

Full Length Research

EFL Teachers' Perceptions and Their Practices of Textbook Adaptation in Three Selected Preparatory Schools of East Gojjam Zone

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By using descriptive research design with quantitative and qualitative data gathering methods, the present study attempted to assess EFL teachers' perceptions and practices of textbook adaptations in three selected preparatory schools in East Gojjam Zone, Amhara Region. To gather quantitative data, questionnaires and classroom observations were used. Questionnaires were administered to 38 EFL teachers and 185 students who were selected with comprehensive and systematic random sampling methods respectively. Observations were administered to six randomly selected EFL teachers. Each teacher was observed three times and a total of eighteen classroom observations were made on six classes while EFL teachers were teaching English language. Moreover, data which were collected through these instruments were analyzed quantitatively with descriptive statistics (frequency, percentage, mean and grand mean) and with inferential statistics (Pearson correlation). The qualitative data was collected with interviews and field notes and which were administered to six EFL teachers that were randomly selected. The interview and field notes data were analyzed thematically in relation to research questions. The findings of the study revealed that most of the respondents perceived textbook adaptation positively. In spite of their good perceptions, their practices of textbook adaptation were infrequent. Among the techniques of textbook adaptations, only addition for grammar and omission for skill based parts of the textbook were frequently used by EFL teachers. The relationship between teachers' perception and their actual practices were positively correlated but the degree of their correlation was weak. The major challenges that affect the effective implementation of textbook adaptation were lack of knowledge and skills, inadequacy of materials that enable teachers to adapt textbooks, lack of time for preparation and the assessment methods of the national exams that restrain teachers' practices of textbook adaptations.

Keywords: EFL Teachers' Perceptions, Textbooks, classroom

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INTRODUCTION

Textbooks are teaching materials that are organized according to syllabus, and they are often carefully graded and presented in a helpful sequence for learning, so as to serve as language inputs which play a critical role in language classrooms in all aspects of educational situations. They offer the basis for the content of the

lessons, the balance of skills taught and the kinds of language practices that the students take part in. Similarly, Tomlinson, (1998) states that text books are informative (informing the learner about the target language), instructional (guiding the learner in practicing the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping

the learner to make discoveries about the language) materials that facilitate the teaching and learning process. In addition, Sheldon (1988) states that textbooks are at the center of teaching and learning process that offer students a roadmap of new potentially interesting facts, and contents that enable both teachers and students increase their interaction in the realization of language teaching.

Textbooks may serve as primarily to supplement teacher's instruction. For learners, textbooks may provide the major source of information that they have with a language in addition to the input which is provided by a teacher. Besides these, for novice teachers, textbooks may also serve as a form of teacher guiding -they provide ideas on how to plan and teach lessons as well as formats that teachers can use. Generally, it is believed that much of the language teaching that occurs throughout the world today takes place with the extensive use of textbooks Addisu, (2012).

However, textbooks are designed by experts, they are not adequate by themselves due to various needs of learners from place to place or every class is different and no textbook can fit any particular teaching/ learning situation perfectly. As a result, teachers should know textbooks that sometimes contain ill-designed tasks/activities that require adaptation according to the needs of the learners to help them best practice for the intended language skills.

The 1994 Ethiopian Education and Training Policy (EETP) as well as grade 12 English language syllabuses highly recommended that any EFL teachers should regularly assess textbooks to align them with students' individual and group performances in order to adapt the given textbooks to meet learners' needs in each area of development that is cognitive, linguistic, social and emotional development of a language. This enables the teacher to create contexts in the classroom that facilitates the use and practices of the language by adapting the textbook based on the specific nature of educational scenario.

Moreover, as the standards of English language teachers in Ethiopia, the first quality of English language teachers is their abilities to identify and use appropriate tasks/activities that help learners to develop the desired language skills. Thus, any English language teacher needs to know different types of vocabulary, grammar, reading, writing, speaking and listening that enable learners practice the target skills. Due to this, an English language teacher should not always use tasks/activities given in the textbooks as a holly book. Therefore, teachers are expected to modify ill-designed vocabulary, grammar, speaking, listening, reading and writing tasks/activities as needed. They are also expected to design and add their own tasks/activities by using available resources in their environments.

However, textbooks are free to be changed and adapted to meet the conditions of immediate and

unpredictable learning and teaching situations. According to Melsew (2017) secondary school teachers' traditional methods, and lack of exposure to practice it outside the classroom are some of the factors that causes for students' slow performance in English language in Ethiopia. Moreover, students' sluggish performance in the target language is caused by various factors and the one may be unfitness of the textbook with students' needs. Although a textbook plays a fundamental role in language teaching, it does not play the same role in every educational setting. That is why; every class is different and no textbook can fit any particular teaching/ learning situation perfectly.

In addition, textbooks sometimes become defective for learning in a way that sequences may be lockstep and contents may not up to date because textbooks are not perfect components in every teaching and learning scenario. Therefore, whenever, the needs of learners become beyond the needs of achievement and approval that are central in the minds of textbook writers or experts. On the other hand, if unfitness of contents, fallacies of orders or other gap is occurred, what should teachers do? Do they adapt it? If they adapt it, in what method or way? In addition, it should be clearly recognized that how preparatory school teachers perceive to adapt their textbooks? Or what do language teachers do when they face some topics or activities really unfit with students' level of understanding, culture, language proficiency, or age level? So, it must be adequately defined.

As far as the researcher experience, most preparatory EFL teachers are usually dependent on the textbook. This can affect the students' performance on English language in the real situation. In addition, the researcher believed that, most preparatory school teachers are not seem to well conscious about textbook adaptation. The researcher worked as a school principal for five years and as a department head for four years in East Gojjam zone different preparatory schools. Throughout these years, the researcher had got various opportunities to observe what was performing in the actual classrooms.

Therefore, the researcher perceived that almost all English language teachers do not have awareness about what to do when they got topic(s) which was really unfit with their students' level; they were simply giving additional short notes especially on grammar contents. As he had asked them why they did that, all of them replied that textbooks were produced by experts so they could not adapt them and if they adapt the textbooks they felt that they considered as they are incompetent with the given textbook and miss nationally designed objectives of the textbooks. Such situation strongly affects the achievement of language teaching.

Furthermore, the researcher found only two local studies which were conducted by Addisu Yilhal and Melsew Tibebu in Addis Ababa and in Metu universities respectively. The first study is in relation to teachers'

attitudes to and practice of adapting and supplementing a textbook (peace keeping English project: Addis Ababa and Debreziet in focus) by Addisu in 2012. His major findings indicated that teachers' attitude towards adapting and supplementing a textbook is negative and teachers completely avoid adapting and supplementing textbooks for fear of being called lazy. In addition, they feel that adapting and supplementing textbook is time consuming.

The second study is in relation to assess high school EFL teachers' practice of adapting textbook materials in the newly revised ninth and tenth grades English language textbooks in Metu university by Melsew Tibebe in 2017. His major findings indicated that on the one hand, teachers usually tried to expand grammar oriented contents in the textbooks and they also gave further rule oriented contents for their students since the grammar parts of the textbooks lacked adequacy. On the other hand, due to the bulkiness of the contents, in the textbooks teachers, often omitted a lot of skill focused tasks/activities. On the other hand, teachers are not familiar with the concept of textbook adaptation. Finally, both of them recommended for conducting further study on this issue.

However, both studies did not clearly show us how preparatory school EFL teachers perceive towards textbook adaptation as well as they didn't show as whether teachers' perception and their textbook adaptation correlate each other or not. Due to this, the current researcher is initiated to raise the following questions based on the findings of the previous studies. Are really Ethiopian secondary school EFL teachers having negative perception towards textbook adaptation? Is really the bulkiness of the contents in the textbooks forced secondary school teachers to omit a lot of skill focused activities? Are really only the grammar parts of the textbooks inadequate and need supplementation? Are supplementation and deletion the only techniques of textbook adaptation practicing in secondary schools' actual EFL class room situations?

In addition, whenever the researcher conducted supervisions, students usually complain on their EFL teachers for their dependency on textbooks and some tasks/activities are not suitable for them. Besides, shortage of local studies in this area inspired the researcher to conduct a study on this issue which is focused on assessing EFL teachers' perceptions and practices of adapting textbooks in East Gojjam Zone three selected preparatory schools.

Since the main intention of the study was to assess EFL teachers' perceptions and practices of adapting textbook in preparatory schools, the following basic research questions were designed:

- How do EFL teachers perceive about the needs of textbook adaptation?
- How do EFL teachers practice textbook adaptation?

- Is there a relationship between teachers' perceptions and practices of textbook adaptation?
- What challenges EFL teachers usually face to adapt textbooks?

RESEARCH METHODOLOGY

Research Design

The main objective of this study was to assess EFL teachers' perceptions and practices of textbook adaptation. Taking in to consideration the nature and objectives of the study, descriptive survey research design was employed because this research design appeared suitable for describing the states of teachers' perceptions and practices of textbook adaptation as it exists in order to make it suitable with the actual situations. Therefore, descriptive survey research design with both quantitative and qualitative methods of data gathering instruments that were collected through questionnaire and observation after that they were quantitatively analyzed with both descriptive (percentage, and mean) and inferential statistics (Pearson correlation). On the other hand, the qualitative data was gathered through interview which was supported by field notes then, they were analyzed thematically. As a result, descriptive survey research design was found to be appropriate for the current research.

