Chapter **3**

Course Book Selection and Adaptation in Curriculum Design: An Overview 🔓

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Abstract

Curriculum design comprises not only creating language courses and course materials but also selecting texts and other teaching resources and adapting changes to pre-existing courses. There has been an ongoing debate concerning the role of course books in language courses and how to equip teachers with a sensible approach to adopting and adapting course books. Despite this, practically all debates conclude that course books will be beneficial if they are in touch with the present state of learners' knowledge (Graves, 2000). As a result, teachers should pay attention to these variables in curriculum design and be familiar with the technique. A flexible approach is essential, as is selecting a course book. However, modifying and incorporating a textbook into a curriculum is a more difficult task than it appears, as it entails supporting and mentoring not only teachers but also students in curriculum creation.

1. Introduction

Textbooks are essential for the majority of teachers who lack the time and resources to create their materials. English as a second language textbooks are very valuable resources that offer numerous benefits to both teachers and students. Nevertheless, do they truly contain valuable items? Are pre-service or in-service English teachers knowledgeable in the processes of adopting, adapting, and evaluating textbooks? While textbook publishers have made significant efforts to tailor textbooks for a specific audience, the responsibility for choosing and effectively using them lies with the instructor (Miller & Berry, 1962).

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It is crucial to bear in mind that teachers undergo training to adjust to various settings throughout class sessions, whereas learners, being human beings, possess distinct brains that operate in diverse ways. Therefore, it is illogical to place a static textbook at the top of a lesson's hierarchy. According to Graves (2000), a textbook is unchangeable once it is authored; however, when it is employed for teaching purposes, there is flexibility to modify its utilization. Unfortunately, certain teachers exhibit steadfast dedication to their materials and obediently follow their instructions. In this respect, utilizing a textbook undoubtedly presents both benefits and drawbacks. The responsibility of transforming these drawbacks into benefits lies with the teachers and their approach to employing the resources. Before using the material, it is a matter of selecting the appropriate material. Merely assessing the appealing colors of a textbook is insufficient for adopting it.

Dividing the headlines into weeks alone is insufficient for adapting them to the curriculum. The selection of the textbook for the lesson should adhere to certain criteria. However, the difficulty lies in the absence of any comprehensive compilations of these criteria. These criteria are contingent upon many variables, with each one being distinct for every individual learner. Some teachers employ a somewhat arbitrary approach in choosing one or two books based on their visual attractiveness or the organization of their table of contents. They subsequently subjected these textbooks to more comprehensive selection criteria. According to Miller and Berry (1962), some teachers have a tendency to evaluate a book strictly based on one or two specific criteria while ignoring other important variables. On the other hand, some teachers may quickly assess a book based on a large number of criteria without giving each criterion proper attention.

Some teachers will probably select a textbook and simply divide it into weekly sections, mistakenly believing that they have developed a comprehensive curriculum. The development of a curriculum should not rely just on the availability of materials. Materials should remain solely pedagogical instruments and not serve any additional purpose. As a result of the inflexible curricula, it becomes exceedingly difficult to engage in a dialogue with learners regarding the process. If textbook authors fail to acquire knowledge of learners' needs, it might lead to less student engagement. According to Hall & Hall (1988), the most successful programs are those that teachers design to meet the particular needs of a specific group of students. Involving the students in the design of activities and exercises develops the desire or motivation to learn.

There are multiple regulations governing the use of textbooks. Although there are proponents of adhering rigidly to textbooks, the consensus is to utilize textbooks just as a reference. Moreover, they have not implemented stringent protocols. Tonawanik and Donavanik (2019) propose that instructors should have the ability to choose resources that are most suited to the needs of the students in terms of course objectives and goals, language competency, and learning preferences.

Utilizing efficient instructional resources is a crucial element in assisting educators in enhancing their teaching methods and attaining the desired learning outcomes for their students. To effectively teach new information and language concepts, language instructors must carefully pick and utilize appropriate materials and resources. This ensures that the information is presented in a clear, understandable, and organized manner (Tonawanik & Donavanik, 2019). Teachers must utilize either preexisting or reproduced resources in their instructional sessions. Textbooks are the predominant choice for printed materials in most cases.

