

The Importance of Textbook Adaptation for the Localized Context: A CSE Framework Perspective

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Abstract

It is very prevalent for teachers to make changes of textbooks to satisfy local students' needs and curriculum. In China, because of the vast territory and unequal educational conditions in different places, how to adapt a textbook for localized context becomes more significant. This paper aimed to present and discuss an empirical practice of textbooks adaptation in alignment with the China Standards English (CSE) framework, which can be an example of textbook adaptation from a Chinese context. CSE (Ministry of China, 2018) is a national benchmark for all Chinese learners to measure their English abilities and guide the curriculum setting for each school, hence can be utilized as the standard for materials adaptation. In order to achieve the objective, the researcher adapted the reading and writing content of two college English textbooks aligned with the CSE in pedagogic classrooms in Wenshan University where the researcher worked in. The adaptation was proceeded by an instrument of checklist aligned with the CSE and analyzed by content analysis, whilst students' perception data about the adapted materials was collected by interviews and analyzed by conversational analysis and inferential analysis strategies. Results revealed that to adapt the reading and writing content of textbooks aligned with the CSE satisfied local students' learning needs and proficiency and can positively help them to improve their two language skills.

Keywords: China Standards English (CSE), College English, Localized context, Reading and Writing skills, Textbook adaptation

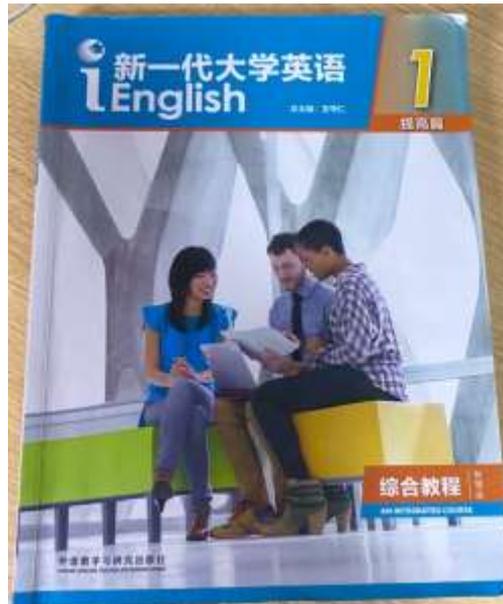
Introduction

Textbooks have always been taken as a guideline for teachers to proceed pedagogic activities, while there is no ideal textbook for different learners and context. Hence textbook adaptation becomes essential and significant to ensure the effectively utilization for different learners in each context. As Cunningham (2002, p.136) suggested that there is no one perfect textbook fit between learner needs and course requirements, materials should be improved by adapting it to suit special situation. Gabrielatos (2004, as cited in Tibebu, 2017, p. 254) also mentioned two reasons of why textbook adaptation is needed. One reason is that coursebooks cannot show the methodology of 'what' and 'how' to teach clearly for teachers, and the other reason emphasizes on the significance of matching a coursebook with the teaching and learning context. What's more, Tomlinson (2013) thought that it is significant for teachers to learn to use and adapt textbooks to match students' interest, cultural knowledge, language proficiency and other learners' needs. Therefore, textbook adaptation is an

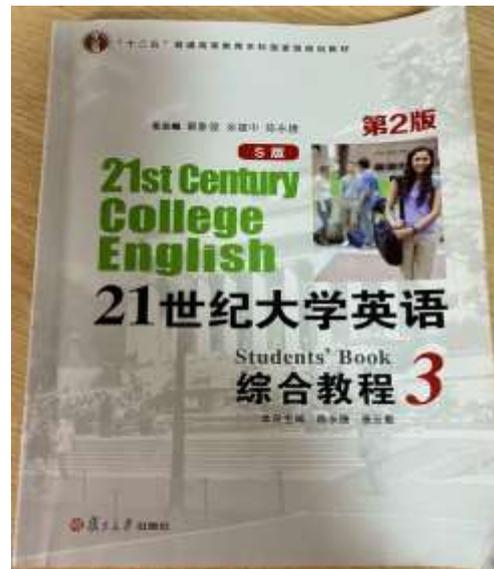
important process in any educational setting and context. The following research presented an empirical adaptation of college English textbooks in Chinese localized context.

