

จากหนังสือเรียน “Weaving It Together 3” ถึงหนังสือเรียน “New Weaving It Together 3” มีอะไรปรับเปลี่ยน

From “Weaving It Together 3” Coursebook to “New Weaving It Together 3” Coursebook, What Was Adapted?

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บทคัดย่อ

หนังสือเรียน “Weaving It Together 3 (WIT 3)” ที่ผ่านมามีได้นำมาใช้แล้ว หนังสือเรียน “WIT 3” ในครั้งก่อนไม่ทันสมัยและไม่ท้าทายนักเรียนด้วยการคิดอย่างมีวิจารณญาณ หนังสือเรียนไม่เอื้ออำนวยความสะดวกและไม่เข้าถึงนักเรียน และคำศัพท์สำคัญในหนังสือเรียนไม่ได้นำกลับมาทบทวนใหม่ รูปภาพในหนังสือเรียน “WIT 3” ไม่มีชีวิตชีวา ไม่มีสีสัน และไม่เหมือนจริง ต่อมาในปัจจุบันหนังสือเรียน “New Weaving It Together 3 (New WIT 3)” ได้ตอบสนองนักเรียนในด้านการเตรียมความพร้อม แรงจูงใจ ความรู้ และทักษะการอ่านเขียน หนังสือเรียน “New WIT 3” มีความทันสมัยด้วยรูปแบบที่แน่นอนซึ่งสามารถขยายความรู้ของนักเรียนในเรื่องหลักของหน่วยการเรียนรู้ได้ เครื่องมือของ บิค (2548) ได้นำมาใช้วิเคราะห์และตีความเพื่อหาลักษณะหนังสือเรียน “WIT 3” และหนังสือเรียน “New WIT 3” จากหนังสือเรียน “WIT 3” ไปจนถึงหนังสือเรียน “New WIT 3” เครื่องมือของเกรฟส์ (2543) อีกเครื่องมือหนึ่งได้นำมาใช้วิเคราะห์การปรับเปลี่ยนหนังสือเรียน “WIT 3” ไปเป็นหนังสือเรียน “New WIT 3” ในระดับกิจกรรม ในระดับหน่วยการเรียนรู้ และในระดับประมวลรายวิชา

คำสำคัญ: การปรับเปลี่ยนหนังสือเรียน การวิเคราะห์ลักษณะหนังสือเรียน ทางเลือกที่หลากหลายเกี่ยวกับการปรับเปลี่ยนหนังสือเรียน

Abstract

“Weaving It Together 3 (WIT 3)” coursebook was used at a previous time. “WIT 3” coursebook was not updated and challenged students with critical thinking. The book was not comfortable and personal, and key vocabulary was not recycled. The pictures in “WIT 3” coursebook were not lively, colorful, and authentic. In the present, up comes “New Weaving It Together 3 (New WIT 3)” coursebook which responds to students in terms of preparation, motivation, knowledge, and reading and writing skills. “New WIT 3” coursebook is updated with a certain format which can expand on students’ knowledge of the unit theme. Employed with Bik (2005)’s tool, the textbook feature of “WIT 3” coursebook and “New WIT 3” coursebook was analyzed and interpreted. From “WIT 3” coursebook to “New WIT 3” coursebook, the other Graves (2000)’s tool was used to analyze the adaptation. “WIT 3” coursebook was adapted to “New WIT 3” coursebook at the activity level, the unit level, and the syllabus level.

Keywords: Adapting a Coursebook, The Coursebook Feature Analysis, A range of choices with Respect to Adapting a coursebook

Introduction

The objective of “*WIT 3*” coursebook is to combine reading and writing through a comprehensive, systematic, and engaging process designed to integrate the two effectively. As noted by Kroll (1993), Blanton (1992), and others, reading and writing complement each other. For this reason, they suggest integrating reading and writing as “*WIT 3*” series. In this research, “*WIT 3*” coursebook in 2009 and “*New WIT 3*” coursebook in 2016 are investigated from the previous version in 2009 to the present version in 2016. According to Youngsathian (2016), “*New WIT 3*” coursebook has been updated to be appropriate for Matthayomsuksa VI students to develop their reading and writing skills together with critical thinking skills. Activities in “*New WIT 3*” coursebook are designed for self-study or study in groups and they make students confident to read, write, and speak English. As well as the study of “An Analysis of the English Textbook, *Smart Choice 2*, Student Book” by Meesupsang (2009), the results of this study may pave the way for the development of the instructional material for EFL in Thailand, and Thai academics and teachers may receive some beneficial ideas of material development drawn from the study of “From *Weaving It Together 3*” Coursebook to “*New Weaving It Together 3*” Coursebook, What Was Adapted?”

