

Pre-service Teachers' Coursebook Evaluation and Adaptation: An Evaluation of 9th Grade English Coursebook

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Abstract

Instructional materials are important elements in language classrooms, and they provide the basic language input that learners take and the language practice that takes place in the classroom. Most of the language teachers use coursebooks; however, an important role of the teacher is to evaluate the coursebook because whatever methodology or approach teachers have, they must fit the needs of their particular group of learners. This study provides insights from two perspectives. First, it focused on the views of pre-service teachers regarding 9th grade course book, Teenwise. Second, pre-service teachers identified the weak parts of the coursebook units they teach and they adapted these weak parts. The purpose of the analysis of their adaptations was to find out which techniques pre-service teachers use when the coursebook does not meet their expectations. The evaluation of the coursebook revealed that pre-service teachers are satisfied with language skills and language content of the coursebook. However, pre-service teachers thought that structure and vocabulary presentations and activities should be developed. The adaptations of the pre-service teachers showed that the most used technique to adapt the units was "add", "reorder" and "modify". It is concluded that in order to help them make use of coursebooks more effectively and aid teaching learning process when they become teachers, it is important to train pre-service teachers about how to evaluate coursebooks they use and how to adapt the coursebook units to fit current ELT approaches and their students' needs.

Keywords: teacher education, materials evaluation in English Language Teaching, coursebook evaluation and adaptation.



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Öğretmen Adaylarının Ders Kitabı Değerlendirmesi ve Uyarlaması: 9. Sınıf İngilizce Ders Kitabının Değerlendirilmesi

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Öz

Öğretim materyalleri, dil sınıflarında önemli öğelerden biridir ve öğrencilerin dili öğrenmesini ve sınıfta yer alan dil pratiğini sağlar. Dil öğretmenlerinin çoğu ders kitaplarını sınıftaki temel materyal olarak kullanırlar ancak öğretmenin önemli bir rolü kullandığı ders kitabını değerlendirmektir. Öğretmenler hangi öğretim yöntemi veya yaklaşıma sahip olursa olsun, belirli bir grup öğrencinin öğrenim ihtiyaçlarını karşılamalıdır bu nedenle ders kitabı değerlendirme ve uyarlama önem kazanmaktadır. Bu çalışma iki taraflı bakış açısı sunmaktadır. Öncelikle, 9. sınıf ders kitabı olarak kullanılan Teenwise ile ilgili öğretmen adaylarının görüşlerini incelemektedir. İkinci olarak, öğretmen adayları öğrettikleri bölümü daha iyi öğrenme etkili olmayan kısımlarını belirlemiş ve etkili bulmadıkları bölümleri daha iyi öğrenme sağlamak için uyarlamışlardır. Uyarlama analizinin amacı, ders kitabının beklentilerini karşılamadığı durumlarda öğretmenlerin hangi teknikleri kullandığını bulmaktır. Ders kitabı değerlendirilmesi sonuçları, öğretmen adaylarının ders kitaplarını dil becerileri ve dil içeriği açısından yeterli bulduğunu göstermektedir. Ancak öğretmen adayları, dil bilgisi ve sözcük öğretimi ve etkinliklerinin geliştirilmesi gerektiğini düşünmektedirler. Öğretmen adaylarının ders kitabı uyarlamalarında en çok kullanılan tekniğin "ekleme", "yeniden düzenleme" ve "değiştirme" olduğunu bulunmuştur. Sonuç olarak, öğretmen adaylarının ders kitaplarını daha etkin bir şekilde kullanması ve öğretmen olduklarında öğretme öğrenme sürecine etkili katkı sağlamaları önemlidir. Bu nedenle, öğretmen adaylarını kullandıkları ders kitaplarını nasıl değerlendirecekleri ve ders kitaplarını güncel dil öğretim yaklaşımları ve öğrencilerin ihtiyaçları doğrultusunda nasıl uyarlayacakları konusunda eğitmek gereklidir.

Anahtar Kelimeler: öğretmen eğitimi, yabancı dil öğretiminde material değerlendirme, ders kitabı değerlendirilmesi ve uyarlaması.



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INTRODUCTION

Materials are important sources of input in any language learning and teaching context. According to Kitao (1997) language instruction has five important elements and these are: a teacher, students, teaching methods, materials and evaluation. Tomlinson (2012, p. 143) defines materials as “anything which can be used to assist the learning of a language, these include: coursebooks, visuals like flash cards, videos, websites, games and mobile phone interactions”. Tomlinson (2016) states that most lessons are based on materials in most language classrooms throughout the world.

Benefits of using course books are stated by Garton & Graves (2014, p.3) as in the following:

- “1. It provides syllabus for lessons and a course.
2. It saves time – teachers have ready-made material and do not have to prepare their own materials.
3. It provides a sense of security – teachers feel that they know what they are doing.
4. It is reliable since it is written by experts and published by publishers.
6. It provides a sense of professionalism.
7. It offers different perspectives since it introduces different cultures and different places”.