In China, possessing good English proficiency is always helpful for college students to get a good job in future job hunting, so most college students even in rural areas aspire to learn the language well. Moreover, many Chinese universities take it as a condition for graduation that students should pass the College English Test (thereafter CET) Band 4, hence students have quite high motivation for improving their English. However, because of regional differences in education, there is no one textbook can satisfy all English learners' needs and proficiency abilities in different places. Hence to adapt textbooks for different local students becomes more crucial for Chinese teachers. For different colleges in different places, teachers don't have unified textbooks, so they follow the mainstream and choose the books published by some big and famous publishers as other universities. These textbooks are mostly not specialized for local students, which make the adaptation becomes inevitable. As a college English teacher in Wenshan University, the researcher always gets reflections from students that the textbooks are not very helpful for their language skills improvement. This phenomenon inspired the researcher to proceed a textbook adaptation experiment and search effective strategies to help students to enhance their English skills. Wenshan University is a state university of Wenshan Zhuang and Hmong Ethnic Autonomous Prefecture, Yunnan Province, China, which locates in the borderline of China and Vietnam.

Because of local backwardness in both economy and educational conditions, the University follows the mainstream of other universities in curriculum settings and textbooks chosen. Currently, all non-English majors in Wenshan University are required to take the course of College English for two semesters, and they are classed as three levels of A, B, C based on their English scores of the Chinese College Entrance Examination (thereafter CCEE). Students in classes A and classes B take the iEnglish Integrated Course textbook as their main coursebook. Meanwhile, students in classes C take the less difficult textbooks the 21st Century College English Students' Book as the main coursebook. The former book the iEnglish is published by the Foreign Language Teaching and Research Press, whilst the latter one the 21st Century is published by Fudan University Press of China. The following pictures show the two textbooks. Both of them are taken as the main coursebook for Wenshan University students to improve students' listening, reading, speaking and writing skills. As these two books are utilized by college students in the university, the researcher adapted both of them in actual classrooms.



(i-English Textbook 1)



(21st Century College English Students' Book 3)

Before the adaptation, it is necessary to comprehensively evaluate the textbooks so as to better adapt them. The evaluation of the two college English textbooks was based on the China Standard English (CSE) framework and had been finished before the adaptation. Choosing the CSE framework simply because it is the first national framework for all Chinese language learners to measure their language proficiencies. The establishment of the CSE framework is expected to make the English language education system more consistent, transparent, and open within the national and international context. With the framework be linked with the IELTS and Aptis, the CSE framework officially connects to the international examination system, which provides Chinese learners an opportunity to adapt the needs of future global workplace. As the framework is found suitable for all levels of English learners in China, the framework can apply not just to language assessment design, but also in teaching materials development and teaching methods design. This research adapted college English textbooks

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to satisfy local context and students' needs, hence taking the CSE framework as a guideline is more reasonable and beneficial for local students to reach the national and international levels.

According to the evaluation results, it was interestingly found that the two textbooks are not aligned with the CSE suggested levels. Both seem to be lower than the CSE demanded levels, namely, level 5 to level 6 for college students. Additionally, students also reflected that the textbooks content was easy for them and not very helpful for their language skills improvement. Many of them hoped to add more exercises and materials for the reading and writing content. As a result of these reasons, this research aimed to adapt the reading and writing content of the textbooks using CSE framework, so that these textbooks can be used by teachers and learners more efficiently for the English pedagogic practices.

