



MATERYAL DEĞERLENDİRME VE UYARLAMA: ÖĞRETMEN ADAYLARININ ALGILARI VE TECRÜBELERİ

Şule ÇELİK KORKMAZ¹, Sedat KORKMAZ²

Makale Bilgisi	Özet
DOI: 10.19171/uefad.484619	Bu çalışma, Bursa Uludağ Üniversitesi'nde öğrenim gören 120 dördüncü sınıf İngiliz dili eğitimi öğretmen adayının, ilk olarak materyal değerlendirme, uyarlama ve oluşturma, ikinci olarak etkili bir İngilizce öğretimi ünitesinin bileşenleri ve son olarak da materyal tasarımını etkileyen bazı temel yaklaşımlar ile ilgili perspektif ve deneyimlerini bir anket ve yarı yapılandırılmış görüşme uygulayarak araştırmayı amaçlamıştır. Sonuçlar, katılımcıların en çok materyal oluşturma, sonra uyarlama ve son olarak da değerlendirme becerilerini geliştirdiklerini ortaya çıkarmıştır. Ayrıca, katılımcılar materyal değerlendirme, uyarlama ve oluşturma ile ilgili deneyimlerinin, aldıkları öğretmen eğitimine, uygulama okul türlerine, uygulama okullarındaki danışman öğretmenlerine, öğrencilere ve okul politikalarına göre şekillendiğini rapor etmişlerdir. Katılımcılar, materyal tasarımında çok izleneli güncel yaklaşımı ve iletişimsel yaklaşımı desteklemiş ve geleneksel yaklaşımı sorgulamışlardır. Katılımcılar yaklaşımlara olan görüşlerine paralel olarak, etkili bir İngilizce öğretimi ünitesinin bileşenlerinde en çok ısınma bölümlerinin, dört beceri bileşenlerinin, iletişimsel aktivitelerin, kelime ve telaffuz kısımlarının olması gerektiğini bildirmişlerdir.
<i>Makale Geçmişi:</i>	
Başvuru 18.11.2018	
Kabul 30.04.2020	
<i>Anahtar Kelimeler:</i>	
Materyal değerlendirme ve uyarlama, öğretmen adaylarının bakış açıları ve deneyimleri, etkili bir İngilizce öğretimi ünitesi.	

MATERIALS EVALUATION AND ADAPTATION: TEACHER TRAINEES' PERCEPTIONS AND EXPERIENCES

Article Info	Abstract
DOI: 10.19171/uefad.484619	The study aimed to investigate the perspectives and experiences of 120 fourth-year ELT teacher trainees of Bursa Uludag University regarding: first, materials evaluation, adaptation, and creation; second, the components of an effective ELT unit in a coursebook; and finally some basic approaches that affect materials design. A questionnaire and a semi-structured interview were administered to these aims. The results revealed that they mostly developed materials creation, then adaptation, and finally evaluation skills. In addition, they reported that their experiences in the materials evaluation, adaptation, and creation were shaped by their teacher training program, practicum school types, their mentor teachers, learners, and school policies. They advocated the current approach with multi-syllabus and communicative approach and questioned the traditional approach in materials design. In parallel with their perspectives about the approaches, they reported that an effective ELT unit should involve mostly warm-up sessions, integration of four skills, communicative activities, vocabulary, and pronunciation parts.
<i>Article History:</i>	
Received 18.11.2018	
Accepted 30.04.2020	
<i>Keywords:</i>	
Materials evaluation and adaptation, teacher trainees' perspectives and experiences, effective ELT unit.	

1. INTRODUCTION

In the literature, there appear a handful of books related to materials development which have been published in the last twenty-five years (Byrd, 1995; Cunningsworth, 1995; Dubin &

¹ Instructor Dr., Bursa Uludag University, Faculty of Education, English Language Teaching Department, scelik@uludag.edu.tr, OrcID: 0000-0003-4354-844X

² Instructor, Bursa Uludag University, School of Foreign Languages, sedatkorkmaz@uludag.edu.tr, OrcID: 0000-0003-0941-2856

Olshtain, 1986; Harwood, 2010; Hidalgo, Hall & Jacobs, 1995; McDonough & Shaw, 1993; McGrath, 2002; Mishan & Chambers, 2010; Sheldon, 1987; Tomlinson, 2011; Tomlinson & Masuhara, 2010). On the other hand, as mentioned by Tomlinson and Masuhara (2011), exploring the issue as a research topic, particularly as an empirical study pertaining to the effects of materials on language acquisition, requires longitudinal research involving investments of money and time besides the difficulties in controlling variables. Thus, the issue of materials development has been handled by giving the most attention to procedures for evaluating materials and to the development of criteria to evaluate EFL coursebooks to meet the demands of the producers (i.e. materials writers and publishers) who desire to create global materials. However, the results of such research conducted by publishers are generally kept confidential and rarely published (*ibid*). Since the 1960s, the issue of materials evaluation has received much attention from both language experts and researchers to be able to obtain the best coursebook (Tomlinson, 2003).

Considered key components of most language programs, coursebooks bring the necessary input into the classroom with their many functions. For example, they are a source for material presentation, various activities for learners to practice and communicative interaction, stimulation and ideas for classroom activities, a great timesaver for teachers due to their attractive, motivational, colourful and diverse content, and a reference source for learners on grammar, vocabulary, reading, and pronunciation (Clandfield, 2010; Cunningsworth, 1995; Richards, 2001). As suggested by Işık (2011), providing teachers with well-designed coursebooks is crucial to optimize language education, and not to employ Path Dependence Theory, which refers to the effects of the past on shaping the present. In parallel with this purpose, it is essential that both graduate and undergraduate teachers increase their knowledge and skills in materials development and design. Richards (2001) asserts that as the agents of materials evaluation, any person from outside can observe how effectively teachers use books, one teacher or groups of teachers may write reviews or reports and discuss their experience with certain specialists in group meetings, and students might comment on their experience with the coursebook as well. In addition to the opinions and comments of the students (McGrath, 2002; Kim, 2015), certain factors such as program goals and objectives, theory of language, theory of learning, learners' needs, political climate, traditional beliefs, and cultural values of the local context should be taken into account (Cunningsworth, 1995; Dweikat, 2013; Kanu, 2005; McLaughlin, 1996; O'Donoghue, 1994; Tomlinson, 1999, 2003; Zajda, 2004) when selecting, adapting and designing the material.

However, meeting the needs of both teachers and learners for local materials goes far beyond the evaluation of EFL coursebooks, because the perfect textbook does not exist due to shortcomings such as including inauthentic language for learners, involving distorted content, and ignoring students' needs or deskilling teachers (Richards, 2001). On the other hand, Grant (1987, p.8) highlighted that "the best book available for teachers and their learners does exist". To clarify, the best book can be defined as a book which is designed by taking a particular teaching context into account to meet the needs, interests, and abilities of both the learners and the teacher. As stressed by Işık (2011), because global coursebooks are not adequate to offer variety, undergraduate teachers who are responsible for implementing novelties and reflecting innovations to foreign language materials need to be trained through a carefully designed materials development course to support language education and to meet the needs of the students who love variety. Only through adaptation is it possible to bridge the gap between the producers and the users of materials. Thus, increasing the awareness of teacher trainees through gathering their perspectives on the materials development and design serves a very important purpose to reveal the aspects that need to be enhanced directly to make improvement in the content of Language Teaching Materials Adaptation and Development (LTMAD) course and indirectly to enable the teacher trainees to meet the needs of their future students who need variety in terms of language learning materials.

