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Abstract

In Germany, where every federal state has a different educational philosophy and diverse legal circumstances, the practices of English teachers vary considerably. In Bavaria, where the present study was conducted, English only became a mandatory primary school subject in the school year 2005-2004. Because a specific training for becoming primary school English teacher was only integrated into the university curriculum after that year, the majority of current primary school English teachers have not been trained to teach this subject so they lack the methodological background. Therefore, coursebooks with detailed teaching ideas and pedagogical explanations for lesson planning become an essential part of their profession providing guidance and feeling of security. Some German scholars have noted; however, these teachers mostly devise other materials like worksheets to replace or supplement the English coursebooks (Fuchs et al., 2010). The present study aims to critically reflect on perceptions, preferences and expectations of English teachers at German primary schools concerning their coursebook usage. After presenting and discussing the research results, the paper proposes some ideas for striking a balance between teaching English with and without a coursebook. Different stakeholders can thus collect useful ideas for improvement, including teacher trainers, teachers, student teachers, school administrators, and publishers.

Introduction

At the very beginning of the discussion, it would be useful to briefly define coursebook and self-designed materials. A coursebook is "a book that teaches a particular subject and that is used especially in schools and colleges" (Oxford Advanced Learner's Dictionary, 2000, p. 1343). Coursebooks are usually part of a course package with various supplementary materials, such as CDs, a student's book, activity book, and DVDs. However, self-designed materials are teaching aids that have been completely or partly developed by teachers for their own teaching context (Sahin, 2020, p. 107). These materials are either created from scratch or collect, compile, and adapt online and offline resources, e.g. from the Internet, colleagues, or other coursebooks.

Regarding the literature on materials analysis and development, there are many publications discussing the advantages of using coursebooks versus self-designed teaching materials (e.g. Hutchinson & Torres, 1994; Sheldon, 1988; McGrath, 2002; Tomlinson, 2003; Mukundan, 2007). On critical reflection, however, an alternative approach is needed, namely discussing provocative arguments against using either coursebooks or self-designed materials. In the following parts, the arguments against using coursebooks will be discussed firstly which will be followed by arguments against using self-designed materials to create a debatable basis for a further discussion.

The first argument against using coursebooks is the belief that coursebooks are inflexible. State schools in Germany have a federal curriculum that must be reflected in coursebook selection. Therefore, teachers usually follow coursebooks rigidly to complete them by the end of the school year to fulfill the curricular requirements of the local ministry. Teachers feel overwhelmed with the number of topics to be covered in the lesson plans scripted by coursebooks, which prevents them from diverging from standardized curriculum. Furthermore, because they have to track the structure and outline prescribed in coursebooks, teachers have little opportunity to implement contextual grammar and vocabulary teaching, namely teaching and revising in a meaningful context according to the teaching situation and the topical focus of the lesson (Aufenanger, 1999, p. 5). The second contradictory argument against coursebook usage is the hypotheses that coursebooks disregard individual differences. Coursebooks do not usually consider individual differences in given teaching contexts. For example, students entering secondary school in Germany are very heterogeneous in English level, which makes

