. First of all, the participating teachers of the study had an opportunity to brainstorm about their practices of textbook adaptation, which may possibly have raised their awareness on the issue. Secondly, the findings of the study could be used by the institution to design in-service training programs which encourage teachers to adapt their textbooks in a more efficient and varied way. Moreover, the material developers of the institution can take the adaptation reasons derived in this study into consideration when they create supplementary materials for programs. In a similar vein, textbook writers may draw a good number of implications from the study in terms of what factors cause teachers to make changes in textbooks, and thereby, they can write more efficient textbooks to cater for different demands.

## **5.3 Conclusions**

This research study investigated a highly valued aspect of materials evaluation and development in English language teaching: textbook adaptation. By involving the actual performers of language teaching, EFL teachers (both novice and experienced), the study aimed to shed light on their self-reported beliefs regarding textbook adaptation, the types and frequency of adaptive techniques that they utilize, along with the differences between the two groups of teachers, and lastly the reasons that lead them to adapt textbooks in intermediate level classes.

The data collected through reflective essays, lesson plans and semi-structured interviews, revealed that textbook adaptation is perceived as a highly rewarding and effective strategy both for experienced and novice teachers, and both groups were prompted to adapt their textbooks quite frequently for various reasons. Besides, some



remarkable differences were found between the two groups of teachers in terms of the frequency of particular textbook adaptation techniques as well.

Finally, this thesis study endeavored to make a contribution to the literature on the actual practices of EFL teachers during the process of textbook adaptation. It has also uncovered some motives that lead teachers to adapt their textbooks that may be of benefit for curriculum designers and textbook writers. With the aforementioned findings, the study showed the role of textbook adaptation in teaching English as a foreign language from the perspectives of novice and experienced teachers.

#### **5.4 Recommendations**

This study has certain recommendations to be taken into consideration for further research. First of all, attempting to fill a gap in the literature, this study investigated the practices of teachers regarding textbook adaptation and revealed significant findings about utilizing adaptive techniques in intermediate level classes. Nevertheless, more research can be done with diverse participants from different level groups and compare the findings.

Moreover, in this study, the actual practices of the participating teachers on their adaptive decisions could not be observed due to the loaded schedule of the preparatory program. Therefore, a further study integrating observation might reveal in-depth results and provide an opportunity for analyzing teachers' in-class practices as well as their unplanned adaptations.

Finally, future research could investigate the types of textbook activities that are most frequently adapted by teachers, which would lead to more detailed analysis about textbook adaptation in language preparatory programs.

## REFERENCES

- Adaptation. (2016). In Cambridge dictionaries online. Retrieved from <http://dictionary.cambridge.org/dictionary/english/adaptation>
- Akyel, A. (1997). Experienced and student EFL teachers' instructional thoughts and actions. *Canadian Modern Language Review*, 58(4), 677-692.
- Ary, D., Jacobs, L., & Sorensen, C. (2010). *Introduction to research in education* (8th ed.). New York: Cengage Learning.
- Asgari, A. (2011). The compatibility of cultural value in Iranian EFL textbooks. *Journal of Language Teaching and Research*, 2, 887-894.
- Bailey K. M. (1996). The best laid plans: teachers' in-class decisions to depart from their lesson plans. In K. M. Bailey & D. Nunan (Eds.), *Voices from the language classroom*. (pp.15-40). Cambridge: Cambridge University Press.
- Bigelow, L. (2000). Class planning strategies of expert and novice teachers. *The Sloping Halls Review*, 7, 79-88.
- Bloom, B. S. (Ed.). Engelhart, M. D., Furst, E. J., Hill, W. H., Krathwohl, D. R. (1956). *Taxonomy of educational objectives: Handbook I: The cognitive domain*. New York: David McKay.
- Borko, H. & Livingston, C. (1989). Expert-novice differences in teaching: A cognitive analysis and implications for teacher education. *Journal of Teacher Education*, 40(4), 36-42.
- Cambridge University Press Annual Report (2010). Cambridge: Cambridge University Press.
- Cohen, D. & Crabtree, B. (2006). Qualitative Research Guidelines Project. *Robert Wood Johnson Foundation*. Retrieved January 23, 2016, from <http://www.qualres.org/index.html>
- Clandfield, L. (2010, May 16) C is for Course book [Blog page] Retrieved December 15, 2015, from <https://scottthornbury.wordpress.com/2010/05/16/c-is-for-coursebook-by-lindsay-clandfield/>
- Creswell, J. W. (1994). *Research design: Qualitative & quantitative approaches*. Thousand Oaks, CA: Sage Publications.
- Cunningsworth, A. (1984). *Evaluating and Selecting ELT Materials*. Heineman.