Review of Literature

Textbook adaptation is always an essential process for teaching and learning needs. This is because choosing the most perfect textbook to satisfy all requirements for all learners is impossible (Cunningsworth, 2002). To put it more specified, each learning and teaching situation is unique and influenced by the following factors: the dynamics of classroom, learners involved, the syllabus, available resources, and motivation of learners. Moreover, Cunningsworth (2002) listed that materials adaptation is needed when it is necessary to leave out, add, replace, and change some parts of the materials because the materials are not ideal in objectives, methods, contents, balanced skills, cultural contents, or progression and grading areas. In addition, Saraceni (2013) summarized a number of limitations of teaching materials which are required to be adapted (as cited in Tomlinson, 2013, p. 50): "the textbook cannot promote and motivate learners effectively; the materials are rather trivial; the textbooks present a stereotypical image of the target language; the textbooks do not take into account its target users namely the specific learners and teachers." Furthermore, textbooks adaptation is needed because it is beneficial for learners to increase motivation and result in enhanced learning (McGrath, 2002). Tomlinson and Masuhara (2004, as cited in McDonough et al., 2013) also pointed out that materials adaptation is helpful for both learners' learning and teachers' enjoyment of teaching. Other scholars like McDonough, Shaw, and Masuhara (2013) thought to adapt the internal content namely topics, skills covered, exercises and proficiency levels of a coursebook can suit particular circumstances better, hence can maximize the appropriacy of teaching materials in context. They discussed several reasons for adapting. For instance, in the textbook content, it covers little grammar generally, or the reading passages contain lots of unknown vocabulary, or the comprehension questions are too easy, so they are of less use for language skill improvement.

Since adaptation of textbooks is inevitable and significant for every teaching situation, how to adapt a textbook appropriately? Saraceni (2013) discussed several categories of materials adaptation. One of the most prevalent is a teacher-centred approach which teachers are the main decider and implementor of materials adaptation process. However, with more research emphasizing the important role of learners in ELT classrooms including programme design, methodology, materials selection, and adaptation, it becomes more and more essential to adapt materials based on learners' needs. For example, Clarke (1989, as cited in Saraceni, 2013) developed a typical example of a learner-centred approach to adaptation, which highlighted the significance of learners' involvement in the adaptation process and

elaborated the differences between negotiated syllabus with externally imposed syllabus. The negotiated syllabus is generated from the negotiation between teachers and students, while the externally imposed syllabus is influenced by external factors including teachers, institution. and other administrative authority. It is noticed that engaging students into the adaptation process is helpful for learners to increase their involvement and critical thinking about the teaching activities.

Saraceni (2013) suggested to adapt courses after the evaluation of the textbooks. He also listed some important features of materials adaptation including learner-centred, motivate critical awareness, flexible, open-ended, and aesthetic, relevant, universal, and provocative in topics and tasks. First, it is regarded that learners are the centre of learning and textbooks adaptation process, while teachers are facilitators and co-ordinators for language exposure and different approaches to learning. Second, the textbooks should be flexible and selective, enabling teachers and learners to choose different activities, tasks, projects, and methods to adapt the materials to satisfy learners. Third, the open-endedness and the aesthetic experience means that the reader get direct response from the interaction with textbooks. The language and texts of the textbooks allow readers to have own interpretations and feelings, which can enhance the process of adaptation. Fourth, textbooks adaptation should enable the textbook be relevant to learners' learning development and promote the efficiency of the process. Fifth, textbooks should have a common topic to ensure that learners in different cultures can discuss the same topic, while at the same time having different interpretations from different cultural experiences and perspectives.

McDonough, Shaw, and Masuhara (2013, p. 70) provided more detailed techniques for adaptation including “Adding, Deleting, Modifying, Simplifying and Reordering”. Specifically, addition implies supplement more materials by expanding far-reaching in new directions (qualitatively) and extending similar examples (quantitatively). Deleting or omitting is opposite to addition, which tends to reduce the materials and substitute something else. Modifying means to make changes about anywhere inappropriate like the approach, focus of exercises or other activities of the coursebook. And simplifying is also a kind of modification which modifies difficult content to be easier or equivalent to students' proficiency levels. For example, to reduce the length of sentences, rewrite complex sentences, control the number and difficulty of new vocabulary, and convert grammatical structure to equal to students' understanding level. Another technique is reorder which make the parts of a coursebook in a different order. In general, adaptation is very helpful and practical for any teacher to make the lesson more relevant to the learners and make it match the local context.