in-class differentiation almost essential for authentic, personalized, and convincing teaching (Criblez & Nägeli; Stebler, 2010, p. 27). Teachers in Germany expect, for instance, that people with disabilities, disorders, learning difficulties, and different skin colors should be considered in coursebook design to enable integrative and inclusive teaching, e.g. providing extra helpful activities, or including such people in illustrations and pictures of coursebooks. The third reason speaking against using coursebooks is the belief that they are boring. Coursebooks are sometimes considered boring by both teachers and students because they are repeated every year and usually out of date, particularly topics, illustrations, and language due to a rapidly changing world. Teachers therefore have to use their creativity and motivation to update coursebook contents with current topics by also conferring with their students about their interests. Another statement against coursebook usage is the belief that coursebooks are hardly contextualized. Although publishers cooperate with teachers and authors to design local coursebooks, a great number of globally published English teaching materials are not suitable for all teaching contexts (Kiersch, 1997, p. 359). Global coursebooks usually include elements that can be culturally, socially, or ethically unfamiliar to local students. They may find it difficult to understand or relate to certain materials, such as eating pork for Muslim students. Awareness raising concerning materials analysis and selection should therefore become an important part of teacher training programs to enable teachers to handle such sensitive issues in a culturally appropriate manner. Finally, it is generally believed that coursebooks removes the ownership of teaching from teachers. Swan (1992) emphasizes that coursebooks can be problematic in freeing teachers from their teaching responsibility: "it is easy to just sit back and operate the system, secure in the belief that the wise and virtuous people who produced the textbook knew what was good for us" (1992, p. 2). However, teachers and students should be owners of their own teaching and learning process to take responsibility (Allwright, 1990; Jordan, 2016).

In the same way, the usage of self-designed materials is criticized because of various reasons. The first argument is that self-designed materials prevent standardization. Self-designed materials are far from enabling standardization across classes within the same school or country. In some settings, where teaching objectives are determined by curricula or exams that students must pass for their further educational career, e.g. Germany's school leaving exam (*Abitur*) or university entrance exams, it is necessary to have the standardization provided by coursebooks. In support of this view, O'Neill (1982, pp. 106-107) argues that many coursebooks are suitable for almost all needs because "there is often a common core of needs shared by a variety of groups in different places studying under different conditions at different times". Self-designed materials are criticized also because of the fact that they are likely to lack a structure or lesson plan for teaching. Coursebooks provide teachers with complete guidance and a basic framework (Nieweiler, 2000, p. 18). This gives teachers a sense of security and helps them save time in lesson planning. Self-designed materials cannot offer this clear structure with clearly marked and signposted phases, regularly scheduled events, and clear and fair turn allocation for student participation (Hutchinson & Torres, 1994, p. 319). Self-designed materials' being unsuitable for heterogeneous learner profiles is another discussion point. Self-designed materials can be implemented more suitably with homogenous groups of leaners. However, the majority of learners have different English proficiency levels. Without a resource or guide provided by a coursebook, the teacher must continuously answer the questions of students, which can become complicated and laborious in large classes (Nieweiler, 2000, p. 19). Such materials may also fail to support individual learning for revision and preparation. Coursebooks allow students to revise what has been covered, look ahead to forthcoming lessons, and prepare themselves. In this sense, they encourage individual learning outside the classroom by operating as a reference or resource by including, for example, lists, figures, and charts of grammatical rules (Michler, 2005, p. 45). In addition to the reinforcement of autonomous learning, teachers use coursebooks to assign homework and supplementary activities (Sandfuchs, 2010, p. 19). Finally, coursebooks are also used by parents or other people helping students learning languages as a road map. Impracticality is another issue which is criticized concerning using self-designed materials for teaching. Teachers need a lot of time to design own materials because they have to research, gather, and edit them. Moreover, preparing teaching materials for classroom use may cause teachers high material and copying costs. Since home-made materials tend to get damaged or lost very quickly, teachers must also invest more time to protect them, e.g. in storage, sharing, or transporting. The quality perspective is another point to be considered because self-designed materials are usually believed to be of poor quality. Teachers who frequently use online resources and teaching materials borrowed from their colleagues must be attentive because such materials may be inappropriate concerning their language and content. Most self-designed resources may be ineffective because they are badly structured, cause information overload, and contain mistakes. Therefore, teachers, especially novices, must be well equipped with media competency, materials analysis and development skills to analyze these resources professionally. As a final point, an official aspect which must be regarded is that self-designed materials cannot be used in schools without administrative approval. Teachers must persuade their colleagues, school administration, and parents to accept self-designed materials. Schools are formal institutions in which education takes place within a specific framework established by educational policy. This in turn determines the curriculum, lesson plans, school-intern regulations, etc. Furthermore, parents

wishing to support their children's learning prefer having coursebooks for guidance and reference (Kiersch, 1997, p. 355). This makes it harder for teachers to provide plausible arguments in favor of using self-designed materials for teaching English while abandoning coursebooks.