Objectives of the Study

This study was carried out with the following objectives:

1. To investigate “*WIT 3*” coursebook in terms of the textbook feature analysis form adapted from ACCESS by Bik (2005).

2. To investigate “*New WIT 3*” coursebook in terms of the textbook feature analysis form adapted from ACCESS by Bik (2005).

3. To investigate the adaptation from “*WIT 3*” coursebook to “*New WIT 3*” coursebook in terms of the activity level, the unit level, and the syllabus level.

Scope of the Study

1. This study is conducted with the content of the coursebooks titled “*WIT 3*” and “*New WIT 3*” written by Milanda Broukal and published by Thai Watana Panich in 2009 and in 2016.

2. The study aims at only the main instructional materials, “*WIT 3*” coursebook and “*New WIT 3*” coursebook, and excludes the other teaching and learning materials such as VCDs, CDs, and other supplements.

Literature Review

1. The Textbook Feature Analysis Adapted from ACCESS by Bik (2005)

The textbook feature analysis adapted from ACCESS by Bik (2005) is intended to find out the usability of the textbook in terms of design and organization as follows: 1) Types of Text: skim through the textbook and list all the different types of documents or types of text including graphic texts like graphs, maps. 2) Color: find out if the textbook uses color to convey information. 3) Symbols and Icons: find out if the textbook uses symbols or icons to convey information. 4) Images and Graphics: find examples of a map, chart, and photograph. 5) Organization: make an outline of chapter organization.

2. Textbook Adaptation at the Activity Level, the Unit Level, and the Syllabus Level

Graves (2000) heard the three teachers' voices on adapting the textbook at the activity level, the unit level, and the syllabus level.

Simone Machado Camillo made adaptations at the activity level. The two books she received were focused on grammar. To develop activities, she bypassed the book activity entirely. She adapted the textbooks to provide more opportunities for interaction. She adapted the textbooks for her students so that they could be more active learners. She adapted many activities in warm-up, presentation, practice, and consolidation to meet what her students needed.

Michael Gatto made adaptations at the unit level. He took a course design seminar with Graves (2000), the author who wrote *Designing Languages Courses: A Guide for Teachers*. The author demonstrated how to resequence the textbooks for him and the seminar participants. She cut up the textbook components into pieces and then he rearranged them to suit the needs, abilities, and interests of the students. If the way he sequenced did not work for the students, it did not work for anybody. In each case from the author's investigation, the teachers always have good reasons for sequencing the activities the way they do.

Mary Patten made adaptations at the syllabus level. She added two supplementary materials in conjunction with a textbook. It is a skills-based textbook in the form of theme-based units. She redesigned these additional elements. She modified, adapted, expanded, and created the materials and found ways to incorporate the areas of community building and culture within

fixed thematic units. She could create the two additional components of community building and culture and she included them in the unit themes. She discovered that the theme-based approach helped her a lot.

In short, regarding teachers' voices, adapting a textbook at the activity level is changing, supplementing, or eliminating activities. Adapting a textbook at the unit level is changing the order of activities and adapting existing activities. Adapting at the syllabus level is changing, adding to, or eliminating parts of the syllabus.

Relevant Research

These past studies on adapting a textbook were to study how to adapt a textbook in many ways.

Phuangphet Tonawanik and Nawapun Donovanik (2019) studied teaching materials: adopting and adapting. The study found that novice English teachers have to be used to the textbook based on the curriculum specification at the beginning. After that, teachers should be able to choose textbooks. Textbooks can guide novice English teachers, but they may not respond to a particular group of learners. Textbooks; therefore, need evaluation in many aspects such as content, vocabulary and grammar, and attractiveness. In this study, authentic materials were suggested instead of textbooks. However, the actual language in authentic materials is difficult. For all reasons mentioned, teachers adapt materials by way of altering or mediating existing materials or selecting alternate materials. There are 10 suggestions and 12 considerations on adaptation so that the goals of the course and the students in a particular class are served.

