English Language Teaching Textbook in Makassar University

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Abstract

The aims of this study is to investigate the experiences of 12 Makassar University lecturers lecturers in planning and writing their English language teaching (ELT) textbooks. The results of interpretative phenomenological analysis (IPA) revealed that, despite a number of pedagogical issues and challenges, these lecturers had a positive attitude toward writing their ELT textbooks, as revealed by an in-depth semi-structured individual interview (IDI) and a focus group discussion (FGD). They believed that creating teaching resources for their classes would not only help them meet their students' linguistic demands, but would also improve their lecturing experience. This article argues that writing a textbook for classroom use is a form of pedagogical reflective practice for lecturers that allows them to provide their students with appropriate activities and lessons for effective language teaching and learning, drawing on Tomlinson's notion of the importance of personalizing and localizing ELT textbooks to maximize students' learning. The findings' ramifications are addressed, and recommendations are made.

Keywords: *ELT textbooks, writing*

Introduction

The usage of textbooks in the classroom, according to seminal papers and books on English language teaching (ELT) materials production and evaluation (Hutchinson & Torres, 1994; [1–4]), is one of the most significant factors in the teaching and learning of the English language. ELT textbooks and other learning resources are beneficial in the classroom because they contain ready-to-use lessons and activities. These textbooks may also specify how students should be taught and learn. [2].

There are two sorts of textbooks that are often used in language instruction. These materials are referred to as global and local by Tomlinson [5]. While the former is classified as commercial materials since it is developed and published by well-established publishing corporations and sold to educational institutions and bookshops around the world, the latter includes materials written by classroom instructors and other education professionals. The majority of these regionally published textbooks are restricted to usage by a single educational institution in a country.

While using textbooks and other teaching materials in the ELT classroom has been shown to be beneficial, recent studies [6–9] have claimed that most commercial ELT textbooks may make a negligible contribution to students' language learning when taking into account their unique needs, interests, and language abilities. When using commercial ELT textbooks, instructors cited concerns such as difficulty explaining some western concepts, a limited number of authentic language reinforcement activities, irrelevant language activities, and improper language level for students to acquire [6, 7]. As a result, lecturers are increasingly encouraged to personalize commercial instructional materials based on the requirements and interests of their students [10]. This means that the more lecturers participate in the development of resources, whether by adapting or producing their textbooks [5, 7, 11], the better the value of these materials in their language classes will be.

Commercial or internationally published ELT textbooks are used more frequently in Indonesian classrooms where English is taught as a foreign

language (EFL) than in-house teaching resources [9]. The fact that the bulk of lecturers and students are natives in the region "who use English textbooks for their academic English courses" is often cited as the reason for this ([12], p. 2). These commercial or international textbooks are thought to provide linguistic precision and a good language-use paradigm to assist pupils in learning English [4].

The current study looked on the experiences of Makassar University lecturers who wrote their own ELT textbooks. Although prior research has revealed both the benefits and drawbacks of using textbooks in the classroom, little is known about how ELT textbooks are created and who creates them for use in the classroom [1, particularly in the EFL environment]. As a result, this study aims to fill that gap in order to contribute to a better understanding of the textbook-writing process as it is experienced by lecturers, as well as to provide empirical support for Tomlinson's [4] notion of "localization, personalization, and choice" of ELT teaching materials (p. 158).

Textbooks In The Classroom

Materials development, according to Tomlinson [4, is "a process used by practitioners who make and/or use materials for language acquisition, which includes materials evaluation, adaptation, design, production, exploitation, and research" (pp. 143–144). Even though the term "teaching materials" can refer to a variety of materials (e.g., printed, video, audio and electronic) that can be used in the classroom for teaching and learning, it is only used in this study to refer to textbooks, which are printed and physical teaching materials written and developed by lecturers.