Considering these common beliefs concerning disadvantages of coursebook and self-developed materials usage and the heterogeneous academic background of primary English teachers in Germany due to belated integration of English teaching in primary schools as well as the relevant teacher training at universities, three research questions were formulated:

1. What types of materials do primary teachers of English use in their English lessons?
2. What are the reasons of primary English teachers to use coursebooks or self-designed materials?
3. What aspects define good language teaching materials for primary school English teachers?

At this stage of the study, various methodical considerations were scrutinized to find the most appropriate research method to answer the above listed questions. As a result, utilizing a questionnaire with open and closed questions proved to be particular suitable for the target group of the study which will be explained more in detail in the following part.

Method

During the first personal contact with the target group of this study, primary English teachers stated their readiness for a cooperation as long as the study is conducted anonymously and online, meaning without being physically present. Their argument for their preference was the tight schedule at school and time-constraints. For ensuring higher return rate, an online questionnaire was generated by giving them the opportunity to answer the questions at their suitable times. Another method for increasing the response rate was formulating the questions in German that would take shorter time to answer the questions. The questionnaire contained four main parts. The first part included five questions that are devoted to gather information about participants' socio-demographic and professional background, such as year of professional experience, type of university education. In the second part, the participants were asked three open questions to state and justify their preferences regarding teaching materials, namely: What types of materials do you use during your lessons? What are your reasons for using coursebooks / other materials? If you use other materials, what types of materials are these (self-developed / external sources)? Part three contained an open question requesting a personal identification of the characteristics of a good primary school English coursebook (What aspects define a good English coursebook for primary school?) and a Likert-scale with 14 statements about coursebook characteristics to be rated according to their importance for participants (see Table 1). The last open question of the questionnaire raised to collect ideas for improvement of the participants regarding the content, structure, and layout of the future coursebooks.

Table 1. Options for Question 11

Question 11: To what extent do you agree or disagree with the following statements about coursebooks? Please select one answer per raw		strongly disagree	disagree	neutral	agree	strongly agree
1	The coursebook should offer a variety of supplementary materials (e.g. teacher's manual, CD, hand puppet).					
2	The layout is important (e.g. format, cover).					
3	The coursebook should contain a central character.					
4	The coursebook should follow a coherent storyline.					
5	The coursebook should cover current topics.					
6	Intercultural competence should be taught with a focus on Great Britain and the USA.					
7	The exercises and activities should appeal to different learner types (e.g. auditive, visual).					
8	The coursebook should contain child-friendly drawings.					
9	Differentiation should not be part of the pupil's book.					
10	Heterogeneity should be portrayed within texts and pictures (e.g. characters with different origins, with disabilities).					
11	The coursebook should solely be written in the target language.					
12	Physical activities should be incorporated (e.g. TPR).					
13	The supplementary materials should contain an audio CD with texts for listening activities.					
14	The coursebook should offer many communicative occasions for interaction.					

Finally, 30 primary English teachers wanted to attend the study (26 female, 4 male). Fifteen teachers had been working as a teacher for or less than 13 years. This means that the half of the participants had only begun to work in primary schools after English became a mandatory school subject in 2003-04. Twenty teachers had not received academic teacher training for teaching English at all. English is taught as curricular foreign language in Grade 3 and 4 at Bavarian primary schools. The majority of the participants (N=22) taught English in both grades. Most of the participants (N = 12) taught English at primary schools in Augsburg, Bavaria.