Woodward (2001) states that if a teacher has coursebook, it will help because the teacher will not worry about what to teach, how to teach it and with what materials. Written by experienced teachers, the coursebook can provide a balanced syllabus and a ready-made material which is reasonably cheap and portable, and teachers and students can use it alone or in class. Coursebooks are beneficial in terms of students because they give students directions as they can clearly see what and how much they have accomplished in a course. In addition, coursebooks give students independence and learners have the chance to revise when they have a course book. Furthermore, coursebooks help both teachers and students achieve learning objectives. Since having a coursebook is of vital importance, selecting an appropriate coursebook and using it effectively becomes more important. Richards (2001) states that students need language input and language practice in the language classroom and most of this need can be met by using instructional materials. According to Tomlinson (2010) most language teachers use coursebooks, however, an important role of the teacher is to evaluate the available materials, adapt them, replace them, supplement them and find effective ways to implement the materials chosen for classroom use.

In Anadolu University English Language Teaching (ELT) Department, fourth year students take Practicum class. As the requirement of Practicum class, the students are expected to teach in the schools attached to the Ministry of National Education; so as pre-service teachers, they have to use the coursebooks that are used in these schools. These coursebooks are written by the experts that are determined by the Ministry of National Education. However, as the observations in practicum schools make it clear, most of the teachers who use these coursebooks complain and they say these coursebooks need lots of adaptation. Besides, research reveals that previous studies on coursebook evaluation mostly focused on teacher beliefs and attitudes on coursebooks; however, teacher and pre-service teacher evaluation comparisons have not been studied and also adaptations of pre-service teachers have been a neglected area. In the light of this information, the purpose of the present paper is twofold; first, to investigate how pre-service and experienced teachers evaluate the coursebook, *Tweenwise*, which is used for 9th grade students in the schools attached to the Ministry of National Education. Second, to search for the types of adaptations pre-service teachers suggest for the shortcomings of the 9th grade coursebook and whether their adaptation can approach to the principles of current theories of teaching languages. Specifically, the study addressed the following research questions:

1. How do pre-service teachers evaluate the coursebook they use?
2. How do teachers evaluate the coursebook they use?
3. What are the similarities and differences between the teachers’ and pre-service teachers’ evaluations of the coursebook which is in use?
4. What are the shortcomings of the coursebook for the 9th grade students according to pre-service teachers?
5. What kind of adaptations do pre-service teachers suggest for the shortcomings of the 9th grade coursebook?

LITERATURE REVIEW

Theories of Language Learning and Teaching

Richards (2015) states that teachers need technical competence in teaching and the confidence to teach according to appropriate teaching principles. In language teaching, it is important to place emphasis on conversation, interaction and practice of the actual language. In a communicative classroom, activities are based on using the language for real communication and the teacher simplifies input and makes it comprehensible by using contextual cues, props, and gestures (Richards, 2006).

According to Krashen's comprehensible input theory (1981) students should be exposed to linguistic input that is slightly above their current level but the language is still comprehensible. Then as teachers, we should provide lots of comprehensible input in the classroom. The first step in language learning is comprehensible input but, according to Swain's output hypothesis (1995) it is not possible to acquire language effectively without the opportunity for expression; so, as teachers, we should give opportunities to students to produce output. Moreover, Ellis (1991) focused on interaction and "negotiation of meaning" and noted that comprehensible input is necessary and negotiating a communication problem helps to make input comprehensible to a learner. Then, we need to give students opportunities to interact and negotiate meaning with others in the class while learning language.

Lee and VanPatten (2003) note that coursebook activities can generally be classified as mechanical drills, meaningful drills or communicative practice drills. Mechanical drills are the ones that the students do not need to understand to answer correctly. Meaningful drills require students to attend to the meaning in order to complete but there is just one right answer and in order to answer correctly, the student must first understand the question. In communicative practice drills there should be focus on meaning, and the student's answers should contain information which is unknown to the person who asks the question.

Coursebook Evaluation

Materials evaluation is needed in order to learn whether materials are effective for learners and whether they meet learning outcomes and learners' language needs. Tomlinson (2003) states that materials evaluation means assessing the value of learning materials. According to Tomlinson (2003) an evaluator makes subjective judgements about the effects.

Research on evaluation reflects that evaluations can be carried out pre-use, in-use or post-use. According to Rubdy (2003) the aim of pre-use evaluation is to measure the potential of what teachers and learners can do with the material in the classroom. McDonough & Shaw (2003) state that in-use and post-use evaluations help to establish success of learning materials.

According to McDonough & Shaw (2003) there is a need for a systematic approach to materials evaluation because any material which was commercially produced, may not suit the needs of a particular group of learners. Researchers have developed several evaluation checklists for a systematic evaluation (e.g. Cunningsworth, 1995; McDonough & Shaw, 2003; McGrath, 2002).