Most English as a foreign language (EFL) or second language (ESL) classrooms rely heavily on specified textbooks, whether they are commercial or local [13]. It is thought that employing textbooks can assist both lecturers and students and improve the teaching-and-learning process. Using a textbook may be convenient for lecturers because textbooks may provide students with a wide selection of easily available language lessons and activities. It can also encourage equal presentation of lessons among groups of pupils [14], saving professors time in course planning. It can assist professors in deciding which topics to cover in class. Finally, because most textbooks provide extra language tasks, it provides lecturers with a variety of assessment criteria and activities for their students' learning development [7].

Both commercial and local textbooks provide excellent learning opportunities for pupils. For one thing, students may simply review everyday themes and lessons that they find difficult to understand [9] since a textbook can give them instant access to all of the lessons that their lecturers have taught them. Students can also keep track of their daily classes and readily review them by using a textbook. This also means that students may gain autonomy as a result of textbooks providing language activities that they can complete without the supervision of their teachers.

While the benefits and drawbacks of commercial and local textbooks may differ due to variances in origin and publication, it can be argued that ELT textbooks, whether commercial or locally published, play an important part in the teaching and learning of English [15]. As a result, the goal of this paper isn't to compare the efficacy of commercially and locally published textbooks and to recommend one over the other.

Lecturers As Elt Materials Developers

While there has been a long-standing interest in textbook analysis, evaluation, and classroom use [6, 9], there have been few studies that look at how textbooks and other learning resources are created and developed from the perspective of lecturers as materials developers. A weakness in the topic under investigation appears to be the dearth of empirical studies analyzing how a textbook is generated, particularly from the standpoint of lecturers as textbook writers. Because lecturers are the ones who use these instructional resources in class, studying their experiences as textbook developers demands a critical investigation. Alsubaie [11] has argued that because educators are in close contact with pupils, they should take the lead in the production and development of any educational materials. Lecturers should also serve as focus points in textbook production because they are intimately familiar with and understand the unique requirements and talents of their students [16].

For example, some teachers in Vanha's [17] study of Finnish English language teachers believed that using accessible textbooks limited their creativity because they were obligated to follow and complete the assignments in the textbooks. Some group activities were omitted, according to one participant, because she needed to finish chapters of a textbook in preparation for the next students' examinations. As there was a deadline to follow in order to cover all of the topics for the examinations, only those activities found in the textbook were covered. This forces teachers to stick to the textbook, perhaps limiting their inventiveness. As a result, lecturers should be the best persons to inform you what to teach and what not to teach based on your language proficiency as well as

your students' specific requirements and interests. They should learn how to modify and utilise existing educational resources in novel ways. In other words, lecturers should be involved in the writing and development of instructional materials because they are also accountable for teaching their students and influencing their learning. Students' language learning success can be ascribed to the resources utilized in the classroom as well as the lecturer's teaching methods. This means that educational materials that don't target students' individual needs could lead to failure in English language teaching and learning [9].

In some cases, however, designing ELT teaching materials might be difficult for classroom teachers. For instance, Ulla [9], who investigated teachers' perceptions of the use of commercial textbooks in ELT classrooms at a Thai university, discovered that teachers rely heavily on commercial textbooks for their classroom lessons and activities for several reasons: the school requires it, teachers do not have time to craft their teaching materials, they lack the skills to develop their materials, and they lack confidence in writing when using the English language. According to Bao's [18] chapter on "ELT materials utilized in Southeast Asia," "most teachers [in Southeast Asia]...tend to alter the materials to suit their own inclination...their adaptation skills vary a great deal based on individual experiences, training backgrounds, and L2 competences" (p. 270). There is a need for materials-writing trainings or workshops to assist lecturers in adapting and developing their ELT teaching materials. Without these workshops, lecturers would have to rely on pre-prepared teaching materials, which could be either too demanding or too easy for their students.

Localization And Personalization Of Elt Textbooks

Despite Tomlinson [4] recognizes the value of textbooks in the classroom, he also states that "many global coursebooks are not regarded sufficiently interesting or relevant for their actual users." Global coursebooks frequently fail to suit the needs and wants of any individual student since they seek to cater to all students of a specific age and level (p. 158).