Agba Yoboue Kouadio Michel (2018) studied EFL Materials from adoption to adaptation: definitional, practical, and operational aspects of textbook development by teachers. The study revealed that textbooks cannot fit all, so materials adaptation was suggested to be suitable for adaptors' own circumstances and contexts through evaluation for selection and analysis for implementation and development with Plus, Minus, and Zero at four levels: curriculum, syllabus, units, and tasks/ exercises.

Shanjida Halim and Tanzina Halim (2016) studied adapting materials: revisiting the needs of learners. The study demonstrated that adopting textbooks may deskill teachers and force students to memorize ready-made information. Many times, textbooks do not fit the reality of the classroom or the current needs of the students. However, the results from the questionnaire and the informal/ unstructured interview of the teachers found that the teachers preferred adopting materials for teaching to adapting. Although most teachers like adopting, some teachers would like to adapt materials to meet students' needs. To adapt materials, a method is suggested as follows: adding, deleting, modifying/ rewriting, simplifying, and reordering in order to overcome the lack of 'fit' of the coursebook and to be more relevant to the learners.

Ebrahim Sheikhzadeh Marand (2011) studied the adoption, adaptation, and development of language instructional units. The study showed that textbooks need to be effective and appropriate. To meet the validity of our choice no matter which way we use, adoption, adaptation, and development need the criteria. In this study, there is a variety of criteria for the selection, modification, and development of materials.

In place of some suggestions from many researchers' studies, a questionnaire and an interview of the teachers, or other criteria, this present research is to investigate the two textbooks, "WIT 3" coursebook and "New WIT 3" coursebook. In this study, the teacher-researcher is going to find out how the author who wrote "WIT" series and "New WIT" series adapted the textbook from a previous version to the new version of this time by means of employing Bik (2005)'s tool and Graves (2000)'s tool as the criteria for content analysis.

Research Methodology

1. Subjects

The English coursebooks, "WIT 3" coursebook and "New WIT 3" coursebook, written by Milada Broukal, published by Thai Watana Panich, copyrighted in 2009 and in 2016 were selected as subjects for study.

2. Materials

The instruments employed to collect the data from this research were a textbook feature analysis form and a range of choices with respect to adapting a textbook. The textbook feature analysis form was adapted from ACCESS by Kobkul Bik (Bik, 2005: 13). The textbook feature analysis form developed by Kobkul Bik consists of 1) types of text, 2) color, 3) symbols and icons, 4) images and graphics, and 5. organization. As for a range of choices, developed by Graves (2000), about how much "New WIT 3" coursebook was adapted from "WIT 3" coursebook, there are the three levels in a range of choices containing adapting a textbook at the activity level, at the unit level, and at the syllabus level.

3. Procedures

From the textbook feature analysis, the teacher-researcher would skim through "WIT 3"

coursebook to find out what types of text, color, symbols and icons, images and graphics, and organization of “WIT 3” coursebook are.

Again, the teacher-researcher would skim through “New WIT 3” coursebook to find out what types of text, color, symbols and icons, images and graphics, and organization of “New WIT 3” coursebook are.

After the textbook features of “WIT 3” coursebook and “New WIT 3” coursebook were analyzed and interpreted, how much “New WIT 3” coursebook was adapted from “WIT 3” coursebook would be studied at the activity level, at the unit level, and at the syllabus level according to Graves’ framework (2000).

Results

1. The Textbook Features of “Weaving It Together 3” Coursebook

1.1 Types of Text

It can be found that “WIT 3” coursebook uses purely textbook-style texts, model essays, letters, a poem, and a fable.

1.2 Color

To begin with, black, bold black, black italics, and brown are used to distinguish words in “WIT 3” coursebook. Words are typed in black in the texts, instructions, and exercises. Additionally, keywords in each reading passage are typed in bold black. Notably, words are typed in bold black or italicized in black to emphasize keywords being introduced in Organizing. In contrast, the names of the chapters and the exercises are typed in brown and to emphasize the language forms and skills being introduced, words are typed in brown as well.

1.3 Symbols and Icons

A symbol of a globe in “WIT 3” coursebook is used to indicate Internet activities.