One of the major reasons of evaluating a coursebook is to identify its strengths and weaknesses. Once you can identify weak points, it will be easier to overcome the weakness through the use of adapted and supplementary materials (Cunningsworth, 1995). Nation and Macalister (2010) note that coursebooks must be evaluated to determine whether it: a) is suitable for a particular context of teaching and learning; b) meets the needs of the students; c) matches the goals of the course and suits the level of the students; and d) is interesting and uses effective techniques.

Research shows that several studies focused on coursebook evaluation and there have been three different focus in these studies: First, the content of the coursebooks were investigated. Second, student evaluations of the coursebooks were examined. Third, teachers' beliefs, perceptions and attitudes toward the coursebooks were investigated. Concerning teacher beliefs, Zacharias (2005) investigated teacher beliefs on coursebooks which are internationally and locally produced in Indonesia. He found that teachers favor internationally-produced coursebooks. Ahour and Ahmadi (2012) investigated the evaluations of Summit 2B and concluded that it has some shortcomings in terms of structures and vocabulary and cultural presentations. Lee and Bathmaker (2007) examined teacher beliefs about English coursebooks use in

vocational schools in Singapore. They concluded that teachers used their own worksheets and tests instead of coursebooks. Tekir&Arkan (2007) asked teachers to evaluate "Let's Speak English" and teachers reported that they did not find the coursebook satisfactory in terms of the number of illustrations, language activities, organization of topics, sequence of grammatical structures and the level of the coursebook. As research shows, previous studies mostly focused on teacher beliefs, attitudes and evaluations of coursebooks; however, teacher and pre-service teacher evaluation comparisons have not been studied.

Adapting Materials

Whatever methodology or approach teachers have, one of the essential parts of a teaching program is materials. However, teachers need to adapt materials to 'fit' the needs of a specific class. McDonough and Shaw (2003) and Cunningsworth (1995) offer techniques to use when adapting materials. These techniques include: Adding (extending and expanding), Deleting (subtracting), Modifying, Simplifying, Reordering and Replacing material. Adding means that the teacher is supplementing the existing materials and providing more material. When extending, the teacher extends the activity by adding more of the same type of material. Deleting means the teacher decides not to do the activity in the material. Modifying means any kind of change; that is the process of changing an activity or instruction in order to improve it or make it more acceptable by the students. Simplifying means that the teacher makes the material simpler in order to make the activity more accessible to learners, or simplifying a complex activity to make it more manageable for learners. When the teacher decides to reorder, the teacher changes the place of an activity. For example, the teacher decides to use an activity before the other. Replacing material means that a teacher may decide that a more appropriate text may be better to use rather than the ones presented in the material.

During their training to become teachers of English, ELT students take methodology courses in their second and third years to gain effective teaching skills. In the last year of their training, they take "Materials evaluation and adaptation" course. The main purpose of the course is to teach them how to evaluate coursebook units and activities in the light of current methodology and how to adapt the units and activities according to the needs of their students. Moreover, as pre-service teachers, they have to teach in the schools attached to the Ministry of National Education. When the present study was conducted, the pre-service teachers were teaching to 9th grade students at a high school. The purpose of the present study was to investigate how teachers and pre-service teachers evaluate the coursebooks and whether pre-service teachers believe coursebook adaptation is necessary and how they adapt coursebooks according to the needs of the students. Finding pre-service teachers' coursebook evaluation and adaptation will help teacher educators to develop ways to better train future teachers. Moreover, it will help coursebook writers to be aware of teachers' expectations from a coursebook.

METHOD

The purpose of the study was to investigate how pre-service teachers and experienced teachers evaluate the coursebook they use, whether pre-service teachers adapt coursebooks when they feel a need and how they adapt if they do so before teaching.

Participants

20 pre-service teachers who were teaching to 9th grade students in practicum class participated in the study. The schools for the practicum class were four state schools; the students in the schools were science students who got similar results to study in these schools. The schools were similar in terms of student profiles and student numbers—about 20-25- in each class. Four schools used the same coursebook, *Teenwise*, which was written for the 9th grades by authors who were determined by the Ministry of National Education. Both pre-service teachers and 12 experienced teachers who were working in these schools evaluated the coursebook.

Pre-service teachers went to schools in groups of three; they taught in seven experienced teachers' classes. All of the pre-service teachers were teaching to 9th grades once a week for a class time, about 45 minutes in the schools they were nominated. Before they teach, pre-service teachers evaluated the unit, wrote their lesson plans which included explanations for why and how they adapted the given unit. The researcher and another instructor teaching "Practicum" class analyzed pre-service teachers' plans, adaptations and reasons

for the adaptations. Experienced teachers were asked to respond to the same items in the instrument to have an idea about what they think of the coursebook they use.