Finding enough participants was one of the limitations of the study despite taking important steps, such as designing the research instrument in the mother tongue, asking clear questions using a variety of response types, cooperating and communicating with schools and teacher associations, relying on voluntary participation rather than ministerial assignment, and promoting the study at a national conference. Another limitation was building a balanced group of participants concerning gender. However, it was not a goal of the study to find a representative sample of teachers. Indeed, the percentage of male participants (13%) was close to the overall percentage of male primary school teachers in Bavaria, which according to the Bavarian Ministry of Education, was 8% in 2015-16 school year (KM Bayern 2016, Schule und Bildung in Bayern, 2016, p. 38).

Results

The first research question was raised to find out what teaching materials the participants prefer using for their English language teaching. The majority of the participants (N=23) stated that they use both coursebooks and self-designed materials. Three of the remaining seven teachers pointed out that they only used coursebooks for their classes and they had an academic background for teaching English at primary schools. Finally, four participants noted that they do not use coursebooks at all.

The second research question explored the reasons of primary English teachers to use coursebooks or self-designed materials. It was an open question for giving spontaneous and multiple reasons. The most frequent justification for using a coursebook was the abundance of helpful supplementary materials by the publishing houses, such as CDs, DVDs, stories, and teacher's manuals. The second mostly mentioned reason was that coursebooks provide teachers with a well-structured overview of curricular topics and useful hints for lesson planning. The third motive was that listening comprehension activities and accompanying listening materials such as CDs help students to be exposed to authentic usage of English spoken by native speakers. Furthermore, the participants find different illustrations of coursebooks, such as drawings, pictures and flashcards very useful and learner-friendly for young learners. As the fifth reason, they state that coursebooks, that are already available in school libraries, are the best time-savers because teachers do not have to design or collect their own materials. Moreover, teachers can confer with their colleagues to exchange further teaching ideas and tool because other teachers had been using the same coursebooks for a certain amount of time at the same school.

Regarding justifications for using other materials, the most frequently mentioned argument was flexibility of other materials that can be easily adjusted according to specific needs of different teaching settings. Moreover, they reinforce teaching contexts by providing additional practice opportunities. In the third place, other materials usually compensate for the lack of authenticity in coursebooks. Therefore, the teachers explained that they use YouTube clips, picture storybooks, and materials to keep their lessons as authentic as possible. Fourthly, the participants revealed that other materials boost leaners' motivation to learn English because young learners can relate more to up-to-date contexts from real life. Finally, other materials keep daily teaching more exciting for students as their content cannot be foreseen as chapters of a coursebook, but they are unexpected and surprising.

In the next open question of the questionnaire, the teachers were asked to list the other materials that they use to supplement or/and substitute their coursebooks. They mostly prefer using self-designed materials that they produce at home, such as flashcards, picture cards, worksheets, or games. Second, they mentioned creating authentic picture storybooks in various formats, such as mini books for circulating among students in the classroom or large-size books to read in front of the whole class. Third, the participants mentioned online materials, particularly platforms offering teaching materials, such as the British Council (www.learnenglishkids.britishcouncil.org/en), publishers' websites, and teachers' blogs. Fourth, some teachers used other coursebooks and their supplementary materials, for example from their school library. Fifth, teachers collected materials for classroom teaching, such as postcards, souvenirs, banknotes, menus, posters, fruits, or puppet house furniture. They also had diverse collections of games, puzzles, and music CDs. Finally, some participants mentioned cooperating with school colleagues and working groups from other states to exchange materials.

In question 10, the participants were requested to define characteristics of a good coursebook for teaching English in primary school. It was again an open question with a multiple answer option. According to their personal opinion, a good coursebook

- has a clear structure providing a precise overview of teaching contents;
- is child-friendly with an appealing layout;
- is accompanied by useful supplementary materials, such as a teacher's manual, student's book, multimedia materials, and flash cards;
- contains diversified and differentiated activities;
- complies with the current curriculum; and
- is manageable over school year.

