Future of Course Books in English Language Teaching

Bachelor's thesis

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Tiivistelmä – Abstract

Kielten oppimisessa ja opettamisessa tarjolla oleva opiskelumateriaali on monesti merkittävässä roolissa, koska esimerkiksi oppi- tai kurssikirja tarjoaa selkeät raamit läpikäytäville aiheille ja tehtäville. Kurssikirja on tärkeä työkalu opettajille ja oppimisen väline oppilaille.

Opettajien tyytyväisyyttä englannin oppiaineen oppikirjoja kohtaan on tutkittu aikaisemmin ja tulokset tehdyistä tutkimuksista ovat olleet vaihtelevia. Osa opettajista kokee, että kurssikirjat eivät tarjoa riittävästi vaihtelevaa sisältöä ja tehtäviä, ja toisten opettajien mielestä kurssikirjojen yleinen toteutus kärsii huonosta laadusta. Suurin osa opettajista kuitenkin pitää oppi- ja kurssikirjoista ja niiden sisällöstä, ja kurssikirja koetaan olennaisena osana englannin kielen opettamista.

Tämän opinnäytetyön aihe on englannin kielen kurssikirjat ja niiden tulevaisuus ja tarkemmin se, miten englannin kielen opettajat ja tulevat opettajat näkevät kurssikirjan tulevaisuuden. Tässä opinnäytetyössä toteutetun tutkimuksen tarkoitus oli saada tietoa siitä, kokevatko opettajat kurssikirjan hyödyllisenä ja tarpeellisena osana opetusta etenkin nyt, kun teknologia tarjoaa uusia työkaluja luokkahuoneeseen ja erilaisiin opetustilanteisiin. Tutkimuksessa kysyttiin myös opettajien ja tulevien opettajien mielipiteitä siitä, tuleeko esimerkiksi e-kirja korvaamaan painetun oppikirjan kokonaan.

Tutkimuksessa haastateltiin kasvokkain kahta englannin kielen opettajaa, jotka molemmat ovat työskennelleet opettajina yli 20 vuotta. Opettajien lisäsi kaksi opettajaopiskelijaa vastasivat haastattelukysymyksiin sähköpostin välityksellä ja vastauksia täsmennettiin puhelimitse. Opettajaopiskelijat olivat suorittaneet lyhyen harjoittelun yläkoulussa kevään 2018 aikana.

Tutkimuksessa kaikki vastaajat kokivat, että painettu kurssikirja tulisi säilyttää osana opetus- ja oppimismateriaaleja. Kirjat tarjoavat hyvän kehyksen kursseille ja kurssikirja on oleellinen lähde ja työkalu opettajille. Muita materiaaleja, kuten videoita ja pelejä, voidaan käyttää lisämateriaalina, mutta pääpainopisteen tulisi olla painetussa oppikirjassa.

Asiasanat – Keywords English language, course book, future of course books
Säilytyspaikka – Depository JYX
Muita tietoja – Additional information

TABLE OF CONTENTS

1 INTRODUCTION

Technology has brought a lot of easiness to certain issues concerning teaching and teaching materials. It allows teachers to use a wide variety of diverse sources and build different learning experiences. However, when it comes to for example using articles or other published material from online, the questions concerning their actual usefulness and necessity come to mind. It does not automatically mean that all materials picked from the internet are suitable for learning and teaching purposes. Still, technology is capturing major parts of materials used for language learning and it can be expected that teachers use technology one way or another. However, there is a concern about children and students spending too much time with electronic devices, and if major part of the material for learning and homework is only available online that will only increase the number of hours spent with the electronic devices, such as iPads, computers, and smartphones.

In order to improve the professional know-how, different digital courses are offered to teachers widely. It is important for teachers to know how to use the different technologies and learning platforms. It can be considered even odd if the teacher does not have any technological skills. Also, according to some teachers, there seems to be some type of resistance towards course books from the students. This may be due to the fact that especially in upper secondary schools in Finland, students must buy course books for different courses, and if the usage percentage of the books is low, of course, there is dissatisfaction and people prefer a cheaper choice. Course books are not inexpensive and buying a license for an e-book instead can save a lot of money.