1.4 Images and Graphics

The images and graphics appear on some pages of “WIT 3” coursebook. They consist of black, brown, and white, authentic symbols and pictures, an art picture, a cartoon drawing, and a diagram.

1.5 Organization

“WIT 3” coursebook consists of 8 thematically organized units, each containing two interrelated chapters. Each chapter has a reading section followed by a writing section and each unit includes optional expansion activities.

Regarding each chapter, there is the same sequence of activities in the reading section, the writing section, and the optional expansion activities. The reading section contains pre-reading activity and predicting, reading, vocabulary, comprehension, and discussion. The writing section contains model essay, organizing, and writing practice. The optional expansion activities contain quiz and Internet activity.

At the end of the book, there is a section on editing symbols, Brainstorming techniques, and Skills index.

1.6 Sequencing within the Unit

The unit starts with a reading section. Objectives are set at *To the Teacher Page vi* before the reading section. Seven or eight pages are devoted to the reading section which contains Pre-reading activity and predicting, reading, vocabulary, comprehension, and discussion.

It is then followed by a writing section. A few, four, five, or six pages are also allotted to this section which contains Model essay, both the explanations and exercises on organizing, and writing practice.

The last two pages of each unit are allotted to quiz and Internet activity in the optional expansion activities.

2. The Textbook Features of “New Weaving It Together 3” Coursebook

2.1 Types of Text

It can be disclosed that “*New WIT 3*” coursebook makes use of purely textbook-style texts, texts from the website of National Geographic explorers retrieved from www.nationalgeo-graphic.com/explorers/bios/jouberts/ and www.nationalgeographic.com/explorers/bios/kakenya-ntaiya/, essays written by students, a sample edited essay, a poem, and a fable.

2.2 Color

A lot of colors are used to distinguish words in “*New WIT 3*” coursebook. First of all, words are typed in black in the texts, instructions, and exercises. Keywords in vocabulary in context and vocabulary building are typed in bold black and keywords being introduced in writing skills are typed in bold black or bold black italics. Also, words are typed in bold black to emphasize the language forms and skills being introduced. For the names of the chapters, there is a variety of colors used, whereas the names of the units are typed in bold white. However, keywords in each reading passage are typed in bold blue. The names of the exercises are typed in bold blue, while the types of the exercises are typed in blue.

2.3 Symbols and Icons

In “*New WIT 3*” coursebook, a symbol of a CD is used to indicate listening practice and pronunciation along with each reading passage by native speakers’ correct accent and an icon of a bold blue square designating a white alphabet represents an item of an instruction.

2.4 Images and Graphics

The images and graphics appear on almost every page in contents iii and iv, Inside a unit V, the names of the units, every reading passage, vocabulary, reading comprehension, Writing skills, and Writing practice of “*New WIT 3*” coursebook. Lively and colorful, authentic pictures and a colorful diagram fill almost every page.

2.5 Organization

“*New WIT 3*” coursebook consists of 8 thematically organized units, each containing two interrelated chapters. Each chapter has a reading section followed by a writing section and each unit includes Weaving It Together section.

With regard to each chapter, there is the same sequence of activities in the reading section, the writing section, Weaving It Together section. The reading section contains Pre-reading activities, Engaging readings, vocabulary, reading comprehension, discussion, and critical thinking. The writing section contains writing skills and writing practice. weaving It together section contains time writing prompts, Internet research activities, and answering 4 questions referring to the 2 Readings in each unit.

At the end of the book, there is a section on vocabulary index, editing symbols, Sample edited essay, grading rubric, and credits.

2.6 Sequencing within the Unit

Behind the cover of “*New WIT 3*” coursebook, the course description and the learning outcomes are set. The unit starts with a reading section. Seven or eight pages are devoted to the reading section which contains pre-reading activities, engaging readings, vocabulary, reading comprehension, discussion, and critical thinking.

It is next followed by a writing section. Four, five, six, or seven pages are also allotted to this section which contains both the explanations and exercises on Writing skills, and Writing practice.

The last page of each unit is allotted to time for writing prompts, Internet research activities, and answering 4 questions referring to the 2 Readings in each unit in Weaving It Together section.