Various perspectives have been put forth on the choice of course texts, as discussed by Allwright (1981). Teachers must follow various stages while adopting or altering textbooks. For instance, when teachers choose a course book, they have the option to adhere to it without making any modifications or enhance it by altering only the necessary information they wish to convey. What is the reason behind their decision to alter it?

1.1. Considerations in Selecting and Implementing Teaching Materials

The utilization of course books in educational settings can face several hindrances. Restrictions imposed by the Ministry of Education, the desire for standardized teaching methods by instructors, and the lack of qualifications to design course materials are significant factors influencing how educators handle these resources. This diversity in course book content allows for flexibility among teachers (Amerian & Khaivar, 2014). The variations in content and meticulous preparation of these materials offer educators a range of options. However, deciding on the course book to adopt or adapt requires teachers to closely monitor their students' needs and paths to academic success.

Teaching materials typically fall into two categories: authentic and created materials. Authentically sourced materials, such as newspapers or online posts, exemplify real-life language use, whereas created materials, like textbooks, are specifically developed for instructional purposes. Even

within published textbooks, authentic materials can be embedded to enhance learning experiences. Teachers face the responsibility of deciding whether to adopt or adapt the institutionally chosen course book while considering three key factors: the course book itself, the learners, and their teaching preferences. This decision-making process is crucial in designing the curriculum and ensuring effective instruction (Nation & Macalister, 2010). According to Tonawanik and Donavanik (2019), educators have the option to select textbooks provided by the institution or choose their own resources. To meet specific course objectives, teachers often supplement these materials, customizing them to cater to individual student needs, particularly regarding language proficiency levels.

However, certain circumstances prompt instructors to adhere closely to the prescribed course book. Mandates from educational institutions or ministries often necessitate strict adherence. Additionally, new or inadequately trained teachers might rely heavily on the textbook as a guiding tool. Similarly, instructors unfamiliar with adapting textbooks may find themselves bound to their content (Nation et al., 2010, p. 162).

Instructors have the flexibility to tailor teaching materials to suit learners' interests and capabilities. This adaptation can involve altering the pace, assigning portions as homework, or engaging students in role-playing based on the material (Nation et al., 2010, p. 163). There are various reasons behind modifying course books, including responsiveness to the environment, addressing specific needs, or implementing teaching principles (Nation et al., 2010, p. 163). The primary motivation for such adaptation lies in catering to the diverse needs of individual students. According to Bahumaid (2008), an adept teacher can transform a seemingly inadequate textbook into a valuable resource by supplementing and adjusting specific sections to align with the class objectives. Furthermore, learners themselves can contribute to customizing course books by adding or removing content, as well as monitoring and assessing their learning progress (Nation et al., 2010). Adjusting the sequence, format, and presentation of content offers another dimension to the customization process.

However, some educators oppose the notion of strictly adhering to a single textbook. Prabhu (1989) suggests that teachers can better assist students by diversifying their teaching resources, drawing from various sourcebooks like conversation guides, timed reading materials, intensive reading texts, listening resources, and teacher-created content.

1.2. Authentic Materials

The notion of authentic materials comprises multiple interpretations, classified into eight distinctive versions according to academic viewpoints (Gilmore, 2007). The linguistic resources that native speakers in a particular language community use are authentic materials. Additionally, these texts express a genuine message in genuine language by a genuine speaker for a genuine audience (Nunan, 1998). Furthermore, they encompass linguistic characteristics that are identified by the reader inside a text, highlighting the importance of qualities that are acknowledged by readers and listeners (Breen, 1984). Furthermore, real materials involve the dynamic exchange between students and teachers. Also, these studies have established a connection between the chosen tasks and their respective characteristics (Breen, 1983). Additionally, the social interactions that take place in the school environment have an impact on their behavior (Breen, 1983). Moreover, real materials are linked to evaluation standards. Ultimately, they encompass cultural aspects and the capacity to demonstrate behaviors or attitudes similar to those of a native language group, which are acknowledged and accepted by that community.

1.2.1. Authentic Materials versus Created Materials

Language courses differ from other academic topics due to their distinct approaches, methodologies, curriculum design, and content. To successfully integrate a language into one's daily life, it is essential to have an authentic learning experience rather than a conventional one. Textbooks used in language training should accurately reflect this sense of authenticity. Although teachers can develop their instructional materials, these resources often tend to be focused on the teacher, oriented towards teaching, and traditional, potentially lacking in student engagement. Nevertheless, this does not indicate a sole dependence on authentic printed sources (Amerian & Khaivar, 2014). It is crucial to provide additional resources that are compatible with the textbook, level, content, and context, particularly when the textbook is insufficient or does not match the curriculum or syllabus. When adopting a textbook, it is important to discover any deficiencies it may have and then augment it with appropriate materials.