Some teachers consider course books as some sort of a relic from the past and it is old-fashioned to be using one. Still, those who speak for the e-books and wonder the about reasons why teachers do not use more material from the internet, do not necessarily realize how much time and effort it takes to plan and create good material for teaching. However, in a study by Hietala (2015: 50) one teacher pointed out a fact that the technology and the world it has created has caused challenges to course books, and it is a fact that printed course books are not able to keep up with the pace. Of course, there are differences in course books and if course books are well planned, they can offer much-needed support for teaching and they create a framework for the course contents and then it is much easier for the teacher to add other material, such as articles, and videos to support learning. Hence, there are many positive factors when it comes to printed course books and their role in language teaching and learning, but there are also faults which need to be acknowledged.

In this bachelor's thesis, the feelings and beliefs of English language teachers and English language teacher students about the course book and its future are studied. The changing demands for language learning are creating demands for teachers and teaching, so those issues are being reviewed. Also, the disadvantages and advantages of course books are discussed; what is good about course books and why we should keep them as a part of teaching, and what disadvantages course books have and is there something for example a teacher can do about them.

The research problem is divided into three parts: the main aim and first part is to find out how teachers and teacher students see the future of the printed course book. The secondary aim focuses on finding reasons for using course books and the third aim is to find out how and what possibilities technology could offer to language teaching. Since the study focuses on personal beliefs, interview was chosen as the data collecting method.

The results are divided into different sections: how the respondents feel about teaching English and the materials used in teaching, what issues the respondents feel there are with the materials and how the respondents see the future of course books. In the conclusion, some ideas and suggestions for further studies are presented.

2 TECHNOLOGY ERA AND TEACHING MATERIALS IN TRANSITION

Technology is a part of our every day life and inevitably technology has affected many things, like our social life and the way we get information, but it has also affected teaching and teaching materials. Teachers have switched from using chalkboard to smartboards and students use smartphones during classes when searching information. Technology in enabling and making many things easier in the classrooms, but technology can also have negative effects; using technical devices for example increases time spent on the internet, when in fact the time spent with technological devices should be decreased.

In this section, the theoretical background for the current study is formed. This section discusses briefly the use of course books in Finland specifically, what advantages and disadvantages course books possibly have and how the technology can help with teaching. In addition, English language as a school subject and what the demands for language knowledge are today are discussed.

2.1 The existing demands for English language knowledge

English language is a very popular subject in schools and in the 21st century, it has strengthened its position in education as well as in everyday communication. Tanskanen (2004: 468) states that English language is the most popular language in schools, and it is the only foreign language every student learns during their education in Finland. Tanskanen (2004: 469) also claims that English is a language people want to teach and learn, and the overall skill level in the English language is about to increase compared to other languages, since the status of English language as lingua franca is strong, and the interest towards other languages is decreasing.

In the National Core Curriculum for Upper Secondary Schools (Lukion opetussuunnitelman perusteet, LOPS, 2015: 109-110), there are certain study objectives that the students are expected to meet during their education. The National Core Curriculum for Upper Secondary Schools does not list any specific lists of vocabulary or grammar rules, which the student should know. However, the curriculum mentions internationalization and future study plans quite often, and the emphasis in learning is on the communication skills and being able to function with the target language. To meet those expectations, teaching and teachers have a meaningful role, since the learning needs to be directed so that the desired study objectives are reached.

According to Tanskanen (2004: 469-470), the overall demands for English language knowledge and skills are changing all the time, and more emphasis is put on the actual capability of being able to speak the target language, not just handling the grammar rules of the language. Learning the language is not limited to the classroom, and teachers should know and be aware of the trends that affect teaching and language learning. Today, for example playing video games and the expanded use of social media are increasing the students' language skills, so it is important that teaching can answer to the changing needs in education and language learning.

2.2 The wide use of course books

In Finland, using a course book in upper secondary schools is normal and standardized practice, in fact, Luukka et al. (2008: 94-95) state that according to a questionnaire carried out to English language teachers in Finland, 98% of all participants said that they use course books often in their class. The same number of teachers valued course books and course books or exercise books as their most important teaching material. The dominance of a course book is clear, and according to the study other text sources, such as fiction, newspapers, or texts chosen by the students were used very rarely or never in the classroom.