3. The Adaptation from “Weaving It Together 3” coursebook to “New Weaving It Together 3” coursebook at the activity Level, at the Unit Level, and at the Syllabus Level

3.1 The Adaptation from “Weaving It Together 3” Coursebook to “New Weaving It Together 3” Coursebook at the Activity Level

At the activity level, “*New WIT 3*” coursebook provides more with one supplement in pre-reading, three supplements in vocabulary, and one supplement in discussion and critical thinking. One supplement in pre-reading is Key vocabulary for preparing students by introducing key vocabulary from readings so that students can guess the meanings from the context. Three supplements in vocabulary: vocabulary in context are A. completing the definitions, B. answering the questions, and C. making sentences. Vocabulary in context in “*New WIT 3*” coursebook is supplemented from meaning in “*WIT 3*” coursebook.

At the activity level, there are three changes from pre-reading activity and predicting in “*WIT 3*” coursebook to pre-reading in “*New WIT 3*” coursebook and there is one change from Comprehension: Looking for details in “*WIT 3*” coursebook to reading comprehension: scanning for details in “*New WIT 3*” coursebook.

Pertaining to Pre-reading, at the beginning, A. representing the first item of an instruction (Discussion) in preparing for the reading topic includes a set of discussion questions. In “*New WIT 3*” coursebook, the discussion questions have been changed from “*WIT 3*” coursebook so that the discussion questions are made more personal. Students can use their own experience in their country’s context to answer the discussion questions in A. Another reason is that each set of discussion questions in A. is in line with lively and colorful, authentic pictures introduced in each chapter.

Besides, B. representing the second item of instruction in preparing for the reading topic in “*New WIT 3*” coursebook is from Predicting in “*WIT 3*” coursebook. The instructions change a little bit, whereas what to do from the instructions is still the same between B. in “*New WIT 3*” coursebook and Predicting in “*WIT 3*” coursebook.

Additionally, Vocabulary building in “*New WIT 3*” coursebook is taken from Key vocabulary (bold words) in each reading passage, while vocabulary building in “*WIT 3*” coursebook is taken from other words which are not Key vocabulary, in each reading passage. This change in “*New WIT 3*” coursebook is for recycling target vocabulary along with building students’ word knowledge.

Concerning reading comprehension, scanning for details in reading comprehension in “*New WIT 3*” coursebook is from Looking for details in “*WIT 3*” coursebook. The instructions and what to do from the instructions are changed in some chapters, for example, for scanning the reading quickly to find the answers, instead of writing complete sentences, deciding if the statements are True (T) or False (F), and correcting

the false statements take the place of writing complete sentences.

At the activity level, “*New WIT 3*” coursebook provides more with one supplement in Pre-reading, three supplements in Vocabulary, and one supplement in Discussion and Critical thinking. One supplement in Pre-reading: Key vocabulary is for preparing students by introducing key vocabulary from readings so that students can guess the meanings from the context.

Moreover, three supplements in Vocabulary: Vocabulary in context are A. Completing the definitions, B. Answering the questions, and C. Making sentences. Vocabulary in the context in “*New WIT 3*” coursebook is supplemented from Meaning in “*WIT 3*” coursebook. In A. Completing the definitions, there are two more definitions with two more words in the box to complete so as to challenge students to complete the definitions with more words in the box. Supplement B. Answering the questions and supplement C. Making sentences are complemented to be more personal to students and target vocabulary can be recycled. “*WIT 3*” coursebook has no these parts which are more personal to students and recycle target vocabulary.

Finally, there is one supplement extended from Discussion in “*WIT 3*” coursebook. The discussion has been supplemented more with critical thinking for challenging students to increase comprehension leading to writing tasks later on.

3.2 The Adaptation from “Weaving It Together 3” Coursebook to “New Weaving It Together 3” Coursebook at the Unit Level

The adaptation at the unit level is to change the order of activities and adapt existing activities. Redesigning Model essay in “*WIT 3*” coursebook is first to make Model essay become

an exercise after the explanations. Therefore, Model essay and organizing containing both the explanations and exercises are resequenced into the explanations followed by exercises including model essay in one of the exercises. This resequence is a good follow up to the first explanations so that reading model essays which are written by students become easier and more comfortable because of the understanding of the explanations. Then, model essays have been adapted into more true exercises by means of answering the questions at the end of the model essays. Through these questions, students practice noticing skills for composition. Resequencing and redesigning Model essay become Writing skills in “*New WIT 3*” coursebook. Like presentation and practice before production, Writing skills in “*New WIT 3*” coursebook provide students with essential tools for composition.

