Utilizing Textbook Adaptation Strategies: Experiences and Challenges of Novice and Experienced EFL Instructors

Enisa Mede⁶
Bahcesehir University, Turkey

Şenel Yalçın
Bahcesehir University, Turkey

Abstract

The purpose of this study was to investigate the utilization of textbook adaptation strategies by novice and experienced EFL instructors working in a language preparatory program at a foundation (non-profit, private) university in Turkey. Specifically, the study investigated the self-reported beliefs of the two groups of instructors about textbook adaptation and explored which adaptation strategies were most frequently implemented in their classroom. The study also attempted to compare whether there were differences between the two groups of instructors related to their use of adaptation strategies in their courses and find out the reasons behind their adaptive decisions. The participants were 14 Turkish EFL instructors (7 novices and 7 experienced) offering English courses in an intermediate level English classroom. Data were collected from reflective essays, lesson plans, and semi-structured interviews. The findings revealed that both groups of instructors shared highly positive beliefs about the implementation of adaptation strategies in their courses apart from some differences related to types of strategies and their frequencies. Besides, the adaptive decisions of the participating instructors were closely related to their students, tasks, context, time, and their own beliefs. Based on the obtained findings, the researchers provided some pedagogical implications and suggestions regarding the effective use of textbook adaptation strategies in language preparatory programs.

Key words: textbook adaptation; adaption strategies; novice instructor; experienced instructor; adaptive decisions; English as a foreign language (EFL)

Introduction

Textbooks can be referred to as published materials that help and support language learners to improve their linguistic and communicative abilities (Sheldon, 1987; Ur, 1996). They provide the language input learners require and the necessary language practice. They also provide the content of the lessons serving as a guide for teachers' instruction.

However, when teachers open a page in a textbook, they need to find answers to these questions: "Is the language at the right level? Is the topic/content suitable for the students? Is the sequencing of the lessons logical?" (Harmer, 1998, p. 111). Specifically, teachers need to make sure that textbooks include the essential elements of a language as well as the culture of the taught language referring to the needs of learners, their language proficiency, and their cultural backgrounds.

Based on these overviews, teachers should be able to select and adapt textbooks to meet the needs their classrooms and individual students. During the process of textbook adaptation, many scholars provided various reasons for teachers' planned decisions on selecting and adapting materials (Ebrahimpourtaher & Hamidi, 2015; Edge & Wharton, 1998; Gabrielatos, 2004; Graves, 2000; Mısırlı, 2010). According to Graves (2000), teachers' beliefs, the implications they draw out of their experiences, and their educational background are among the reasons that lead teachers to adapt course materials. In addition, students' needs, and interests are also determining factors which affect teachers' adaptive decisions. Finally, teaching contexts, testing plans, and student profiles and timetables might impact materials adaptation in language classrooms.

Email: enisa.mede@es.bau.edu.tr, Department of English Language Teaching (ELT), Faculty of Educational Sciences, phone number: +905363957295

Mısırlı (2010) listed more reasons for adapting textbooks. One of them is lack of grammar input which can be a problem when students have a particular goal in their mind such as, preparing for national or international language tests. Lack of communicative activities or lack of balance among language skills may also drive teachers to adapt textbooks. Similarly, discrepancies related to proficiency level and learning styles between the materials, activities, and the textbook users along with the activities are among the reasons for adapting textbooks as well.

Another reason for textbook adaptation is related to the course objectives that have been determined in the educational context; adaptation arises as a need for facilitating the learning process through identifying learning problems so that learners are able to internalize content effectively (Ebrahimpourtaher & Hamidi, 2015). If the materials are adapted to increase learners' awareness, they can be prepared to take their own decisions, control their own learning, and develop their own preferred learning styles. This can result in autonomous learning.

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

Apart from planned textbook adaptations summarized in the previous section of this study, teachers have been observed to make on-the-spot adaptations as well (Bailey, 1996; Shavelson & Stern, 1981). To exemplify, Shavelson and Stern (1981) stated that 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. Similarly, Bailey (1996) indicated that teachers may decide to focus on a specific part of the lesson upon a question from one student, reckoning that other students may also benefit. Students may show enthusiasm about a particular subject, and in this case, teachers may want to make the most of the moment and divert from their plans. Likewise, students' learning styles, their engagement, and equal participation may also be reasons for adaptation which may provide each student with a more effective learning environment and thus, help them to improve their language proficiency.

In brief, it can be said that the job of a teacher is similar to that of a writer (Madsen & Bowen, 1978). Just like a writer who imagines the questions their readers might want to ask; a teacher also needs to meticulously monitor students and respond to all of their voiced and unvoiced needs. To meet these needs and make students more active in the language learning process textbook adaptation is inevitable in any educational context.