As Thomas and Schmidt (2011) state in their article, course books are designed to help to learn, and teaching, but the value of a course book depends on how intelligently it is used. This is where the teacher's role is emphasized; a good teacher can use the content wisely to meet the requirements of the group and the study objectives, but an inexperienced teacher might not see what is relevant, and what is not. Course books have many good qualities, such as their time-saving feature, and they help to organize the classes, but if course books are the only source used in teaching, there is a chance that teaching will be inadequate and short-sighted.

Course books have a robust basis in a classroom and as teaching material. According to Christenbury and Kelly (1994: 78) in a small survey for teachers, teachers felt that course books are good to use, because they are convenient, and they provide much for the teacher in the classroom. However, it was also commented that teachers should not rely blindly to course book, since "a real teacher has something to teach" (1994: 78). The dissatisfaction towards course books came up and some teacher commented that course books are allowing teachers to choose what to teach and that the literature and texts can be bland, and they are not aimed for the students, who are supposed to learn something from them.

Hietala also studied English language teachers' satisfaction with the current course books. In Hietala's study (2015: 50) one participant stated that the course books have not been able to keep up with the pace and transformation that the electronic world has created. The same participant also stated that it is not enough if the printed course books are turned into electronic context; the exercises need to be transformed as well. However, the overall satisfaction towards course books was good. According to Hietala's study (2015: 64), 76 participants out of a total 131 gave EFL course books an 8, on a scale from 4 to 10. In total 35 participants gave a 9 or a 10. So, there is a clear satisfaction towards course books among the English language teachers, but still, 20 out of the 131 participants gave a 6 or a 7 as the grade.

In Finland, there are two major publishers, Sanoma Pro and Otava who provide teaching materials, like the printed books for English teachers. Most of their learning material is traditionally printed material and the publisher aims to produce such materials that are wanted by the customers, in this case, the schools and the teachers. Otava, for example, has course book bound materials aimed for teachers, such as electronic materials, including ready-made vocabulary tests and extra activities, like games.

Creating a course book takes time and Otava for example, has its own experts in their field and experienced teachers planning and writing the course books. These experts and teachers know the hands-on needs and challenges of schoolwork and are therefore much-needed workforce to work on the materials, so that there will be good and qualified material for students. Otava is also searching for innovative ideas and enthusiastic writers to work on learning materials, so it is possible for example for teachers to share their own ideas with the publisher.

2.3 Advantages of using a course book

There are benefits to using course books. Richards (2017: 1-2) states that course books provide structure and curriculum for a study program. Course books create a certain core for the classes or the course and having a certain structure for the course is helpful for the students. Course books also help to standardize instructions, since the use of the same course book in different classes makes it possible that each student will be receiving the same content and can be tested in the same way. Course books are usually tested and tried many times before publishing, so using a printed textbook will maintain quality in teaching. Course books also provide various learning resources, such as CDs, videos, and guides.

Richards (2015: 1-2) also argues that time is usually an issue for teachers; there is no extra time. By using course books, teachers save time compared to searching possible and good material from elsewhere. In turn, saving time enables them to focus on teaching and use more time on helping students. Course books are also used in native language learning, but in foreign language teaching the used course books can provide support and security for teachers who do not speak English as their first language. Richards (2015: 1-2) also states that course books can work as a trainer, especially for new teachers or for teachers with less experience. In addition, printed course books are usually visually appealing, so they are attractive to both teachers and students.

Also, Christenbury and Kelly (1994: 77) state that a course book offers convenience for teachers and students, since a course book can organize, categorize, and specify issues. Course books can function as a mini-encyclopedia and are easy to use since a simple course book offers all in one place. A course book can also give positive control over the class, so the teacher is more likely to feel more secure and certain in the classroom, and with their teaching.

In addition to Hietala's study, teachers' perspectives on the role of course books in English language learning and teaching in Finland have been studied by Vanha. Vanha (2017) found out in her study that one advantage that stood out, was the fact that course books save time and effort. Also, one participant in Vanha's study (2017: 26) stated that everything was based on the course book from as early as the teacher training period. Another participant stated that the role of the course book is not really questioned since it has such a dominant role from so early on.