3.3 The Adaptation from “Weaving It Together 3” Coursebook to “New Weaving It Together 3” Coursebook at the Syllabus Level

There are three parts of the syllabus which have been changed, added, and eliminated. One is old and outdated readings in “*WIT 3*” coursebook. Some chapters of “*WIT 3*” coursebook are eliminated after the new readings of “*New WIT 3*” coursebook have been added to become updated. This is because new and updated readings, featuring National Geographic explorers, motivate students to apply essential reading skills, and updated “Readings from Literature” units expose students to different reading genres.

Another is Writing practice in “*WIT 3*” coursebook. At the syllabus level, the topics to write in “*WIT 3*” coursebook are changed to be precise, concise, and clear topics to write an example essay in “*New WIT 3*” coursebook. In “*WIT 3*” coursebook, there is no writing practice in

the first two chapters of Unit 1: Symbols and the pattern of Writing practice in each chapter is not certain. To be certain, Writing practice in “*New WIT 3*” coursebook consists of Write an essay, Pre-write, Outline, Write a rough draft, Revise your rough draft, Edit your essay, and Write your final copy. In place of referring to Brainstorming techniques that are not indicated which to use on pages 208 – 211 at the end of “*WIT 3*” coursebook, Writing practice sections in “*New WIT 3*” coursebook activate the writing skills taught and guide students through the writing process added to parts of the syllabus of the coursebook.

The other is optional expansion activities consisting of Quiz and Internet activity in “*WIT 3*” coursebook. At the syllabus level, these activities have been changed to Weaving It Together sections in “*New WIT 3*” coursebook. Quiz is not related to the unit theme and Internet activity does not cover the unit theme enough. For this reason, timed writing prompts and “What Do You Think Now?” are added, and to cover the whole unit theme, searching the Internet is extended more from Internet activity as a new section called “Weaving It Together.” Weaving It Together sections include timed writing prompts and Internet research activities, expanding on students’ knowledge of the unit theme and further developing their writing, reading, and research skills.

Discussions

Up come to the new and updated readings, the contents of “*WIT 3*” coursebook have been changed into the contents of “*New WIT 3*” coursebook. It might be said that both “*WIT 3*” coursebook and “*New WIT 3*” coursebook are designed and based on Content-based Instruction (CBI) which supplementary materials created by teachers can be easily included in the unit themes.

Conclusions

From “*WIT 3*” coursebook to “*New WIT 3*” coursebook, “*WIT 3*” coursebook has been adapted and developed to be “*New WIT 3*” coursebook with an updated design and systematic unit structure to prepare students for Pre-reading activity, motivate students in engaging readings, build students’ word knowledge and recycle target vocabulary in vocabulary activities, develop students’ key reading skills, and activate students’ higher-level in reading skills, and challenge students to increase comprehension with discussion and critical thinking sections. These adaptations at the activity level respond to students in terms of preparation, motivation, knowledge, and reading skills. At the unit level, Writing skills have been adapted to provide students with essential tools for writing. At the syllabus level, outdated readings have been eliminated, and new and updated readings have been added to motivate students to apply essential reading skills. Also, the writing process has been added in Writing practice for a certain format in this new version of “*New WIT 3*” coursebook, and optional expansion activities in the previous version have been extended to Weaving It Together sections in “*New WIT 3*” coursebook for expanding on students’ knowledge of the unit theme.

Recommendations for Further Research

Based on the findings and conclusions of this study, the following recommendations are made for further research.

1. The research on “*New WIT 3*” coursebook analysis should be conducted using varied methods such as interviewing teachers and learners for deeper information.

2. Another study on attitude survey toward “New WIT 3” coursebook can be conducted by using “Harmer’s Pre-Plan” Framework consisting of 1. activities, 2. language skills, 3. language type, and 4. subject and content.

3. Another study on attitude survey toward “New WIT 3” coursebook can be conducted by using Tom Hutchinson and Alan Waters’ checklist for materials evaluation divided into four major steps: 1. defining criteria 2. subject analysis 3. objective analysis 4. matching

4. Another action research study can be conducted to find the effectiveness of “New WIT 3” coursebook.

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