Textbook Adaptation Strategies

A close look at the literature illustrates that various adaptation strategies have been suggested (Islam & Mares, 2003; Maley, 1998; McDonough & Shaw, 1993; McGrath, 2002). To begin with, McDonough and Shaw (1993) came up with three basic strategies to be implemented while adapting materials. The first strategy is *adding* which is related to extending the existing material by including more of the same material to increase its quality and effectiveness. The second strategy deleting or *omitting* refers to deleting material on a small or large scale. When the material is reduced quantitatively, it is referred to as *subtracting*, while *abridging* is about the changes made to the methodology. Finally, the *modifying* strategy is examined under two sub-categories, *rewriting* and *restructuring*. Both types of modification involve an internal change that can be implemented in any aspect of the material. While *rewriting* is usually done to cater for students' interests and their backgrounds, *restructuring* happens when the teacher changes the organization of activities to suit the number of students, classroom size, and so on.

Furthermore, the researchers added two more adaptation strategies to be implemented in classroom settings. They indicated the importance of *simplifying* as a type of rewriting activity to aid with student comprehension. Finally, *re-ordering* is the last strategy regarding alterations in the order of the activities within a unit or among the units depending on students' needs and levels.

A very similar list of adaptation strategies was proposed by Maley (1998) including omission, addition, reduction, extension, replacement, re-ordering, and branching strategies. To

exemplify, while *omission* means leaving out things which are not appropriate for the target learners, *addition* is just the opposite. In other words, with this particular strategy the teacher adds some material to meet the needs and interests of the students. Additionally, using the *reduction* strategy makes the activity or material shorter whereas *extension* adds an alternative dimension. Similarly, using the *replacement* strategy helps the teacher replace the material with something more suitable while *re-ordering* aids with the decision to plot a different course through the material than the one the writer intended. Lastly, with the use of the *branching* strategy, the teacher adds options to the existing activity or suggests alternatives.

Looking at the different adaptive strategies suggested in the literature, it is obvious that textbook adaptation is a broad and extensive process which can be utilized in different educational contexts. As stated by Graves (1996), the degree of adaptation may vary with the nature of actual class performance ranging from simple to complex which will have impact on the teachers' adaptive decisions.

Textbook Adaptation in EFL Classrooms

A close review of the literature revealed that teachers' years of teaching experience might lead to differences in terms of their adaptive decisions (Akyel, 1997; Bigelow, 2000; Tsui, 2003). To begin with, Akyel (1997) examined whether there were any differences between experienced and novice EFL teachers in terms of their instructional goals, actions, and thoughts. The results of the study revealed that there were more similarities than differences between the two groups of teachers in terms of their instructional goals and actions. On the contrary, there was a noteworthy difference related to teacher's years of experience and students' actions. Specifically, while experienced teachers were more responsive to students' reactions, novice teachers believed that these reactions affected the flow of their classes negatively.

In a similar study, Bigelow (2000) compared the lesson planning of three teachers with varying levels of teaching expertise and looked at how they implemented the lessons in their classrooms. The findings showed that the novice teacher mostly concentrated on students' engagement in class and with the materials. The more experienced teacher, on the other hand, emphasized more on challenging students by simplifying content and the difficulty of tasks. Finally, the teacher with the most experience who was referred to as an expert, was primarily interested in arranging the class in a manner that encouraged students to begin with engagement and then, to gradually work more individually. These results clearly illustrated that years of teaching experience has a crucial role in teachers' adaptive decisions.

Furthermore, Ç oban (2001) conducted a study with 8 novices and 8 experienced teachers which aimed to understand their use of adaptation strategies in their courses. The study also attempted to reveal the rationale behind the teachers' adaptations, and to find if any differences exist regarding their adaptive decisions. The findings obtained from classroom observations and interviews indicated that both groups of teachers used addition as the most frequent adaptation strategy. The majority of these strategies were related to the task itself, and the reasons behind these adaptations were related to teachers' perceptions, students' interests, their needs, and the nature of the tasks. The results also showed that there were no considerable differences between the adaptive decisions made by the two groups of teachers.

Tsui (2003) investigated the pre-active and interactive phases of expert and novice teachers' teaching decisions. The findings of the study revealed that the experienced teachers tried to meet the curriculum objectives more closely and they made adaptations to the related materials in an autonomous manner. However, the novice teachers were hesitant to deviate from the suggested plans. Regarding the length of planning, expert teachers preferred to carry out more long-term planning, whereas novice teachers planned for shorter periods. Expert teachers were much more efficient because they could recall their previous experiences during the process of lesson planning and teaching, while the novices needed more time to make detailed plans before they taught.