- Cunningsworth, A. (1995). *Choosing Your Coursebook*. Oxford: McMillan Heinemann.
- Çoban, Z. Z. (2001). *Experienced and novice English language teachers' use of textbook adaptation strategies at Gazi University*. (Master's Thesis) Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Dapgin, M. (2015). *Ortaokul Matematik öğretmenlerinin ders kitabı dışındaki kaynak kullanımları üzerine bir araştırma*. (Master's Thesis) Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Denzin, N. K., & Lincoln, Y. S. (2005). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (3rd ed., pp. 1-32). Thousand Oaks, CA: Sage.
- Edge, J., and S. Wharton. (1998). Autonomy and development: Living in the materials world. In B. Tomlinson (Ed.), *Materials development in language teaching* (295–311). Cambridge: Cambridge University Press.
- Ernest L. & Zac E. (2012). Reflective essays. Retrieved from [http://condor.depaul.edu/writing/writers/Types\\_of\\_Writing/reflectiveessay.html](http://condor.depaul.edu/writing/writers/Types_of_Writing/reflectiveessay.html)
- Farrell, T. S. C. (2012). Novice-Service language teacher development: Bridging the gap between preservice and in-service education and development. *TESOL Quarterly*, 46(3), 435–449.
- Gabrielatos (2004). Session Plan: The coursebook as a flexible tool. *IATEFL Teacher Trainers and Educators SIG Newsletter*, 1, 28-31.
- Gak, D. (2011). Textbook - An important element in the teaching process, *Metodičkividici, Filozofskifakultet Novi Sad*, 2(2), 78-82.
- Gatbonton, E. (2008). Looking beyond teachers' classroom behavior: Novice and experienced ESL teachers' pedagogical knowledge. *Language Teaching Research*, 12(2), 161-182.
- Genesee, F. (2001). Evaluation. In R. Carter, & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 144-150).

Cambridge: Cambridge University

Press.<http://dx.doi.org/10.1017/CBO9780511667206.022>

- Grant, N. (1987). *Making the most of your textbook*. London: Longman.
- Graves, K. (2000). *Designing language courses: A guide for teachers*. Boston: Heinle&Heinle.
- Gray, J. (2002). The global coursebook in English Language Teaching. In D. Block and D. Cameron (Eds.), *Globalization and language teaching* (pp.151-167). London: Routledge.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). Thousand Oaks, CA: Sage.
- Hadley, G. (2013). Global textbooks in local contexts: An empirical investigation of effectiveness. In N, Harwood (Ed.), *English language teaching textbooks: Content, consumption, production* (pp. 205-238). Basinstoke: Palgrave Macmillan.
- Harmer, J. (2001). *The practice of English language teaching*. (3rd ed.). Harlow: Longman.
- Haynes, L. (2011). *Novice teachers' perceptions of their mentoring experiences*. ProQuest Dissertations & Theses (PQDT). Retrieved from: <http://search.proquest.com/docview/922678446?accountid=13014>
- Hutchinson, E. G. (1996). *What do teachers and learners actually do with textbooks?* (Unpublished doctoral dissertation). Lancaster University, Lancaster, UK.
- In-service. (2016). In the American Heritage Dictionary of the English Language. Retrieved from <https://ahdictionary.com/word/search.html?q=in-service&submit.x=0&submit.y=0>
- Islam, C. & Mares, C. (2003). Adapting classroom materials In B. Tomlinson (Ed.), *Developing Materials for Language Teaching*. (pp. 86-103). London: Continuum.
- Johnson, K. E. (1992). Learning to teach: instructional actions and decisions of preservice ESL teachers. *TESOL Quarterly*, 26, 507-534.
- Karavas-Doukas, E. (1996). Using attitude scales to investigate teachers' attitudes to the communicative approach. *ELT Journal*, 50(3), 187-198.