Richards (2001) emphasizes the many benefits of using original resources. They assert that authentic resources enhance student motivation through their extensive range of captivating subjects, provide cultural perspectives on the target language, expose learners to authentic language usage, and more effectively address learners' requirements. On the other hand, materials that

are specifically designed have their advantages (Yan, 2023). They serve as a source of motivation for learners, typically offer language in a way that is more appropriate for learners, include instructional items that are organized according to a syllabus, and promote the professional growth of teachers through the organization of resources.

Due to these obvious advantages, a widely adopted strategy among educators in the present time is the simultaneous utilization of both authentic and manufactured resources. A lot of manufactured products extensively integrate content from authentic sources such as newspapers or periodicals, resulting in a blurred distinction between the two. As a result, in today's instructional environment, there is a seamless blending of real and artificial materials, making it difficult to distinguish between the two.

1.3. Adapting a Course Book

After selecting a course book, teachers often find the need for adjustments to better suit their lessons or address specific class requirements. Michel and Kouadio (2018) emphasize the inevitability of adaptation, noting that no pre-prepared teaching material can precisely meet every class's needs. Course book might lack comprehensive content, contain inappropriate material for the audience, or necessitate alignment with the teacher's specific instructional style. Adapting these materials involves several processes: adding or omitting content to enhance learning, resequencing or changing the format, adjusting presentation styles, and modifying monitoring and assessment methods. Teachers must consider concepts like comprehensible input, fluency, and time on task while making these adaptations, ensuring accuracy and relevance. Graves (1996) suggests that crafting new materials demands time and a deep understanding of their intended use, encompassing why, how, and by whom they'll be applied.

Following the selection and analysis of course materials, teachers might decide to adapt them based on environmental and needs analyses, along with the twenty principles of curriculum design. According to Graves (1999), there are three stages of adaptation: the activity level, which involves adjustments within the syllabus; the unit level, which focuses on reorganizing or modifying activities; and the book/syllabus level, which includes additions or removals within the structure of the syllabus. These levels offer a framework that enables educators to successfully alter course materials, bringing them into closer integration with the specific needs and characteristics of the classrooms where they are being taught.

It is standard procedure for teachers to make changes to the exercises that are included inside a course book to better accommodate the needs of their students, the varying levels of skill that their students have, and the characteristics of the classroom environment. Teachers will prioritize the target vocabulary to prevent their students from becoming overwhelmed (Amerian & Khaivar, 2014). This is accomplished if an activity has a combination of low-frequency and high-frequency language, for instance. Through the application of this chosen technique, excessive cognitive overload can be avoided, and focused learning can be achieved. To add insult to injury, teachers can modify or alter a learning task if it does not align with the overall course design or the dynamics of the classroom. In addition, the implementation of the activity may be impacted by practical constraints such as class hours or the accommodation of seating configurations. The author, Graves (2000), highlights the connection between tailored activities and increased student engagement by discussing the achievement of a colleague who was able to structure more interactive exercises for her students.

It's possible that the order in which activities are presented within a unit in a published textbook won't be appropriate for every single teaching situation. Specifically, Graves (2000) highlights the fact that teachers have their own unique teaching goals and preferences concerning the four language skills and the order in which activities are performed. Islam and Mares (2005) emphasize the need to rearrange activities to improve their relevance from a pedagogical standpoint. They advise beginning a class with a broad discussion rather than beginning directly with reading, highlighting the need to rearrange the sequence in order to get superior learning outcomes.

In his work, Graves (1996) highlights the fact that teachers can improve the course materials that are already being used in their classrooms. She believes that it would be a good idea to add some components, such as the development of a sense of community and an awareness of cultural norms. She highlights the difficulty that students face while studying English as a second or foreign language in understanding cultural aspects that are predominantly focused on the English speaking countries such as United States or England in textbooks. A solution is proposed by Islam and Mares (2005). They suggest that images that are unrelated to the students' lives should be replaced with content that is culturally pertinent. Another idea is to add references to individuals who are already familiar to the students in the materials to be used in the classes. The objective of this solution is to optimize the degree of coherence and participation that can be attained.