Research Method

Based on the nature of the research, the study used mixed research methods or techniques that are used to gather data because mixed research method because the limitation of quantitative method can be solved by qualitative method and vice versa. Therefore, mixed method research is the appropriate research method for the current study.

Research Site

This study was conducted in Amhara regional state at DebreMarkos, Ethio-Japan and Sewoch Lesewoch Amber Preparatory schools located in East Gojjam Zone. Those schools were selected by simple random sampling technique from eighteen preparatory schools that are found in East Gojjam Zone. On the other hand, from those preparatory schools Grade 12 was selected purposively as a research setting for two reasons. The first one is that, in this grade level the researcher has observed the existence of the problem. Secondly, as to the researcher knowledge no related study was conducted on that grade level and finally, the researcher is familiar with that grade level since he has worked in

preparatory schools for more than ten years. Moreover preparatory students particularly Grade 12 students are prepared for higher education so they need more effort to be good competent to join and fit with higher education. Due to these, the researcher selected preparatory schools particularly Grade 12 as the research site.

Participants of the Study

The participants of this study were preparatory school EFL teachers who have been teaching English at Debre Markos, Ethio-Japan and Sewoch Lesewoch Amber

preparatory schools in 2018/19 academic year and students who were learning in those schools. Those participants were selected for two reasons. Firstly, those three schools were already included in the research site so teachers and students who were there included in the sample. Secondly, teachers and students were directly participated in the process of teaching and learning process so they were able to give adequate information about the issue.

According to the vice principals of those three schools there were thirty-eight teachers who were teaching in grade twelve. On the other hand, there were 1797 Grade 12 students in the aforementioned schools. Therefore, the researcher used both teachers and students as sources of data.

Population, Samples and Sampling Techniques

Population of the Study

The population of this study consisted of all EFL teachers and Grade 12 students in DebreMarkos, Ethio-Japan and Sewoch Lesewoch preparatory schools. The total number of EFL teachers in the study schools was 38. The number of students in the study schools was 1797.

Table 1. Population, sample and sampling techniques

No	Name of the school	Types of samples		Grade 12 students and their EFL teachers	Selected sample teachers and students		Sampling techniques
					No	%	
1	DebreMarkos	Teachers	M	13	13	100	Comprehensive sampling
			F	7	7	100	
		Students	M	577	58	10	Systematic random sampling (Every 10 th students)
			F	580	58	10	
2	Ethio-Japan Debre Markos	Teachers	M	7	5	100	Comprehensive sampling
			F	4	4	100	
		Students	M	269	27	10	Systematic random sampling (Every 10 th students)
			F	166	17	10	
3	Sewoch Lesewoch Amber	Teachers	M	5	8	100	Comprehensive sampling
			F	2	7	100	
		Students	M	151	15	10	Systematic random sampling (Every 10 th students)
			F	104	10	10	
Total		Teachers	M	25	25	100	Comprehensive sampling
			F	13	13	100	
			T	38	38	100	
		Students	M	997	100	10%	Systematic random sampling (Every 10 th students)
			F	850	85	10%	
			T	1797	185	10%	

Samples and Sampling Techniques

In Amhara region, East Gijjam Zone there are 18 preparatory schools. Out of these schools, the researcher employed simple random sampling technique (lottery method) to select those three schools and they were 16.7% of the total number of preparatory schools in East Gojjam Zone. Therefore, Debre Markos, Ethio-Japan and Sewoch lesewoch preparatory schools have been selected.

In the above three preparatory schools, that are 20 in Debre Markos, 11 in Ethio-Japan and 7 in Sewoch Lesewoch EFL teachers. Totally, 38 EFL teachers were found. Then, the researcher used comprehensive sampling technique for questionnaire because the number of teachers was easily manageable whereas the researcher used simple random sampling technique (lottery method) to select six teachers for observation and interview to the current study. On the other hand, 185 students were selected by using systematic random sampling technique. Systematic random sampling technique is used in anonymous surveys when it is difficult to make a random selection. We may have no means of identifying the participants in advance and thus their names cannot be put in the hat Kothari, (2007). As a result, a useful technical short cut in such cases to apply systematic sampling, which involves selecting every "n"th member of the target group. Due to this the researcher used the lists of all students in those referred schools then, use lottery method from number 1-10 and number 10 was selected. After that every tenth student became the member of samples until the sample size equal to the aforementioned number of samples.

Data Collection Tools

Considering the research questions raised the data collection tools were questionnaires, observation semi structured interviews and field notes. Questionnaires were administered for both preparatory schools EFL teachers and students; but observation, interview and field notes were administered for only EFL teachers.

The questionnaires and interviews were used to assess the perceptions of teachers towards textbook adaptation, identify the kinds of textbook adaptations that EFL teachers frequently use and identify the challenges that EFL teachers usually face to adapt textbooks. Observations and field notes were aimed to assess teachers' practices of textbook adaptation.

Teachers' Questionnaire

The questionnaire was used as a data gathering tool because it enabled the researcher to collect data from the large size of respondents within manageable time and

provided a wide range of coverage of data with minimum cost. Therefore, in order to assess teachers' perceptions, practices and challenges of textbook adaptation in East Gojjam Zone three selected preparatory schools, this study employed close-ended questionnaire.

The questionnaire allowed the participants to expose their beliefs, attitudes and opinions towards textbook adaptation. Moreover, it motivated them to raise challenges that defect their actual practices for textbook adaptation. To realize it, the questionnaire was prepared in English because the researcher believed that they could understand the language easily all questionnaire items were closed ended with a Likert Scale type.

The questionnaire was prepared by the researcher then it was checked by his advisor and other two EFL teachers in Sewoch lesewoch preparatory school in order to keep its surface and content validity. It contained five sections: a) Background information for teachers, b) The perceptions of EFL teachers about the needs of textbook adaptation, c) The actual practices of EFL teachers on textbook adaptation, d) The types of techniques that EFL teachers usually use and e) The challenges that defect EFL teachers to adapt textbooks. Finally, it was administered to 38 teachers to gather data about teachers' perception, practices and challenges of textbook adaptation.

Students' Questionnaire

The main purpose of students' questionnaire was to triangulate teachers' questionnaire which focused to answer the practices of EFL teachers' textbook adaptation. The questionnaire comprises close-ended items with a Likert Scale form. To minimize the misunderstanding of students on questions, the students' questionnaire was translated in to Amharic and finally, it was transcribed in to English. Students' questionnaire has only one section which was about the actual practices of EFL teachers of textbook adaptation and finally, it was administered to 185 grade 12 students

Observation

The researcher employed classroom observation to collect relevant data from the respondents. The researcher observed teachers' common practices of adapting textbook by preparing observation checklists with two co-observers that was supported by field notes. Besides, the observers tried to observe the kinds of textbook adaptation techniques that teachers often used when they taught that the original materials did not contain sufficient practices or when there could be too many exercises, or when they wanted to cover the portion and might skip some materials, or when they faced a topic which was totally unfit to their students level

and their needs. The observers also tried to check if those adaptation techniques were exhibited in their teaching and learning process. Here, by asking the teachers' consensus first, the researcher with the two co-observers checked teachers' practical implementation of textbook adaptation during the observation sessions and then the average (intra-rater) observation result was taken to analyze the data. The researcher had a plan to observe each teacher three times and he did it in line with the plan.

Teachers' Interview

The researcher employed a semi-structured interview because it enabled him to investigate relevant data from the respondents by raising different questions accordingly. The interview contained open ended questions which were related to the perception, practice and challenges of adapting textbooks and it was conducted with mother tongue language in order to investigate the data deeply from grade 12 English language teachers. The researcher conducted interview with those respondents to complement the data that was gathered through the questionnaire and observation. It was recorded, transcribed and attached at the end of the paper as an appendix.

Validity and Reliability of Data Gathering Instruments

Validity of Instruments

The researcher used different techniques in order to ensure the validity of the instruments. This means, before the actual use of the questionnaires the researcher has first pilot tested it on the population that are found on similar level with the target population. Moreover in order to ensure the face validity of the questionnaires the researcher showed it [questionnaire] for different teachers and friends for comments. The questionnaire was given for two teachers, who are MA in TEFL, are teaching English in Sewoch lesewoch Amber preparatory school. Based on their comments and suggestions, great modifications were made on a few items of the questionnaire.

In order to assess teachers' perception and practices of textbook adaptation, students' questionnaire was translated from English to Amharic (learners' mother tongue). The Amharic version of the questionnaire was checked out by Amharic language teachers at Sewoch Lesewoch Amber preparatory school and by one of his friends in order to remove any doubt on the translation matter. This was done in order to easily get the participants with the questions.