Instruments

Both pre-service teachers and experienced teachers evaluated the unit to be taught by using the checklist (See Appendix) adapted from the coursebook evaluation tools of Cunningsworth (1995), McDonough and Shaw (2003) and Bilash (2009). Cunningsworth's (1995) criteria for evaluation and selection of a coursebook contains 45 questions, covering criteria such as aims, design, language content, skills, methodology and practical considerations such as cost and obtainability. McDonough and Shaw (2003) offer a two-stage model for the evaluation of a coursebook. First stage, external evaluation, includes criteria to give an overview of the organizational foundation of the coursebook. Second stage is internal evaluation of the coursebook which includes criteria on the intended audience, the proficiency level, context, presentation and organization of the language, and views on language and methodology. Internal evaluation is concerned with the content, suitability and quality of tasks, texts, recordings, and tests and exercises. After the external and internal evaluation, McDonough and Shaw (2003) suggest making an overall evaluation taking into account the factors of usability, generalizability, adaptability and flexibility.

The basic purpose of learning a language is to be able to use it for communication. Therefore, it is important to evaluate a coursebook to see whether it supports the use of language for communication, whether it takes place in a real life context, uses materials that could be used by a native speaker, and whether it involves use of both personal knowledge, language knowledge and skills. In order to evaluate activities in the coursebook, the criteria developed by Bilash (2009) was used. This checklist evaluates whether the activities in the coursebook meets the features of communicative activities.

The Coursebook Evaluation Checklist used in the present study was adapted for this study. The checklist is composed of five sections. The first section investigates balance, suitability and sufficiency of language skills. The second section investigates vocabulary and structure, their suitability, presentations and usefulness. The third section asks for sufficiency, authenticity and language functions. The fourth section investigates the suitability, adequacy, and usefulness of the subject and content. The fifth section investigates suitability, adequacy, sufficiency of activities and tasks and whether they match communicative competence criteria. The scale consists of totally 27 items. The participants were asked to response to each item stating whether they strongly disagree (1), disagree (2), undecided (3), agree (4) or strongly agree (5) on a 5-point Likert scale. The checklist aimed to evaluate the coursebook, *Teenwise*, in terms of language skills, structure and vocabulary, language content, subject and content, activities and tasks. The coursebook evaluation checklist has internal consistency; Cronbach's alpha reliability calculated index for the checklist ranged from 0.897 to 0.972. Results are given in Table 1.

Table1
Cronbach's Alpha of Coursebook Evaluation Checklist

Coursebook Evaluation Checklist	Cronbach's Alpha
1. Language Skills (5 items)	0.897
2. Structure and Vocabulary (5 items)	0.972
3. Language Content (4 items)	0.889
4. Subject and Content (3 items)	0.938
5. Activities and Tasks (10 items)	0.902

FINDINGS

The results of the study are given based on the research questions. In order to present the results of the Coursebook Evaluation Checklist, the means and standard deviations were calculated to describe the responses of the pre-service teachers and experienced teachers. Pre-service teachers and experienced teachers responded to the items in the checklist indicating to what extent they find the coursebook effective in terms of five categories: Language Skills, Structure and Vocabulary, Language Content, Subject and Content, Activities and Tasks. Table 2 presents the results of pre-service teachers and experienced teachers for language skills.

Table 2
Mean Scores of the Responses Given to the Language Skills

Items		1	2	3	4	5
Pre-service (N=20)	Mean	4.02	3.89	3.20	3.58	2.98
	St. D	,88	1.20	,70	1.52	1.05
Experienced (N=12)	Mean	4.08	4.30	3.40	4.20	4.50
	St.D	,72	1.02	,85	1.05	1.30

For Item 1, regarding whether the coursebook provides an appropriate balance of the four language skills, the mean score of pre-service teachers is 4.02. This result shows that pre-service teachers agree that there is a balance in the presentation of four skills. Similarly, experienced teachers state that they agree that coursebook provides an appropriate balance of four language skills. Mean score for experienced teachers is 4,08.

For the second item, which stated that listening material is well recorded, as authentic as possible, and attracts the interest of learners, the mean score is 3.89. This result clearly indicates that pre-service teachers find the coursebook, *Teenwise*, moderately effective in terms of listening. Similarly, experienced teachers state that *Teenwise* is effective in terms of listening. Mean score for experienced teachers is 4,30.

Item three stated that there is sufficient range of interesting, level-appropriate reading material and reading sequences are clear. The mean score for this item is 3.20. This result indicates that pre-service teachers are not sure whether reading sequences are clear and whether there is sufficient range of interesting reading material. Similarly, experienced teachers state that they are not sure whether there is sufficient range of interesting reading material and reading sequences are clear. The mean score for experienced teachers is 3.40.