2.4 Disadvantages of using course books

According to Richards (2015: 2), there are some disadvantages with course books; they do not necessarily reflect students' needs, and they may find some content difficult to understand, or the relevance of the topics handled in the textbooks, or the content may give them a distorted picture of the world or a culture, or other similar topics. Richards (2015: 2) also argues that the use of course book as the primary source will minimize the teacher's role in the classroom. The teacher's role is to teach and help, not just show the next task or a chapter from a book. Inauthentic language in course books, which Richardson refers to is not representative of real language use and therefore it can be confusing to the students. Course books may also have distorted content, since they many times present the world as a utopia, hence, they fail to represent the real world with genuine issues.

It is not assumed that course books are of mediocre or inferior quality, but like Ansary and Babaii (2002) state, no course book is perfect. It is not possible to create course books that would serve everyone, but writers of course books should keep in mind the audience, the students. According to Thomas and Schmidt (2011), the problem with the course books is not only their content but the order how the curriculum is followed. Materials begin to dominate curriculum decisions when teachers use course books, and that is not always a good thing, since then, for example, the order can be confusing for students. As stated before, searching and creating new learning material is again time-consuming and quite an excessive demand for teachers to do deeper research about the materials provided for them to use in teaching.

Money is an issue when it comes to buying expensive materials, but when the course books are being produced in massive quantities they are usually relatively cheap. However, it was discovered in Hietala's study (2015: 50) that at least one teacher gave up on using course books since the book's high price did not correspond with the content. If the course books are required study materials, as they are now in Finland, and the students are supposed to buy expensive course books in order to accomplish their studies and learn something, it seems extraordinary that some teachers choose not to use the course books, because their content is not sufficient.

2.5 Technology and teaching materials

The seizing of technology has enabled new methods and materials for language teaching. The change has also challenged the older standards in language teaching. Different smart devices, such as tablets and smartphones are wading their way into the classroom and replacing the physical textbook and course book. According to Tomlinson (2011: 304), it is also a current need for teachers to be able to adapt the materials. Teachers also need to adapt the materials because of the localized learning needs. English language teachers have access to a large amount of different and authentic materials, and applications online. There is also a lot of material aimed directly for teaching (Tanskanen, 2004: 470).

The various possibilities of technology and the internet are inevitably challenging the traditional course book. Varied materials, like printed books, are outdated quickly, but online sources can be updated daily, or even hourly if needed. As Tomlinson (2011: 304-305) states, if there is a printed course book used in the classroom, but the information is insufficient, the teacher can supplement the information in many ways and make the information more relevant and adequate for the students. As

stated before, the printed information goes out of date quickly, but with the help of the internet, some issues and outdated information in the material can be updated by adding recent material.

3   RESEARCH PROBLEM

Keeping a printed course book as a part of teaching material can be an obvious choice for some teachers, and there are many positive factors, for example they are efficient, and they save teachers' time. But as it has become clear, there are some issues with the printed course book. To name a few, the content is not necessarily adequate for the students and the content is quickly outdated, and course books are also quite expensive. Teachers' satisfaction towards textbooks has been studied, and some results indicate that there are a lot of positive factors when using course books, but the results have also revealed some grievances.

The aim of the current study is to see how the English teachers and future English teachers in Finland feel about the future of the printed course books. The digital age and technology have enabled access to varied materials and the future of the printed course book raises questions. The aim of this study is to see how the teachers and future teachers in Finland feel and see the future of the course book and whether they think the printed course book should be kept as a part of teaching materials.

The research questions are:

1. How is the future of the printed course book seen by the teachers and the teacher students?
2. What are the positive aspects of course books and how can they encourage teachers to use course books more in teaching?
3. How have the digital changes in materials influenced teaching and the materials used, for example, what benefits and possibilities can technology offer?

4 DATA AND METHODS

In this study, two English language teachers from upper secondary schools in central Finland were interviewed personally about their feelings and beliefs regarding course books and the future of the course books as teaching materials. In addition, two English teacher students, who had done their short teaching practice during the spring of 2018 answered to an email interview about their feelings and beliefs of the usage and the future of a course book.