McDonough, Shaw, and Masuhara (2013) also developed a framework for adaptation which presented the principles of adaptation. For instance, the adaptation should match with both external and internal criteria. The external criteria included learner characteristics, physical environment, resources and class size, whilst the internal criteria comprised choice of topics, skills covered, proficiency level and grading of exercises (McDonough, Shaw and Masuhara, 2013, p.65). In order to adapt the coursebook to match local context, personal needs and individual characteristics, a coursebook can be adapted by the above five techniques and apply these techniques to the content of a coursebook like language practice, texts, skills and classroom management. This article explored a new approach of textbook adaptation namely adapting coursebook aligned with the CSE framework, hence the following part revisits literature of the CSE framework.

As mentioned before, the CSE framework is developed by Chinese National Education Examinations Authority (NEEA) to be a consistent framework of reference for English language education at all educational stages. It defines the levels of English ability of Chinese learners and users of English. Each Chinese learner need to learn English from elementary school or kindergarten to university, go through four stages and lasting for almost 16 years. Since each stage has different syllabus and requirements, it lacks a consistent regulatory framework for syllabus settings and curriculum plan. And because of the vast territory and unbalanced economy, Chinese students get different educational conditions, which result in learners' varying English proficiency levels. The development of the CSE framework dealt with the problem of the inconsistent definition of English ability in the whole country, which is promoted to guide the English language teaching and curricula settings and inspire the development of English language materials. Additionally, with the development of Chinese economy and expanding of culture, it becomes demanding for Chinese people to possess higher English proficiency to interact with people from other cultures in employment market or educational field. The establishment of the CSE framework is hoped to enhance the alignment of Chinese English proficiency and tests with international level as well.

The construction of CSE has close relations with the wide utilization of the Common European Framework of References (CEFR) for languages in Asian countries including Japan, Thailand, Malaysia and Vietnam. Inspired from examples of CEFR-Japan, CEFR-Thailand, and CEFR-Malaysia, Chinese government has managed to adapt CEFR in China. However, since the scales of the CEFR were developed primarily to serve the interests of adult language learners in European context, either adoption or adaptation of the CEFR would be a simplistic and problematic solution to the need for a country as vast as China with a cultural, educational, and socio-economic context dramatically different from that of Europe (Jin, 2017). Then the State Council of China issued a document entitled Deepening the Reforms on the Educational Exams and the Enrolment Systems, focusing on constructing a foreign language assessment system of foreign language proficiency. In response to the document, Chinese Ministry of Education aims to develop a multi-functional national assessment system of foreign language proficiency of unified criteria, which is also the origin of China's Standards of English. As a result of the above reasons, the CSE framework was initially proposed and funded in 2014 by the Foreign Language Teaching and Research Press (FLTRP) and successfully released in 2018 by the Ministry of Education and National Language Commission in China. It describes English language ability of English learners in China from three stages with nine levels, aiming to provide references and guidelines for English learning, teaching, and assessment, and enrich the existing body of language proficiency scales for alignments on a global basis (Liu, 2015, as cited in British Council, 2019).

Compared with the CEFR which adopts the action-oriented approach to describe the language use from six main proficiency levels and three "plus levels", CSE takes a use-oriented approach to describe language ability based on the Communicative Language Ability (CLA) model (British Council, 2019) and the educational needs of Chinese English learners. The CSE and the CEFR also differ in their structures of proficiency levels. Adopting a "branching approach," the CEFR describes finer distinctions within the three super-ordinate levels (A, basic; B, independent; and C, proficient) so that "the relatively small gains in language proficiency made within language programmes (achievement) can be captured and reported" (Green et al., 2012, p. 48). The CSE, however, has hypothesized a finer-grained nine-level structure of levels, each corresponding to a key stage of English language education in China (Jin et al. 2017, p. 13). Specifically, based on the three stages with six

levels: Basic (A1-A2), Independent (B1-B2) and Proficient (C1-C2) of CEFR, the CSE divides the English abilities of language learners into three stages including Elementary (level 1-3), Intermediate (level 4-6) and Advanced (level 7-9) stage, and provides nearly 3000 ‘can-do’ descriptors to clearly depict English learner’s overall language ability, listening, reading, speaking, writing, organizational, pragmatic, overall interpretation and translation skills. Generally, the CSE framework combines Chinese national conditions and inconsistent English education situations in different areas with theories of the communicative competence model in the description of the language abilities and ‘can-do’ descriptors in the explanation of each level of language ability, in order to cater the needs of different levels of language learners and users.