- Karataş, P. & KaramanCendel, A. (2013). Challenges faced by novice language teachers: Support, identity, and pedagogy in the initial years of teaching. *The International Journal of Research in Teacher Education*, 4(3), 10–23.
- Kazazoğlu, S. (2010). İngiliz Dili Eğitimi Bölümlerinde görev yapan İngilizce öğretmenlerinin ders kitabı kullanımını tercihleri. *Dil Dergisi*, 148, 54-66.
- Kim, K., & Roth, G. (2011). Novice teachers and their acquisition of work-related information. *Current Issues in Education*, 14 (1), 1-28. Retrieved from <http://cie.asu.edu/>
- Kim, H. D. (2006). Teachers' opinions on criteria for ELT materials evaluation and development. *English Teaching*, 61(2), 139-164.
- Litz, D. (2005). Textbook evaluation and ELT management: A South Korean case study. *Asian EFL Journal*, 48, 1-53.
- Madsen, H. S., & Bowen, J. D. (1978). *Adaptation in language teaching*. Rowley Mass: Newbury House.
- Maley, A. (1998). Squaring the circle-reconciling materials as constraint with materials as empowerment. In B. Tomlinson (Ed.), *Materials development in language teaching* (pp. 279-294). Cambridge: Cambridge University Press.
- Martin, N. K., Yin, Z., & Mayall, H. (2006, February). *Classroom management training, teaching experience and gender: Do these variables impact teachers' attitudes and beliefs toward classroom management style?* Paper presented at the Annual Conference of the Southwest Educational Research Association, Austin, TX. Retrieved December 20, 2015, from ERIC database. (ED494050)
- Masuhara, H., Hann, H. Yi, Y. & Tomlinson, B. (2008). Adult EFL courses. *ELT Journal*, 62(3), 294–312. doi: 10.1093/elt/ccn028
- Masuhara, H. (2011). What do teachers really want from coursebooks. In: B. Tomlinson (Ed.), *Materials development in language teaching*. (pp. 236-266). Cambridge University Press, Cambridge.
- McDonough, J. and Shaw, C. (1993). *Materials and methods in ELT*. Oxford: Blackwell.
- McDonough, J., Shaw, C. and Masuhara, H. (2013). *Materials and methods in ELT* (3rd ed.). Oxford: Blackwell.

- McGrath, I. (2002). *Materials evaluation and design for language teaching*. Edinburgh: Edinburgh University Press.
- Mısırlı, S. (2010). *Materials in TEFL: A discussion of what lies behind them and implications*. *Humanising Language Teaching*, 12 (4).  
<http://www.hltmag.co.uk/aug10/sart04.html>
- Miles, M. B. & Huberman, A. M. (1994). *Qualitative data analysis* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Moncada, A. (2006). On materials use training in EFL teacher education: some reflections. *Profile* 7, 101-114.
- Nunan, D. (1988). *Learner-centered curriculum*. Cambridge. Cambridge University Press.
- Nunan, D., & Lamb, C. (1996). *The self-directed teacher*. Cambridge: Cambridge University Press.
- Oxenden, C., & Latham-Koenig, C. (2007). *New English file intermediate*. Oxford: Oxford University Press.
- Parrish, B. (2004). *Teaching adult ESL: A practical introduction*, McGraw Hill: New York, NY.
- Richards, J. (1998). *Beyond training: Perspectives on language teacher education*. Cambridge: Cambridge University Press.
- Richards, J. C. (2002). *The role of textbooks in a language program*. Cambridge: Cambridge University Press.
- Schumm, J., Vaughn, S., & Saumell, L. (1992). What teachers do when the textbook is tough: Students speak out. *Journal of Reading Behavior*, 24(4), 481–503.
- Shavelson, R., & Stern, P. (1981). Research on teachers' pedagogical thoughts, judgments, decisions and behavior. *Review of Educational Research*, 51, 455-98.
- Soares, M. L. F. (2005) *The importance of coursebooks for teachers of English as a foreign language*. Retrieved from <http://www.maxwell.vrac.puc-rio.br/22611/22611.PDF>