For item four, mean score is 3.58. This result reveals that pre-service teachers moderately agree that there is sufficient material for spoken English incorporating activities that can be personalized and that are interesting. However, mean score for the experienced teachers is 4,20. This result shows that experienced teachers agree that speaking material is sufficient and activities can be personalized.

Item five measures whether writing activities are suitable in terms of difficulty, interest, and amount of guidance. Mean score for pre-service teachers is 2.98. The results show that most of the pre-service teachers do not think that writing activities are interesting for the students and they do not agree that there is enough guidance. However, the mean score for experienced teachers is 4,50. This result indicates that experienced teachers state that writing activities are suitable.

Second part of Coursebook Evaluation Checklist investigated pre-service teachers' views about the presentation of structure and vocabulary. The mean scores are given in Table 3.

Table 3
Mean Scores of the Responses Given to the Structure and Vocabulary

Items		6	7	8	9	10
Pre-service (N=20)	Mean	1.09	2.98	3,30	1,80	2,45
	St. D	,45	1,02	,80	,60	1,08
Experienced (N=12)	Mean	2.30	3,25	4,22	2,90	4,06
	St.D	,85	1,20	,70	1,12	,88

As Table 3 indicates, concerning the question whether the linguistic items are introduced in meaningful contexts, mean score is 1,09. This result shows that pre-service teachers think that linguistic items are not presented in meaningful contexts. Similarly, experienced teachers disagree that linguistic items are presented in meaningful contexts, mean score is 2,30.

Pre-service teachers do not agree that the presentations of new structure are clear and complete enough for the students to review outside the class., mean score for this item is 2,98. Similarly, experienced teachers are undecided about whether the presentations of new structure are clear, mean score is 3,25.

For item 8 “Is the primary function of the new structures for interaction and communication?” pre-service teachers are undecided, mean score is 3,30. Experienced teachers agree that the primary function of the new structures is for interaction and communication, mean score is 4,22.

For items 9 and 10 mean scores for pre-service teachers are 1,80 and 2,45. Item 9 asked whether the new vocabulary is integrated in varying contexts and situations and item 10 asked if the presentations of the new vocabulary are clear and complete enough for students to review outside the class. The results show that pre-service teachers strongly disagree that the new vocabulary is integrated in varying contexts and situations and they disagree that presentations of the new vocabulary are clear and complete enough for students to review outside the class. Mean scores of experienced teachers for items 9 and 10 are 2,90 and 4,06. These results show that experienced teachers disagree that the new vocabulary is integrated in varying contexts. However, regarding item 10 “Are the presentations of the new vocabulary clear and complete enough for students to review outside the class?” there is a significant difference between pre-service teachers and experienced teachers.

Third part of Coursebook Evaluation Checklist investigated pre-service teachers' views about Language Content. Mean scores are given in Table 4.

Table 4
Mean Scores of the Responses Given to Language Content

Items		11	12	13	14
Pre-service (N=20)	Mean	2.79	3,99	4,02	3,02
	St. D	,44	,55	1.05	,86
Experienced (N=12)	Mean	3.42	4,25	4,09	4,04
	St.D	,92	,89	1.12	,95

Item 11 asked whether the language used in the coursebook is sufficiently authentic and item 14 asked whether the new language items are related to what has been previously learned; mean scores of pre-service teachers are 2,79 and 3,02; mean scores of experienced teachers are 3,42 and 4,04. These results show that pre-service teachers do not agree that the language presented in the coursebook is sufficiently authentic and they do not think that language items are related to what has been previously learned. Experienced teachers, on the other hand, are more moderate about the language content and they think the language items are related to what has been previously learned.

For items 12 and 13 both preservice teachers and experienced teachers agree that the language used is at the right level for the students' current English ability and the language functions exemplify English that students will be interested in and likely to use. Mean scores of pre-service teachers are 3,99 and 4,02; mean scores of experienced teachers are 4,25 and 4,09.

Fourth part of the coursebook evaluation checklist investigated subject and content of the coursebook. The results are given in Table 5.

Table 5
Mean Scores of the Responses Given to Subject and Content

Items		15	16	17
Pre-service (N=20)	Mean	3.20	3,50	3,10
	St. D	,78	,44	,49
Experienced (N=12)	Mean	4.22	3,98	4,03
	St.D	,91	,89	,97

Mean scores of pre-service teachers for items 15, 16 and 17 are 3,20, 3,50 and 3,10. These results show that pre-service teachers moderately agree that the subject and content of the coursebook is relevant to the students' needs, generally realistic and interesting, challenging and motivating. Experienced teachers agree more and they think that subject and content of the coursebook is relevant to the students' needs and it is realistic. Mean scores of experienced teachers are 4,22, 3,98 and 4,03.

Part six of the coursebook evaluation checklist investigated the activities and tasks in the coursebook. The results are given in Table 6.