1.1. Using Coursebooks Effectively

Meeting the needs of students is not something so easy particularly in this 21st century in which the newly emerged technological innovations revolutionize the development of teaching materials (Aghazadeh, & Ajideh, 2014; Kayapinar, 2009; Kırkgöz, 2009; Tekir & Arıkan, 2007; Tok, 2010). Thus, one of the central issues that has been a matter of concern among teachers for a long time is how to prepare and adapt teaching materials in language classes (Brown, 2001; Daloglu, 2004).

A good number of experts and educators (Ahmadi & Derakhshan, 2016; Grant, 1987; Hedge, 2000; McDonough & Shaw, 1993; McGrath, 2002; Nunan, 1998; Richards, 1993; Tice, 1991) have urged the necessity of supplementing the coursebooks, the main components of materials development, with suitable materials to satisfy the needs of the particular learners. As suggested by Graves (2000), bearing the aims of the lesson in mind, teachers need to evaluate the coursebook critically through examining the table of contents, the units in terms of the topics and structures to perceive how these components are constructed and why. Upon this process, teachers are expected to sort out those units that seem relevant and interesting to their students,

and they can use them without changing or adapting, or they can reject materials that are considered boring, irrelevant, and not suitable for the age or cultural background of their students. The next step that teachers should consider is materials adaptation which means altering the materials to increase the effectiveness of teaching and to better meet students' needs. After setting clear objectives for each lesson, teachers should make teaching-related decisions about what to adapt (e.g., topics, visuals, exercises, and activities), and how to adapt through some techniques (e.g., omitting, adding, reordering, modifying, extending, reducing) to make materials, activities and learning environments more conducive to learners' participation (Ekşi, 2012; McDonough & Shaw, 1993). Furthermore, the following useful adaptation principles could be taken into account to increase the quality of material adaptation (McGrath, 2002, p.74):

- Localization: adapting the material to restrict within the country.
- Personalization: modifying the material to meet our students' needs and interests.
- Individualization: adapting the material in such a way that it addresses our students' learning styles individually.
- Modernization: bringing up to date material into the class.
- Simplification: making the texts or the tasks easier for the students to do or to understand.

In addition to building knowledge about some adaptation techniques and principles, teachers need to gain insights about the components of an effective ELT coursebook unit to better evaluate materials used in their particular teaching contexts, which might help them to adapt materials and activities more efficiently. As stressed by Woodward (2001), a syllabus involves various combinations which are comprised of smaller components and explained what can go into a lesson by underlying that a topic or a theme should involve variety of target aims such as vocabulary, language patterns, skills, functions, social skills, and pronunciation to enable every student to meet something novel which they desire to learn. Similarly, in their guidelines for designing effective ELT materials, Howard and Major (2004) explained the importance of contextualization, authenticity, attractiveness, flexibility, integration of skills, different forms of interaction and opportunities to explore new linguistic items by focusing not only forms but also functions, enabling students to develop learning skills and strategies, and well-connected materials to have cohesion among skills, understandings, and language items.

Duarte and Escobar (2008) revealed that through materials adaptation, gaining success became easier, students' motivation and interest increased, students were involved cognitively and emotionally by being exposed to more familiar and common situations. However, teachers

play an important role in the successful design of suitable materials (Bhanegaonkar & Mahfoodh, 2013). Besides, learning about teaching requires meaningful relationships between schools, universities and teacher trainees (Korthagen, Loughran, & Russell, 2006). Although materials evaluation/selection is not a one-dimensional issue of teacher education programs, it is crucial for teachers to be competent in making the textbooks learner-centred by being a guide to the learners, which requires teachers to be knowledgeable about the method and approaches of presenting the content (Rahmawati, 2016). Ultimately, as highlighted by Bahumaid (2008), providing adequate training for teachers in materials production is the best possible way to enable teachers to prepare effective lessons and exercises to supplement their classes.

Although there appear many studies evaluating ELT materials by obtaining the views of English teachers and learners, there is a dearth of research handling the issue from the point of ELT teacher trainees. Thus, the study first aims to reveal ELT teacher trainees' perspectives on the role of teaching materials including various aspects such as evaluation, adaptation and creation, the components of an effective unit in an ELT coursebook, and some basic approaches to materials design by not only taking into account the related literature but also their knowledge constructed through LT MAD course offered during the fourth year of English Language Teacher Training Program (ELTTP) in Turkey. Second, the study aims to investigate what they experienced regarding the issue during their practicum practices in the realms of the classrooms to be able to discuss the relationships between their perspectives and actual classroom applications. To that end, this study aimed to answer the following research questions:

1. What are ELT teacher trainees' perspectives about and experiences in evaluating, adapting, and creating ELT materials?
2. What are ELT teacher trainees' perspectives about the components of an effective unit in an ELT coursebook?
3. What are ELT teacher trainees' perspectives about and experiences in some basic approaches affecting ELT materials design?

2. METHOD

2.1. Research Design

The study mainly adopted a quantitative survey method with the administration of a questionnaire to answer the research questions. In addition, qualitative data were collected via a semi-structured interview clarify the results emerging from the quantitative data analysis.

2.2. Setting

This study was conducted in Bursa Uludağ University Faculty of Education ELT Department during the academic year 2014-15. In the seventh semester of ELTTP, there is a three-credit compulsory LTMAAD course in the fall term. Moreover, in the same semester, there is the "School Experience" course through which teacher trainees have the opportunity to observe and teach to primary or secondary school learners, which enables the participants to analyze and experience what they have learnt theoretically with regard to evaluating, adapting, and creating ELT materials. In addition, there is the "Teaching Practice" course in the following spring semester, during which the participants plan lessons to teach to high school students.

2.3. Participants

Participation in the study was on a voluntary basis. From, 165 4th year ELT teacher trainees, those who responded in the questionnaire consisted of 120. 70 were female (58%), and 50 were male (42 %). Moreover, 15 volunteers teacher trainees were administered a semi-structured interview to triangulate the results obtained from the questionnaire.

2.4. Data Collection Instruments

In this study, a questionnaire with a five-point Likert scale ranging from 1 (Strongly disagree) to 5 (Strongly agree) was prepared by the researchers in accordance with the related literature, particularly the books followed in the LTMAAD course which were compatible with what is suggested as the course content proposed by the Council of Higher Education. The questionnaire consisted of three sections with a total of 26 items: the first section (eight items) was about their perspectives about the evaluation, adaptation, and creation of ELT materials; the second section (nine items) was about their views about the components of an effective unit in an ELT coursebook; and the third section (nine items) was about their perspectives regarding basic approaches affecting materials design.

Furthermore, the research questions were addressed as the interview questions to elaborate the teacher trainees' perspectives and experiences related to the issue. Following

iterative study design (Shanmugam, 2019), although the research questions were asked mainly during the course of the interviews, the researchers asked sub-questions based on the participant responses:

1. What are your ideas about materials evaluation, adaptation, and creation?
2. How can you define an effective unit in an ELT course-book by considering some components of a language?
3. How can you evaluate ELT approaches that affect materials in terms of evaluation, adaptation, and creation?