- Studolsky, S. (1989). Is teaching really by the book?. In P. W. Jackson, & S. Haroutunian-Gordion (Eds.), *From Socrates to software: The teacher as text and the text as teacher*. (pp.159-184). Chicago: University of Chicago Press.
- Swales, J. (1980). ESP: The textbook problem. *The ESP Journal*,1(1), 11-23.
- Thornbury, S., &Meddings, L. (2001). Using a coursebook the Dogme way. *Modern English Teacher*, 11(1),36–40.
- Tomlinson, B. (1997). The future perfect? *MATSDA Folio*, 4(1),3.
- Tomlinson, B. (2003a): Materials evaluation. In B. Tomlinson (Ed.) *Developing Materials for Language Teaching* (pp. 15-36). London: Continuum.
- Tomlinson, B. (2003b). Humanizing the course book. In B. Tomlinson (Ed.) *Developing materials for language teaching*. (pp. 162-173). London: Continuum Press.
- Tomlinson, B. (2006). Localising the global: Matching materials to the context of learning. In J. Mukundan (Ed.) *Readings on ELT Materials II*. (pp. 1-16). Petaling Jaya: Pearson Malaysia.
- Tsui, A. B. M. (2003). *Understanding expertise in teaching: Case studies of second language teachers*. Cambridge: Cambridge University Press.
- Ur, P. (1996). *A Course in Language Teaching*. Cambridge: Cambridge University Press.
- Wen-Cheng, W., Chien-Hung, L., & Chung-Chieh, L. (2011). Thinking of the textbook in the ESL/EFL classroom. *English Language Teaching*,4 (2), 91-96. doi: 10.5539/elt.v4n2p91
- What is it? (n.d.). Retrieved January 24, 2016, from <http://product.pearsonelt.com/newlanguageleader/>
- Woods, D. (1996). *Teacher Cognition in Language Teaching*. Cambridge University Press.
- Yan, C. (2007). Investigating teachers' materials adaptation. *Humanising Language Teaching* 9(4), 1-15.
- Yin, R. K. (2002). *Case study research: Design and methods*. Thousand Oaks, CA: SAGE Publications.

**APPENDICES**  
**A. Reflective Essay Template**

Dear colleague,

I am pursuing my Master's degree in English Language Teaching Program at Graduate School of Educational Sciences at a foundation (non-profit, private) university in Istanbul, Turkey. Currently, I am writing my thesis the aim of which is to investigate teachers' self-reported beliefs about adapting textbooks as well as their techniques and reasons in this issue.

The first phase of my study, which involves writing a reflective essay, aims to find out about teachers' self-reported beliefs in terms of textbook adaptation. Your sincere responses and comments will serve as invaluable data for my study. The information you have provided will be confidential and used for research purposes only. Do not hesitate to contact me from the e-mail address below for any further questions. Thank you for your cooperation.

[senelyalcinn@gmail.com](mailto:senelyalcinn@gmail.com)

Write a reflective paper of around 300-350 words about your perceptions of textbook adaptation. You can take the following points into consideration on your paper:

- Do you think textbook adaptation is necessary and helpful?
- What kind of beliefs lead you to adapt your textbooks?

Please provide examples to illustrate your points.



## B. Textbook Pages

Main Page (p. 76)

# 5

# C

**G** gerunds and infinitives  
**V** work  
**P** word stress

## Job swap

### 1 VOCABULARY work



### 2 PRONUNCIATION & SPEAKING word stress

a Underline the stressed syllable in each word. Use the phonetics to help you.

- 1 apply /ə'plai/
- 2 contract /'kɒntrækt/
- 3 employee /'ɪmplɔɪ'ɪ/
- 4 experience /ɪk'spiəriəns/
- 5 overtime /'əʊvətaɪm/
- 6 permanent /'pɜːmənənt/
- 7 qualifications /kwɒlɪfɪ'keɪʃnz/
- 8 resign /rɪ'zaɪn/
- 9 retire /rɪ'taɪə/
- 10 temporary /'tempərəri/

b **5.13** Listen and check. Practise saying the words.

c Talk to a partner.

#### Do you know anybody who...

- is applying for a job? What kind of job?
- has just retired? How old is he / she?
- has been promoted recently? What to?
- does a lot of overtime? Why?
- was sacked from his / her job? Why?
- is self-employed? What does he / she do?
- is doing a temporary job? What?
- has a part-time job? What hours does he / she work?

a Look at the picture story and match a sentence with each picture.