Research Questions

Guided by previously reported studies and based on the obtained findings, years of teaching experience is one of the major reasons teachers' adaptive decisions might be affected during classroom practices. To gain more in-depth information on this issue, the adaptive decisions of teachers with different years of expertise should be investigated more closely to find out whether there is any difference between their adaptive decisions and to discover the reasons behind them. The present study, therefore, aims to identify the self-reported beliefs of novice and experienced EFL instructors about adapting textbooks in an intermediate level classroom of a language preparatory program. The study also attempts to examine and compare what textbook adaptation strategies the participants utilize most frequently in their classroom practices. Lastly, the study tries to find out what reasons lead to the instructors' adaptive decisions. To meet these objectives, the following research questions and sub question were addressed in this study:

1. What are the self-reported beliefs of the novice and experienced instructors about textbook adaptation in an intermediate level English preparatory classroom?
2. Which adaptation strategies are most frequently implemented by the two groups of instructors in their classroom?
   2a. Are there any differences between their use of the adaptation strategies?
3. What are the reasons behind their adaptive decisions related to these pre-set categories:
   a. students
   b. time
   c. tasks
   d. context
   e. teacher beliefs

Methodology

Design

For the purposes of this research, a case study was adopted as a research design to enable the researcher to closely examine the data within a specific context (Zainal, 2007). A case study, which is a type of qualitative enquiry, is 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 specific context (i.e., a language preparatory classroom) were collected and analyzed using qualitative research methods.

Participants and Setting

This study was carried out at an English preparatory school of a foundation (non-profit, private) university in Istanbul, Turkey during the second semester of the academic year 2017-2018. 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 for the study requirements of their departments. Students who score 60 out of 100 points or above directly start their undergraduate programs at various academic disciplines. However, the ones who receive scores below the average are required to take the language placement test administered by the preparatory school. In this exam, the Common European Framework of Reference for Languages (CEFR/CEF) is taken into consideration to determine the proficiency level of the students. According to the placement exam scores, the students start the preparatory program which lasts between 8 to 18 weeks. The program follows a modular system which offers language skills and grammar courses in accordance with the proficiency level of the students. After the students complete the related modules of the preparatory program, they take an achievement exam. The ones who score above 60 start their undergraduate programs. However, the students who fail have to repeat the preparatory program until they earn the points to pass the exam.

Considering the preparatory class that the present study was conducted (B2, intermediate

level), New Language Leader Intermediate (http://product.pearsonelt.com/newlanguageleader/) textbook is used as the main source which is accompanied by weekly packs prepared by the instructors.

For convenience, the participants of this study (7 novices and 7 experienced EFL instructors) were chosen from the group of instructors who were teaching intermediate classes in an 18-week long module. Table 1 summarizes the demographic profile of each participant:

Table 1

Demographic Profile of the Participants

Pseudonym	Novice/Experienced (Teaching Experience)	Field of BA and MA (obtained)	Other Qualifications
EI 1	Experienced (22 years)	BA in Linguistics MA in Applied Psychology	-
EI 2	Experienced (22 years)	BA in English Language Teaching	-
EI 3	Experienced (20 years)	BA in English Language Teaching	-
EI 4	Experienced (15 years)	BA in Western Languages and Literature MA in Human Resources Management	-
EI 5	Experienced (11 years)	BA in English Language Teaching MA in Linguistics	Certificate in English Language Teaching (CELTA)
EI 6	Experienced (10 years)	BA in English Language & Literature MA in Educational Management & Planning	Teaching English as a Foreign Language (TEFL)
EI 7	Experienced (9 years)	BA in English Language & Literature MA in American Culture & Literature (on progress)	CELTA
NI 1	Novice (5 years)	BA American Culture & Literature	
NI 2	Novice (5 years)	BA in English Language Teaching MA in English Language Teaching	-
NI 3	Novice (4 years)	BA in English Language & Comparative Literature MA in English Language	-
NI 4	Novice (4 years)	BA in Technical Translation & Teaching Foreign Languages MA in BA in Technical Translation & Teaching Foreign Languages	CELTA
NI 5	Novice (4 years)	BA in Foreign Languages Education BA in Foreign Languages Education (in progress)	TEFL
NI 6	Novice	BA in Teaching English as a	TEFL

	(4 years)	Foreign Language	
		MA in English Literature	
NI 7	Novice (1 year)	BA in Cultural History	CELTA

Note: EI: Experienced Instructor; NI: Novice Instructor

Data Collection

Before the data collection process, permission was obtained from the director of the preparatory school and the level coordinator. Then, all EFL instructors offering B2 level preparatory courses were asked to complete a consent form in which they were provided with the opportunity to participate or not in the study. As a result, the instructors who were willing to take part in this research were ensured with the maintenance of confidentiality regarding the collected data.

In order to, answer the research questions and the sub question of this study, data were collected from reflective essays, lesson plans, and semi-structured interviews administered to the participating instructors. The following section provides detailed information regarding each tool along with the rationale behind their use.