Apart from traditional materials, teachers can also choose from materials that are provided online and free of charge. Several studies, like those conducted in South Korea by Petrides et al. (2011) and Kwak (2017), have emphasized the benefits of such materials and open textbooks, with the most significant being the cost reduction. Kwak's (2017) research reveals that educators may encounter challenges in effectively integrating and modifying open books in their instructional approaches due to limited experience in implementing these strategies, however it is still believed to be advantageous for teachers who want to include up-to-date or authentic materials from different sources.

A number of factors, including inappropriate assignments, time constraints, and inconsistencies with learner levels, prerequisites, ages, and concepts, frequently necessitate the modification of course book. Prabhu (1989) and Allwright (1981) both highlight the importance of adapting resources according to the several needs of students. The presentation of this flexibility can be observed in different ways, such as an increase in homework assignments, changes in the sequence of topics, adjustments to teaching techniques and procedures, or revisions to evaluation approaches. Peer evaluation is another method that teachers can use to evaluate students' comprehension over a certain topic. In addition, teachers can utilize many different assessment instruments, such as homework assignments, examinations, or questions, to examine students' comprehension before moving on to the next level during their teaching learning activities. In addition, teachers may supplement resources as they believe they are insufficient in terms of strengthening the abilities of their learners or because they are limited in terms of time, particularly when it comes to improving receptive and productive language skills.

When it comes to selecting materials for their classes, teachers have a variety of options available to them (Gregson, 2023)., including the use of existing textbooks, extra-source books, and online resources. It is possible that considerations such as school policy, unquestioning faith in the quality of the textbook, or a lack of confidence in modifying it, sometimes responding to student preferences, are the reasons why school administrators choose to use a textbook with few modifications. Adaptations made by teachers typically involve presenting the materials differently, providing additional exercises, altering the pace of the instructional material, and incorporating role plays in addition to the prescribed text. Teachers use a variety of approaches to monitor the development of their students as they participate in activities throughout the course.

Teachers' perspectives on the materials used in the classroom range from a strict adherence to the materials to a willingness to seek support from extra sources such as source books or online resources. Because of governmental regulations for standardized education, personal inexperience that leads to reliance on the structure of the book, belief in the book's excellence, or student insistence on covering all sections, they may stick to a particular course book in a strict manner (Amerian & Khaivar, 2014). But teachers may decide to change materials because of things like missing activities, scheduling conflicts, content levels that are too low for the level of proficiency of the students, gaps in the book's objectives and learner knowledge, a lack of important skills for students in the book, or a failure to include important teaching principles like clear input, fluency, and good time management in the book's content.

In terms of adapting course books, teachers use a variety of strategies, such as incorporating new content, eliminating text in order to highlight essential linguistic components, or excluding sections that require a lot of time. The sequencing of the content is also rearranged, which results in a shift in the flow of the lesson. Additionally, they change the format by opening with dialogues rather than readings, and they employ a variety of teaching approaches to improve the presentation. When it comes to monitoring and evaluation, teachers can make adjustments. They have the option of either doing an in-person assessment of their student's growth or motivating them to engage in self-assessment by assigning examinations or projects to evaluate their advancement. Adapting course books can simplify and ensure the initial phase of course design. However, these books often lack guidance on monitoring and assessing, requiring teachers to possess a comprehensive knowledge of various assessment methodologies to effectively track their students' progress.

The function of textbooks, on the other hand, is still being debated, which has led to the investigation of various possibilities, such as the use of a variety of sourcebooks, such as reading materials or conversational books (Gregson, 2023). Sourcebooks provide courses that are tailored to the particular needs of learners, allowing these needs to be validated in the classroom. On the other hand, if competent teachers are not carefully in control, a heavy reliance on source literature has the potential to lead to a discontinuous course design. The use of computers and the internet, as well as resources such as the British National Corpus or digital materials, is yet another option for improving learning settings and participation. Challenges like budgetary restrictions or infrastructure limitations may make the effective use of technology in some schools difficult. As a result, before

implementing technology, significant consideration must be paid to the pedagogical repercussions it will have on students.