Currently, research studies have been made on CSE are mainly from Chinese domestic scholars, especially those who participated in the framework development project as a member of expert group or a senior consultant. These research studies largely described the overall construction and some empirical studies of its validation from six aspects as follows: first, the appropriateness of the construction of the CSE; second, general ideas of the framework; The third aspect of these researches focused on studies about the construction of descriptors; The fourth aspect was about the validity of the CSE framework. Therefore, this research is a new attempt for putting the CSE framework into the guidance for textbook adaptation.

Methodology

Research Design

The implementation of this study was based on already finished evaluation of the two college English textbooks aligned with the CSE framework. The evaluation results suggested that the two college English textbooks utilized in the school are not aligned with the CSE framework, with the degree of difficulty levels of the two textbooks are lower than the CSE suggested level 5 to level 6. Because of the evaluated results, combined with students’ reflection and needs for improving reading and writing skills, this study adapted the reading and writing content in the two textbooks in order to align it with the CSE and improve students’ language skills.

Specifically, adapted reading and writing materials were implemented by the researcher in three classes of A, B and C of Wenshan University during September to October of 2020. The adapted materials were prepared based on McDonough, Shaw, and Masuhara’s (2013, p.70) strategies namely “adding, deleting, modifying and reordering”. For example, except deleting some easy and similar reading exercises like the Text B and Text C in each unit of the 21st century college English textbook, the researcher added more reading exercises equal to the CET 4 and 6 as its reading texts are more difficult and in accord with the CSE level 5 and level 6. In addition, reading strategies like predicting, scanning, skimming, main idea concluding, and detailed reading also were added to promote students’ reading skills. For the writing part of the book, it increased more types of writing except only emails in the textbook, whilst the difficult level of these writing exercises was also equal to the CET 4 level. Furthermore, for the adaptation of the iEnglish college English textbook, since the texts in the book are quite well and relate to students studying life, the researcher only modified some reading exercises like changing the discussion questions and reduce vocabulary exercises in lessons. Moreover, in order to improve the difficulty of the writing part and effectively help students to improve their writing skills, the researcher reordered the sequence of each unit’s writing part of the iEnglish textbook and added

more examples and exercises from the CET writing and IELTS writing. All adapted reading and writing lessons lasted for only one month, each week had two lessons (90 minutes) for each skill.

The following parts present the instrument, data collection, and analysis separately.

Instrument

Since the textbook adaptation was based on the evaluation results of checklist aligned with the CSE framework, the adaptation also followed the checklist. Moreover, intensive interviews were proceeded to collect students' perceptions about the effectiveness of adapted materials. So, this research was achieved by two instruments, the one is checklist aligned with the CSE framework, and the other is interview based on students' perceptions of the adapted teaching materials.

Checklist: The checklist combined with the subscales of the four English language skills in the CSE framework and the 8 units from textbooks. The CSE framework describes English abilities from listening comprehension, reading comprehension, oral expression, and written expression ability in subscales. Each textbook includes eight units. Four language skills content of eight units in the two textbooks were checked based on the descriptors of the CSE subscales. As this study focused on reading and writing skills adaptation, the following part introduces the two skills' part of checklist. The reading part consisted of 38 items, and the writing part consisted of 54 items. Each part aimed to check the texts, tasks, and activities of each the two skills in eight units. All items in the checklist were adapted from the CSE subscales, which aimed to check the degree of difficulty and content design of the textbooks.

Interview: The interview intensively asked students' perceptions about the effect of adapted college English materials. It invited 20 students averagely distributed in the three levels of adapted classes to take part in the interview, and all of these participants had taken the college English lesson and had used the two textbooks before attending the adapted lessons. Each of them was asked 4 to 5 questions to express their feedbacks of the adapted teaching materials. The interview questions mainly focused on students' satisfaction about the adapted reading and writing materials, which includes satisfaction of the whole content of the reading and writing parts and the efficiency of the two parts for their language skills' improvement. For instance, participated students were asked "What do you think of the adapted reading and writing materials?" "Do you think the adapted reading and writing materials positively help your reading and writing skills improvement?" "Can you give an example why you think the adapted materials are useful or not useful for your reading and writing skills improvement?"