Personal interview for the teachers and email interview for teacher students were chosen as the data collecting methods since this study is about personal beliefs and feelings about the course book and its future. With interviews that were held personally, the teachers were able to share their ideas and thoughts more freely. Questions that were asked from teachers included information about what materials teachers use in teaching, and have they used other material instead of the course book. More specific questions concerning the course book were for example what benefits teachers felt that the course books provide and are there any disadvantages with course books. One question that raised thoughts and discussion was that how teachers see the future of the course book and what is the role of a printed course book in teaching materials in the future.

The focus was with the teachers' perceptions about the future of course books, but teacher students' points of views were also considered important. A questionnaire was sent via email to the teacher students, and the questions were modified to be more suitable for them, but major part of the questions were the same.

In order to have reliability for the study, different actions were carried out concerning the data collecting method. The aim, while designing the method and questions for the interview, was to avoid predictable answers, and to create an interview which would give consistent answers despite the time and different data collecting methods used.

The method to analyze the collected data in this study is qualitative content analysis. The collected content was being reviewed for example by looking for similarities, such as same answers from teachers and teacher students. The point of view of this study is the course book's future and the course book's environment. The aim is to figure out what will possibly happen to the use of course book in the future; will is be replaced by e-book and other electronic content. Another aim is to find out how the course book links to its environment, in other words how the course book is used in the classroom by the teacher and has the technology and the so-called digital-age changed the course book's status, or will it change it.

5   RESULTS AND DISCUSSION

Based on the results from the study it can be said that teachers and teacher students would like to keep printed course books as a part of teaching materials. However, technology and the possible replacement of printed course books by e-books are raising questions about the future and future teaching materials. In this study it was clear that teachers feel highly affectionate of course books, because they are a good tool and a source for students as well as for teachers, and they usually provide good texts and well-thought-out exercises. Offering a chance for students to choose whether they want to purchase the printed course book or buy the license for the course material would seem like a satisfactory course of action for everyone, but it seems that there is more preference towards electronic materials.

Especially in Finland, it seems that there are two sides when talking about the future of course books. On one side there are people and teachers who talk about the disadvantages and deficiencies of course books; how the course book includes outdated information, how the course books are old-fashioned, and how they do not meet the students' needs. On the other side, however, there are language teachers and many other people who think that the change from a printed course book to an e-book is a bad thing, and how it creates different problems, for example with slower learners and students who suffer from learning disabilities. Also, making notes becomes more difficult if students are using e-books, and then again, even though course books are quite expensive, if students want to use e-books instead, it is possible that they have to buy a laptop or a tablet in order to have access to e-books.

The question about a course book and its usefulness in classroom and teaching, might seem easy, but as the present study shows, the question is not that easy to answer. If printed course books will be a part of teaching materials in the future, it creates a certain demand for those who create and produce the content for course books. The texts for example need to be suitable and interesting for students and the tasks and exercises need to be well-planned.

Below is a list of the participants including the codes used to refer to them later in the text:

T1 – Teacher in an upper secondary school, has been teaching for over 20 years, done also research

T2 – Teacher in an upper secondary school, has been teaching for over 20 years

S3 – Teacher student, has done the first training of teacher studies

S4 – Teacher student, has done the first training of teacher studies

As the previous studies by Vanha and Hietala show, the overall teachers' satisfaction towards course books in quite good and teachers want to keep printed course books as part of their teaching. All the participants in this study felt strongly that a printed course book is an important tool for teachers, and all participants would want to keep it as a part of teaching, but as both teachers pointed out, it seems that we are giving up on printed books and heading towards e-books.

5.1 Teaching English and the materials

The two teachers felt that the books they used were good, and they trusted the books to be good since there are experts and experienced teachers carefully planning the contents of the course books. Both teacher respondents felt that course books give a good framework for a course, and it is easy to follow for both; the teachers and the students. The books were considered a reliable source since there is so much to choose from, hence a teacher has a chance to decide which exercises are good and suitable for classes. T1 also described the course book as resource package for teachers and that it should be used more, since there are often extra activities and other similar content that can be missed, if teachers do not familiarize themselves with the course books and their contents.

The teacher students also mentioned using books while doing their practice. They used the books because there were good exercises and vocabulary included. The student respondents felt that the books have proper texts and the difficulty level was suitable for the class and they felt that the book is clear and a useful tool for learning. The books were considered to be good, since they are designed for a specific age group in mind, and with a book, it is very easy to refer to a certain topic again later.