2.5. Data Collection Procedure

The questionnaire was administered to 120 ELT teacher trainees in person. In addition, 15 interviewees were chosen among the volunteers by considering their teaching experiences during their school experiences in different primary (N= 10) and secondary schools (N=5), and during their teaching practices in various high schools (the same 15 interviewees). The interview which was conducted in English was initially audio-recorded and later transcribed for analysis. The total length of time taken to complete the first phase of the face-to-face interviews (total 15 interviewees immediately after they finished their school experiences at the end of the fall term) was 3 hours and 31 minutes. The length of the interviews ranged from was 9.5 to 21 minutes. As with the second phase of the interviews (with the same 15 interviewees in the 1st phase immediately after they finished their practicum at the end of the spring term), the total length of time was 3 hours and 19 minutes, with interviews ranging from was nine to 20 minutes.

2.6. Data Analysis

The data obtained from the questionnaire were analyzed via the SPSS program by using descriptive statistics to answer the research questions of the current study. Moreover, the inductive content analysis technique was used to analyze the interview results.

2.7. Validity and Reliability

As suggested by Picardi and Masick (2013), three subject matter experts with MA and PhD degree in ELT who taught this course in the previous years were asked to decide whether the items in the questionnaire were adequate to examine the construct of interest to ensure the content validity of the questionnaire. In addition to the experts, 5 teacher trainees who were not involved in the actual study were asked to evaluate the questionnaire in terms of its usability to

understand the clarity and comprehension of each questionnaire item to obtain face validity of the instrument. Based on their views, no item was deleted or added but many items were modified via paraphrasing to increase the validity of the instrument. The modified questionnaire revealed a Cronbach's alpha score of $\alpha = .82$ over 26 items.

Regarding the inductive content analysis of the interview extracts, the researchers first reviewed and coded the same interview extracts independently and then compared their codes to calculate inter-rater reliability, which revealed 88.2 % agreement. As suggested by Hanvey (2018), the two coders discussed the codes to reach consensus and agreed on 15 codes in total.

3. FINDINGS

The results are examined by taking the research questions into account respectively. First, the quantitative results are presented following the related table. Then, the qualitative results are given to elaborate the quantitative findings.

RQ1. What are ELT teacher trainees' perspectives about and experiences in evaluating, adapting, and creating materials?

Table 1 presents the quantitative results concerning the teacher trainees' views about the evaluation and adaptation of ELT materials, whereas the following quotations display the results of the interview extracts.

Table 1

Results of the teacher trainees' perspectives about the evaluation and adaptation of ELT materials

Items	Strongly Disagree %	Disagree %	Undecided %	Agree %	Strongly Agree %	\bar{X}
8. "Materials Evaluation" is a very crucial point to better plan the lessons.	2.5	9.2	14.2	41.7	32.5	3.92
9. I can evaluate the teaching materials confidently by taking the criteria (<i>external/internal</i>) into consideration according to the target learners.	.8	3.3	15.8	55	25	4
10. Materials must be adapted to meet our students' needs.	0	2.5	1.7	25.8	70	4.63
11. I am aware of different adaptation principles (<i>modernizing. personalizing. individualizing. etc.</i>) to adapt materials.	4.2	1.7	5.8	55	33.3	4.11
12. I am aware of different adaptation techniques (<i>editing. deleting. modifying. etc.</i>) to adapt materials.	3.3	2.5	6.7	46.7	40.8	4.19
13. I can adapt materials to better suit my learners confidently.	.8	5	11.7	55	27.5	4.03
14. I can create my own materials if the material I use doesn't meet my contextual needs.	.8	2.5	10	46.7	40	4.22
15. I am aware of the principles of materials development.	3.3	2.5	16.7	55.8	21.7	3.90

As seen clearly in Table 1, the participants reported the most positive remarks about materials adaptation ($M= 4.63$). An overwhelming majority of them (95.8%) unequivocally stated that materials must be adapted in a way to meet their students' needs; whereas the result in their perspectives about materials evaluation is not as high as materials adaptation. In relation to that, 74.2 percent of them agreed that materials evaluation was a very crucial point to better plan the lessons. Pertaining to their self-evaluation about their theoretical knowledge, they reported that they were aware of different adaptation principles (88.3%) and techniques (87.5 %) besides the principles of materials development (77.5%).

Based on their teaching experiences, they reported that they could create their own materials if the materials used did not meet their contextual needs (86.7%); they could adapt materials to better suit their learners confidently (82.5%), and they could evaluate the teaching materials confidently by taking the *external/internal* criteria into consideration according to the target learners (80%).

With regard to the content analysis of the interview extracts pertaining to materials evaluation, adaptation, and creation, 6 codes emerged such as LTMAD course, types of schools, mentor teachers, learners, coursebooks, and school policy. Nearly all of the interviewees (N=13) were in favour of following the target course-books as a starting point, either through evaluation or adaptation. Their perspectives about the roles of coursebooks in the use of materials were different based on school types (primary, secondary, and high schools).

The following extracts display the effects of coursebooks, mentor teachers, and the learners on the interviewees' perspectives and experiences as to materials evaluation, adaptation, and creation in primary school contexts:

I think it is not necessary to have a course-book in primary schools. Having the syllabus would be better to know the content including the target words and chunks. Teachers could be free and more creative to prepare their own materials and activities. Our mentor teacher followed only the course-book, which made most of the lessons boring both for the students and me. I developed my own materials and activities during my school experience practice to make my lessons more fun and productive [II]

We prepared lesson plans for the second-grade state primary school learners. Our mentor teacher followed only the course-book. The teacher explained that the parents wanted to know why there were empty pages in the students' books. That's why the teacher followed the book page by page. However, we prepared our lessons by adapting the book. For example, when we evaluated the listening texts in the book, we thought that they were very artificial. Thus, we brought different authentic and fun videos including interesting characters to make the lesson more child-appropriate and fun [I5]

We taught to third graders in a state primary school. When we evaluated their course-book, we noticed that there were similar types of activities such as listen, cut and stick. At the beginning of each unit, there were the target words and chunks but

not enough speaking activities. Therefore, we only learned the target topic, words and chunks to create our own materials and activities. I think the students became more motivated to be involved in our activities and had more fun. We focused on developing different skills rather than vocabulary and grammar [I8]

The extracts below indicate the effects of coursebooks and mentor teachers on the interviewees' materials design in secondary school contexts:

In a secondary school context, our mentor teacher taught English mostly through grammar-based approach. When I evaluated course-books, I noticed that units usually started directly with activities. Hence, I added warm-up activities and focused on pronunciation. I also paid attention to the layout of the activities to change the order it was necessary. There was nothing to delete but to add to make the lesson more fun. Unfortunately, the students perceived learning English similar to learning mathematics [I6]

The course-book was not given to me during my school experience practice. I think this was wrong as I had difficulty in planning most of my lessons. I made an effort and fortunately I was able to plan effective lessons thanks to the teacher education I took. It was difficult to get knowledge about learners as we taught to a different group every week. The activities we planned sometimes were too difficult or too easy for the learners as we had to develop our own materials and activities before doing evaluation and adaption. Our mentor teachers always expected us to bring extra activities; thus, we could not experience materials evaluation and adaptation but overly materials creation during my school experience [I13]