In question 10, teachers were asked to agree or disagree with 14 statements on a five-level Likert scale. Nearly two-thirds (N=19) of participants totally supported the idea that coursebooks should offer a variety of supplementary materials. Twenty-two teachers agreed in the importance of coursebook layout (format, cover page, etc.). Responses to the statement whether a coursebook should have a central character or protagonist were diversified, namely seven teachers stayed neutral whereas 12 teachers disagreed and 13 of them agreed with the item. Similarly, the rating of the fourth item was differentiated: 13 teachers disapproved of having a coherent storyline, nine teachers were neutral, and only eight participants agreed with the item. "The coursebook should cover current topics" was evaluated in the following way: eleven teachers were neutral whereas 10 teachers agreed and 11 teachers disagreed with this point. Over two-thirds of participants (N=27) agreed with promoting intercultural competencies with a focus on Great Britain and the USA while one participant disagreed and two participants remained neutral. Regarding the opinions for the item 7, all of the participants agreed with the idea that the exercises and activities should be appropriate for different learner types, such as visual, haptic. Almost half (N=14) agreed that there should be child-friendly drawings rather than authentic photographs while nine were neutral, and seven disagreed. Most of the participants (N= 13) disagreed that differentiation should be integrated into teaching by the teacher rather than presented in the coursebook. A great majority (N=21) of the teachers agreed that coursebook texts and illustrations should include heterogeneity while eight teachers were neutral and one teacher disagreed totally. The reactions of the research group were divided into two equal fronts and half of the group agreed and the other half disagreed with the statement that coursebook should only be written in the target language. Twenty-five teachers agreed that there should be coursebook tasks that get students moving and acting. Likewise, twenty-six teachers totally agreed with the idea that supplementary materials should include audio CDs with activities to train listening comprehension. Finally, all participants either totally agreed (N=25) or agreed (N=5) that coursebooks should offer many communicative opportunities.

In the last open question of the questionnaire, participants expressed their expectations and recommendations to optimize the quality of coursebooks in the future. Only a few teachers made use of this part to articulate their expectations. The majority of the participants recommended that authentic materials such as stories, games, etc. should not be simplified or abridged for German young learners. Moreover, they expect that the chapters about special days should be chronologically integrated and handled in coursebook, but not compiled at the end of the coursebooks as supplementary topics. Publishers should also provide a regularly updated website for each coursebook with special topics, communicative activities, etc. The participants added furthermore that they are generally satisfied with the local English coursebooks and acknowledged that there is no perfect coursebook.

Discussion

Prior to conducting this study, it was predicted that teachers without training for English teaching would prefer using coursebooks more frequently than participants who had studied English to become a primary school English teacher. The assumption was that they lacked the professional background, especially methodology, for teaching languages; hence, they would depend more on teaching with coursebooks. Conversely, it was predicted that younger English teachers would prefer to ignore their coursebooks and teach only with their self-designed materials. However, both these hypotheses were refuted. Regardless of their university background and length of professional experience, participants used both coursebooks and other materials. The latter are usually self-designed and mostly adapted from other coursebooks and their supplementary materials or authentic materials. Unexpectedly, these teachers did not primarily prefer to use the Internet or exchange materials with colleagues.

The participants also showed that they do not support the idea of having a protagonist or main character in coursebooks, e.g. an animal or cartoon figure, who is involved in storylines and other parts of a coursebook. Instead, they favor a coursebook without a storyline that should be followed chapter by chapter. This reflects teachers' tendency to avoid following a coursebook strictly, but rather to complement and supplement it with

self-designed and self-selected materials. Similarly, their preference for not having a storyline with a main character may indicate that they need flexibility in using a coursebook. This makes sense because primary classrooms reflect German society's heterogeneity, which does not allow teachers to follow a single classroom methodology.