Table 6
Mean Scores of the Responses Given to Activities and Tasks

Items		18	19	20	21	22	23	24	25	26	27
Pre-service (N=20)	Mean	3.50	2,27	3,28	2,15	4,01	2,90	2,98	4,05	3,02	1,89
	St. D	,91	,78	1,14	1,32	1,20	1,11	,85	1,25	,99	,46
Experienced (N=12)	Mean	3.28	2.87	3.95	4.10	3.96	2.75	3.88	3.79	4.74	3.20
	St.D	,88	,56	,76	1.12	1.05	,98	,79	1.28	1.03	,95

For the activities pre-service teachers moderately agree that the coursebook includes sufficient activities and tasks which are interesting in themselves, and not just language production activities, mean score 3,50; the coursebook provides a balance of activity types, mean score 3,28. and activities are efficiently graded according to complexity, mean score 3,02. They agree that the activities incorporate individual, pair and group work, mean score 4,01 and; activity uses authentic materials, mean score 4,05. Mean scores for items 19, 21, 23, 24 and 27 are 2,27; 2,15; 2,90; 2,98 and 1,89. Pre-service teachers do not agree that the coursebook provides plenty of varied practice, the activities encourage meaningful language use and the activities are conducive to the internalization of newly introduced language. They think that the activities do not promote creative and independent responses. Moreover, most of the pre-service teachers think the instructions to the activities are not clear and appropriate. Experienced teachers have similar results for the activities of the coursebook. They moderately agree that the coursebook includes sufficient activities and tasks which are interesting in themselves, mean score 3,28; the coursebook provides a balance of activity types, mean score 3,95. Experienced teachers moderately agree that the activities incorporate individual, pair and group work, mean score 3,96; they think that the activities are conducive to the internalization of newly introduced language, mean score 3,88 and activity uses authentic materials, mean score 3,79. They agree that activities are efficiently graded according to complexity, mean score 4,74. Experienced teachers do not think that the activities promote creative, original and independent responses, mean score 2,75; the coursebook provides plenty of varied practice for any one set of language items, mean score 2, 87. Different from pre-service teachers, experienced teachers moderately agree that the instructions to the activities are appropriate, mean score 3,20 and they agree that the activities encourage meaningful language use, mean score is 4,10.

To investigate whether there is a statistically significant difference between teachers and pre-service in coursebook evaluations independent samples t-tests were conducted. The results of the t-tests showed that there are statistically significant differences between teachers and pre-service teachers regarding items 5, 6, 9, 10, 14, 17, 21, 24, 25, 26 and 27. ($p < .05$). These results reveal that there are statistically significant differences between teachers and pre-service teachers in their evaluations; these include: writing activities, presentation of linguistic items, presentation of vocabulary and new language items in meaningful contexts, the use of authentic materials in activities, grading activities according to complexity and instruction of activities.

After the evaluation process of the coursebook, pre-service teachers were asked about the shortcomings of the coursebook for the 9th grade students and what kind of adaptations they would suggest for the shortcomings of the 9th grade coursebook.

As for the shortcomings of the coursebook, 17 pre-service teachers stated that in general there is not enough presentation for the topics; they claimed that students do not have the necessary language background to cope with the activities without presentation. 15 pre-service teachers stated that there is not enough practice for the newly introduced content. Moreover, 10 pre-service teachers claimed that there should be context in the activities. 9 pre-service teachers said vocabulary items in the coursebook are not contextualized. 5 pre-service teachers claimed that there is not focus on pronunciation. Pre-service teachers' adaptations of the coursebook units show that they want to overcome reported shortcomings by adding, reordering and modifying.

Research question five asked what kind of adaptations pre-service teachers suggest for the shortcomings of the 9th grade coursebook, *Teenwise*. Pre-service teachers were asked to write their lesson plans as they

would use it in the classroom and indicate which adaptation technique they used when they feel a need in order to overcome the shortcomings of the coursebook. These techniques include; Adding (extending and expanding), Deleting (subtracting), Modifying, Simplifying, Reordering and Replacing material. Pre-service teachers' adaptations were analyzed by the researcher and another instructor who teaches methodology and practicum in ELT Department. Pre-service teachers adapted and taught Units from 2 to 8 throughout the year. In order to make the analysis clear, examples were randomly selected from Units 2, 5 and 7 from different pre-service teachers.

The analysis showed that the most preferred technique for the coursebook *Teenwise* was "Adding". All pre-service teachers used this technique at least two times in their lesson plans. Unit 2A Listening and Speaking 1: Pre-S1: (ADD): This is my house; I want to sell it (teachers shows the poster). In the evening, an estate agent will come to see my house but I do not have time to write parts of my house, please help me and complete the missing parts.

Unit 2A Reading and Writing 1: Pre-S2: (ADD): We need to teach prepositions (ADD). After teaching prepositions and checking understanding, teachers tells a story (ADD) about his cat and shows pictures to ask where the cat is as a practice activity.