Salas [19] and Harsono [20] agreed, stating that some textbooks provided do not meet the specific needs of students and are therefore unsuitable for classroom use. While these textbooks may have interactive activities, they may not be appropriate for the students' level. Similarly, Richards [3] has pointed out that some western textbooks may only be concerned with "native-speaker" usage, where

language learning is geared toward pupils acquiring a native-like grasp of the language. As a result, Tomlinson [4] has urged teachers to localize and personalize their ELT textbook selections in the classroom. Commercially published textbooks, for example, may not be relevant to students, particularly those from Southeast Asia, because they may include topics that are unusual and unfamiliar in the region [9]. Winter, gap years, ice skiing, Thanksgiving, and other foreign language functions [19] might be challenging to explain to pupils. As a result, lecturers as materials creators may only include themes that reflect their students' culture and are widespread in the region when localizing and customizing teaching-and-learning resources. This means that lecturers, in their role as materials makers, can only consider what their students want and what language functions are appropriate for their level of ability. Because many commercial textbooks are created for broad language learners, lecturers can better target their students' individual language needs by localizing them.

Furthermore, while localizing and personalizing materials for the ELT classroom, authenticity should be taken into account. Although "authenticity" has a wide range of definitions, according to Gilmore [21], it can be found in any or all of the following aspects: the texts, the learners, the situation, and the communicative act's goals. Students would struggle to understand the content, relate to the context, and use the language in real life if textbooks were not localized and personalized. As a result, according to Gilmore, authenticity is defined by actual language spoken by a real speaker for a real audience with a real message. The authenticity of linguistic materials, according to Tomlinson [4, should include both authentic text and authentic task. The former is made "to communicate rather than to instruct, and an authentic task is one that engages learners in communication to achieve a goal rather than language exercise" ([4], p. 162). Materials that lack true and real-world objectives may be ineffective in the classroom. Although Richards [3] argues that authenticity of materials is no longer important because authentic materials are now readily available online, authenticity of materials may still be a concern for some commercially published ELT textbooks. To prepare students for real-world language use, Tomlinson [4] has underlined the need of giving them opportunity to employ authentic texts and assignments in real-life communicative activities [19]. Authentic texts and authentic assignments, according to Tomlinson [4, put learners at the center of

communication that achieves an outcome, rather than teaching them how to practice the language.

Given the importance of textbooks in the teaching of the English language, and relying on Tomlinson's [4] "localization, customization, and choice" (p. 158) of ELT teaching materials, the following questions are addressed:

1. How do English language professors view the process of drafting and developing textbooks for use in their classes?

2. How do these lecturers find professional meaning in designing ELT teaching materials?

3. What factors do they examine when it comes to the authenticity of the activities in their textbooks?

Methodology

The purpose of this qualitative study is to find out how the lecturer participants make meaning of their experiences as textbook authors. Because it focused on a "deep assessment of the participant's lifeworld," it used interpretive phenomenological analysis (IPA) ([22], p. 53). The importance of individuals being experts on their own experiences is emphasized by IPA. IPA, unlike any other analytical framework, allows researchers to engage with a study subject at an idiographic (specific) level. The "lived experience" of the participant is combined with a subjective and reflective interpretation process in which the analyst is explicitly involved in the study process ([23], p. 20). The data was gathered using an in-depth semi-structured individual interview (IDI) and a focus group discussion (FGD). The purpose of the IDI was to learn about participants' perspectives and experiences with textbook writing. Similarly, FGD was used to validate the IDI replies in order to create a detailed account of the participants' experiences. The combination of these two strategies would yield a large and diverse set of data. "Some sensitive and intimate disclosures were more likely to surface in focus groups" (p. 14) than in personal interviews, according to Guest et al. [24]. This is due to the fact that in focus groups, participants with similar experiences, ideas, and attitudes can freely express, identify, and share their feelings, whereas in personal interviews, they cannot. As a result, relying just on one method may result in an incomplete picture of the participants' experiences. Finally, the current investigation took place between June and December 2018 and used purposive sampling.