At first sight, supporting the promotion of intercultural competencies through a focus only on Great Britain and the USA might appear to promote one-sided intercultural teaching because English is not only spoken in these countries. However, the teachers stated that including many different English-speaking cultures can be confusing and overload primary school pupils. Nevertheless, teachers agreed with raising awareness of English as a lingua franca by mentioning it in lessons, as implemented in the latest coursebook editions, e.g. explanations with maps or short stories.

The participants recommend that coursebooks should include child-friendly and up-to-date illustrations. However, teachers will still need to supplement und update such features given that the world changes very quickly whereas the coursebooks are only updated every eight years in Bavaria. Indeed, teachers do not always welcome new editions as they have already studied the current coursebook and improved it with their own supplementary materials (Harmer, 2007, p. 181f.; Podromou, 2002, p. 26f.; Ur, 2012, p. 198). A new edition therefore entails significant extra preparation time. Regarding the inclusion of mother tongue, teachers find curriculum-related explanations in German very useful along with some grammar explanations. However, they prefer that publishers strike a balance by avoiding a big amount of German language.

Some scholars assume to observe fairly often that primary school teachers use more worksheets and supplementary materials than other teachers (Heckt, 2005; Peschel, 2005; Herbst, 2005; Bauer, 2010). They argue that such materials can be used more flexibly than the coursebooks. Especially less experienced teachers or those without specific teacher training and/or training for teaching English as a foreign language state that they need a book to feel secure (Harwood, 2010, p. 20). However, this is challenging because sticking to a standard coursebook without adapting it to the dynamics of a given classroom setting may not be the most motivating way of teaching since the most heterogeneous students in Germany are at primary school. Consequently, the curriculum and lesson plans must be adapted according to students' individual differences and needs.

In this regard, publishing houses should offer free extra materials and more professional development opportunities like seminars and workshops for practitioners to become more familiar with new coursebooks and applying them in real learning situations. Teachers should use professional development resources like webinars, blogs, and online chat support. Both sides should get to know and cooperate with each other better. Finally, while evaluating coursebooks, teachers should be encouraged to use different techniques, e.g. checklist grids (Sahin, 2020, p. 108), to identify their strengths and weaknesses in order to adapt or supplement them.

Teachers find over-reliance on a single coursebook inappropriate for various reasons. In particular, they are too local, global, or complicated for a given learning situation. They, therefore, attempt to supplement their coursebooks with self-designed materials, whether their own, from colleagues, or based on online and offline materials. These can better tap into learners' interests and learning styles so that the materials are more stimulating and engaging (Tomlinson, 1998). Modern coursebook packages also provide many opportunities through a wide range of extra resources, including video content, imitable activities, online components, teacher's guides (which include ideas for tasks, extensions, projects, etc.), apps, dyslexia-friendly pages, workbooks, e-books, interactive presentation tools, and web-based extra resources. Teachers can use these banks of materials (Jordan & Gray, 2019, p. 444) as they are, or adapt, extend, or supplement them. They can also exchange materials with other teachers, invest in longer lasting materials (e.g. laminated), try out new ideas, and subscribe to teachers' magazines.

Conclusion

Should teachers now abandon their coursebooks? Even Thornbury (2009), the founder of the Dogme Approach, admits that coursebooks may have advantages, such as including motivating topics and texts for learners. He, therefore, suggests selecting resources carefully to make lessons more learner centered, e.g. using real life interaction and conversation (Thornbury, 2005, p. 2). However, because English is a lingua franca and learned by millions of people worldwide, it is not commercially feasible for international publishers to produce teaching materials catering for specific local demands in each country. Coursebooks are therefore generally written for a certain market while merely considering the social, cultural, and educational background of the teaching setting

(Stranks, 2012, p. 125). Even coursebooks marketed by local publishers are somehow standard and unable to meet the specific expectations of extremely heterogeneous learning groups within one teaching context.