Reliability of the Data Gathering Instruments

The revised questionnaire was piloted with 10 EFL teachers and 26 students who were in Yejubie Preparatory School which is located 27 km far from the study area. In order to assure the internal consistency of the questionnaire, it was checked by using the statistical package for social sciences (SPSS-Version 20.00) and the calculated Cronbach alpha was presented in the following way:

Table 2. Reliability statistics of questionnaires

Reliability Statistics		
Part of questionnaire	Number of Items	Cronbach's Alpha
Theme 1	3	0.887
Theme 2	20	0.776
Theme 3	14	0.864
Theme 4	12	0.723

Based on Table 2, the internal consistency of the questionnaire which deals with "teacher's perception and practices of adapting textbook" consists of four sections. Section one 03 items that were talking about socio demographic information of respondents and its reliability was found 0.887. Whereas section two of the questionnaire which was talking about teachers' perception towards textbook adaptation consists of 20 items and its Cronbach Alpha was found to be 0.776, and section three of the questionnaire which was about "teachers' practices of adapting textbook consists of 14 items and its reliability result was 0.864. The final part of the questionnaire which was talking about challenges that EFL teachers often face to adapt their textbook consists of 12 items and its reliability was 0.723. Regarding this Cronbach et al (2004) decided that if the internal consistency of the questionnaire is $0.9 \leq \alpha$ its internal consistency is inclined to "Excellent" but if its internal consistency is found less than 0.6 its internal consistency is "questionable. Therefore the internal consistency of all parts of the questionnaire items of this study is greater than 0.6 and less than 0.9. Therefore according to the Cronbach Alpha decision the internal consistency of the questionnaire was found to be "very good" reliability.

Methods of Data Analysis

Both quantitative and qualitative methods of data analysis were employed in order to answer the research questions and to attain the objectives. The quantitative data were collected, coded, tabulated, analyzed, described and interpreted in a manner that it supported the finding obtained from the study. First, the data gathered through close ended questionnaire by using a five point Likert Scales (strongly agree, agree, undecided, disagree and strongly disagree) for teachers perception towards the needs of textbook adaptation and frequency rate (always, usually, sometimes, rarely and never) to measure teachers' practices of textbook adaptation whereas to determine in what manner the expected challenging factors affect teachers' practices of textbook adaptation by likert scale (extremely, highly, moderately, slightly and very slightly) as suggested by Best (2003) and Kothari (2004) were tabulated in terms of frequency, percentage and mean value (to compute the proportionality of individual response of the items) by assessing the scale value to each of the five scale responses.

Classroom observation was also analyzed using frequency and percentage. The Statistical Package for Social Science (SPSS) version 20 was employed to analyze the quantitative data. The Pearson's Chi-square of association was also used to examine the potential correlation between teachers' perception and their practices of textbook adaptation. Next to that, data gathered through semi structured interview and field notes were analyzed by using qualitative method with thematic analysis. Finally, the researcher tried to triangulate the data obtained through those methods and compared the findings of the study with the findings of previous studies and with viewpoints of various scholars. After all, the conclusions and recommendations were made based on the findings.

ANALYSES AND DISCUSSIONS OF RESULTS

Quantitative Data Analysis

The quantitative data included teachers and students' questionnaires that aimed to indicate teachers' perceptions and their actual practices of textbook adaptation. In addition, it determined the relationship between teachers' perceptions and their practices of textbook adaptation. Finally, the data indicated the challenges that defect the implementation of textbook adaptation. The quantitative data was presented with tables that contained the items, frequencies and percents of responses, numbers of respondents and the mean scores of each item. Furthermore, the grand mean score of each table was calculated so as to attempt the analysis clearly.

Teachers' Questionnaire

The questionnaire which was administered to both teachers and students and it aimed to answer the perceptions of teachers about the needs of textbook adaptation, teachers' practices of textbook adaptation and challenges that defect teachers from textbook adaptation.

For the aforementioned purposes, a total of 38 teachers, and 185 students participated from those three preparatory schools of East Gojjam Zone. To this effect, for EFL teachers 38 copies of questionnaire and for students 185 copies of questionnaire were distributed among these (100%) of the questionnaire were filled and collected. After the data was obtained from questionnaires of both teachers and students, the data were analyzed as follows.

Teachers' Perceptions about the Needs of Textbook Adaptation

This sub- section of the questionnaire consists of a Likert type Scale which respondents indicated their level of agreement about the needs of textbook adaptation. By using the questionnaire administered to preparatory teachers, responses about their perceptions of textbook adaptation were calculated and presented so as to identify teachers' perception about the needs of textbook adaptation. Concerning their opinion about the needs of textbook adaptation believe on the importance of textbook adaptation. This part consists of three tables and each table has ten items. The first table is talking about teachers opinion about textbook adaptation, the second part is talking about teachers' believe on the importance of textbook adaptation and the last part shows us their views on the defects that affect teachers' perception on textbook adaptation.

Table 4. Teachers' Opinion about the Needs of Textbook Adaptation

No	Items	Responses										N	Mean
		5		4		3		2		1			
		F	%	F	%	F	%	F	%	F	%		
1.1	In my opinion, textbooks should be adapted to:												
1.1	Teach the textbook cover to cover.	0	0	1	2.6	5	13.2	22	57.9	10	26.3	38	1.92
1.2	Make textbook adaptation one major task for classroom teaching.	20	52.6	11	28.9	4	10.5	3	7.9	0	0	38	4.18
1.3	Increase the suitability the contents in my textbook.	6	15.8	11	28.9	13	34.2	7	18.4	1	2.6	38	3.37
1.4	Raise the appropriateness of the methodology of textbook.	16	42.1	11	28.9	5	13.2	5	13.2	1	2.6	38	4.03
1.5	Enable the assessment methods to measure students appropriately.	10	26.3	18	47.4	6	15.8	4	10.5	0	0	38	3.79
1.6	Achieve the intended objectives of the textbook.	20	52.6	10	26.3	6	15.8	2	5.3	0	0	38	4.26
1.7	Cover it within the given time.	25	65.8	10	26.3	3	7.9	0	0	0	0	38	4.58
1.8	Keep the balance of language skills.	10	26.3	12	31.6	9	23.7	7		0	0	38	3.66
1.9	Adjust the activities with students' level of understanding.	8	21	10	26.3	12	31.6	8	21	0	0	38	3.58
1.10	Increase students' engagement with tasks of textbook.	8	21	10	26.3	12	31.6	8	21	0	0	38	3.58
Grand mean 1											3.68		

Scales <1.49= strongly disagree, 1.5-2.49= disagree, 2.5 – 3.49= Undecided 3.5 – 4.49= Agree >4.5= strongly agree

In Table 4, the items related to teachers' opinion about the needs of textbook adaptation are presented to find out their perceptions. That is why; its main purpose is to assess teachers' knowledge of textbook adaptations so as to determine their perception about the needs of textbook adaptation. As it can be seen in Table 4, the grand mean score of the items is 3.68 which is found between 3.5 - 4.49 and it tends to agree. Thus teachers showed their agreement on the items. This means teachers have good opinion about the needs of textbook adaptation to adjust the level of activities with students' level of understanding and in order to increase students' engagement on the tasks. Therefore, it can be easily concluded that English language teachers have positive perception on the needs of textbook adaptations so as to improve the quality of language teaching.

Table 5. Teachers' Believe about the Needs of Textbook Adaptation

No	Item	Responses										N	Mean
		5		4		3		2		1			
		F	%	F	%	F	%	F	%	F	%		
2.1	Achieve the intended objectives.	9	23.7	12	31.6	17	44.7	0	0	0	0	38	3.67
2.2	Provide the content based on learning strategies and cognitive styles of the learners.	2	5.3	21	55.3	15	39.5	0	0	0	0	38	3.62
2.3	Present the activities based on the cognitive styles of the learners.	11	28.9	14	36.8	8	21	5	13.2	0	0	38	3.82

Table 5. continues

2.4	Justify the content based on the learners' culture and values.	14	36.8	14	36.8	10	26.3	0	0	0	0	38	3.63
2.5	Arouse the learners' interests.	14	36.8	17	44.7	7	18.4	0	0	0	0	38	4.18
2.6	Maximize the learners' involvement in the teaching learning process.	15	39.5	13	34.2	10	26.3	0	0	0	0	38	4.13
2.7	Make topics/contents suitable to the students.	25	65.8	13	34.2	0	0	0	0	0	0	38	4.66
2.8	Make the textbook adequate for students' needs.	15	39.5	12	31.6	11	28.9	0	0	0	0	38	4.11
2.9	Remove unnecessary activities.	16	42.1	12	31.6	10	26.3	0	0	0	0	38	4.11
2.1 0	Establish challenges for learners.	17	44.7	14	36.8	7	18.4	0	0	0	0	38	4.26
	Grand mean	----- 3.97											

Scales <1.49= strongly disagree, 1.5-2.49= disagree, 2.5 – 3.49= Undecided 3.5 – 4.49= Agree >4.5= strongly agree

The items which show teachers' believe in relation to the needs of textbook adaptation are presented in table 5 to determine their perceptions. As table 5 displays, the grand mean score of the items is 3.97 which is found between 3.5 - 4.49 and it goes to agree. Thus teachers showed their agreement on the items. This means teachers believed positively about the needs of textbook adaptation so as to create a conducive teaching and learning situation and increase students' participation in the teaching and learning process. Thus according to the data that is presented in table 5, textbook adaptation is very important to achieve the intended objectives of the textbook. It is also important to provide the content based learning strategies and cognitive styles of the learners. In addition, it arouses the learners' interest by increasing their involvement in the teaching learning process. Finally, the questionnaire data assured that textbook adaptation is important to make the textbook adequate for students' needs. Therefore, it is possible to conclude that English language teachers have positive perception on the needs of textbook adaptations.