I would rather follow a course-book as a concrete item than creating my own material. Of course, I can add and/or extend the exercises and activities to enrich a course-book. However, it is better for me to have a guide showing the flow of the activities [I10]

The following extracts indicate the experiences of the interviewees in various high school contexts by taking into account the coursebooks, the mentor teachers, the students, and the school policy:

In an Anatolian high school context, course-books were satisfactory enough to teach a foreign language; thus, instead of developing our own materials, we adapted the course-book more [I2]

As for high school contexts, I believe that having a course-book can make it easy to teach a language. In fact, the book seemed to be adequate, but our mentor teacher gave importance to grammar-based activities more. However, she allowed us to plan our lessons freely; thus, we added mostly communicative activities [I1]

I think teaching in real classroom situations as a teacher trainee was really difficult as we needed to meet the expectations of both the teachers and the school administrations. For instance, I firstly developed communicative activities and the required materials based on my own beliefs, but it did not work. Later, I prepared and taught my lessons traditionally; my lessons were successful. I was shocked, but the students were very happy, and they hugged me. I think both the teachers and the students in high school contexts were expected to do exercises, not communicative tasks. They were used to doing exercises. I was really so sorry, but it was the reality because of the school policy [I7]

Our practicum school adopted the communicative approach. We were expected to prepare lessons by ignoring isolated grammar exercises and focusing on developing the students' speaking and communication skills. Thus, we did as expected [I4]

As understood by the extracts above, teacher trainees' views and experiences about evaluating, adapting and designing materials showed variety based on their particular teaching contexts.

Regarding the LTMAD course, all of the interviewees (N=15) made positive comments by stating that the course helped them prepare good lesson plans and develop fruitful materials. The following extracts show how the LTMAD course cultivated their capability of creating and adapting materials in addition to the suggestion given to increase the effectiveness of their teacher training program:

...I could adapt and supplement the main coursebook we used at practice schools easily. When I needed to use extra materials, I was able to create my own materials alone successfully... [I3]

There should also be an additional course in which we can share what we have experienced remarkably in the practice schools with our friends and teachers to get

feedback. In this course, we can deal with different cases that our classmates have come across [115]

RQ2. What are ELT teacher trainees' perspectives about the components of an effective unit in an ELT course-book?

The results of the questionnaire reporting the teacher trainees' perspectives about the components of an effective unit in an ELT course-book are displayed in Table 2.

Table 2

Results of the teacher trainees' perspectives about the components of an effective unit in an ELT course-book

Items	Strongly Disagree %	Disagree %	Undecided %	Agree %	Strongly Agree %	\bar{X}
18. I am aware of the components of a unit.	.8	5	17.5	52.5	24.2	3.94
19. A unit should involve vocabulary exercises and tasks.	0	2.5	5.8	46.7	45	4.34
20. A unit should involve warm-up stage to take students' attention.	0	.8	1.7	25.0	72.5	4.69
21. A unit should involve exercises and tasks about all four skills.	0	.8	3.3	24.2	71.7	4.66
22. A unit should involve grammar exercises and tasks.	.8	3.3	11.7	43.3	40.8	4.20
23. A unit should involve parts to teach some language learning strategies.	1.7	4.2	8.3	43.3	42.5	4.20
24. A unit should involve parts to teach learn how to learn (<i>useful tips section for learning a language / strategy learning boxes</i>).	.8	1.7	7.5	49.2	40.8	4.27
25. A unit should involve pronunciation activities.	0	1.7	14.2	36.7	47.5	4.30
26. A unit should involve communicative activities.	.8	0	3.3	23.3	72.5	4.66

In relation to the components of an effective unit in an ELT course-book, the participants (97.5%) agreed that an effective ELT unit should involve mostly a warm-up stage to take students' attention ($M= 4.69$). As for the second and third high-frequency components, the

participants agreed that communicative activities should be involved in an effective ELT unit (95.8%) following exercises and tasks about all four skills (95.9%).

Moreover, in line with the positive results related to designing a course-book by following a 'multi-syllabus', the participants agreed that an effective ELT course-book unit should involve every component of a unit more or less. The frequency of components revealed as follows: vocabulary exercises and tasks (91.7 %); 'learn how to learn' (90 %); learning strategies (85.8%); pronunciation activities (84.2%); grammar exercises and tasks (84.1%). most of the participants (76.7%) reported that they were aware of the components of a unit. However, concerning their self-evaluation as to their awareness of the components of a unit, the result is not as high as their perspectives about every component.

The qualitative part of the study revealed six codes concerning the components of an effective ELT unit such as warm-up, four skills, vocabulary, pronunciation, strategy, and grammar parts. The interview results (N= 5) provided details in the participants' reasons for involving the warm-up stage as the first high-frequency component of a unit in the questionnaire:

As warm-up stage provokes the flow of information among language learners, they can share their novel thoughts with each other and this result in an exchange of ideas together [I16]

Warm-up stage is very important to motivate students to the lesson. Since students start to learn new things in every new unit, their attention should be drawn at first. They need to be curious about what they will learn and do in a new unit [I11]

The following interview extract might elaborate the reasons for involving communicative and skills-based activities in an effective ELT unit:

During our school experience period, besides the main course-book, our mentor teacher followed a supplementary book involving mechanical exercises such as matching and fill-in the blanks. The students got bored during the lesson; thus, the teacher expected us to prepare a lesson plan including games, songs, and videos which can make the lessons more enjoyable and communicative. It was interesting that the teacher expected us to do enjoyable things although she never used. That's why communicative and skills-based activities should be incorporated effectively in a unit [I10]

Concerning vocabulary exercises and tasks, more than half of the interviewees (N=8) addressed the importance of engaging students with words to prepare students for the main activities as seen in the following extract:

Vocabulary activities are very important to support the following parts within a unit. For example: if they know the required words, it becomes very easy for students to do speaking, listening, reading, and writing activities. Of course, teachers can prepare and integrate vocabulary activities, but I believe that it would be better if vocabulary activities are placed just before every skill-based activity as a pre-activity in the course-books ... [I4]

Furthermore, some of the interviewees (N=6) also put the emphasis more on pronunciation as it can be seen in the following extract:

Pronunciation should be in the forefront within every unit. If students cannot pronounce correctly, they lose their confidence. They think that learning a foreign language is very difficult. Thus, they get further away from learning English as they think that they cannot speak English. They become very happy when they pronounce correctly. There should be enough pronunciation exercises within an effective unit particularly in primary education context [I13]

Meanwhile, the interviewees (N=2) mentioned the effectiveness of strategies on learning a language, as explained by the following interviewee:

Students could develop strategies for understanding a language if they are taught how to use strategies via placing a part within every unit. If there are tips within a course-book, students can practice the language more easily and consciously [I2]

Finally, with regard to grammar parts which revealed as the lowest frequency level in the questionnaire, most of the interviewees (N=13) thought that primary school course-books should be designed without integrating isolated grammar parts, whereas some of them (N= 7) believed that high school course-books might involve isolated grammar parts on condition that the rules are supported by contextual tasks and activities as seen in the following extracts:

It might change from school to school, but in our practicum school, lessons were given by taking the exams into account. Students participated in the lesson if the target subjects would be asked in the exam. Otherwise, they did not want

to join in the activities. Actually, they were exercises, not activities. Teachers usually focused on grammar by believing that students could understand in some way by means of their cognitive level. I think effective grammar exercises and tasks could be integrated within a high school coursebook unit [13]

RQ3. What are ELT teacher trainees' perspectives about and experiences in some basic approaches affecting materials design?