Data collection

This part briefly introduced the process of data collection. As the data in this study was the two textbooks namely iEnglish College English Integrated coursebook and 21st Century College English Students' book, and 20 students' interview answers. Firstly, the two textbooks had been collected and evaluated. Moreover, the interview data was collected by recorder. As college students in Wenshan University in this study were divided into different levels of A, B and C classes and utilize the two textbooks for different classes. So, in order to get all three classes students' perception data about the efficiency of adapted materials, students in each level were interviewed averagely and voluntarily. It was mentioned that three classes of A, B and C of Wenshan University were chosen to be experimental classes for the adaptation, and 20 students averagely distributed in the three classes were invited for expressing their perception about the adapted materials. In order to let students fully and freely express

their opinions, each participant was interviewed separately, the interviewer asked questions in both English and Chinese and let them answer in Chinese, then students' answers are transcribed and translated to be analyzed.

Data analysis

This part presents the analysis of the reading and writing parts of the two textbooks and students' perception data of the adapted reading and writing materials.

Firstly, from the analysis of the reading and writing parts of the two textbooks by the checklist, three features were presented on the degree of difficulty aligned with the CSE, exercises and activities, and texts and vocabulary.

Table 1

Degree of difficulty of the two college English textbooks aligned with the CSE

Items	21 st Century College English Students' book	iEnglish College English textbook
Reading part	CSE Level 3 to Level 4	CSE Level 3 to Level 5
Writing part	CSE Level 2 to level 3	CSE Level 4 to Level 5

As the Table 1 presented, reading content in the 21st Century College English textbook aligned with the CSE level 3 to level 4, whilst the writing content in the same book aligned with the CSE level 2 to level 3. Additionally, the reading part of the iEnglish College English textbook aligned with the CSE level 3 to level 5, and the writing part aligned with level 4 to level 5. However, the CSE framework suggested levels for college students are level 5 to level 6 (Liu et al., 2018), which means the degree of difficulty of the reading and writing content in both the two textbooks are lower than the CSE levels.

The CSE level 6 suggested learners can get important and relevant information, make short comment on the language and content and infer author's mood and attitude while reading materials of medium difficulty, whilst could express their views on hot issues by using various approaches, and provide enough evidence and logical arguments for writing popular genres (Ministry of China, 2018, p.9-12). The CSE level 5 reading scales refer learners can grasp the essential meaning and analyze linguistic features of materials when reading medium linguistic difficulty texts related to education, technology, culture, or argumentation. The CSE level 5 writing scales request learners to be able to write reports, articles with argument or evidence and practical writing on topics of interest with complete structure and use various cohesive strategies to achieve semantic coherence.

Table 2

Exercises and activities of the two college English textbooks

Items	21 st Century College English Students' book	iEnglish College English textbook
Reading exercises and activities	12	7

Exercises for listening, speaking, and writing part	10	11
Total exercises and activities in each unit	22	18

As for the exercises and activities of the two textbooks, it can be seen from table 2 that both two books have too many exercises in the reading part. For example, the 21st Century College English textbook, out of 22 exercises and activities of each unit, 12 are reading exercise. And among the 12 exercises and activities of reading, 50% of them are set to practice students' vocabularies and grammar. Additionally, the iEnglish Integrated Course book has 7 reading exercises out of 18 ones in each unit, and the 7 reading exercises are mainly about vocabularies and grammar as well. The third feature is about texts and vocabulary. The texts and vocabularies in two textbooks were found easy for students, hence more difficult words were suggested to add into the teaching materials.

Moreover, for the analysis of students' perception data, it was transcribed and translated into English and to be analyzed by conversational analysis. Namely, transcribing and translating students' different perception data, analyzing students' answers of each question for the textbooks adaptation and synthesizing the attribute of their perceptions. Based on the attribute of the three classes' perception data, it inferred all college English students' perception of the adapted two college English textbooks.