Teachers' Practices of Textbook Adaptation

The areas and techniques of textbook adaptation that are aimed to assess EFL teachers' practices of textbook adaptations that has been implemented in preparatory schools; the two groups (teachers and students) reacted through the following questionnaires.

This part of questionnaires consists of two tables: The first table is talking about teachers' textbook adaptation practices that focus on areas of textbook adaptation; the second table is about techniques of textbook adaptation that teachers often use.

Table 6. Teachers' responses on areas of textbook adaptation.

No	Items	Responses										N	Mean
		5		4		3		2		1			
		F	%	F	%	F	%	F	%	F	%		
1.1	Contents when they are not suitable for my students.	0	0	25	65.8	13	34.2	0	0	0	0	38	3.66
1.2	Methodologies when they are not appropriate for my students.	0	0	16	42.1	15	39.5	7	18.4	-	-	38	3.24
1.3	Assessment methods when it is not able to measure my students properly.	0	0	0	0	20	52.6	18	47.4	-	-	38	2.53
1.4	Objectives when I think they could not be achieved by my students.	0	0	0	0	4	10.5	14	36.8	20	52.6	38	1.58
	Grand Mean	----- 2.65											

Scales <1.49= almost never (very slightly), 1.5-2.49= rarely (slightly), 2.5 – 3.49=Sometimes (moderately) 3.5 – 4.49=usually (highly) >4.5=always (extremely)

As can be seen in Table 6, there are four areas of textbook adaptation namely content, objective, assessment techniques and teaching methodology. From these areas of textbook adaptation teachers usually adapt on the content, methodologies and in some extent assessment techniques of the textbook but they do not adapt the objectives of the textbook.

Generally, to conclude teachers' practices of textbook adaptation, which concerned on areas of textbook adaptation, the grand mean score is 2.65. This indicates that teachers sometimes adapt their textbooks on such areas of textbook adaptation even if, there is variations of implementation from one area to another area of textbook adaptation.

Table 7. Teachers' responses on their practices of textbook adaptation which was concerned about techniques of textbook adaptation.

No	Item	Responses										N	Mean
		5		4		3		2		1			
		F	%	F	%	F	%	F	%	F	%		
2.1	Regarding about the techniques of textbook adaptation, I adapt my textbook by: Deleting grammar based activities	0	0	0	0	8	21	17	44.7	13	34.2	38	1.87
2.2	Deleting skill based activities.	25	65.8	10	26.3	3	7.9	0	0	0	0	38	4.58
2.3	Rearranging activities in the textbook.	0	0	0	0	10	26.3	16	42.1	12	31.6	38	1.95
2.4	Substituting activities in the textbook.	0	0	0	0	0	0	12	31.6	26	68.4	38	1.32
2.5	Changing activities in the textbook.	0	0	0	0	0	0	8	21	30	79	38	1.21
2.6	Giving additional notes for grammar based activities.	24		14	36.8	0	0	0	0	0	0	38	4.63
2.7	Giving additional notes for skill based activities.	0	0	0	0	8	21	10	26.3	20	52.6	38	1.68
2.8	Expanding activities in the textbook.	0	0	0	0	24	63.2	10	26.3	4	10.5	38	2.53
2.9	Modifying some activities.	0	0	0	0	24	63.2	10	26.3	4	10.5	38	2.53
2.10	Reducing some activities.	0	0	0	0	12	31.6	8	21	18	47.4	38	1.84
Grand Mean											2.31	

Scales <1.49= almost never (very slightly), 1.5-2.49= rarely (slightly), 2.5 – 3.49=Sometimes (moderately) 3.5 – 4.49=usually (highly) >4.5=always (extremely)

Techniques of textbook adaptation, which were expected to be widely used by preparatory English language teachers, enabled the teaching and learning process fruitfully by engaging students with different activities as can be seen in Table 7.

Based table 7, the results revealed that teachers in the referred schools rarely employ the aforementioned textbook adaptation techniques. That is why; the grand mean score of this table is 2.31 which is found between 1.5 -2.49 and it indicates that the practices of textbook adaptation goes too rarely.

Even if, the total implementation of textbook adaptation is below expectation, some techniques of textbook adaptations are usually performed knowingly or unknowingly by EFL teachers.

From these techniques of textbook adaptation addition on grammar based tasks whose mean value is 4.63 and deletion on skill based activities whose mean value is 4.58. These two mean values are above 4.5 so, it can be concluded that EFL teachers often use addition and deletion types of textbook adaptation techniques.

The Relationship between Teachers' Perceptions and their Practices of Textbook Adaptation

In order to determine the relationship between teachers' perceptions and their practices of textbook adaptation, the researcher used Pearson Chi-Square test values. Correlation coefficient is a measure of linear relationship between two variables and it is an effect size and so we can verbally describe the strength of the correlation using the guide that Evans (1996) suggests for the absolute value of $r = 0.00-0.19$, the correlation becomes very weak, if the correlation

co-efficient found between 0.20-0.39 the correlation between the two variables become weak. If the correlation co-efficient found between 0.40-0.59, the strength of correlation become moderate. If the correlation co-efficient is between 0.60-0.79, its correlation become strong and if its correlation co-efficient is in 0.80- 0.99, it has a very strong correlation. Finally, if the correlation co-efficient become one, there is a perfect correlation between the two variables and if it is zero, there will no correlation between the two variables.

Therefore, the Pearson Correlation tests which confirm whether there are significant relationships or not between the items that test teachers' perceptions of textbook adaptation and their actual practices of textbook adaptation were computed by using SPSS version 20 and analyzed as follow.

Table 1. Correlation between teachers' perception and their practices of textbook adaptation

		Perceptions	Practices
Perceptions	Pearson Correlation	1	.374*
	Sig. (2-tailed)		.000
	N	38	38
Practices	Pearson Correlation	.374*	1
	Sig. (2-tailed)	.000	
	N	38	38

*. Correlation is significant at the 0.05 level (2-tailed).

As it is displayed in Table 8, 38 EFL teachers (respondents) participated to respond the questionnaires about teachers' perception towards the needs of textbook adaptations with 20 items and the questionnaire that was about teachers' practices of textbook adaptations with 10 items then, the researcher tabulated their responses next to that the result of each respondent was changed in to percent. Finally, their correlation is determined by using Pearson Correlation. So, the Pearson Correlation co-efficient result $r = 0.374$ which is found between 0.30-0.39. This shows that, the perception of teachers about the needs of textbook adaptation and their actual practices are positively correlated and the degree of their correlation becomes weak.

Challenges that Face EFL Teachers for Textbook Adaptation

In this section, the challenges that hinder the practices of textbook adaptation were analyzed. Here the expected challenges that were related to teachers, schools and contexts that affect the implementation of textbook adaptation were illustrated in the following three tables.

Table 9. Teachers' responses about the challenges of textbook adaptation in relation to teachers

No	Expected challenges that face teachers to adapt their textbooks	5		4		3		2		1		N	Mean
		F	%	F	%	F	%	F	%	F	%		
1.1	Shortage of knowledge about the concept of textbook adaptation	30	78.9	8	21.1	0	0	0	0	0	0	38	4.79
1.2	Lack of adequate skills to adapt textbooks	28	73.7	10	26.3	0	0	0	0	0	0	38	4.74
1.3	Lack of confidence	20	52.6	10	26.3	8	21	0	0	0	0	38	4.32
1.4	Fear of considered as incompetent with others	5	13.2	5	13.2	10	26.3	10	26.3	8	21	38	2.71
1.5	Lack of commitment	10	26.3	12	31.6	6	15.8	10	26.3	0	0	38	3.61
1.6	Lack of teaching experiences	20	52.6	5	13.2	5	13.2	4	10.5	4	10.5	38	3.97
Grand mean													4.02

Scales <1.49= almost never (very slightly), 1.5-2.49= rarely (slightly), 2.5 – 3.49= Sometimes (moderately) 3.5 – 4.49=usually (highly) >4.5=always (extremely)

As can be seen in Table 9, there were six expected challenges in relation to teachers that assumed to be the means of drawback of the implementation for textbook adaptation. The grand mean score of the above table 9 is 4.02 which is found between 3.5-4.49 so it inclined to highly. Therefore, shortage of knowledge about the concept of textbook adaptation, lack of adequate skills to adapt textbooks, lack of confidence, lack of commitment and lack of teaching experiences are highly challenged teachers to adapt their textbooks

Table 10. Teachers’ responses about the challenges of textbook adaptation in relation to schools

No	Expected challenges that face teachers to adapt their textbooks	5		4		3		2		1		N	Mean
		F	%	F	%	F	%	F	%	F	%		
2.1	Absence of giving motivation for teachers to adapt textbooks	32	84.2	6	15.8	0	0	0	0	0	0	38	4.84
2.2	Rigid rules of the school	0	0	30	78.9	8	21.1	0	0	0	0	38	3.79
2.3	Unnecessary pressure from staff members in the school that defect me not to do it properly.	0	0	20	52.6	18	47.4	0	0	0	0	38	3.50
Grand Mean													4.04

Scales <1.49= almost never (very slightly), 1.5-2.49= rarely (slightly), 2.5 – 3.49=Sometimes (moderately) 3.5 – 4.49=usually (highly) >4.5=always (extremely)

Based on the data obtained from Table 10, the grand mean score of the table is 4.04. This shows that the expected challenges in relation to schools that assumed to be hindering factors that the implementation of textbook adaptation is high. Thus absence of giving motivation for teachers to adapt textbooks, rigid rules of the schools and unnecessary pressure from other teachers in the school that defect EFL teachers not to do it properly.