The results related to the participants' perspectives about some basic approaches and theoretical background taught in the LT MAD course were displayed in Table 3.

Table 3

Results of the teacher trainees' perspectives about some basic approaches affecting materials design

Items	Strongly Disagree %	Disagree %	Undecided %	Agree %	Strongly Agree %	\bar{X}
1. I am aware of the contextual factors in education (learners & <i>setting & syllabus types</i>) that affect learning a foreign language	.8	2.5	9.2	45	42.5	4.25
2. Knowing a foreign language means knowing the structure of that language	12.5	29.2	20.0	27.5	10.8	2.95
3. Knowing a language means being able to communicate in the target language	4.2	6.7	6.7	39.2	43.3	4.10
4. I am aware of the implications of the Communicative Approach for teaching a foreign language.	2.5	5	17.5	54.2	20.8	3.85
5. Teaching a foreign language requires the teacher to use multi-syllabus.	.8	.8	13.3	35.8	49.2	4.31
6. Teaching a foreign language by simply presenting grammatical structures in rules is useful.	20	30.8	24.2	20	5	2.59
7. If I mainly focus on communication in the classroom. students might not understand the structures emphasized in the unit.	10.8	25.0	30.8	26.7	6.7	2.93
16. I know the techniques about how to teach words.	0.8	0.8	17.5	60.8	20	3.98
17. I know the techniques about how to teach structures.	3.3	.8	15.0	65.0	15.8	3.89

Based on the mean scores in Table 3, it is obvious that the participants were in favour of the current approach with multi-syllabus design the most ($M= 4.31$) by agreeing that teaching a foreign language required the teacher to use multi-syllabus (85%). Similarly, a large number of participants approved the usefulness of the communicative approach in designing and adapting materials in foreign language teaching by believing that knowing a language means being able to communicate in the target language (82.5%).

Moreover, related to their self-evaluation of their theoretical knowledge, they agreed that they were aware of the contextual factors in education (*learners & setting & syllabus types*) that affect learning a foreign language (87.5%) and the implications of the Communicative Approach for teaching a foreign language (75%). In addition, they reported that they knew the techniques about how to teach words (80.8%) and how to teach structures (80.8%).

As to the traditional approach, although half of the participants disagreed (50.8%), 25 percent of them agreed, and 24.2 percent of them were hesitant that teaching a foreign language by simply presenting grammatical structures in rules is useful. In that vein, the participants were not so sure about the usefulness of applying traditional approach. To elaborate, 38.3 percent of them agreed, and 20 percent of them were undecided that knowing a foreign language meant knowing the structure of that language. Similarly, 33.4 % of them agreed, and 30.8 % of them were undecided that if they mainly focused on communication in the classroom, students might not understand the structures emphasized in the unit.

The interview extracts revealed 3 codes such as traditional, communicative, and current approaches to materials design. In harmony with the questionnaire result, most of the interviewees (12) mentioned the use of current approach with multi-syllabus design in high school contexts rather than in primary school contexts as presented in the following extract:

High school ELT coursebooks should follow a multi syllabus rather than a structural or notional-functional syllabus. Teachers tend to focus on grammar more although students become more involved when the activities are communicative. That's why I agree on a multi-syllabus design. Coursebooks can meet the needs of both. If we are expected to present grammar, we should integrate it into four skills. Thus, they have the opportunity to practice what is given as a rule [I13]

In line with the questionnaire result, most of the interviewees (N=9) were in favour of the communicative approach believing that it brings many new innovations in L2 education as displayed in the following expression:

Thanks to communicative approach, we, teacher trainees, can select learning activities considering how well they engage our students in meaningful and authentic language use rather than engaging in merely the mechanical practice of language patterns [I4]

With regard to the traditional approach, the interview results revealed controversial situations as well. Some of the interviewees (N=6) mentioned about how they considered grammar as seen in the expressions below:

If we concentrate more on appropriateness and fluency of language via the Communicative Approach, we cannot focus on form at all. Thus, we totally neglect accuracy [I8]

I can never leave grammar aside. I do not know why? Maybe it is because I myself learn English through traditional way [I10]

You really cannot ignore grammar. When we ask our mentor teacher what to do in the following lesson to be able to prepare our lesson plan during our practicum, she never mentions about developing speaking or writing skills. She always mentions about grammatical subjects such as simple past tense etc. and expects us to plan our lessons accordingly [I7]

4. DISCUSSION AND CONCLUSION

Teaching materials develop teachers' professional knowledge and play a significant role in EFL teaching and learning. Thus, the careful selection of coursebooks and the appropriate and flexible use of them are important to reflect the aims, methods, and values of the teaching program (Al Harbi, 2017; Cunningsworth, 1995). This study clarified the use of coursebooks in EFL classrooms and reported that coursebooks should never be regarded as the only source to be followed page by page in every class. Instead, teachers are expected to evaluate and adapt the coursebook to use it more effectively.

As mentioned by many researchers, for instance, Cunningsworth (1995), McLaughlin (1996), and Tomlinson (1999, 2003), the theoretical background is one of the key criteria to be considered when selecting, adapting and designing the material. Accordingly, in order to adapt and design materials, the participants of the study were mostly in favour of the current approach with multi-syllabus design, then the communicative approach focusing on the use of language, and finally traditional approach. As a matter of fact, the participants reflected changeable views regarding approaches depending on the school types in their interview extracts. They showed tendency mostly to the use of communicative approach and ignored grammar exercises in primary school contexts in which they usually adapted the coursebook activities or created their

own communicative materials and activities to enable children to practice the target language unconsciously and in a fun way (Moon, 2000; Read, 2007).

On the other hand, they did not entirely ignore the use of grammar in high school contexts. However, they did not consider grammar as an entire component of a language as mentioned by the traditional approach which suggests the use of exercises to practice the language, but as one of the components of a language as mentioned by multi-syllabus design. As understood by the interview extracts, the participants took a firm stand on grammar in high school contexts but modified it by integrating grammar into four skills through contextualization.

Both School Experience and Teaching Practice courses were effective for the teacher trainees to cultivate their beliefs, knowledge and skills for materials evaluation, adaptation and creation. Accordingly, the interview results with regard to these issues remarked that what the teacher trainees did in the realms of the classrooms were shaped by different teaching contexts, different methodology of mentor teachers, learners, and school policies as also emphasized by many researchers (for further see, Cunningsworth, 1995; Dweikat, 2013; Kanu, 2005; McLaughlin, 1996; O'Donoghue, 1994; Tomlinson, 1999, 2003; Zajda, 2004). To clarify, as reported by the interviewees, they created materials and activities in primary school contexts more than in high school contexts in a way that the learners could communicate and use language besides having fun. They did so without feeling the necessity to evaluate the activities in the book but by taking the content and the characteristics of young learners into account. Furthermore, in line with Karatepe and Yılmaz (2018), the participants of the study were able to create materials and activities successfully for different primary school learners through personalizing and localizing the language to be able to create a child-appropriate context to meet the needs of the learners.