Unit 2A Reading and Writing 7: Pre-S3: (ADD): In this activity, students are asked to write an e-mail but a paper and a pen is provided, this is not realistic. To make it more realistic technology should be inserted (ADD) and students will be asked to write a real e-mail to the teacher.

Unit 5A Listening and Speaking 2a: Pre-S4: (ADD) There is no transition. The teacher says "We learned some words, now find these words and complete the chart".

Unit 5A Reading and Writing 1: Pre-S5: (ADD): In order to establish interest in reading activity, the teacher asks if students use social media or not. Then the teacher asks which ones they use. Then the teacher shows a picture of Brad Fox asks students to predict which social media Brad Fox uses.

Unit 7B Listening and Speaking 1: Pre-S6: (ADD): Instruction, context and presentation should be added. Students may not be familiar with the Modern Wonders, add a whole-class activity and elicit from the students.

As the examples show, pre-service teachers used "Add" as an adaptation technique in order to overcome shortcomings of the coursebook. They suggested to extend and expand the activities in terms of instruction, context, vocabulary teaching, revision. Moreover, they suggested to add transitions between activities so that there can be a smooth flow.

Next preferred adaptation technique for the coursebook, *Teenwise* was reorder. 18 pre-service teachers used reorder at least two times in their lesson plans. Examples for reorder technique:

Unit 2A Listening and Speaking 3-4-5: Pre-S7: (REORDER): Start with activity 5 as pre-listening to prepare students for listening. Ask them questions about their room. Then make them listen to the text and answer T/F questions in exercise 4. Last, exercise 3 which is a summary of the text.

Unit 2A Reading and Writing 2: Pre-S8: (REORDER): I started with a vocabulary presentation, and added a practice activity, this is a productive activity and should be given later. So, I give activities 3, 4, 5, 6 and then 2 by changing it into an information-gap activity.

Unit 5A Reading and Writing 4: Pre-S9: (REORDER): Reorder with 5. True/False activity is easier and more controlled, so it should come before comprehension questions.

Pre-service teachers reordered the activities; their explanations showed that they believe simple should come before difficult, practice activities should come before productive activities and there should be a pre-during-post order when there is a focus on skills.

Third preferred technique was "modify". Examples for modify:

2B Listening and Speaking 6: Pre-S10: (MODIFY): To make the activity more meaningful, ask students to work in pairs. Give one them a map and say "this is your neighborhood", the other student will ask to learn what is in the map.

Unit 5A Listening and Speaking 7: Pre-S11: (MODIFY): The activity should be changed into an information-gap activity. "Student A and student B are given pictures with differences. They compare pictures by asking and answering".

"Modifying" technique was mostly used to add some information-gap into the activity, the main purpose to use this technique was to make activities more communicative.

The least preferred technique was “replacing”. As the analysis of the adaptations showed, pre-service teachers preferred to change all of the activity rather than finding a more appropriate text to be replaced with the ones presented in the material.

DISCUSSION & CONCLUSION

An important component of the learning and teaching process is the materials teacher uses because materials control and help learning and teaching. One of the most important materials in the language classroom is the coursebook. Therefore, choosing a course book is of great importance since it shapes the content and nature of teaching and learning. A teacher who has a group of students, first, needs to evaluate different coursebooks so that he can choose the best coursebook for that specific group of students. However, as Tomlinson (2016) states, since each course book is used in unlike circumstances by different students with different objectives, needs, wishes, level, and background, there is no perfect course book. Thus, it is difficult to find a coursebook which can satisfy all the needs of the students or teachers. Then, it is important to evaluate coursebook units, identify weaknesses and develop the weak parts.

Pre-service teachers in this study, evaluated, adapted and used the coursebook written by the writers determined by the Ministry of National Education for grade 9 in 2017-2018 teaching year. The teachers were using the coursebook, *Teenwise*, and prospective teachers continued to use the same material during the class time they were teaching. Before they teach the unit, the researcher asked the pre-service teachers to write a lesson plan based on the coursebook they are using and asked them to write rationale for each activity they are doing and added that if they feel a need for adaptation asked them to write which adaptation technique they used and to give the reasons for adaptations.

This study provides insights from two perspectives. First, it focused on the views of pre-service teachers regarding 9th grade course book, *Teenwise*. Second, pre-service teachers identified the weak parts of the coursebook units and they adapted these weak parts. The purpose of the analysis was to find out which techniques pre-service teachers use when the coursebook does not meet their expectations.

The evaluation of the coursebook revealed that both pre-service teachers and experienced teachers are satisfied with language skills and language content. However, pre-service teachers think that structure and vocabulary presentations and activities should be developed. These results indicate that pre-service teachers are more concerned about providing context in the presentation of new language and new vocabulary. Moreover, they are concerned about giving authentic materials for the activities. This result may be a result of their education which requires them to use more communicative language teaching activities. Teachers seem to be less concerned about more communicative classes. This result indicates that coursebook writers should be more concerned about their presentations of current theories.