Reflective essays.

To answer the first research question of this study about the self-reported beliefs of novice and experience instructors about textbook adaptation, both groups were asked to write a reflective essay about their general beliefs on adapting textbooks in their classes. The two groups of instructors were also requested to specific provide examples to gain more in-depth information about their adaptive decisions.

Lesson plans.

As the second research question and sub-question aimed to find out which types of adaptation strategies the novice and experienced instructors most frequently used, as well as explore whether there were any differences between their preferences, data were collected from lesson plans. Specifically, the two groups of instructors were asked to prepare a lesson plan related to two pages (76 and 77) of New English File Intermediate textbook. For the purposes of this study, a different textbook was chosen because some of the participating instructors might already have had some familiarity with the main book used in the B2 level preparatory class. This might have had an impact on their lesson planning process. In other words, the familiarity with the textbook could have led to ready-made lesson plans which might have affected the results of this study. Therefore, the two groups of instructors were provided with two pages of a new textbook, and they were asked to prepare a lesson plan using a template designed by the teacher development unit of the preparatory program.

Specifically, the template comprised three sections: aim, procedures, and interaction patterns. In the first section, the instructors had to explain how they plan to start their lesson. In other words, they had to provide a sample lead-in or a warm-up activity related to the content of the lesson. Next, the instructors had to explain the particular aim of their lesson (i.e., introducing new vocabulary). In the second section, the instructors were expected to describe the procedures of their lesson including their planned actions, defining the anticipated problems, and adding predictable responses of the students. Finally, in the last section related to interaction patterns, the participants were asked to indicate the desired interaction relationship, i.e., Teacher-Students, Students-Students, etc. After the two groups of instructors completed these three sections, they were asked to implement their lesson plans for 2 hours (90 minutes) in their classroom.

Semi-structured interviews.

Considering the third research question of this study which addressed the reasons behind the adaptive decisions of the participating instructors, a semi-structured interview was carried out with each participant (both novice and experienced) individually. The interview questions were adapted from the pre-set categories identified in Çoban's (2001) study which aimed to

investigate what adaptive decisions novice and experienced teachers take in their classrooms and reveal the rationale behind their decisions.

The interview included two parts. The first part collected brief information about the participants' demographic background in terms of their years teaching of teaching experience, their educational background, and other teaching qualifications. The second part aimed to investigate the reasons which led to the participating instructors' adaptive decisions. Specifically, all instructors were prompted with questions related to 5 pre-defined categories: students, time, tasks, context, and teacher beliefs which provided a frame and comprehensiveness for the interview. Each interview lasted approximately for 40-50 minutes. The interviews were audio-recorded and transcribed by the two researchers.

Data Analysis

In this study, the obtained data were analyzed using qualitative techniques. To begin with, to find out the most frequently adaptive strategies used by the novice and experienced instructors and examine whether there were any differences between the two groups, the researchers calculated the frequencies. In addition, the data obtained from the reflective essays and semi-structured interviews were analyzed through pattern coding (Miles & Huberman, 1994). First, the answers given to the open-ended questions were categorized into similar groups; then, these categories were used to determine the main themes. As the next step, the voice recordings of the interviews were converted into transcripts. After reading the transcriptions, the same process of open-ended questions was repeated, and the main themes were determined by coding. Lastly, the main themes were interpreted by the two researchers providing samples from the excerpts and/or quotations of the participating instructors. To identify the degree of agreement between the two researchers, the inter-rater reliability was found to be .86, which indicated a close agreement between the two raters on the general themes.

Finally, the lesson plans and the type of adaptation strategies utilized by novice and experienced instructors were identified referring to the seven strategies (based on McDonough & Shaw, 1993): *adding, deleting, modifying, simplifying, re-ordering, replacing* and *branching*. The novice and experienced instructors were asked to use these strategies in their lesson plans. Based on these pre-set strategies, the preferences of the two groups were reported using frequencies. As the last step, a comparison was made to see if years of teaching experience had any impact on instructors' adaptive decisions.

Findings and Discussion
Self-Reported Beliefs of Novice and Experienced EFL Instructors about Textbook Adaptation

The analysis of the reflective essays indicated that the majority of the EFL instructors felt the need to use adaptation strategies in their classroom and that they were highly positive about their adaptive decisions. In other words, the two groups of instructors (both novice and experienced) preferred to use adaptation strategies in their classrooms.