Table 11. Teachers’ responses about the challenges of textbook adaptation in relation to context

No	Expected challenges that face teachers to adapt their textbooks	5		4		3		2		1		N	Mean
		F	%	F	%	F	%	F	%	F	%		
3.1	Shortage of materials that enable me to adapt my textbooks.	30	78.9	8	21.1	0	0	0	0	0	0	38	4.79
3.2	Time constraints for preparation	28	73.7	10	26.3	0	0	0	0	0	0	38	4.74
3.3	The assessment methods of national exams	20	52.6	18	47.4	0	0	0	0	0	0	38	4.53
Grand Mean													4.69

Scales <1.49= almost never (very slightly), 1.5-2.49= rarely (slightly), 2.5 – 3.49=Sometimes (moderately) 3.5 – 4.49=usually (highly) >4.5=always (extremely)

As Table 11 indicated, there were three expected challenges in relation to context that assumed to be hindering factors for the implementation of textbook adaptation. Thus the grand mean of the above table 12 is 4.69 which is found above 4.5 and this shows that shortage of materials that enable teachers to adapt their textbooks, time constraints for preparation and the assessment methods of national exams are extremely challenged teachers to adapt their textbooks

Students’ Questionnaire on Teachers’ Practices of Textbook Adaptation

In this part of quantitative data analysis obtained from 185 sampled students using questionnaire are presented. The data are about teachers’ practices of textbook adaptation that are calculated and presented. In this case, frequencies, percentages and means are also computed with the help of SPSS version 20 as the previous sections of the questionnaire. These items aimed to identify teachers’ actual practices of textbook adaptation concerning the areas of textbook adaptation and techniques of textbook adaptation. The main purpose of this questionnaire is to substantiate teachers’ questionnaire that enable the researcher triangulate teachers’ responses with that of students’ responses. This questionnaire is also aimed to check whether there are practices of textbook adaptation or not and if there is practice of textbook adaptation, how is it done? As a result, students’ questionnaire is presented and analyzed as follows.

Table 12 . Students' Responses on Teachers' Practice of Textbook Adaptation.

No	Items	Responses										N	Mean	
		5		4		3		2		1				
		F	%	F	%	F	%	F	%	F	%			
1	Teaches us the textbook cover to cover.	15	8.3	74	40	96	51.7	0	0	0	0	185	3.57	
2	Adapts the textbook when necessary	0	0	43	23.3	77	41.7	65	35	31	16.7	185	2.72	
3	Adapts contents of the activities.	0	0	0	0	49	26.7	77	41.7	59	31.7	185	1.95	
4	Jumps some grammar based activities.	0	0	0	0	28	15	10	58.3	8	49	26.7	185	1.88
5	Omits some skill based activities.	11	60	68	36.7	6	3.3	0	0	0	0	185	4.57	
6	Reorders some activities.	0	0	0	0	62	33.3	74	40	49	26.7	185	2.07	
7	Substitutes some activities.	0	0	0	0	65	35	83	45	37	20	185	2.15	
8	Gives us additional notes on grammar.	65	35	62	33.3	59	31.7	0	0	0	0	185	4.03	
9	Gives us additional notes on skill based activities.	0	0	0	0	15	8.3	77	41.7	39	50	185	1.58	
10	Change teaching style when necessary.	0	0	0	0	65	35	77	41.7	43	23.3	185	2.12	
Grand Mean											2.66		

Scales <1.49= almost never (very slightly), 1.5-2.49= rarely (slightly), 2.5 – 3.49=Sometimes (moderately) 3.5 – 4.49=usually (highly) >4.5=always (extremely)

As can be observed in Table 12, teachers' practices of textbook adaptation by using students' questionnaire in order to cross check teachers' responses, its grand mean value is 2.66 which shows teachers sometimes adapt their textbooks. Even if this grand mean indicates that EFL teachers sometimes adapt their textbooks in general, item numbers 5 in particular show teachers often skip some skill based activities. That is why; its mean score is 4.57 and it is more than 4.5 which is inclined to always. On the other hand, in item number 8, 65 (35%) and 62 (33.3%) show teachers always and usually practice textbook adaptation respectively and the grand mean score is 4.03 which is found between 3.5-4.49 so it inclined to usually. As a result, it can be concluded that generally EFL teachers sometimes use techniques of textbook adaptation particularly EFL teachers usually use addition and omission types of textbook adaptation techniques.

Analysis of Classroom Observation

The second quantitative data was collected through classroom observation which was conducted while English language teachers were teaching English in the classroom. The classroom observation was also used to collect data to see whether EFL teachers apply textbook adaptation or not and how they apply the techniques in teaching English language classroom which is mainly used to answer the second research question that is, how do EFL teachers practice textbook adaptation?

As mentioned in unit three, the researcher employed close ended observation technique with two co-observers to collect relevant data from the respondents. Here, the researcher and the two co-observers observed six EFL teachers' common practices of textbook adaptation by preparing observation checklist which has 10 items and these items are yes/no questions. Besides this, the researcher and the two co-observers observed the kinds of adaptation techniques teachers often use when they taught the subject. Then, the average value of the three observers' result is presented and analyzed. Moreover, the researcher used field notes in order to get the answer why teachers adapted that particular activity and how they adapted it in order to make his observation sensible and reasonable. Here, by asking the teachers' agreement first, the researcher with the two co-observers observed EFL teachers' practical implementation of textbook adaptation. The researcher and the two co-observers had a plan to observe each teacher three times and they did it in line with the plan. The observation was held on six grade 12 EFL teachers.

In order to make the data easier to analyze the teachers were coded as T1- T6 before the observation was takes placed. Each of them was observed three times so totally eighteen observations were done. Then the data is presented and analyzed in the following table.

Table 13. The Results of Observation

No	Items	Yes (2)		No (1)		N	Mean
		F	%	F	%		
1	Adapts contents of the activities in the textbook.	12	66.7	6	33.3	18	1.11
2	Adapts methodology of the activities in the textbook.	11	61.1	7	38.9	18	1.61
3	Adapts objectives of the activities in the textbook.	0	0	18	100	18	1.00
4	Adapts the assessment techniques of the activities in the textbook.	11	61.1	7	38.9	18	1.61
5	Jumps some grammar based activities in the textbook	0	0	18	100	18	1.00
6	Jumps some skill based activities in the textbook	18	100	0	0	18	2.00
7	Reorders some activities in the textbook.	1	5.6	17	94.4	18	1.94
8	Substitutes some activities in the textbook with other activities.	0	0	18	100	18	1.00
9	Gives additional notes on grammar based activities.	18	100	0	0	18	2.00
10	Gives additional notes on skill based activities.	2	11.1	16	88.9	18	1.11
	Grand Mean						1.44

As can be seen, the lesson observation results in Table 13, indicates that, teachers often try to adapt the contents of the textbook. That is why, 66.7% of the observed classroom teachers have been noticed by the observers when they adapt the contents of the textbook. In addition, 61.7% of the teachers adapt the methodology of the textbooks. Similarly, the assessment techniques of the textbooks are adapted by 61.1% of the teachers. Some grammar oriented topics, which are not part of the textbooks and the teachers' guides, have seen in their classroom lesson presentations. While the teachers were teaching grammatical parts of the textbooks, the observers noticed that all of them tried to explain and elaborate those contents by providing additional notes with several examples. For example, in the T1 and T2 in the first observation session and T4, T5 and T6 in the second and third observation sessions all of them who teach English language in Grade 12 brought detailed notes on extreme adjectives, formation of plural verbs and affixes to the class respectively. In this case, it can be easily concluded that teachers usually used the addition technique of textbook adaptation.

Secondly, the teachers' efforts that make some changes on the skill based activities were not seen clearly rather they simply skipped some skill focused tasks like speaking and listening skills activities. For example, T1, T4 and T6 skipped the following activities: A.9.2 Listening: Ethiopia must move forward (p.198), and A.9.3 Speaking: Choosing the best way forward (p.198), A.9.4 Listening: Short conversations (p.199), in the second observation sessions. Thus, it is possible to say that teachers use deletion type of textbook adaptation.

Thirdly, the observers also observed that one of the samples tried to add some pre reading tasks in his lesson at reading activity which is about the traditional values on page 195. On the other hand, other teachers used the reading text as it is presented by textbook writers. Moreover, the researcher never saw any of the teachers

exercising their professional judgment either modifying or substituting language skill based activities in the textbooks. Similarly, all these results are also seen in the teachers and students' questionnaires results. Therefore, it can be concluded that textbook adaptation is not implemented properly in line with its principles and theories though it is being employed partly by some teachers.