In the second part of the study, the adaptations for the weak points according to student needs showed that the most used technique was “add”. Adaptations showed that pre-service teachers added teacher presentation for the newly introduced items like vocabulary and structures. They mostly added a context when a new item is presented and they preferred to add instructions for the activities. In order to combine activities and stages into each other, they added transitions.

Next, they used “reorder” to adapt coursebook units. Pre-service teachers reordered activities to fit pre-during-post staging of a lesson plan. Moreover, they considered presentation-practice and production staging and suggested to reorder activities accordingly. For example, they used controlled activities before a communication activity or they reordered activities to prepare learners to listen.

Besides, pre-service teachers’ adaptations showed that they consider communicative language teaching principles. They modified activities to include some information gap, they tried to create real life situations, created contexts so that students can have a reason to communicate.

These results indicate that pre-service teachers teach according to principles they gained in their “materials evaluation and adaptation” class and “practicum” class. They are encouraged to use current methodology in their practicum class and they use techniques of adaptation to suit their coursebook use to the needs of current methodology. As a conclusion, the results reveal that any teacher using any coursebook must be

knowledgeable about adapting coursebooks to overcome shortcomings of the coursebook and make it better classroom material.

Richards (2001) states that “instructional materials serve as the basis of much of the language input that learners receive and the language practice that occurs in the classroom” However, most of the language teachers use coursebooks and no coursebook can meet the needs and wants of any class (Tomlinson, 2010).

Thus, we can conclude that each teacher should become a material developer. Moreover, Ranalli (2003) notes that structure and content of a course can be determined by the teacher teaching to a particular group rather than an author who serves “international ELT publishing industry”. Thus, EFL teachers should take their responsibility to compensate any weakness of the coursebook they are using. They should add, remove, reorder, modify, replace when they feel there is a need according to their particular group of learners.

The process of coursebook evaluation and development supports and facilitates teaching and learning process. Thus, teachers have the chance to meet the needs of their students and develop their teaching capabilities. Then, in order to help pre-service teachers learn how to make use of coursebooks more effectively and aid teaching learning process when they become teachers, it is important to train pre-service teachers about how to evaluate coursebooks they use and how to adapt the coursebook units to fit current ELT approaches and their students’ needs. This will help to prepare future teachers for the realities of classroom; teaching them how to evaluate and adapt materials will help them use theories of language learning. Materials evaluation and adaptation must be central in the training of new or pre-service teachers.

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APPENDIX

Materials Evaluation Checklist

To respond to the statements, please put an (X) for your appropriate choice as follows:

1 strongly disagree 2 disagree 3 undecided 4 agree 5 strongly agree

A. Language Skills and Presentation	1	2	3	4	5
1. The coursebook provides an appropriate balance of the four language skills					
2. Listening material is well recorded, as authentic as possible, and listening part attracts the interest of learners.					
3. There is sufficient range of interesting, level-appropriate reading material. Reading sequences are clear.					
4. There is sufficient material for spoken English incorporating activities that can be personalized and are interesting.					
5. Writing activities are suitable in terms of difficulty, interest, and amount of guidance.					
B. Structure and Vocabulary					
6. Are the linguistic items introduced in meaningful contexts?					
7. Are the presentations of new structure clear and complete enough for the students to review outside the class?					
8. Is the primary function of the new structures for interaction and communication?					
9. Is the new vocabulary integrated in varying contexts and situations?					
10. Are the presentations of the new vocabulary clear and complete enough for students to review outside the class?					
C. Language Content					
11. The language used in the coursebook is sufficiently authentic					
12. The language used is at the right level for the students' current English ability					
13. The language functions exemplify English that students will be interested in and likely to use					
14. New language items are related to what has been previously learned.					

D. Subject and Content						
15. The subject and content of the coursebook is relevant to the students' needs						
16. The subject and content of the coursebook is generally realistic.						
17. The subject and content of the course book is interesting, challenging and motivating.						
E. Activities						
18. The coursebook includes sufficient activities and tasks which are interesting in themselves, and not just language production activities.						
19. The coursebook provides plenty of varied practice for any one set of language items.						
20. The coursebook provides a balance of activity types (for example, there is an appropriate distribution of input vs. output based tasks).						
21. The activities encourage meaningful language use.						
22. The activities incorporate individual, pair and group work.						
23. The activities promote creative, original and independent responses.						
24. The activities are conducive to the internalisation of newly introduced language.						
25. Activity uses authentic materials (those that could be used by a native speaker of a similar age)						
26. Activities/Tasks are efficiently graded according to complexity.						
27. Are the instructions to the activities clear and appropriate						

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