In order to prevent any potential offense, educators must also discern crucial attributes, including grammatical and vocabulary proficiency levels, emphasis on language objectives and capabilities, accessibility and affordability, and sensitivity towards matters about religion and culture. The assessment of textbooks holds paramount importance for educators, as it often dictates the instructional strategies they implement and the results of their students' classroom encounters. In this respect, adoption, adaptation, and evaluation of course materials are critical to the process of developing effective learning environments (Gregson, 2023); they necessitate the application of meticulous methods and substantial expertise. Despite the fact that these instructional design components comprise relatively minor portions of the overarching instructional design framework, this is the case.

2. Advantages of Using Textbooks

Textbooks also act as learning aids for educators with less expertise in addition to saving teachers important time in the process of lesson planning, Textbooks fulfill the role of essential guides by providing programs with structure and syllabi. In addition to this, they offer necessary language forms for teachers who are not native English speakers. From the student's point of view, textbooks, which are frequently supplemented with workbooks and audio recordings for further practice outside of class hours, make it easier for the student to comprehend the content being taught in class and to prepare for the lessons that are to come.

On the other hand, while textbooks offer numerous benefits (Gregson, 2023), their use as teaching tools entails both advantages and disadvantages. They enhance readers' focus by containing ready-made readings and activities, providing a sense of security for teachers in managing their classes. Additionally, they aid students in tracking their progress and make classes more accessible. Nevertheless, considering both sides, the advantages include fostering relevance, visuals, expertise development, practicality, security for both teachers and students, and flexibility in course content creation, which are also shown and described in Figure 1 below. These factors are pivotal considerations when utilizing course books for instructional purposes (Chou, 2010).

Relevance	Course books that are relevant to the course topics increase not only the quality but also the efficiency of learning. Teachers must choose the most relevant materials for their students' needs for course. (Donavanik&Tonawanik,2019).
Visuals	Most of the course books have course-related visuals. Visuals enable students to understand the subject and reinforce their knowledge. Visual aids help teachers to increase the attention of their students. (Shabiralyani et al.,2015).
Flexibility	Textbooks are changeable course materials, so teachers can arrange them to suit their lessons. Teachers can evaluate the textbooks and choose the most suitable parts for their courses, and they can make changes if it is needed.
Expertise	Books enable the development of the expertise with the knowledge that they contain.
Practicality	The uses of course books are simple compared to other course tools
Safety	Both professors and students feel safer with a course book. Course books are useful since they are authored by specialists and are reputable. Course books help students feel confident because they can observe their progress and learn upcoming subjects. Published materials are more trustworthy (Tsiplakides, 2011).

Figure 1. Advantages of Using Course Books in the Classrooms

Adopting a single textbook across schools or nationwide ensures standardized education for students at similar levels, promotes equality in testing, and provides a consistent knowledge base. This standardization not only facilitates equitable assessment conditions but also plays a vital role in evaluating and enhancing the quality of education. Textbook designers carefully consider the levels of attention and interests of various age groups, ensuring textbooks effectively engage and motivate students (Chou, 2010). Authentic text books, in particular, offer lifelike activities, texts, and topics, emphasizing language as a practical communication tool beyond a mere academic subject. By presenting intriguing topics, textbooks effortlessly connect students to the subject matter. Moreover, text books go beyond emphasizing a single skill, instead fostering development across all four language skills—reading, speaking, writing, and listening. Maintaining a balanced approach among these skills is crucial in language classes (Gregson, 2023), as each holds equal importance and deserves equitable focus and application.

3. Disadvantages of Textbooks

Experienced teachers often find it easier to tailor course book to their students' needs, while novice educators may encounter challenges in selecting and adapting teaching materials (Tonawanik & Donavanik, 2019). Despite the advantages of using textbooks—providing a syllabus and standardized education—they pose limitations, including proficiency level inconsistencies,

financial constraints, and content focus issues (Graves, 2000). To address these limitations, teachers should have the flexibility to modify content, activities, exercises, and assessments while adopting existing textbooks (Nation & Macalister, 2010). They can adjust presentation methods, vary speeds, assign related homework, or organize dialogues for students to act out in pairs. However, some textbooks lack tests to monitor learning progress, prompting teachers to create their assessments and observe students during lessons (Nation & Macalister, 2010).