- |   |                          |
|---|--------------------------|
| A But he was happy because he had a good <b>salary</b> and a company car. | <input type="checkbox"/> |
| B He <b>applied for</b> a job with a food company, and sent in his CV.    | <input type="checkbox"/> |
| C He <b>was sacked</b> . Jake was unemployed again...                     | <input type="checkbox"/> |
| D After six months he <b>got promoted</b> .                               | <input type="checkbox"/> |
| E Jake was <b>unemployed</b> and was looking for a job.                   | <input type="checkbox"/> |
| F He had to work very hard and <b>do overtime</b> .                       | <input type="checkbox"/> |
| G But then he had an argument with his <b>boss</b> .                      | <input type="checkbox"/> |
| H He <b>had an interview</b> , and he <b>got the job</b> .                | <input type="checkbox"/> |

b Cover the sentences and look at the pictures. Tell the story from memory.

c **5.15** p.152 Vocabulary Bank Work.

**3 GRAMMAR** gerunds and infinitives

- a Complete sentences 1–16 in the questionnaire. Put the verbs in the gerund, e.g. *working*, or the infinitive + *to*, e.g. *to work*.
- b Read the sentences and tick (✓) **only** the ones that you **strongly** agree with. Compare your answers with another student.
- c Now see in which group(s) you have most ticks. Read the paragraphs on the right to find out which jobs would suit you. Would you like to do any of them?

d Look at the sentences in the questionnaire. Complete the rules with the **gerund** or **infinitive + to**.

- 1 After some verbs, e.g. *enjoy, don't mind* use... \_\_\_\_\_
- 2 After some verbs, e.g. *want, would like* use... \_\_\_\_\_
- 3 After adjectives, use... \_\_\_\_\_
- 4 After prepositions, use... \_\_\_\_\_
- 5 As the subject of a phrase or sentence, use... \_\_\_\_\_

e **p.138 Grammar Bank 5C.** Read the rules and do the exercises.

### The right job for you

— match your personality to the job

1 I am good at <u>listening</u> to people.	listen	If you have most ticks in 1–4, the best job for you would be in the 'caring professions'. If you are good at science, you could think of medicine, for example a doctor or nurse. Alternatively, teaching or social work are areas which would suit your personality.
2 I enjoy _____ people with their problems.	help	
3 I don't mind _____ a very large salary.	not earn	
4 I'd like _____ as part of a team.	work	
5 I am good at _____ quick decisions.	make	If you have most ticks in 5–8, you should consider a job in the world of business, for example sales or marketing. Other possibilities include accountancy or working in the stock market.
6 _____ risks doesn't stress me.	take	
7 I don't find it difficult _____ by myself.	work	
8 I'm not afraid of _____ large amounts of money.	manage	
9 I am good at _____ myself.	express	If you have most ticks in 9–12, you need a creative job. Depending on your specific talents you might enjoy a job in the world of music, art, or literature. Areas that would suit you include publishing, journalism, graphic design, fashion, or the music industry.
10 I always try _____ my instincts.	follow	
11 It's important for me _____ creative.	be	
12 I enjoy _____.	improvise	
13 _____ complex calculations is not difficult for me.	do	If you have most ticks in 13–16, you have an analytical mind. A job in computer science or engineering would suit you. You also have good spatial sense which would make architecture and related jobs another possibility.
14 I enjoy _____ logical problems.	solve	
15 I find it easy _____ theoretical principles.	understand	
16 I am able _____ space and distance.	calculate	

f Choose five of the topics below and tell your partner about them.

somewhere  
you'd like to go to  
this weekend

somebody  
you find difficult  
to talk to

something  
you found  
easy to learn

something  
you prefer doing  
by yourself

something  
you've decided  
to do soon

something  
you enjoy doing  
on Sunday mornings

something  
you regret buying

something  
you often  
forget to do


something  
you're afraid  
of doing

a job you'd  
love to be able  
to do (but think  
you couldn't)

# Work

## 1 Describing your job

a Read the texts and match them to the pictures. What are the jobs?

	<p>1 I only work <b>part-time</b> – four mornings a week, and I sometimes do overtime on a Saturday morning. I don't earn a big salary. It's a <b>temporary</b> job and I only have a six-month <b>contract</b> at the moment. But the <b>working hours</b> suit me as I have very young children. When they go to school I would like to find a <b>permanent</b> job and work <b>full-time</b>. What I like most about my job is working in complete silence! The only noise you can hear is of people turning pages and whispering.</p>	<p>2 I did a six-month <b>training course</b> at Technical College to get my qualifications, and then I worked for a local company to get some <b>experience</b>. I worked long hours for a low salary and so I <b>resigned</b> last year and became <b>self-employed</b>. I prefer working for myself. I don't work regular hours (sometimes people call me in the middle of the night) but you can earn a lot of money in this job, especially in the winter. If I'm lucky, I'll be able to <b>retire</b> when I'm 60!</p>
		

b Match the **highlighted** words in the texts to definitions.