Teachers, as well as the teacher students, use a lot of other material in addition to traditional course books, such as articles, videos, music, games, and quizzes. There can also be several types of extra activities, or guest lectures, like T2 mentioned. Respondents S3 and S4 mentioned that they used different kinds of handouts, some self-made, some retrieved from online sources. They also used apps, like Kahoot! and Quizzlet. S3 and S4 also mentioned using board games and movies, and S3 mentioned that if the task needed it, the students used the internet and social media as a source for the task.

T1 pointed out that what influences the decision on what materials to use during class and in teaching are the topics appointed by the national curriculum, time available and the student group. For

example, there is a difference between the available time for different courses. The more time the teacher has with the topic, the more freely the teacher can plan the classes and use varied materials.

The basic idea that T1 has was that the book is a resource and that a good combination is to use a little bit of this and a little bit of that, and then possibly add something extra. Since the students are quite used to having different types of lessons, there are no "ordinary lessons." But keeping up the interest may sometimes require doing something different. What needs to be taken into consideration is the fact that for example some grammatical issues cannot be taught just orally; the students need to see the grammatical rules.

However, since technology is still quite new, and e-books have been available for a short period of time, it is possible that if this study would have been performed ten or twenty years ago, the answers would have been very different. Also, since the nature of this study and the results depend largely on the current situation, if this study would be performed after ten of twenty years, it is possible that the questions would not be relevant any more.

5.2 Concerns and deficiency with materials

One issue that T1 mentioned was that many people do not think how much time and money it takes to make a book from scratch. If there are authentic texts, those texts need permission to be published, and it can take a lot of time, even months in some cases to get the copyrights. Copyrights also cost a lot, so the book-making process is not cheap. In course books produced by the publishers the materials are carefully selected, and therefore they are reliable and good quality. T1 also said that it would be even a little naïve to think that books would not be needed. Of course, in oral skills courses the books are not relevant, but when there are basic grammatical issues and texts to be handled, the books are in order.

T1 said that people tend to talk about how easy it is to get material from the internet, and how teachers could easily skip the course book and just use for example online sources for texts. In a way that is true, but there are a lot of things that people do not think about, such as copyrights, and the fact that searching good and proper material for the students can be very time-consuming. T1 and T2 brought up the fact that teachers use hours to prepare classes, and when there is a good course book in use, it helps a lot and creates a good skeleton for the whole course. However, S3 and S4 felt that the topics can be outdated and that the books provide little to the students' own interests.

The issues that came up with all the respondents were all related to the course books; how they do not necessarily meet the needs of the students, how the exercises are too similar, and how the topics are not interesting for the students. The possible usage of other materials in language teaching was considered only good since that can add something extra to the topic, deepen the understanding of some grammatical issues, or just make the learning more fun.

5.3 The effects of technology on materials

Technology is a part of teaching nowadays: there are smart boards, electronic workbooks, teacher materials, and videos, to name a few. T1 said that technology has been a curse and a blessing for teachers. T1 said that many people do not think of the possibility that there could be for example a thunderstorm that could cause a power cut and therefore, the computers and other electronic devices could be out of use. In such a situation if all the material and tasks are online in an electronic form, there is no way to have access to those. Respondents S3 and S4 felt that the use of physical books will decrease, but the actual books will not be replaced by e-books, or not totally at least.

T1 said that the switch from using pen and paper to iPads and smartphones has been quite quick, and that has not necessarily been the best thing when considering the students. For students, it is many times easier to understand the entireties of the course's contents with physical books. The students can follow the book more easily, and they are aware of what to expect and for example, what grammatical issues they are going to study.

It also seems, according to T1 that many materials and exercises are too computerized and too ready-made, meaning that there is not much left to do for the students. It is also very simple to show the answers from the smart board, but it is necessary for the teacher to see the tasks and check the answers because there can be mistakes, hence the materials and the answers should not be trusted blindly.