On the other hand, the situation was controversial in high school contexts in which they tended to follow course-books by adapting some of the activities rather than creating materials and activities to feel more confident and secure. In line with Duarte and Escobar (2008), the participants in this study reported that students' involvement, motivation, and interests into the activities increased and they had much more fun when the materials were adapted for a particular class rather than using them as they were.

With regard to components of an effective ELT unit, in line with the ideas of Miranda García, Calle Martín and Moreno Olallas (2004), Hasan & Akhand (2013), and Zhu (2010), the participants of the study considered warm-up stage as the most important component of an

effective ELT unit to increase students' motivation, curiosity and attention regarding what they will learn and do throughout the lesson and to reveal their background knowledge. As also suggested by Howard and Major (2004), the participants thought that an effective ELT unit should include communicative activities through integration of four skills to make the lessons more enjoyable and communicative, as well as sections to develop learning skills and strategies besides vocabulary and grammar exercises. Additionally, as emphasized by Morley (1991) and Woodward (2001), the study revealed that pronunciation part can never be ignored and should be placed in an effective ELT unit, particularly in primary school contexts to develop self-confidence in students who need to achieve fluency in foreign language learning.

Both theory and practice have their own important respective roles in constructing knowledge and competency related to material evaluation, adaptation, and creation. Based on the interviewees' responses, it can be conceded that if teachers value both practical knowledge and formal theories in teaching, this might enhance the quality of the process of materials evaluation, adaptation, and creation. Thus, as stated by Schelfhout, Dochy, Janssens, Struyven, Gielen and Sierens (2006), who suggested that teacher trainees support a culture of professional cooperation in schools via skills and knowledge, teacher trainees need to deepen their competencies by building a bridge between their theoretical knowledge and practical experiences they gain in the realms of the classrooms when planning lessons through evaluating, adapting and creating learner-based materials and activities. In line with the ideas of Korthagen, Loughran and Russell (2006), who suggested meaningful relationships among schools, universities and teacher trainees to achieve meaningful learning about teaching, the current study stressed that teacher trainees need to be supported by both schools and universities to be able to design more effective materials and activities, or to better adapt available ones.

5. IMPLICATIONS

Although the participants asserted that they could evaluate materials confidently, they underlined that they need to be given opportunities to evaluate a variety of materials. To this end, teacher trainees should be given more opportunities to evaluate the appropriateness of materials both by teacher educators and mentor teachers. The former could give a variety of ELT materials as a task to be evaluated by teacher trainees based on the criteria taught in the theoretical lesson, and the latter could share their coursebooks to pave the way for the use of effective materials during practicum. Indeed, instead of expecting teacher trainees to plan a lesson via creating their own materials and activities, mentor teachers should give them a

chance to teach a lesson via evaluating and adapting coursebooks to enable them to experience the process of materials evaluation, adaptation and creation respectively and to gain more confidence in materials design and use.

As for EFL teacher education departments, teacher educators should be good models at first in terms of the use of contemporary approaches and materials in their lessons, rather than just transmitting knowledge, to enable teacher trainees to gain better insight into the teaching approaches, principles and techniques affecting materials design, and to discover how to implement their theoretical knowledge in practice. In this sense, it is also vital for teacher educators to be aware of available ELT materials used in practice schools and keep up with the changes in the curriculum. Furthermore, as expected by the participants of the study, teacher trainees who complete their practicum in a variety of teaching contexts could be offered a course in which they can share their experiences in the practice schools with his/her friends and supervisors/instructors.

REFERENCES

- Al Harbi, A. A. M. (2017). Evaluation study for secondary stage EFL textbook: EFL teachers' perspectives. *English Language Teaching*, 10(3), 26-39. doi: 10.5539/elt.v10n3p26.
- Aghazadeh, Z., & Ajideh, P. (2014). A comparative study of Iranian EFL teachers' versus learners' perceptions of high school english textbooks. *Advances in Language and Literary Studies*, 5(4), 1-16. doi:10.7575/aiac.all.v.5n.4p.1
- Ahmadi, A., & Derakhshan, A. (2016). EFL teachers' perceptions towards textbook evaluation. *Theory and Practice in Language Studies*, 6(2), 260-267.
- Bahumaid, S. (2008). TEFL materials evaluation: a teacher's perspective. *Poznań Studies in Contemporary Linguistics*, 44(4), 423-432. doi:10.2478/v10010-008-0021-z.
- Baker, C. (1992). *Attitudes and language*. London: Multilingual Matters.
- Bhanegaonkar, M., & Mahfoodh, M. (2013). New approach for evaluating EFLM: An eclectic developed checklist. *International Journal of Scientific and Research Publications*, 3(10), 1-8.
- Borg, S. (2007). Research engagement in English language teaching. *Teaching and Teacher Education*, 23(5), 731-747.

- Breen, M. P. (2002). Syllabus design. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 151-159). Cambridge: Cambridge University Press.
- Brown, H.D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). New York: Longman.
- Byrd, P. (1995). *Material writer's guide*. New York: Heinle & Heinle.
- Clandfield, L. (2010). *C is for Course book-Blog post: C is for Course book. May, 16th*. Available online <http://scottthornbury.wordpress.com/2010/05/16/c-is-for-coursebook-by-lindsay-clandfield/>
- Cunningsworth, A. (1984). *Evaluating and selecting EFL teaching materials*. London: Heinemann Educational Books.
- Cunningsworth, A. (1995). *Choosing your coursebook*. Oxford: Heinemann.
- Daloglu, A. (2004). A professional development program for primary school English language teachers in Turkey: Designing a materials bank. *International Journal of Educational Development*, 24(6), 677-690.
- Duarte, S. A., & Escobar, L. A. (2008). Using Adapted Material and its Impact on University Students' Motivation. *Profile Issues in Teachers Professional Development*, (9), 63-88.
- Dubin, F., & Olshtain, E. (1986). *Course design: developing programs and materials for language learning*. Cambridge: Cambridge University Press.
- Dweikat, K. A. (2011). Investigating Teachers' and Students' Attitudes towards the Activities and Exercises of EFL Textbook for Tenth Grade in Palestine. *Journal of Al-Quds Open University for Research and Studies*, 23(1), 27-79.
- Dweikat, K. A. (2013). Investigating the Cultural Values in EFL Textbooks: A Case Study of North Star Intermediate Textbook. *Islamic University Journal*, 21(1), 563-589.
- Ekşi, G. Y. (2012). Peer review versus teacher feedback in process writing: How effective. *International Journal of Applied Educational Studies*, 13(1), 33-48.
- Garinger, D. (2001). *Textbook evaluation*. *TEFL Web Journal*, 1(1). Retrieved June 15, 2005, from <http://www.teflweb-j.org/v1n1/garinger.html>.
- Garinger, D. (2002). *Textbook selection for the ESL classroom*. Available online: <http://www.cal.org/ericcl/digest/0210garinger.html>.