Generally, based on the above observation result, it can be concluded that teachers sometimes adapt the contents, methodologies and assessment techniques of the textbook in relation to the adaptation area of the textbooks. Where as in relation to the adaptation techniques, teachers frequently used addition in the grammar and omission in the skill based activities of the textbook.

Qualitative Data Analysis

The second type of data analyses were qualitative data analyses which were resulted from open ended interview as well as field notes. Interviews were conducted with six preparatory EFL teachers with the researcher by face to face conversation so as to answer three of the research questions that were indicated earlier. The interview was recorded and transcribed to the target language. Then thematic analysis was made by making together similar ideas of respondents in relation to the research questions.

The field note was collected from the eighteen lesson observations directly by the observers. The data obtained from these lessons were analyzed based on two categories: about types of textbook adaptation techniques and the frequency of teachers' textbook adaptation. The analyses and findings were presented and analyzed thematically.

Interview Results

Among 38 EFL teachers, six teachers were selected randomly for interview so as to triangulate the data that was obtained from questionnaire and observation. Teachers, who were engaged in the interview, were also observed by the observers three times each. Therefore, the researcher had got great opportunity to assure his observation result from interview.

Therefore, this part of qualitative analysis of data collected from the above mentioned teachers obtained through open ended interview was presented. To make the analyses of the interview data easier, the sample teachers were coded as T1 to T6. The interview data were analyzed with three main parts. The first part of the analysis was about teachers perceptions about the needs of textbook adaptation. The second part of the analysis was about their practices of textbook adaptation. And the third part of it was about the challenges that affect their actual practices of textbook adaptation. The interview was expected to substantiate data which were collected with the other two data gathering tools. It was done in interviewee's mother tongue language that is in Amharic in order to make the interview more interactive and get relevant data for the study. Finally, it was transcribed in to English.

Teachers' Perception about the Needs of Textbook Adaptation

The data obtained through the first part of the interview items that showed teachers' perception towards the needs of textbook adaptation. First of all, teachers were asked to elicit their beliefs/ opinion on whether textbooks need adaptation or not. Based on the question that was raised by the researcher, teachers could not express the concept of textbook adaptation as needed. In addition, the informants could not describe the uses of textbook adaptations but after the researcher informed the meaning and importance of textbook adaptation, they stated their believe: For example, T1 forwarded his opinion in the following way:

In my opinion, as I have got some information about the uses of textbook adaptation, it is very important in order to make the textbook more suitable for students and in order to complete the textbook on time. In addition textbooks cannot be adequate by themselves any situations or contexts. So I believe that we teachers should perform textbook adaptation. But the problem is that personally I do not have adequate knowledge about textbook adaptation.

T6 also mentioned his positive opinion in the following way:

As the information is given, textbooks need to be adapted based on the specific context as well as students' level of understanding, culture and norm of specific society. Moreover, if textbooks are adapted by us, we would be able to think more in order to make the textbook more attractive by the students but we are not well equipped with adequate concepts about textbook adaptation.

This clearly shows that EFL teachers believed that textbook needs adaptation based on the specific context, learners' level of understanding as well as based on students' gap so as to make it more interactive and manageable. Moreover, textbooks should be modified by changing the existing activities of textbook in some form so as to make it suitable for specific purposes, learners, teachers or situations. This implies that learning objectives, individual learners, teachers and the overall learning contexts should be taken into consideration when adapting the existing textbooks for pedagogical purposes in an EFL setting. Due to this, respondents have good opinion about the needs of textbook adaptation if they have been appropriately informed.

The second question for assessing teachers' perception through interview was aimed to check the kind of perceptions they have. Therefore, almost all teachers replied that they have positive perception towards the need of textbook adaptation. Due to this, it is possible to easily conclude that EFL teachers perceived positively about the needs of textbook adaptation.

Teachers' Practices of Textbook Adaptation

The second part of the interview that aimed to show whether teachers adapt textbooks or not and if they adapt the textbook, how they performed? Then what kinds of textbook adaptation techniques teachers use? Therefore, this section of data analysis that was gathered through interview aimed to answer the second research question which was about how do EFL teachers practice textbook adaptation? The respondents reacted to different set of questions that were talking about the specified issue. Then, the researcher transcribed the data and organized thematically to generalize the results.

First of all, the teachers were asked about their actions of textbook adaptation whether they adapt their textbook. All of them responded "yes". Then, the researcher continued his question in order to check how they adapted their textbooks. After that, all respondents replied in different way. For example, T1 said:

Before I entered the class, I usually read and examine each activity before presenting each lesson to my students so as to understand what/how to teach. Therefore if it needs more

clarification, I often bring additional notes from different reference books but if I think it is not very important and repeatedly occurred, I usually skip it.

As can be understood from the speech of T1 teachers give additional notes from different sources. On the other hand, teachers skip some activities in order to minimize their repetitions. Besides these, they asserted that examining each activity before the beginning of teaching process helped them to discard some activities which were not suitable to present in the classroom. For example, T1 and T5 replied that when they got some unsuitable topic to them, they usually discard the activities. In addition, T2 and T4 also responded that they sometimes omit some ambiguous topics which really challenge themselves.

From this, it can be concluded that teachers try evaluating the activities in the textbooks and adapting some parts of it but their activities do not go with the theories as well as principles of textbook adaptation.

Secondly, the teachers were asked about the types of techniques they often use. Based on this, all the informants responded that they were not familiar with the concepts of techniques of textbook adaptation so no one was able to express the types of techniques of textbook adaptation. Even if they were not familiar with techniques of textbook adaptation, they simply try to give additional notes for grammar parts of the textbook. For example T4, T5 and T6 on the third observation sessions all of them who teach English language in Grade 12 brought detailed notes on formation of plural verbs to the class. On the other hand, they skipped some skill based activities as expressed by T4, T5 and T6. For example, these teachers skipped the following activities: A.9.2 Listening: Ethiopia must move forward (p.198), and A8.3 Speaking: Choosing the best way forward (p.198), A.9.4 Listening: Short conversations (p.199), in the second observation sessions.

Generally, their responses revealed that all of them perceived positively about the needs of textbook adaptation although they did not express techniques of textbooks adaptation formally. EFL teachers usually evaluate their textbooks' roughly before beginning the actual classes. Thus, they usually read every part of the textbook before they meet their students. Besides, they often try to refer different materials for detailed information and they usually give extra short notes to their students when they get complex and inadequate grammar topics. They also endeavor to teach those topics by shifting their teaching methodologies and presenting simple examples repeatedly till the students understood them.

Finally, it can be concluded that even if textbook adaptation was not implemented properly in line with its principles and theories, some techniques of textbook adaptations are usually performed knowingly or

unknowingly by EFL teachers. From these techniques of textbook adaptation addition on grammar based tasks and deletion on skill based activities can be mentioned. On the other hand, teachers usually adapt the contents, methodologies and assessment areas of textbook.

Challenges of Textbook Adaptation

The data obtained through the third part of the interview items that showed challenges for textbook adaptation. First of all, teachers were asked to express the challenges that defect them to adapt their textbook. Based on this, teachers tried to raise some factors that affect the practices of textbook adaptation in relation to their own knowledge about textbook adaptation, in relation to schools, in relation to other teachers and in relation to the resource materials.

Firstly, in relation to their own knowledge about the concept as well as the practical skills of textbook adaptation all of the informants expressed that they did not have adequate knowledge about the concept of textbook adaptation in order to implement textbook adaptation in line with the theories and principles of textbook adaptations.

Secondly, the finding of the interview asserted that the absence of motivation from the school was another factor that affects teachers' practices of textbook adaptation. For example, T1 said:

Our school never motivates us to adapt our textbook so; I do not give that much emphasis for such tasks. In addition, unnecessary peer influences are other factors that affect my practices of textbook adaptation. Moreover, there are no adequate resource materials around the schools and shortage of time for preparation are basic challenges that restrain me from the implementation of adapting textbook.

Other respondents expressed similar ideas with the above one. Therefore, it can be deduced that the challenges of textbook adaptations are lack of adequate knowledge about the concept as well as the skills of textbook adaptation, lack of motivation from schools, unnecessary peer influences, In addition, lack of inadequacy of resource materials around the schools and shortage of time for preparation are basic challenges that restrain EFL teachers from the implementation of textbook adaptation.

Field Notes

The second sub section of qualitative data was field notes which were collected from eighteen lessons. The

data obtained from these lessons were analyzed based on two categories: about types of textbook adaptation techniques and the frequencies of teachers' textbook adaptation. The analysis and findings were presented below.

Types of Textbook Adaptation Techniques

The analysis of the data obtained from the eighteen lessons observed shows that there is no great variation noticed among teachers in the practices of textbook adaptation. Almost all teachers use similar textbook adaptation techniques; specially, they mostly use addition which means they usually add tasks by giving additional notes for grammar parts of the textbook. For example, T4, T5 and T6 gave additional notes on formation of plurals for Grade 12 students. On the other hand, almost all teachers deleted listening and speaking tasks which were found on Grade 12 pages 198 and 199.