In their reflective essays, the participants stated that they felt the need to adapt their textbooks to meet the course objectives. This finding was in accordance with Tsui's (2003) study which revealed that meeting the course objectives is one of the primary reasons for textbook adaptation. Excerpt 1 taken from the reflective essay of an experienced instructor supports this finding:

> *Excerpt 1: [...] I feel the need to use adaptation strategies in my lesson quite often. It helps me meet the course objectives. (Experienced instructor 1, Reflective Essay data, 28th March 2017)*

Apart from the course objectives, the instructors expressed that they prefer to use adaptive strategies to meet the needs of their learners who vary in their learning styles and interests. Similarly, Bailey (1996) and Mısırlı (2010) emphasized the importance of learning styles as a need for adaptation. Excerpt 2 which was shared by a novice instructor is an example of this finding:

Excerpt 2: [...] 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 instructor 7, Reflective Essay data, 29ᵗʰ March 2017)

Furthermore, both groups of instructors perceived classroom interaction and collaboration to be helpful in terms of facilitating learning and increasing student interest. These results were in line with the findings of Ç oban (2001) who showed that instructors adapted their textbooks to promote student interaction in their classrooms. Considering this finding, an experienced instructor said:

Excerpt 3: My preference is choosing activities focusing on learner interaction and collaboration. Therefore, I exploit and adapt textbooks. (Experienced instructor 2, Reflective Essay data, 26ᵗʰ March)

Types of Adaptation Strategies Utilized by Novice and Experienced EFL Instructors

In order to investigate the types of adaptation strategies utilized by the novice and experienced instructors, and find out the differences between their preferences, the lesson plans were analyzed by the two researchers. Table 2 reports the frequencies of the strategies used by the two groups of participants:

Table 2
The Types and Frequencies of Textbook Adaptation Strategies Utilized by Novice and Experienced EFL Instructors

Textbook Adaptation Strategies	A	D	M	Rep	Re-o	S	B	Total
EIs	18	34	31	9	8	-	-	100
NIs	23	29	31	2	1	-	-	76

Note: EIs: Experienced Instructors; NIs: Novice Instructors
A: Adding; D: Deleting; M: Modifying; Rep: Replacing; Re-o: Re-ordering; S: Simplifying; B: Branching

As shown in Table 2, both experienced and novice instructors utilized a considerably high number of adaptive strategies while designing their lesson plans (EI: 100, NI: 76). Edge and Wharton (1998) found similar results showing that teachers feel flexible to use adaptive strategies in their classroom practices.

On the other hand, the experienced and novice instructors differed in their preferences related to the types of adaptation strategies they used in their courses. To exemplify, while adding was utilized 23 times by novices, the experienced instructors used this strategy 18 times in their classroom. In other words, novice instructors tended to make more additions to the existing activities when compared to the experienced ones. Specifically, the additions were usually made as warm-up activities to activate students' schemata and raise their interest. This strategy was also implemented to practice newly-taught language such as vocabulary and grammar. The findings also indicated that some novice instructors added kinesthetic or online interactive games to their lesson plans.

Furthermore, for the deleting strategy, the results contrasted with those from the adding strategy. The experienced instructors utilized this particular strategy 5 more times than novices (EI: 34, NI: 29). The activities which were deleted from the textbook pages included vocabulary sections and free practice for new vocabulary structures.

Modifying was the most popular strategy among novice instructors and it was the second most popular among experienced instructors; it was used 31 times by each group. The modifications made by the participants included changes in the classroom mode, changes in the

information delivered, changes in the content of speaking tasks, etc. The most commonly modified activity was related to the practice of newly-learned grammatical structures. Even though this activity was designed as a pair-work speaking activity, 3 of the novice instructors modified it into a group-work, which increased the amount of student interaction. As for the experienced instructors, they preferred to delete it completely or replace it with their own activity (see Figure 1).
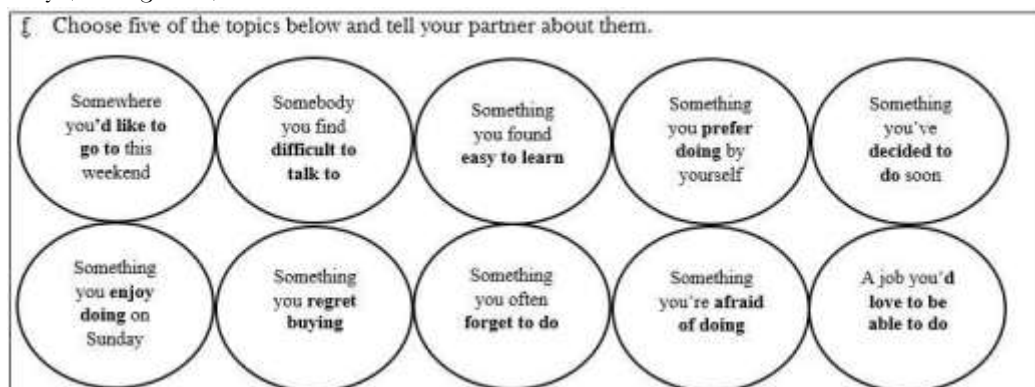

Figure 1. A Frequently Modified Activity. From Oxenden, C., & Latham-Koenig, C. (2007). *New English File Intermediate* (p. 77). Oxford: Oxford University Press.