- Grant, N. (1987). *Making the most of your textbook*. Harlow: Longman.
- Graves, K. (2000). *Designing Language Courses: A Guide for Teachers*. Newbury House: Donald Freeman.
- Hanvey, C. (2018). *Wage and Hour Law: Guide to Methods and Analysis*. Springer.
- Harwood, N. (ed.) (2010). *English language teaching materials: Theory and practice*. Cambridge: Cambridge University Press.
- Hasan, M. K., & Akhand, M. M. (2013). Strategies for enhancing the use of textbooks in language classrooms at the tertiary level. *ABAC Journal*, 33(2).
- Hedge, T. (2000), *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
- Hidalgo, A. C., Hall, D., & Jacobs, G. M. (Eds.). (1995). *Getting started: Materials writers on materials writing*. SEAMEO Regional Language Centre.
- Howard, J., & Major, J. (2004). Guidelines for designing effective English language teaching materials. *The TESOLANZ Journal*, 12(1), 50-58.
- Işık, A. (2011). Language education and ELT materials in Turkey from the path dependence perspective. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 40(40), 256-266.
- Kanu, Y. (2005). Tensions and dilemmas of cross-cultural transfer of knowledge: poststructural/ postcolonial reflections on an innovative teacher education in Pakistan. *International Journal of Educational Development*, 25(5), 493-513.
- Karatepe, Ç., & Yılmaz, D. (2018). Promoting structured reflectivity in teacher education: An innovative approach. *Journal of Teacher Education and Educators*, 7(1), 57-74.
- Kayapınar, U. (2009). *Coursebook evaluation by English teachers*. İnönü Üniversitesi Eğitim Fakültesi Dergisi, 10(1), 69-78.
- Kırkgöz, Y. (2009). Evaluating the English textbooks for young learners of English at Turkish primary education. *Procedia-Social and Behavioral Sciences*, 1(1), 79-83.
- Kim, H. (2015). Teachers' opinions on the evaluation of ELT teachers' books. *English Language Teaching*, 8(3), 1-12.
- Korthagen, F., Loughran, J., & Russell, T. (2006). Developing fundamental principles for teacher education programs and practices. *Teaching and teacher education*, 22(8), 1020-1041.

- Manouchehri, A. (2002). Developing teaching knowledge through peer discourse. *Teacher and Teacher Education*, 18(6), 715-737.
- McDonough, J., & Shaw, C. (1993). *Materials and methods in ELT: A teacher's guide*. (2nd edn). London: Blackwell.
- McGrath, I. (2002). *Materials evaluation and design for language teaching*. Edinburgh: Edinburgh University Press.
- McIntyre, D., & Hagger, H. (1992). Professional development through the Oxford Internship Model. *British Journal of Educational Studies*, 40(3), 264-283.
- McLaughlin, D. (1996). Who is to retrain the teacher trainers? A Papua New Guinea case study. *Teaching and Teacher Education*, 12(3), 285-301.
- Miranda García, A., Calle Martín, J., & Moreno Olallas, D. (2004). Something old and something new. Techniques to improve the lexical inventory of EST students: a proposal. *Revista alicantina de estudios ingleses, No. 17 (Nov. 2004); pp. 173-188*.
- Mishan, F., & Chambers, A. (2010). *Perspectives on language learning materials development*. Frankfurt: Peter Lang.
- Moon, J. (2000). *Children learning English*. Oxford: MacMillan Heinemann.
- Morley, J. (1991). The pronunciation component in teaching English to speakers of other languages. *TESOL quarterly*, 25(3), 481-520.
- Nunan, D. (1988). Principles for designing language teaching materials. *Guidelines: A periodical for classroom language teachers*, 10(2), 1-24.
- O'Donoghue, T. A. (1994). Transnational knowledge transfer and the need to take cognizance of contextual realities: a Papua New Guinea case study. *Educational Review*, 46(1), 73-88.
- Picardi, C. A., & Masick, K. D. (2013). *Research methods: Designing and conducting research with a real-world focus*. Sage Publications.
- Rahimi, M. (2008). What do we want teaching-materials for in EFL teacher training programs. *Asian EFL Journal*, 31(1), 1-35.
- Rahmawati, M. R. (2016). Evaluating and adapting ELT materials: its importance and implications. *English Journal*, 17(2), 40-47.
- Read, C. (2007). *500 activities for the primary classroom*. Oxford: Macmillan.

- Richards, J. C. (1993). Beyond the text book: The role of commercial materials in language teaching. *RELC journal*, 24(1), 1-14.
- Richards, J.C. (2001). *The role of textbooks in a language program*. Cambridge University Press.
- Schelfhout, W., Dochy, F., Janssens, S., Struyven, K., Gielen, S., & Sierens, E. (2006). Educating for learning-focused teaching in teacher training: The need to link learning content with practice experiences within an inductive approach. *Teaching and Teacher Education*, 22(7), 874-897.
- Shanmugam, R. (2019). *Practical text analytics: maximizing the value of text data*. Switzerland, AG: Springer.
- Sheldon, L. E. (ed.). (1987). *ELT textbooks and materials: Problems in evaluation and development*. ELT Documents 126. London: Modern English Publications/British Council.
- Tekir, S., & Arikan, A. (2007). An analysis of english language teaching coursebooks by Turkish writers:" let's speak english 7" example. *Online Submission*, 4(2), 1-18.
- Tice, J. (1991). The textbook as a straightjacket. *Practical English Teaching*, 11(3), 23-27.
- Tok, H. (2010). TEFL textbook evaluation: From teachers perspectives. *Educational Research and Reviews*, 5(9), 508-517.
- Tomlinson, B. (1999). Developing criteria for evaluating L2 materials. *IATEFL*, 147, 10-13.
- Tomlinson, B. (ed.) (2003). *Developing materials for language teaching*. London: Continuum Press.
- Tomlinson B. (ed.) (2011). *Materials development in language teaching*. (2nd edn). Cambridge: Cambridge University Press.
- Tomlinson, B., & Masuhara, H. (2010). *Research for materials development in language learning*. London: Continuum.
- Tomlinson, B., & Masuhara, H. (Eds.). (2011). *Research for materials development in language learning: evidence for best practice*. Bloomsbury Publishing.
- Tomlinson, B. (2012). Materials development for language learning and teaching. *Language teaching*, 45(2), 143-179.

Woodward, T. (2001). *Planning lessons and courses: Designing sequences of work for the language classroom*. Cambridge University Press.

Zajda, J. (2004). Cultural transferability and cross-cultural textbook development. *Education and Society*, 22(1), 83-95.

Zhu, Z. (2010). Applying innovative spirit to multimedia foreign language teaching. *Canadian Center of Science and Education*, 3(3), 67-70. Retrieved from <http://www.ccsenet.org/journal/index.php/elt/article/viewFile/7216/5567>.