- |   |                        |
|---|------------------------|
| 1 a written legal agreement                             | <u>contract</u>        |
| 2 the knowledge you get from doing a job                | _____                  |
| 3 a series of lessons to learn to do a job              | _____                  |
| 4 the time you spend doing a job                        | _____                  |
| 5 working for yourself, not for a company               | _____                  |
| 6 to stop working when you reach a certain age, e.g. 65 | _____                  |
| 7 left a job because you wanted to                      | _____                  |
| 8 lasting for a short time                              | _____ (opposite _____) |
| 9 for only a part of the day or the week                | _____ (opposite _____) |
| 10 exams you've passed or courses you've done           | _____                  |

## 2 Saying what you do

Complete the Prepositions column.

- |   |                     |
|---|---------------------|
| 1 I work _____ a multinational company.                   | <b>Prepositions</b> |
| 2 I work _____ a manager.                                 | _____               |
| 3 I'm _____ <b>charge</b> _____ the marketing department. | _____, _____        |
| 4 I work _____ a factory.                                 | _____               |
| 5 I'm <b>responsible</b> _____ customer loans.            | _____               |
| 6 I'm _____ <b>school / university</b> .                  | _____               |
| 7 I'm _____ <b>my third year</b> .                        | _____               |

## 3 People

Write two more jobs in each column.

-er	-or	-ist	-ian	others
lawyer /'lo:jə/ plumber	actor conductor	psychologist scientist	electrician librarian	accountant chef /ʃef/

**▲** An **employer** is a person or company that employs other people. An **employee** is a person who works for somebody.

**Can you remember the words on this page? Test yourself or a partner.**

**🔄** p.76

Grammar Bank (p. 138)

5C gerunds and infinitives

Use the gerund (verb + -ing)

- |   |   |
|---|---|
| 1 after prepositions and phrasal verbs.                   | I'm very good <b>at remembering</b> names.<br>She's <b>given up smoking</b> . |
| 2 as the subject of a sentence.                           | <b>Eating out</b> is quite cheap here.  |
| 3 after some verbs, e.g. <i>hate, spend, don't mind</i> . | <b>I don't mind getting up</b> early.   |

Common verbs which take the gerund include: **enjoy, hate, finish, like, love, mind, practise, spend, stop, suggest** and phrasal verbs, e.g. **give up, go on**, etc.

Use the infinitive (+ to)

- |   |   |
|---|---|
| 1 after adjectives.                                 | My flat is <b>easy to find</b> .  |
| 2 to express a reason or purpose.                   | He's saving money <b>to buy</b> a new car.                              |
| 3 after some verbs, e.g. <i>want, need, learn</i> . | She's never <b>learnt to drive</b> .<br><b>Try not to make</b> a noise. |

Common verbs which take the infinitive (with *to*) include: **(can't) afford, agree, decide, expect, forget, help, hope, learn, need, offer, plan, pretend, promise, refuse, remember, seem, try, want, would like**

Use the infinitive (without to)

- |   |   |
|---|---|
| 1 after most modal and auxiliary verbs. | I <b>can't</b> drive. We <b>must</b> hurry.                                       |
| 2 after <i>make</i> and <i>let</i> .    | My parents don't <b>let me go</b> out much.<br>She always <b>makes me laugh</b> . |

- Gerunds and infinitives form the negative with *not*, e.g. *not to be, not being*.
- More verbs take the infinitive than the gerund.
- These common verbs can take either the gerund or infinitive with no difference in meaning: **begin, continue, prefer, start**.

⚠ These verbs can take a gerund or an infinitive but the meaning is different:

*Try to be on time.*

= make an effort to be on time.

*Try doing yoga.*

= do it to see if you like it.

*Remember to phone him.*

= Don't forget to do it.

*I remember meeting him years ago.*

= I have a memory of it.

138

Grammar Bank (p. 139)

5C

a Complete with the gerund or infinitive.