Teachers need to adapt textbooks to their students' needs through analysis, as textbooks are not tailored for specific learner groups. Teachers may add or omit content to align the book with learners' profiles, ensuring a better fit. Considering environmental factors like the cost of textbooks, teachers can offer free alternatives, switch to more affordable books, or duplicate materials, ensuring all students can access the necessary resources (Chou, 2010). However, expecting all students to fully afford textbooks isn't feasible. Despite these advantages, using course books has drawbacks (see Figure. 2). Textbooks might lack students' background information, making it challenging for some individuals to follow lessons adequately and overlooking students' diverse needs. Additionally, when using multiple source books, discrepancies in information or narration may cause confusion. Furthermore, cost disparities hinder equal access to books among students. Course books, influenced by authors' opinions, might pose challenges for teachers attempting to adapt them (Gebhard, 2006).
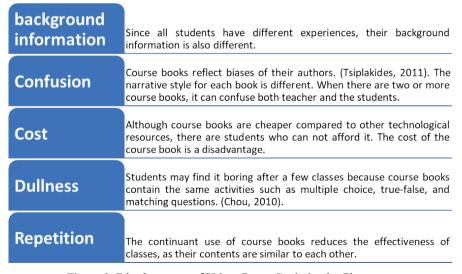
background information	Since all students have different experiences, their background information is also different.
Confusion	Course books reflect biases of their authors. (Tsiplakides, 2011). The narrative style for each book is different. When there are two or more course books, it can confuse both teacher and the students.
Cost	Although course books are cheaper compared to other technological resources, there are students who can not afford it. The cost of the course book is a disadvantage.
Dullness	Students may find it boring after a few classes because course books contain the same activities such as multiple choice, true-false, and matching questions. (Chou, 2010).
Repetition	The continuant use of course books reduces the effectiveness of classes, as their contents are similar to each other.

Figure 2. Disadvantages of Using Course Books in the Classrooms

Textbooks serve as valuable tools for teachers, yet over-reliance on them can potentially lead to deskilling educators and limiting their role to presenting materials created by others (Richards, 2001). Teachers who solely depend on textbooks risk undermining their creativity, planning, organization, and linguistic skills. It's essential for educators to continuously improve and not confine themselves solely to a few textbooks.

Choosing textbooks with authentic language content is crucial. Some text books lack authenticity, leading to lessons disconnected from real-life situations and reducing student interest and engagement. Students grasp and retain information better when it applies to their lives, aligning with the goal of language education to equip them with usable language skills. However, not all authentic textbooks fit every language class (Charalambous, 2011). While authentic materials offer real-life situations, their underlying messages must align with the curriculum. Teachers must ensure the content remains relevant to the target learners, respecting their culture, beliefs, morals, life vision, and interests. This alignment prevents conflicts and maintains relevance in the educational setting.

4. Levels of Adaption

Muliandari (2017) highlights the various causes of teachers' strict adherence to course books. This might be a result of institutional demands for standardization in education, which frequently result from a desire to guarantee uniform quality among students. Inexperienced or untrained teachers may also find security in following set course books, lacking the skills or knowledge to adapt them. Additionally, teachers might have strong convictions about the high quality of the chosen course book or learners' preferences to cover every part of it.

According to McDonough and Shaw (2003), who associate adaptation with managerial choices in education management, the process of adapting and adopting course materials is not simple. Textbook adaptation can occur at various levels, considering different aspects that require adjustments or removals. Graves (1996) underscores that teachers consider several factors when developing, selecting, or adapting materials, primarily focusing on their effectiveness in achieving course objectives and suitability for both students and teachers. Adaptation can occur at different levels based on the alignment between the textbook and syllabus. For instance, if the activities match the syllabus, adaptation may occur at the activity or unit level. Conversely, if the activities align with the goals but not the syllabus, adaptation might be necessary at the syllabus level. It's crucial to note that

each adaptation is interconnected with others and builds upon previous modifications. Ultimately, the ease of adapting a textbook increases with teaching experience, as familiarity enhances the teacher's ability to make meaningful adaptations (Graves, 1999).

5. Source Books

Teachers often encounter limitations with course books that might not adequately align with the course's contents or the learners' needs. Prabhu (1989) suggests that educators shouldn't solely rely on these textbooks but rather integrate various sourcebooks to supplement their teaching materials. The decision to diversify resources can stem from several reasons, including the inadequacy of the course book for learners' needs or the desire to foster collaboration and engagement between the teacher and students (Breen, 1984). Additionally, practical constraints within the classroom or outdated course book content might prompt teachers to seek alternative resources. Embracing a variety of materials not only empowers teachers to use their professional expertise in creating supplementary materials but also reflects their experience and adaptability in teaching methods.