Only T4 tried to adapt the reading activity by adding pre-reading activities by asking his students about traditional values in Grade 12 on page 195. This indicates that almost all teachers feel comfort and interested to teach grammatical patterns of the language rather than skill based activities. Due to this most of them unknowingly adapt the methods as well as the assessment techniques. Thus, it is possible to conclude that teachers use addition and deletion techniques of textbook adaptation whereas contents, methodologies and assessment techniques of the textbook are adapted.

The Frequency of Teachers' Practices of Textbook Adaptation

Regarding about the frequencies of teachers' practices of textbook adaptation in language class room employed in the lessons, almost similar ways teaching were noticed in the observed classes. A large number of the observed teachers adapted and used the rule explanation teaching method within most of their periods whereas only few teachers tried to adapt skill based activities like T4. In this case EFL teachers often use addition and deletion techniques of textbook adaptation. And they usually adapt content, methodology and assessment techniques in relation to areas of textbook adaptation.

DISCUSSIONS OF RESULTS

As it has already been indicated in chapter one, the main objective of this study was to assess EFL teachers' perception and their practice about the needs of textbook adaptation. In order to attain the intended objectives, the four research questions were responded by analyzing and interpreting the obtained data through

questionnaires, observations and interviews. This section therefore contains the discussions and interpretations of the analyzed data obtained through the three data gathering instruments based on the research questions.

EFL Teachers' Perceptions about the Needs of Textbook Adaptation

The first research question, that was formulated to determine the perception of EFL teachers, was how EFL teachers' perceive about the needs of textbook adaptation do. In order to assess the perception of teachers towards the needs of textbook adaptation, EFL teachers' questionnaires and interviews were administered to teachers and analyzed in line with the research questions. The result of those data gathering instruments found out how teachers perceive on adapting textbooks. Do they perceive positively or negatively on textbook adaptation? In order to get a clear cut response for such question, teachers' questionnaire and interview were held for EFL teachers.

The result obtained from questionnaire analysis indicates that the grand mean value is 3.8 and it is found between 3.5-4.49 so, it inclined to agree on the items. The result obtained from interview indicates that teachers have positive perception on the needs of textbook adaptation. Therefore, it can be concluded that EFL teachers have positive perception towards the needs of textbook adaptation.

Based on the analysis of the data, even if almost most of the teachers have positive perception towards textbook adaptation, all of the respondents lack awareness about the term itself since they responded neutral/undecided for many items in the questionnaire. During the interview, it was disclosed that all teachers (who were interviewed) asked the researcher for clarification about textbook adaptation and finally they showed a positive perception about the needs of textbook adaptation. This finding opposes the findings of Addisu, (2012) because in his study, he concluded that teachers had negative attitude towards textbook adaptation. So, this shows that the findings of the previous study contradict with the findings of the current study.

However, Addisu's (2012) finding presented that secondary school teachers have negative perception towards textbook adaptation, Scottb et al (1998) and Diniah (2013) finding revealed that teachers perceived positively about textbook adaptation. Similarly, the current research finding revealed that preparatory school teachers perceived positively about the needs of textbook adaptation. That is why; teachers' questionnaire and interview results confirmed that EFL teachers have positive perceptions of textbook adaptation. Moreover, teachers' perceptions have an enormous effect on their practices of textbook adaptation and its literature indicates a strong link between teachers' perception and the practices of textbook adaptation.

EFL Teachers Practices of Textbook Adaptation

The second research question that aimed and was formulated to assess the extent to which textbook adaptation practically practiced in preparatory schools. To this effect, the research question was, how do EFL teachers practice textbook adaptation? The two groups (teachers and students) reacted either through questionnaire or the interview. To substantiate the data, structured observation with field note was also made. The responses of the EFL teachers to questions related to their actual practices of textbook adaptation were validated by the responses of students. Moreover, they were triangulated by classroom observation and interviews.

According to the result obtained from teachers' questionnaire analysis (the grand mean is 2.48) which indicates teachers rarely adapt textbooks, the result obtained from students' questionnaire analysis (the grand mean = 2.66) indicates sometimes teachers adapt textbooks, the result gathered from classroom observation and the result obtained from the interview about the practices of textbook adaptation is rare. Therefore, according to the, the analysis, it is possible to conclude that teachers in the referred schools are not frequently employing textbook adaptation.

Regarding about areas of textbook adaptation, the finding from questionnaires, interview and observation revealed that teachers sometimes practiced on the content, methodology and assessment techniques of the textbook but in relation to the objectives of the textbook, they rarely practiced them. This is supported by Clarke, (1989) the textbook may be adapted its content when there is some limitation on it, adapt the methodology of the textbook when it does not engage students actively, adapt the assessment techniques when it cannot measure students appropriately and adapt the objective of the textbook when it is not achievable. What is more, Ellis (1986:47) defined that it is the process of "retaining, rejecting, reordering and modifying" the contents, methodologies, assessment techniques and objectives in the areas of the textbook. Therefore, teachers, in the referred schools sometimes adapted the contents, assessment techniques and methodologies of the textbook but they do not adapt the objectives of the textbook.

Concerning the uses of different techniques of textbook adaptation, even if, the generally the implementation of textbook adaptation techniques is infrequent, some techniques of textbook adaptations are frequently practiced by EFL teachers. These are addition in the grammar parts of the textbook and omission in the skill based activities of textbook. This finding is similar with that of Addisu, (2012) and Melsew (2017) findings. That is why, their conclusion on teachers' practice of textbook adaptation was very low but EFL teachers often use too much addition for grammar and too much skill based

tasks of the textbooks. In addition, As Madsen & Bowen (1978:9) stated that adaptation is the action of employing "one or more of a number of techniques: supplementing, expanding, personalizing, simplifying, modernizing, localizing or modifying cultural or situational context. In addition, Tomlinson (1998b:11) stated that sometimes, adaptation is referred to "reducing, adding, omitting, modifying and supplementing." Thus, EFL teachers, in the referred schools often use addition in the grammar part of the textbooks and omission in the skill based activities of textbooks.

The Relationship between Teachers' Perceptions and their Actual Practices of Textbook Adaptation

The third research question that aimed to assure whether there is a relationship between teachers' perception and their practices of textbook adaptation or not. Due to this, the research question was, "Is there any relationship between teachers' perception and practices of textbook adaptation?" In order to answer this research question, teachers reacted through questionnaires. The responses of the EFL teachers to questions related to their perception as well as their actual practices of textbook adaptation were changed into percent so as to easily measure their relation. Moreover, the data were calculated with Pearson Correlation. Therefore, the Pearson Correlation result ($r = 0.374$) which indicated that the correlation co-efficient between the perceptions of teachers about the needs of textbook adaptation and their actual practices are positively correlated. In addition, the degree of their correlation is weak.

This finding is supported by Barcelos (2000) who reports that language teachers' perceptions influence what they do in the classrooms. Similarly, Yu (1986) mentions that teachers' perceptions influence what teachers do both inside and outside the classrooms. Therefore, teachers must be aware of what they perceive and believe when conducting their daily teaching practices. This means that teachers' perceptions are the basis for teacher to form judgment or make decisions. In addition, teachers' perceptions result in how teachers deal with shortcomings in their teaching situations Moloi (2009). Moreover, Jia (2004) states in her study that some researchers believed that as behavior is led by thought, exploring teachers' perceptions and beliefs help gain deeper understanding of teachers' behaviors in classrooms and provide guidance for enhancing teachers' practices. In consequence, teachers' perceptions have played a crucial role in textbook adaptation in the teaching and learning processes. Therefore, EFL teachers' perception about the needs of textbook adaptation is positively correlated with their actual practices of textbook adaptation.

Challenges that Affect the Practices of Textbook Adaptation

In this part of the discussion, there were thirteen items assumed to be challenges that defect the implementation of textbook adaptation. These challenges can be seen in different perspectives that are in relation to teachers, in relation to schools and in relation to context. Therefore, in order to assess the extent of such challenging factors that affected teachers for the practices of textbook adaptation, the results are discussed as follows.

Teacher Related Challenges

The first part of the challenges that were considered as teachers' related factors that affected the implementation of textbook adaptation. The results obtained from teachers with the grand mean score is 4.02 which is found between 3.5-4.49 so it inclined to highly. Therefore, shortage of knowledge about the concept of textbook adaptation, lack of adequate skills to adapt textbooks, lack of confidence, lack of commitment and lack of teaching experiences are highly challenging teachers to adapt their textbooks.

Similarly, the interview result also indicated that teachers do not have inadequate knowledge about the concept of textbook adaptation, they are not skilled to adapt textbooks, and they are not adequately equipped due to low experiences of teaching. As a result, it is possible to conclude that EFL teachers are highly challenged by those teacher related factors to adapt their textbooks. This finding is supported by Littlejohn (1998), Addisu (2012) and Melsew (2017). They explained the effect of lack of awareness about the concept of textbook adaptation, lack of appropriate skill to adapt the textbook, and lack of professional development training. These are some examples of challenges of textbook adaptation for English language teachers that hinder them from practicing textbook adaptation in the classroom.