Considering other adaptation strategies, replacing was not used as commonly as the first three strategies mentioned in the previous sections of this study. Experienced instructors were observed to replace the activities more frequently than novices (EI: 9, NI: 2). Almost half of the replacing was related to activities involving free practice of vocabulary and grammar.

The obtained results for re-ordering strategies showed some similarities with the replacing strategy which was used more frequently by the experienced instructors (EI: 8, NI: 1). To illustrate, the experienced instructors changed the order of activities while practicing vocabulary and speaking. Finally, even though simplifying and branching were among the strategies given to the participants, none of the participants used them in their lesson planning.

Based on these findings, it is obvious that both novice and experienced instructors preferred to use adaptation strategies in their classroom practices. This clearly indicates that there is a tendency towards adapting textbooks in English language preparatory classrooms.

Reasons behind the Adaptive Decisions of Novice and Experienced EFL Instructors

The third research question of this study attempted to reveal the reasons behind the adaptive decisions of the novice and experienced instructors. The following section describes the findings under the pre-set categories: student-related reasons, teacher-related reasons, time-related reasons, task-related reasons, context-related reasons, and reasons related to the teachers' beliefs.

Student-related reasons.

When the novice and experienced instructors were asked whether they needed to adapt their textbooks for student-related reasons, they affirmed that factors such as student attention, student proficiency level, student needs, and classroom interaction often prompted them to make adaptations regardless of their teaching experience.

The two groups of participants stated that their adaptive decisions were related to student interests which helped them to increase student participation and attention. Excerpt 4 was made by a novice instructor during the interview:

> *Excerpt 4: [...] 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 instructor 1, Interview data, 9ᵗʰ April 2017)*

The proficiency level of students was the second most frequently mentioned reason

during the interviews. Both novice and experienced instructors said that using textbook adaptation strategies helped students to understand the lesson better as illustrated in Excerpt 5 from an experienced teacher's interview:

> *Excerpt 5: [...] I simplify or modify the activities from the textbook according to the proficiency level of my students to help their understanding. (Experienced instructor 6, Interview data, 7ᵗʰ April 2017)*

Students' needs were another common reason that was mentioned during the interviews and also written in the reflective essays as displayed in Excerpt 6 shared by a novice instructor supports this finding:

> *Excerpt 6: [...] Students' needs are very important. I omit, delete or simplify the activities in the textbook considering what they need in the lesson. (Novice instructor 6, Interview data, 9ᵗʰ April 2017)*

Classroom interaction and student collaboration were also provided as reasons to use adaptation strategies in English classrooms. The experienced and novice instructors emphasized in their interviews that utilizing textbook adaptation in their lessons helps them to increase collaboration among students. Considering this finding, a novice instructor said:

> *Excerpt 7: [...] I adapt the textbook to make sure the students interact with each other and share their ideas. (Novice instructor 4, Interview data, 7ᵗʰ April 2017)*

According to the findings gathered from the interviews and reflective essays, both novice and experienced instructors shared similar reasons for their adaptive decisions. A possible explanation for this finding might be that the instructors predominantly consider their students when they plan their lessons, and they try to design their lessons to meet students' learning needs and interest in the course. All these findings agree with the study conducted by Bailey (1996) who confirmed that teachers changed their activities and modes of instruction when they wanted to increase students' interest. Similar to the findings of the present study, simplifying the difficulty level of activities to meet students' proficiency level is another adaptation reason found in Bigelow's (2000) study. As for the classroom interaction, the gathered findings in this study were parallel to those of Ç oban (2001), which revealed that teachers tend to use adaptation strategies to enhance collaboration among students.

Time-related reasons.

For the purposes of this study, both novice and experienced instructors shared time-related reasons for utilizing textbook adaptation strategies in their classroom practices. Specifically, the deleting technique was mostly employed by the two groups. All of the instructors clearly stated that they had to delete certain activities due to time constraints and pacing as displayed in the novice teacher's excerpt below:

> *Excerpt 8: [...] With such a loaded weekly program that must be followed, lack of time and pacing seem to be the major problems that forces me to omit some exercises. (Novice instructor 4, Interview data, 8ᵗʰ April 2017)*

This finding is in accordance with the finding of Bigelow (2000) supporting the fact that teachers give importance to time management during their lesson plans. This clearly shows that instructors feel responsible for covering the existing program on time.

Task-related reasons.