Using source books instead of exclusively relying on course books offers several advantages (Yan, 2023). Teachers can better respond to the individual requirements and pace of their students by using sourcebooks because they contain a wide variety of content on a variety of subjects. In many cases, it is difficult to locate a single textbook that is in perfect alignment with all of the topics that are covered in the lessons. Compiling a variety of books into a coherent course style may present difficulties, particularly for educators with less expertise. This highlights the intricacies involved in curating and organizing instructional materials.

6. Evaluating a Course Book

As a result of the huge amount of time that it will take up within the classroom, teachers have a significant amount of responsibility when it comes to selecting a course book. It is essential to give careful consideration during the selection process to guarantee that it will favorably contribute to the educational experiences of the learners. Several important questions are involved in the process of evaluating a book: How well does it fit in with the atmosphere of the classroom? Is it well-crafted, and does it provide a sufficient amount of content? Do you think it is interesting enough to keep the students interested and focused on it? In addition to this, it is vital to evaluate how the book integrates tests and monitoring procedures. That being said, are there specific characteristics that identify an effective evaluation?

To be sure, there are important aspects. Initially, the procedure involves selecting the books that are most appropriate for the classroom environment (Yan, 2023) and removing those that are not considered appropriate from a large range of books. In order to better understand the positive and negative aspects of the possibilities that have been reduced, it is helpful to create a list of pros and cons. This all-encompassing evaluation entails classifying different aspects, such as objectives, presentation and format, monitoring, and evaluation, into a chart to decide which book would be the most appropriate for the classroom (Cunningsworth, 1984). In addition, taking into account sensitive values and particular criteria helps to further narrow the selection process, which in turn ensures that the students are provided with the best possible option.

Evaluation of course books is a crucial step for teachers and students in the classroom, given the challenge of altering decisions once a book is chosen. Michel and Kouadio (2018) emphasize the significance of conducting a comprehensive examination of a textbook to determine its usability, lesson relevance, content organization, and factual precision. The identification of critical attributes for the intended textbook is of the utmost importance. The material ought to be readily comprehensible, produced at a vocabulary and grammar level suitable for the students, and in accordance with the duration of the course. Additionally, price must be considered, as the literature must be accessible to all students. Furthermore, material that has the potential to offend the religious or cultural sensibilities of students or their parents should be omitted (Nation et al., 2010, p. 167). These fundamental criteria guarantee that the selected book follows the requirements, availability, and cultural sensitivity of the students, all the while efficiently helping the intended objectives of the course.

Evaluation forms are useful tools that teachers employ to evaluate course books. These forms include a variety of criteria and questions that are specifically related to the materials (Demir, 2014). These forms typically consist of a structured list of features for evaluation, divided into subcategories. The first subcategory revolves around objectives, content, and sequencing. Here, the evaluator considers whether the book aligns with the intended purpose for both students and teachers, if the content is age-appropriate and caters to student needs, and evaluates the suitability of the outcomes (Cunningsworth, 1984). The second subcategory delves into format and presentation, aiming to identify the necessary activities within the course, criteria for content utility, and the degree of student engagement and interest. Lastly, the assessment and monitoring subcategory focuses on how the course measures and tracks student progress, ensuring that students

"perceive their advancement in acquiring knowledge relevant to their goals" (Nation et al., 2010, p. 169). These structured evaluation categories enable comprehensive scrutiny of course books, ensuring they meet the requisite objectives, format standards, and assessment practices essential for effective teaching and learning experiences

Once a course book is selected and purchased, teachers often find themselves committed to using it, regardless of its actual effectiveness. Hence, it's crucial to meticulously assess which book stands as the best option in the market before recommending it (Nation & Macalister, 2010). Teachers typically rely on three key components during their evaluation process: the analysis of the environment, the needs analysis, and adherence to the twenty principles of curriculum design (Ellis, 1997). Additionally, alignment between the textbook's goals and the course's objectives, the engaging nature of the content, and a suitable level that matches students' proficiency are pivotal factors. Moreover, the concerns and preferences of the individual teacher naturally influence the evaluation process (Richards, 2001). Some teachers may prioritize the book's flexibility, while others concentrate on the book's syllabus type or the validity of the activities. This varied focus reflects the nuanced perspectives teachers bring to the evaluation process.