GENİŞ ÖZET

Yabancı dil öğretiminde materyal geliştirme ile ilgili alan yazın incelendiğinde, yapılan çalışmaların büyük oranda en iyi ders kitabına sahip olabilmek için materyal değerlendirme ya da yabancı dil ders kitaplarının incelenmesi için kriterler oluşturma ile ilgili olduğu görülmektedir. Öğretmenlere çok iyi tasarlanmış ders kitapları sağlamak, dil eğitiminin en iyi şekilde verilebilmesi için oldukça önemlidir. Lakin bu hususla ilgili alanda çok tartışılan bir konu da mükemmel bir ders kitabının var olup olmadığıdır. Bu bağlamdaki tartışmaların sonucunda en iyi kitap, belli bir öğrenme ortamında hem öğretmenin hem de öğrencilerin ilgileri, ihtiyaçları ve yetenekleri doğrultusunda kullanılan kitap olarak tanımlanmıştır. Bir başka ifadeyle, materyal üreticileri ve kullanıcıları arasındaki açığı doldurmanın tek yolu, ders kitaplarının öğretmenler tarafından uyarlanarak kullanılmasıdır. Bir materyalin seçimi, adaptasyonu ve tasarlanması programın hedefleri, dil ve öğrenme teorileri, öğrenci ihtiyaçları, politik ortam, geleneksel inançlar ve kültürel değerler gibi birçok unsurdan etkilenmektedir. Bu yüzden, bu çalışma öğretmen adaylarının materyal geliştirme ve tasarlama konusunda görüşlerini araştırmak suretiyle doğrudan öğretmen adaylarının farkındalıklarını arttırmayı, onların görüşleri ve tecrübeleri doğrultusunda İngiliz Dili Eğitimi programının 7. yarıyılındaki Dil Öğretim Materyal Uyarlama ve Geliştirme dersinin içeriğinin zenginleştirilmesi için öneriler sunmayı, dolaylı olarak da öğretmen adaylarının gelecekteki öğrencilerine daha kaliteli materyal türleriyle dil öğretimi yapabilmelerine yardımcı olmaktır.

Bu hedefler doğrultusunda bu çalışma, Bursa Uludağ Üniversitesi Eğitim Fakültesinde İngiliz Dili Eğitimi Anabilim Dalında öğrenim gören 120 dördüncü sınıf öğretmen adayının, ilk olarak materyal değerlendirme, uyarlama ve oluşturma; daha sonra etkili bir İngilizce öğretimi ünitesinin bileşenleri ve son olarak da materyal tasarımını etkileyen bazı temel yaklaşımları ile ilgili perspektif ve deneyimlerini araştırmayı amaçlamıştır. Karma desenin

kullanıldığı bu çalışmada, veri toplama araçları olarak bir anket ve yarı yapılandırılmış görüşme kullanılmıştır. Anket sonuçları yüzde ve ortalama gibi betimsel istatistik kullanılarak yarı yapılandırılmış görüşme sonuçları da tümevarımsal içerik analizi kullanılarak analiz edilmiştir.

Anket sonuçlarına göre, katılımcıların materyal değerlendirme ve oluşturmada daha çok materyal uyarlamaya önem verdikleri görülmüştür. Bu konudaki teorik bilgi ve becerilerini değerlendirmeleriyle ilgili olarak sonuçlar katılımcıların büyük oranda kendilerini yeterli gördüklerini göstermiştir. Mülakat sonuçlarına göre ise katılımcılar materyal değerlendirme, uyarlama ve oluşturma ile ilgili deneyimlerinin, aldıkları öğretmen eğitimine, staja gittikleri okul türlerine, staj okullarındaki danışman öğretmenlere ve öğrencilere ve okul politikalarına göre şekillendiğini rapor etmişlerdir. Güz döneminde staja gittikleri ilkökul ve ortaokullarda daha çok kendi oluşturdukları materyallerle ders anlattıklarını, bahar döneminde staja gittikleri liselerde ise daha çok kitabı uyarlayarak kullandıklarını belirtmişlerdir.

Etkili bir İngilizce öğretimi ünitesinin bileşenleriyle ilgili anket görüşleri incelendiğinde, katılımcıların yabancı dil öğretimi ders kitaplarının bir ünitesinde en çok sırasıyla ısınma bölümlerinin, dört beceri bileşenlerinin, iletişimsel aktivitelerin, kelime ve telaffuz kısımlarının olması gerektiğini bildirmişlerdir. Mülakat sonuçları da katılımcıların etkili bir ünite olması gereken bileşenlerde en çok ısınma, dört-dil becerisi, kelime, ilkökulda daha çok telaffuz, strateji öğretimi gibi kısımların olması gerektiğini göstermiştir. Ek olarak, lise ders kitaplarında dil bilgisi kısımlarının da eklenmesi gerektiğini belirtmişlerdir.

Materyal tasarımını etkileyen yaklaşımlarla ilgili olarak katılımcılar çok izlenceli güncel yaklaşımı ve iletişimsel yaklaşımı desteklemiş ve geleneksel yaklaşımı sorgulamışlardır. Anket sonuçlarına paralel olarak mülakat sonuçları da katılımcıların bir kısmının iletişimsel yaklaşımın kullanıldığı bir dil öğrenme ortamında öğrencilerin dil bilgisi kurallarını tam olarak öğrenemeyeceklerini düşündüklerini göstermiştir. Bu görüşleri staja gittikleri okul türlerine göre farklılık göstermektedir.

Bu çalışma, İngiliz dili öğretmen yetiştirme programında yer alan, dil öğretiminde materyal geliştirme ve uyarlama, okul deneyimi ve öğretmenlik uygulaması derslerinin öğretmen adaylarının materyal değerlendirme, uyarlama ve oluşturma konusundaki inançları, bilgileri ve becerileri üzerinde oldukça etkili olduğunu göstermiştir. Hem teori hem de uygulama dil öğretiminde kullanılan materyallerin değerlendirilmesi, uyarlanması ve oluşturulması süreçlerinin kalitesini ve etkililiğini arttırmak için gerekli bilgi ve yeterlik oluşturmak da oldukça önemlidir. Bu yüzden, uygulama yapılan okullarda yaşanan tecrübeler, üniversitelerde edinilen bilgiler ve öğretmen adayları arasında anlamlı bir ilişkinin olması

oldukça önemlidir. Gelecek nesillere daha yüksek kalitede materyallerle yabancı dil öğretebilmek için öğretmen adaylarının okullar ve üniversite tarafından desteklenmesi ve en iyi şekilde yetiştirilmesi gerekmektedir.

Bu amaçla, üniversitede öğretmen eğiticileri tarafından öğretmen adaylarına farklı amaçlar ve farklı hedef kitlelere uygun çok sayıda materyal desteği sağlanarak onların bu materyalleri belli kriterler doğrultusunda değerlendirmeleri istenmeli ve böylece öğretmen adaylarının teorik bilgileri pekiştirilmelidir. Uygulama okullarındaki danışman öğretmenler, aday öğretmenlerden sadece kendi oluşturdukları materyallerle ve aktivitelerle ders anlatmalarını değil okulda kullanılan ders kitaplarının incelenip uyarlanmasıyla hazırlanan dersleri planlamaları ve anlatmaları konusunda da fırsat vermelidirler.

Öğretmen eğiticileri de materyal tasarımını etkileyen yaklaşımlar, ilkeler ve teknikler konusunda öğretmen adaylarının edindikleri bilgileri içselleştirmelerine yardımcı olmak için kullandıkları materyalleri ve yaklaşımları da güncelleyerek iyi bir örnek teşkil etmelidirler. Öğretmen eğiticiler de okullarda kullanılan materyaller hakkında güncel bilgilere sahip olmalı ve derslerinin müfredatlarını bu doğrultuda uyarlamalıdır.