Another common reason identified for adaptation was tasks not being relevant to the learning styles of the students. The participant instructors indicated that the given tasks were not related to the students' learning styles. One of the experienced instructors shared the following comment in the interview:

> *Excerpt 9: [...] Some tasks are not related to my students' learning styles. Therefore, I adapt the activities to make sure they are appropriate for them. (Experienced instructor 6, Interview data, 9ᵗʰ April 2017)*

The two groups of instructors also stated that some tasks were very repetitive, and the students felt bored. This led them to use the modifying strategies as shared by an experienced instructor below:

> *Excerpt 10: [...] I have to modify the activities as they are very repetitive, and the students get bored easily. (Experienced instructor 7, Interview data, 7ᵗʰ April 2017)*

In brief, task-related were among the important reasons for the implementation of the adaptive strategies both by the novice and experienced EFL instructors. The instructors highlighted the importance of students' learning styles, and they also tried to avoid repetition in the tasks to gain students' attention. These findings show that material adaptation helps to increase students' attention and their motivation in language classrooms.

Context-related reasons.

Context-related reasons were perceived crucial by the instructors for their adaptive decisions as well. Specifically, both novice and experienced instructors added more exam-related activities related to the reading skills as shared in Excerpt 11 of a novice instructor:

> *Excerpt 11: [...] 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 reading. (Novice instructor 2, Interview data, 8ᵗʰ April 2017)*

Considering the exams, the participants emphasized the influence of pacing on adapting materials. Excerpt 12 which was share by one of the experienced instructors clarifies this point:

> *Excerpt 12: [...] Pacing is very important in our program as we have exams. 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 instructor 4, Interview data, 7ᵗʰ April 2017)*

To summarize, context-related reasons were considered crucial for the adaptive decisions of novice and experienced instructors. This finding might be related to modular system of the preparatory program which accommodates pre-scheduled and centralized exams. All classes are required to fulfill the necessary learning objectives before the pre-scheduled exams. The importance of exams was also listed as a reason for adapting materials by Graves (2000) and Yan (2007) who explicitly stated that teachers have to consider the test-oriented nature while planning their lessons.

Reasons related to teacher beliefs.

As for the last category about he reasons for textbook adaptation, all instructors were asked if they were driven to make adaptations based on their own beliefs and understanding. The great majority reported students' engagement and their performance were highly influential for their adaptive decisions as displayed in the Excerpt13 and Expert 14 taken from the interviews:

> *Excerpt 13: [...] I try to add different activities during my lesson to increase production and make sure my students actively participate in the lesson. (Experienced instructor 4, Interview data, 7ᵗʰ April 2017)*

> *Excerpt 14: [...] 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 instructor 7, Interview data, 10ᵗʰ April 2017)*

Students' interest was another important reason when the instructors shared their beliefs

as professionals regardless of their years of teaching experience. This finding is supported in Excerpt 15:

> *Excerpt 15: [...] My students get bored quickly. That's why I try to adapt activities to attract their interests by modifying or adding. (Experienced instructor 3, Interview data, 9ᵗʰ April 2017)*

As a final remark, Figure 2 illustrates how the findings of the reflective essays and semi-structured interviews overlap and support each other. The results of the reflective essays represent instructors' self-reported beliefs about why textbook adaptation is considered as a rewarding practice, while the semi-structured interview results list the reasons behind the instructors' adaptive decisions.
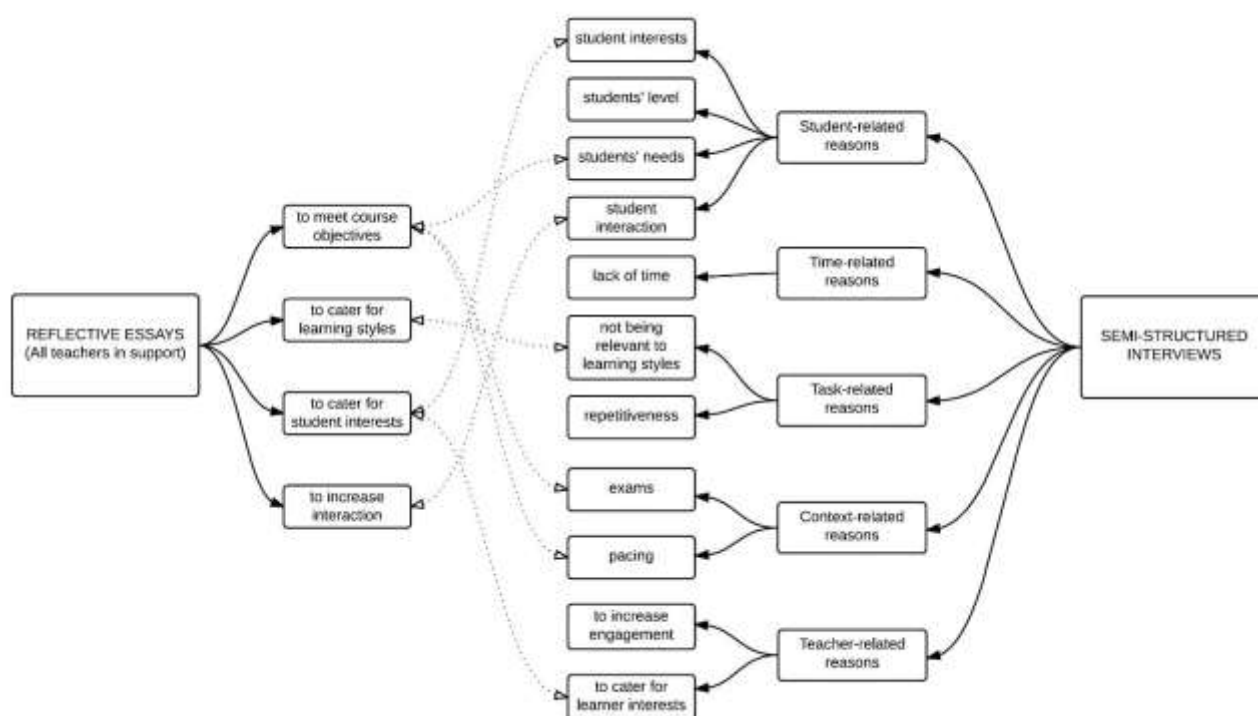