6.1. Essential features: Reducing the list of possible books

Indeed, according to Nation and Macalister (2010), six key elements are essential when teachers evaluate textbooks: the complexity of grammatical structures and vocabulary, the book's language use and skill objectives, its price, availability, alignment of class hours with the book's content, and the appropriateness of cultural or religious content.

Teachers often use updated evaluation forms aligned with principles to assess these elements. These forms are evaluated based on reliability, validity, and practicality. Reliability ensures consistency when different teachers use the same form to evaluate the same textbook. Validity ensures the form comprehensively covers all significant aspects of the book. Finally, practicality ensures the form is user-friendly, offering understandable and usable evaluation results (Nation & Macalister, 2010).

Teachers present their evaluation outcomes using tables and written reports. Evaluating an existing course book is often more critical than the course design process because institutions mandate specific textbooks. Notably, designing a course and evaluating an existing book share similar procedures. Additionally, adapting classroom materials involves careful consideration of student needs, environmental factors, and teaching

principles. Graves (2000) outlines a cyclical process of textbook adaptation involving planning teaching methods, actual teaching, and reassessment based on teaching and material evaluation, and subsequent teaching adjustments. Through this process, teachers gradually become adept at personalizing and tailoring the material to their teaching styles and student requirements (Cunningsworth, 1995).

With a multitude of available resources, teachers face the challenge of narrowing down their options. To do this effectively, they must identify essential criteria for a course book. Among these factors are the following: alignment with the language proficiency of the students; conformity to the course objectives; affordability; accessibility; and the avoidance of content or themes that could be considered offensive. Through the use of this technique, the selection of the most appropriate materials is streamlined (Yan, 2023).

In the process of determining vital characteristics, educators utilize three basic approaches. The first possibility is that they will incorporate particular aspects that are of great significance to their method of instruction. Secondly, they have the option of removing elements that are not essential, typically limiting this removal to approximately ten or twelve items from the total list that was first compiled. Last but not least, in order to determine which characteristics are genuinely necessary, teachers could divide the attributes into two or three categories (Cunningsworth, 1984). Classification serves as the foundation for assigning numerical scores to each characteristic, which helps to further streamline this procedure and makes it easier to conduct a comparison examination of different textbooks. These total points, which denote the relative relevance of those characteristics in the evaluation, determine the weighting of individual characteristics (Rahmawati, 2016).

7. Conclusion

Certainly, the curriculum design process is the first and most important phase in language instruction. It is centered on the materials that are used in lessons as well as the levels of language competency that the students possess. When it comes to this process, the careful selection of textbooks is quite important. Not only does it determine what to teach, but it also determines how to successfully incorporate these materials into learning experiences. The purpose of textbooks is to act as dynamic tools that provide a variety of techniques for learning English that can be adapted to meet the specific requirements of each educator and class. Every instructor has the ability to select textbooks that align with diverse pedagogical ideas, enabling them to cater to students of varying ages, linguistic abilities, and cognitive

preferences. The effectiveness of textbooks in language training depends on how they are used and adapted to the curriculum, even if textbooks are essential in language instruction. Both teachers and students can use these products effectively thanks to their expert design. It is crucial to emphasize that teachers play a pivotal role in understanding and establishing a connection with their students throughout their educational journey.

Course book are often regarded as an essential component in the realm of education, and they undeniably have a significant place in the domain of English language instruction. The historical usage of textbooks serves as evidence of their importance. However, it is not always advisable to completely depend on textbooks due to the potential drawbacks they may have for students, the course, and teachers. Despite the previously mentioned challenges, the utilization of course materials remains advantageous in both English Language Teaching (ELT) and English for Specific Purposes (ESP). When faced with the responsibility of selecting or customizing a course book, educators are tasked with the responsibility of making informed decisions and employing suitable approaches for adoption or adaptation (Wood & Wooley, 1986). Although textbooks offer numerous advantages, they also possess certain inherent limitations that, when addressed and adjusted appropriately, can be converted into favorable prospects. It is indisputable that educators possess the capacity to enhance the caliber of education they provide to their students through meticulous selection and strategic utilization of course materials.

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