*Smoking* is banned in all public places. (smoke)

- 1 It's very expensive \_\_\_\_\_ a flat in the centre. (rent)
- 2 Are you afraid of \_\_\_\_\_? (fly)
- 3 I called the restaurant \_\_\_\_\_ a table for tonight. (book)
- 4 Be careful \_\_\_\_\_ a noise when you come home tonight. (not make)
- 5 She's worried about \_\_\_\_\_ the exam. (fail)
- 6 Everybody went on \_\_\_\_\_ until after midnight. (dance)
- 7 \_\_\_\_\_ an only child is a bit boring. (be)
- 8 It's easy \_\_\_\_\_ the way if you look at the map. (find)
- 9 He's terrible at \_\_\_\_\_ languages. (learn)
- 10 A Why are you learning Spanish?  
B \_\_\_\_\_ talk to my in-laws. They're Argentinian, and they don't speak English. (be able to)

b Complete the sentences with *work, to work, or working*.

I regret not *working* harder when I was at school.

- 1 I spent all weekend \_\_\_\_\_ on the computer.
- 2 I've decided \_\_\_\_\_ abroad next year.
- 3 You must \_\_\_\_\_ harder if you want to get promoted.
- 4 My boss often makes me \_\_\_\_\_ late.
- 5 He isn't very good at \_\_\_\_\_ in a team.
- 6 I don't mind \_\_\_\_\_ on Saturdays if I can have a day off during the week.
- 7 He's gone to the UK \_\_\_\_\_ in his uncle's shop.
- 8 \_\_\_\_\_ with members of your family can be quite difficult.
- 9 My husband promised not \_\_\_\_\_ on my birthday.
- 10 I used \_\_\_\_\_ in a restaurant when I was a student.

### C. Lesson Plan Template

Bahçeşehir University Preparatory Program  
Professional Development Unit (Adapted for Research Purposes)  
Lesson Plan for B2 (Intermediate Level Class)

<b>Stage</b>	<b>Aims</b>	<b>Procedures (Teacher and Student Activities)</b>	<b>Interaction patterns/ Time</b>

#### **D. Interview Questions**

- 1.** What are the student-related reasons that lead you to adapt textbooks? (i.e. student needs, interests, levels etc.) Briefly explain.
- 2.** What are the time-related reasons that lead you to adapt textbooks? (i.e. filing out time, lack of time, unrealistic timeframe etc.) Briefly explain.
- 3.** What are the task-related reasons that lead you to adapt textbooks? (i.e. the task not achieving its objectives, not being self-explanatory, not reflecting student needs, inappropriate difficulty level, having inappropriate sequence, being repetitive etc.) Briefly explain.
- 4.** What are the context-related reasons that lead you to adapt textbooks? (i.e. schedule, shifts, exams etc.) Briefly explain.
- 5.** Are there any reasons that lead you to adapt textbooks based on your own beliefs as a teacher? (i.e. when you do not meet your particular objectives, to create alternative modes of activities, to increase learner involvement, as a result of the interaction and negotiation between you and your students etc.) Briefly explain.

## CURRICULUM VITAE

### Personal Information

Surname, Name: Yalçın, Şenel

Nationality: Turkish

Date of Birth: 01/12/1989

Phone: 0506 578 6298

E-mail: [senelyalcinn@gmail.com](mailto:senelyalcinn@gmail.com)

### Education

- MA, Bahçeşehir University, English Language Teaching, 2016
- BA, DokuzEylül University, English Language Teaching, 2011

### Work Experience

- English Language Instructor -Bahçeşehir University (2015-.....)
- English Language Instructor -Beykent University (2013-2015)
- English Language Instructor- İzmir University (2012-2013)
- English Language Instructor- DokuzEylül University (2011-2012)

### Certificates

- Bahçeşehir University, TEFL Research Summit, Code-switching - Speaker, 2015
- Bilgi University, 5th ELT Conference, Code-switching - Speaker, 2015
- Beykent University, Effective Presentation and Public Speaking Training, 2015
- Beykent University, Use of Technology in ELT Classroom, 2014
- Beykent University, Instructional Coaching & Creativity, 2014
- British Council Workshops, 18-hour course on Teaching Language Skills, 2013

- Yaşar University and IATEFL LAMSIG, The 3rd International Conference TESOL Quality and Standards in Language Teaching; A Quest for Excellence, 2013
- Gediz University, Teacher Researchers in Action Conference, 2013
- Oxford Teacher's Academy, 18-hour course on Teaching English to Adults, 2012

### **Interests**

- Material Development and Design in EFL classes
- Textbook Adaptation
- Teaching Language Skills
- Teacher Education
- Code-switching in EFL classes