Thus, shortage of knowledge about the concept of textbook adaptation, lack of adequate skills to adapt textbooks, lack of confidence, lack of commitment and lack of teaching experiences are examples of challenging factors that affect the implementation of textbook adaptation.

School Related Factors

The second part of the challenging factors, which were considered as school related factors that affect the implementation of textbook adaptation, obtained from teachers' questionnaire with the grand mean score is 4.04 which is found between 3.5-4.49 so it inclined to

highly. Therefore, absence of giving motivation for teachers to adapt textbooks, rigid rules of the school and unnecessary pressure from staff members in the school that defect them not to do it properly highly affected teachers to adapt their textbooks.

Similarly, the interview result also indicated that the absence of giving motivation for teachers to adapt textbooks, rigid rules of the school and unnecessary pressure from staff members in the school that defect them not to do it properly are also highly affected teachers to adapt their textbooks.

As a result, it is possible to conclude that EFL teachers are highly challenged by those school related factors to adapt their textbooks. This finding is supported by Littlejohn (1998), Addisu (2012) and Melsew (2017). They explained the effect of lack of motivation, excessive institutional power, and lack of professional development training. These are some examples of challenges of textbook adaptation for English language teachers that hinder them from practicing textbook adaptation in the classroom. Therefore, the absence of giving motivation for teachers to adapt their textbooks, rigid rules of the school and unnecessary pressure from staff members in the school are some of the challenges that affect the practices of textbook adaptation.

Context Related Challenges

The last part of the challenging factors that was considered as context related factors that affect the implementation of textbook adaptation. The results obtained from teachers with the grand mean

score is 4.69 which is found above 4.5 so it inclined to extremely. Therefore, shortage of materials that enable them to adapt their textbooks, time constraints for preparation and the assessment methods of national exams extremely affected teachers to adapt their textbooks.

Similarly, the interview result also indicated that shortage of materials that enable them to adapt their textbooks, time constraints for preparation and the assessment methods of national exams affected teachers to adapt their textbooks.

As a result, it is possible to conclude that EFL teachers are highly challenged by those context related factors to adapt their textbooks. This finding is supported by Littlejohn (1998), Addisu (2012) and Melsew (2017). They explained the effect of time constraints for preparation and the demands from examination (i.e. achievement type), These are some examples of challenges of textbook adaptation for English language teachers that hinder them from practicing textbook adaptation in the classroom.

Generally, like any other educational issue in the teaching-learning process, it is also possible to think that textbook adaptation may have shortcomings or

constraints during its implementation in the real classroom conditions. Of these constraints, the researcher has selected the following as the most serious possible factors that challenging the practices of textbook adaptation in preparatory schools. These factors are selected on the basis of their frequencies in the responses of the teachers. In addition, the data which were obtained from observation and interview also revealed that lack of knowledge and skills about textbook adaptation, inadequacy of resource materials in the school, the assessment methods of the national exams and lack of motivation at the side of schools, were great defects of textbook adaptation that restrain teachers' practices of textbook adaptations. With respect to these problems, the respondents agreed that lack of knowledge about textbook adaptation was the major problem negatively affecting the implementation of textbook adaptation.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The main purpose of this study was to assess the perception and practices of EFL teachers towards adapting textbook in English language teaching particularly in the case of three selected preparatory schools namely (Debre Markos, Ethio-Japan and Sewoch Lesewoch Amber) in East Gojjam Zone, Amhara region. All the subjects of this study were English language teachers who were teaching grade twelve in secondary school (second cycle) and students in the referred schools. The data were gathered using questionnaires, classroom observations, and interview. The questionnaires were administered to all 38 English language teachers in the three schools and 185 students from the same schools. All teachers and students returned the questionnaires. The classroom observation was conducted with six teachers who were teaching grade twelve students. The interview was also conducted with six EFL teachers who were included in observation. The data obtained through questionnaires and classroom observations were analyzed in descriptive statistics (percentages, mean and grand mean values) and in inferential statistics (Pearson correlation). Based on the analysis of the data, the following findings were obtained. The analyses of the data which obtained from teachers indicated that almost all of the participants of the study have perceived textbook adaptation positively. However, the extent of perception varies between teachers to teachers. Moreover, it was indicated that the teachers were assured that when they practice textbook adaptation and make it more suitable to students, the students learn better and engage more in the teaching and learning process. Teachers believe that textbook

adaptation plays an important role in creating conducive environment for learning. Those teachers who developed negative feeling towards textbook adaptation responded that textbook adaptation adds more work and requires additional effort.

The analysis of the data disclosed regarding the practices of textbook adaptation in preparatory schools were found to be infrequent. The teachers confirmed that they practice textbook adaptation in their classrooms "sometimes", which lead to the conclusion that the practices of textbook adaptations are low/ infrequent. On the other hand, the practices of textbook adaptation varied as indicated in the analysis of the data. Accordingly, most EFL teachers give additional notes for grammar parts and omit skill based tasks frequently due to this addition and omission are the two predominantly employed textbook adaptation techniques in preparatory schools; Contents, assessment methods and methodologies of teaching are the most commonly employed areas of textbook adaptation.

The correlation co-efficient result $r = 0.374$ which showed on the one hand, the correlation between teachers' perception about the needs of textbook adaptation and their practices of textbook adaptation were positively correlated. On the other hand, the degree of correlation between teachers' perception about the needs of textbook adaptation and their practices of textbook adaptation was weak.

The findings on thirteen factors indicated that how textbook adaptation was affected in various ways. Those were grouped as teachers' related factors/ challenges, schools related factors and situation related factors. The majority of the teachers asserted that lack of awareness and skill about textbook adaptation, lack of resource materials and shortage of time for preparation were basic challenges that restrain teachers from adapting textbook greatly affected the implementation of textbook adaptation. Other factors suggested as problems for the effective implementation of textbook adaptation were absence of reward from the school and unnecessary peer influences were also indicated as the major problems in implementing textbook adaptation.

CONCLUSION

In this study attempts have been made to assess English language teachers' perceptions and practices of textbook adaptation with particular reference to EFL teachers at Debre Markos, Ethio-Japan and Sewoch Lesewoch Amber preparatory schools. Therefore, based on the data obtained through the instruments, the following major conclusions were drawn:

1. The finding of this study indicates that most of the teachers involved in the study have perceived textbook adaptation positively. Thus, it was indicated that the

participant groups assured that when the teachers perceive positively towards textbook adaptation, they practice it more as a result students learn better in language class room. In addition, the participants viewed that textbook adaptation plays an important role in developing suitability of the textbook for students.

2. The analyses of the data disclosed that the extent of the practices of textbook adaptation in the referred schools was found to be low. The two groups of the respondents (teachers and students) confirmed that teachers practice of textbook adaptation in their classrooms “sometimes” and relatively their response approaches to “rarely”, which leads to draw the conclusion that the practices of textbook adaptation was below the required level or infrequent. In spite of teachers’ practices of textbook adaptation was infrequent, EFL teachers often use addition and omission types of textbook adaptation techniques. In addition, they sometimes adapt contents, methodologies and assessment in relation to areas of textbook adaptation.

3. This study indicates that the relation between teachers’ perceptions about the needs of textbook adaptation and their actual practices of textbook adaptation which was confirmed by Pearson correlation tests. The correlation co-efficient result was 0.374 so this showed that that teachers’ perceptions about the needs of textbook adaptation and their actual practices are positively but weakly correlated. Although teachers perceived positively and positive perceptions of teachers have played a crucial role in textbook adaptation, teachers’ actual practice of textbook adaptation is below a required level.

4. Concerning on the challenges of textbook adaptation, the finding of this study asserted that the majority of the teachers asserted that lack of awareness and skill about textbook adaptation, lack of resource materials and shortage of time for preparation were basic challenges that restrain teachers from adapting textbook greatly affected the implementation of textbook adaptation. Other factors suggested as problems for the effective implementation of textbook adaptation were absence of reward from the school and unnecessary peer influences were also indicated as the major problems in implementing textbook adaptation.

RECOMMENDATIONS

Based on the findings of the study, the researcher would like to recommend the following so as to the effective implementation of textbook adaptation in order to improve the quality of English language teaching learning in preparatory schools.

- 1 EFL teachers are not aware of the principles and practices of textbook adaptation so the researcher suggests that teachers should get adequate concepts about textbook adaptation so as to equip them with different training programs. In addition universities should incorporate the course of textbook adaptation in curriculum with both in undergraduate and postgraduate programs.
- 2 So as to engage students actively in language teaching by making the textbook suitable to students, EFL teachers should use techniques of textbook adaptation flexibly. In other words, teachers should be familiar with textbook adaptation techniques and apply them in line with the principles and theories that various scholars proposed. In addition, EFL teachers should make the contents, methodologies, assessment techniques and objectives of textbook suitable to their students’ interest, age and level before they begin teaching.
- 3 EFL teachers should give special attention for textbook adaptation so as to cater of their students’ interest and make it more enjoyable.
- 4 EFL teachers should adapt both grammar and skill based tasks by giving equal chance for both of them accordingly. In addition, teachers should also apply their professional judgment for both rule oriented and language skills oriented activities in the textbook.
- 5 Finally, the researcher advised potential researchers to conduct further inclusive research in the field, so as to enable teachers successfully applying textbook adaptations.

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