Figure 2. EFL Instructors' Self-Reported Beliefs about Textbook Adaptation and the Reasons for their Adaptive Decisions

According to Figure 2, it is obvious that reasons resulting from the understanding and beliefs of novice and experienced instructors were dominant while implementing adaptation strategies in the preparatory classroom. The two groups stated that certain adaptations were made to increase the language performance and engagement of their students. This finding might be related to the fact that students learn more effectively when they are actively involved in the lesson which was highlighted in Bailey's (1996) study as well.

Conclusion

The present study aimed to shed light on the self-reported beliefs of experienced and novice instructors about utilizing adaptation strategies in intermediate (B2 level) English classes of a preparatory program. The findings revealed that both group of instructors prefer to adapt activities in their classroom practices apart from some differences related to the types strategies used and their frequency. Regardless of their years of teaching experience, all of the participating instructors adapted their activities to meet the students' needs and interest in the course.

Considering the gathered data, this research has some pedagogical implications to be taken into consideration. First of all, all instructors had an opportunity to use various adaptive strategies in their lesson which helped them to gain more experience on utilizing textbook adaptation strategies in language classrooms. Therefore, the results of this study can be used to design an in-service training program to be offered both to the experienced and novice EFL teachers. Besides, the material designers can take the adaptation reasons provided in this study as important clues to develop materials for intermediate level English classes. In a similar vein, textbook writers may draw a good number of implications related to what reasons cause teachers to adapt their textbooks. This may help them to design materials to cater for different language needs, interest and objectives.

On the other hand, this study includes some limitations. One of them is related to sample size which was particularly small due to the heavy workload of the other participants. A larger number of participants could provide more generalizable results. Selection of the sample is another limitation of this study. For the purposes of this study, the instructors were selected only from one classroom (intermediate, B2 level). Different results could emerge if instructors teaching different proficiency levels were selected as participants in this study. Therefore, all these findings should be taken as suggestive rather than definitive.

Apart from certain limitations, the present study offers some recommendations for further research. First, this study investigated the use of textbook adaptation in one particular (intermediate, B2 level) preparatory language classroom. Future research could be conducted with a larger sample from different proficiency levels groups to obtain comparative and in-depth results. The actual practices of the participating instructors regarding their adaptive decisions could not be observed in this study due to the instructors' loaded schedule. A different study integrating classroom observations might provide an opportunity for analyzing teachers' in-class practices in detail.

To conclude, the present study attempted to make contribution to the field of language education providing some evidence about the implementation of adaptations strategies by novice and experienced instructors in a language preparatory classroom. The findings revealed important pedagogical implications and recommendations that may be of benefit for practitioners, material designers, and textbook writers in terms of the tole of textbook adaptation in English language preparatory programs.

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About the authors:

Enisa Mede is an Assistant Professor and the chair at the Faculty of Educational Sciences, Department of English Language Teaching (ELT), Bahcesehir University, Istanbul, Turkey. She has been offering Teaching Language Skills, Teaching English to Young Learners and Teaching Practicum courses at the undergraduate level and Syllabus Design, Program Evaluation in Language Education and Second Language Acquisition courses at the graduate level. Her chief research interests are program design and evaluation in language education, first/second language development in young learners and bilingual education.

Şenel Yalçın is an EFL instructor at the English Language Preparatory School, Bahcesehir University, Istanbul, Turkey. She has been teaching English for seven years. She graduated from the Department of English Language Teaching (ELT) and received her Master's Degree in English Language Education. Her research interests are material design and evaluation, teacher education and second language acquisition.