T1 mentioned that when the students in her class were offered the chance to use an e-book, none of them chose to use it. Students preferred the physical book since they thought it made it easier to follow teaching and the contents. T1 and T2 both mentioned that even though e-books have many good qualities - they are easy to use, they can be altered and updated faster compared to printed books -, there are also issues that raise questions. For example, using smartphones, iPads and laptops during classes can lower the concentration, since students spend time with technology devices outside the classroom. Students' social life has moved into social media and many students stare at the screen of

a smart phone or laptop from an early morning to evening. If the students are in addition using tablets, and smartphones during classes and breaks, the total amount spent staring at electronic screen increases significantly.

5.4 Genuine need for printed course books

Change is not always bad, but if all the aspects and influences of the change have not been thought through, there can be problems ahead. There are also issues that worry teachers. Respondent T1 for example said that it seems that decision makers have ignored the fact that students do not want to stare at screen all day long, and it is not even healthy. Hence, if the physical book is replaced with an e-book, it could cause more health problems, such as fatigue, migraine, and eye-related issues.

Neither T1 or T2 would give up on physical books, but they both think that that is the way we are headed. T1 also added that if there are only e-books available it would mean that the students should bring a laptop or a tablet in order to follow teaching during classes. But the question with this is what would happen to different learning styles, students' concentration, and how could the students understand the outline of bigger entities. T2 mentioned that scrolling down the pages with e-books could cause problems, such as issues with heath, like headaches, the perception of progress is not the same as with printed book, and that might lower the motivation. T2 also said that following up the overall teaching can be difficult, since tablets and laptops can cause a distraction.

T2 felt that the development of digital instruments, such as tablets and the digital materials in improving, however, T1 said that for example, the transition from written matriculation exams to electronic ones is causing a lot of problems. For example, the computerized systems are causing problems with the logging in and setting up the systems. T1 felt that the aim with the transition to change the matriculation exams into electronic ones was to squeeze the exams into the form that will work on the computer, the aim was not to make the exams better. Unfortunately, the victims in this scenario were the students.

According to T1 and T2 good texts are the basic starting point for all learning. Like T1 said, language learning is based on reading, so if the texts do not raise any interest, it is difficult to motivate the students. If the topics are interesting, it is easier to come up with extra material, too. In addition, T1 said also that the worse the book is, the better the teacher gets, since then the teacher must come up with different ideas to be more creative.

5.5 Ideal language teaching materials

Creating perfect material is impossible since perfect means different things to different people. As stated by T1, every teacher is different, and every student is different, there are distinctive styles to teach and unique styles to learn. In T1 and T2's opinion what makes material excellent is its versatility. S3 and S4 also mentioned that ideal material would be versatile, and it should meet the different needs of the students. Also, the materials should provide topics that are current and interesting for the students, as well as for teachers.

If the books include different texts and different text types, and there is a wide variety of exercises, the book will serve the different needs better. With the exercises, there should be several types, T1 said that repetition of similar exercises can get boring for the students, so the books should include a large variety of different type of exercises so that there is a chance to choose. The exercises should also be challenging enough, but not too difficult because that can, in turn affect the motivation. The exercises planned for the course books should consider differences in skill levels in order to offer students good exercises that are compatible with their skill level.

Respondents S3 and S4 thought that the good and ideal course book should include enough information about certain topics, such as grammar. The book provides variation among texts and exercises as well as structure. The respondents also felt that the material should be easy to modify to meet the dissimilar needs, so in course books, there should be variation within exercises.

By having good narrators in the texts and stories, even the less interesting texts can be more interesting. Variety of accents, different readers and their backgrounds and cultures were considered by T1 as an important part of texts. Since English is a world language it is important for the students to hear different accents and familiarize themselves with the variety of different Englishes spoken around the world.

5.6 Usage of digital material among teachers and teacher students

T1 and T2 said that they use digital material in their teaching, sometimes more, sometimes less. It depends on the course contents and the planned tasks if the digital material is needed, or not. It is common that the teacher's material is offered online in addition to the printed course book. The digital material offers, for example, tasks, exercises, and games the book does not offer. In addition, the chapters that are meant to be listened to, are easily available, and they can be played from the online

source. S3 and S4 felt that the electronic materials were quite good quality, but they told that there have been some incidents with the online material and their correctness, for example, where the answers given to the exercises have not been correct. Therefore, it is important for the teacher to be aware of the tasks and check the tasks beforehand. S3 and S4 also said, that they used the teacher's material from online during their practice, since it was considered easy to use and it was very convenient to revise the homework from the electronic material. S3 and S4 also felt that it helped them to plan the classes and add some exercises to the class activities, since the material was easily retrieved from the online source.