Despite these issues, coursebooks are required in most schools and prescribed for almost every school subject. Teachers should move well beyond simply transferring knowledge from coursebooks to learners; they should become materials analysts and developers to find a healthy balance between using coursebooks, self-designed materials, and supplementary materials in a flexible manner for teaching English. In support of this approach, Halliwell (1992) argues that "there are several things that the teacher can often do better than a book" (p. 114). These include conversational speaking and listening practice, adjusting activities in response to the children's reactions, communicating without using words or pictures to support learning of language elements, and implementing learning activities that encourage learners to talk and benefit from interaction (Halliwell, 1992, p. 114). Thus, teachers should use a coursebook "as a menu from which you choose, rather than a recipe which you follow rigidly" (Brewster, Ellis, & Girard, 2002, p. 231). In this sense, teachers believe that coursebooks cannot dictate how they should be used. Instead, teachers should decide what topics are suitable or essential for each group of students considering their interests and needs. Teachers then consult with their students to involve them in their decision-making concerning course objectives, activities, etc. Such a democratic method also helps teachers to humanize their teaching (Jordan & Gray, 2019, p. 444). Soares (2005) describes it as follows:

> Fortunately, there are professionals that are able to teach with the textbook instead of teaching through it. Therefore, teachers can generate new content from within and from outside the materials by skipping sections, tasks and activities or, conversely, by modifying and adapting these elements to the real purpose of the group and concentrate on interpersonal relationships in the class as well (p. 22).

Such teachers take a critical attitude towards coursebook contents, based on critical pedagogy (Canagarajah, 1999, pp. 14-15). Aware of hidden curricula in coursebooks, they do not stick to the contents, but search for a more holistic methodology for teaching English. As mentioned earlier, teaching English without a coursebook may not be that suitable for crowded classrooms while teaching English only with a coursebook may not be that affordable for classroom in which teachers have students from lower socio-economic backgrounds. In either case, the teacher matters. Teachers should be methodologically well equipped to choose the best option for the target group of learners. They must know how to choose a coursebook and how to enrich it with supplementary materials according to the given context. Hence, teacher-training institutions in Germany should prepare future teachers by offering seminars about teaching materials analysis, and development. Unfortunately, however, student teachers often only receive their coursebook too late, just before they start their school practicum.

Another issue discussed by some scholars is the assumption that using coursebooks hinders individual learning. However, students, especially slow learners, need a structure. This provides a road map while they are planning their individual learning. In this sense, coursebooks are an ideal departure point and reference for their self-learning outside the classroom based on their personal progression. This makes it crucial to teach students to work autonomously with their coursebooks and other supplementary materials. For instance, from primary school onwards, they need to learn to understand the symbols, abbreviations etc. in coursebooks that indicate certain types of working.

In training novice teachers about materials analysis and development to optimize their teaching by making such decisions, they must be made aware that "teachers do have a word to say concerning the choice of materials to use in the classroom, including the processes of selection, adaptation, writing and replacing materials" (Azaza, 2012, p. 179). There are different ways to change a coursebook to make it more enjoyable and rewarding for both the teacher and the students. These include authentic stories, videos, interactive students' notebooks, and games that captivate students and keep them motivated and interested in learning. Teachers must also raise students' awareness of how to use coursebooks in and outside the classroom. Teachers can also learn the SARS techniques (selecting, adapting, rejecting, or supplementing a coursebook). They may be asked, especially for higher grades, how to personalize coursebooks and other teaching materials to make them more relevant and meaningful for students. There is a research gap concerning the role of coursebooks in learning from the students' perspective. However, students' critical reflections on the shortcomings of teaching materials are important because students are ultimately the target group of coursebook for classroom and individual learning. The main problem with the coursebook issue is not a quantitative one since there a rich palette of materials to implement for contemporary language teaching; however, it is a qualitative issue due to the lack of diversity (Krumm, 1999, p. 119). This situation makes their careful selection, adaptation and supplementation quite essential. A coursebook is a valuable teaching tool if selected and used appropriately, rather than followed slavishly.

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