Table 3

Students' perceptions on adapted reading and writing materials

Questions:	Positive answers	Negative answers
1. How do you perceive the adapted materials?	20	0
2. Do you feel your reading and your writing abilities have been improved after attending the adapted lessons?	20	0
3. Do you feel satisfied with the adapted materials?	20	0

Answers:

- 1.The added materials about sentence structure and paragraph writing are good for my writing.
2. Added writing exercises are interesting and relate to our life.
3. Added new words, grammar points and reading strategies are good for my reading.
4. The explanation of reading exercises are very detailed and good for my reading.

	5. The modification of reading texts is good for my reading.
	6. Adapted reading exercises are interesting.
	7. The degree of difficulty of adapted materials is suitable for us.
	8. The adapted materials are useful for me to pass CET 4.
	9. The adapted materials encourage me to reading more news.
Do you have any additional recommendations?	1. Increase the number of difficult vocabularies.
	2. Increase more writing types.
	3. Add more new contents related to the social news like the COVID-19.

As illustrated in table 3, among the 20 interviewees, all of them gave positive answers about the adapted materials and felt the adapted reading and writing materials were good and useful for them, hence all of them presented satisfaction for the adapted materials. Additionally, each participant gave different examples of why the adapted materials were useful and three recommendations, which showed the strengths and weaknesses of the adapted materials.

Results and Discussion

This part discussed results of the study. It can be found that the adaptation of this study effectively helped students to improve their reading and writing skills, which proved the effectiveness of aligning the CSE framework with textbook adaptation.

On the one hand, this research adapted college English textbooks in alignment with the CSE framework, which enabled the teaching materials to suit students' language proficiency abilities and needs. From the perceptions of 20 interviewed students, all participants expressed the adapted materials were not difficult or easy. It suited their language abilities and stimulated their confidence for language learning. For instance, one student said, "My reading and writing skills had been improved greatly because of the part which taught us to write wonderful and grammatically correct sentences. As the introduction of sentence structure made me not only be able to write good sentences, but also helped me to quickly understand difficult sentences in reading texts." Another student expressed that he benefited from the adapted reading materials by modified reading exercises, which enabled him to find details of text accurately and develop critical thinking. For the adapted writing exercises, participants felt that the topics are interesting and related to their life, which made them easy to understand.

Moreover, for the degree of difficulty of the adapted materials, most of them felt very satisfied and expressed it suited them well. Only one of them thought the reading materials are a little difficult. Additionally, as the modified materials added exercises of College English Test (CET) Band 4, interviewees felt very satisfied about the adaptation and thought it satisfied their needs for passing the CET 4 and effectively helped them for language skills improvement. Hence, it can be known that to adapt textbooks aligned with the CSE is effective for Chinese college students to improve their language skills.

On the other hand, to adapt textbooks aligned with the CSE framework could promote local students to reach a national level of English. As it suggested of the CSE framework, college students should achieve the CSE level 5 to level 6 which demands learners to be able to understand and get significant details of medium linguistic difficulty texts whilst can write different kinds of genres with various approaches and enough evidence and logical arguments. Therefore, in adapted materials, a great number of reading exercises with medium linguistic difficulty texts were added to practice students' reading skills. Additionally, students got opportunities to practice argumentation, exposition, narration and practical writing like emails separately. Different structures and expressions of these writings were introduced, and exercises of the four categories writing were utilized to examine students' writing effectiveness. Participants stated in the interviews that the adapted materials were good for improving their reading and writing skills, hence it was hopeful that students could reach the CSE demanded levels for college students for the long term.

Conclusions

This study adapted the reading and writing content of two college English textbooks utilized in Wenshan University in China by a checklist aligned with the CSE and made an interview to collect students' perception about the adapted materials. As it was presented before, the adapted materials followed standards of the CSE framework and aimed to help students to enhance English reading and writing abilities. Results of the interviews showed all participants were very satisfied about the design and effectiveness of adapted materials. Hence, it can be stated that adaptation is inevitable as well as useful in pedagogic classrooms. Adapting textbooks aligned with the CSE is appropriate for Chinese local students to improve language skills and reach the language proficiency of a national and international standard. This study also may lead to more research on the adaptation of listening and speaking materials in alignment with the CSE.

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