All respondents said that they have used electronic materials and will use them in the future. The difference between the teachers and the teacher students was that the teachers felt more strongly that the current situation is moving with a fast pace towards mere electronic use, whereas the teacher students felt that the printed course book will remain as the main source for teaching and learning.

Both, the teachers and the teacher students felt that the printed course book gave a certain feel of security, and the book cannot run out of battery. Using the printed course book was considered more pleasant and even though the electronic material was used during teaching, all respondents felt that the electronic material was not the main point – it was just an assistant.

6 CONCLUSION

Even though the satisfaction towards the course books of the upper secondary teachers has been studied, the actual reasons they use them have not been studied. The studies by Hietala (2015) and Vanha (2017) showed that teachers are overall satisfied with printed course books. Still, some important issues were pointed out in Hietala's and Vanha's studies, and those issues should be paid more attention to. For example, teachers could be taken more into account when planning the study material, since books are their tools and resources in teaching.

Teacher have the freedom to choose how they teach, but still majority of teachers seem to favor printed course books. In addition to printed course books it is common to assume that teachers have all type of material from the internet, and they could easily skip the course book. However, that is not the reality and as this study shows teachers do not want to give up on using printed course books.

Creating and planning the lessons and finding material takes time, but course books create stability and a type of a skeleton for the whole course, so it is easier for the students as well as for the teachers to follow the contents of the book, and the learning is more structured. If anything, the fact that course books are such an important part of teaching material, more focus and investment should be put into them. By having quality course books that are well made and include a variety of different exercises and texts, the students are offered a supportive and interesting learning tool.

The aim of the present study was to find out how teachers and teacher students feel about the contents and usage of course books and how they feel about the future of the course book. Both the teachers and the teacher students felt that the book should not be replaced by e-books since there are many potential problems resulting from the change. The book is seen as an important part of the teacher's tools, and it is a great resource for teachers, therefore the books should be kept in production.

Even though the books are considered important, there are some disadvantages. For example, the contents are not always suitable or interesting enough for the students, or that they do not offer enough challenging tasks. However, course books have quite a permanent place as a part of teaching materials, so what should be paid more attention to is the quality and the content of the course books. Also, as it was mentioned by the teacher respondents in the interviews, many students prefer the printed book over an e-book, and for example, those students who suffer from learning disabilities prefer printed course books over e-books. So, it can be difficult to predict what will happen and what kind of health problems will appear if e-books and online materials replace the printed books entirely.

This was a small-scale study, and no generalizations can be made from the results, but as for future research, the same issues could be researched more broadly. For example, more teachers from different schools and cities could be interviewed and then the answers could be compared to see if there are any similarities or differences. For a larger scale study, it could be studied if there are differences between countries, so teachers from different countries could be interviewed to see if there are similarities or differences between countries. However, the present study gives an important insight for future teachers that they should not neglect the printed course book material, but to embrace it, and demand printed course books that are better. Also, the quality of the course books could be studied further since the content and their suitability for the students came up in this study.

As Hietala (2015) and Vanha (2017) showed in their studies, teachers in Finland seem to be satisfied with the course books. The current study showed the same thing, since teachers and teachers students felt that the overall quality of the course books in Finland is good and the books were considered as an important part of teaching materials. However, both in Hietala's and Vanha's studies as well as in the current study, some issues concerning printed course books and their content came up. For example, the writers of course books should keep in mind who the target audience is and is the content suitable and interesting. Also, the variety and variability in exercises were considered as important factors, since the variety gives a freedom for teacher to choose the exercises. Having enough exercises also means that the teacher does not have to look up exercises and there is more time to focus on other things.

When thinking about the future of course books in Finland it is difficult to say or predict if there will be printed books in use in ten or twenty years from now. Even though course books are considered as important and useful tools for teachers, according to the present study teachers believe that we are heading towards e-books and other electronic materials. Although course books are used in English teaching and they are good support for teachers as well as students, it is hard to tell what the future holds and how technology will affect on the ways we learn and teach. Therefore, the future of printed course books remains to be seen.

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