Setting and Participants

The research was conducted at a Makassar university, where instructors were allocated by their department's academic council to produce their textbooks. To put it another way, these professors were compelled to write textbooks.

Despite having no prior expertise in textbook writing prior to coming to teach at the university, these lecturers were able to develop a textbook on their own, which was used in their general English classes. Academic English, English for Specific Purposes, and general English textbooks were the focus of these lecturers' work. Their expertise in the classroom ranges from two to fourteen years. Two of the participants have a doctorate, three have a BA/BS, and seven have an MA/M.Ed. Their ages range from 25 to 41.

Participants' agreement was obtained before they consented to participate in the study, and they were informed about the study's goal.

Data-Gathering Procedure, Tools, and Data Analysis

Prior to conducting the study, the researchers conducted an informal, casual, and preliminary interview with two university lecturers about their experiences producing textbooks. The goal of this interview was to determine the research's viability. The information gathered was not used in the study. The researcher then went on to perform the study, inviting additional university instructors who created and developed textbooks to participate as research participants. Following their agreement, 12 academics participated in an IDI and a focus group discussion at their leisure.

The interview took place in English and was audio-recorded on a cellphone. The interview with the 12 lecturers took roughly 5 weeks to complete. Similarly, because the IDI was semi-structured, guiding interview questions were developed using the IPA framework to highlight the participants' perspectives, motives, concerns, and obstacles in textbook production (see Appendix). The interview lasted anything from 40 to 110 minutes. A week after the IDI, a FGD was done with four groups of instructors (three teachers per group) using the identical set of semi-structured interview questions. The goal of this conversation was to delve deeper into concerns that were not addressed in the IDI. Each FGD lasted between 20 and 35 minutes and was also audio-recorded.

Finally, the data were verbatim transcribed, read several times, and thoroughly examined. The transcribed data were submitted back to each of the teacher-participants for revision and approval to ensure validity and dependability. Participants were given the option of revising and editing their recorded

statements for clarity and concision. The data were analyzed using IPA by (1) breaking down the text into smaller, more meaningful chunks, (2) condensing these chunks, (3) categorizing them, and (4) creating themes that reflected the participants' experiences [22].

Results and Discussions

Excerpts from the IDI and FGD were used in the presentation of the results. To ensure anonymity, each lecturer-participant was given a code (e.g., L1, L2, L3).

Perceptions on Writing a Textbook

Despite feeling challenged, the lecturers kept a positive attitude about producing and developing textbooks for their ELT course. "It was incredibly tough," T2 says, "but I was thrilled that I got to design my own textbook." T2's positive attitude toward producing his textbook derived from his idea that it is a privilege and a kind of professional growth to write one for his classroom. T4 and T12, in fact, agreed with this assessment: It was a fantastic opportunity for me to advance professionally. (L4) I was relieved since I knew that producing a textbook would improve my professional skills and make me a more effective educator. (L12)

Similarly, textbook authoring was seen as a reflective discipline that provided lecturers with information about their classroom methodology. "I thought of it [textbook writing] as a reflective practice where I got to reflect and assess the type of lesson and activities for my students," L5 explained. Writing her own textbook is a reflecting exercise for L11, as well as an assessment of her pupils' needs. She explained, "By developing my textbook, I was able to adapt my teaching method to meet the requirements and interests of my pupils."

Textbook Writing Motivations

It should be mentioned that the lecturer-participants did not choose to write textbooks on their own. During the interview, they indicated that they were merely given the task of developing textbooks for classroom usage. They did, however, see certain benefits that encouraged them to get involved in textbook writing. These instructors cited duty satisfaction, incentives, worthwhile experiences, and professional development as motivating elements for developing their own textbooks. T5 stated the

following: As lecturers, it is our responsibility to ensure that our students receive the education they need, and in order to do so, we must make our instructional materials relevant to and useful by our students.

T5's comment was backed up by L2, who stated that "it is simple to deliver a lesson when you know you prepared the activities for your pupils." Meanwhile, L7 revealed that obtaining a monetary incentive influenced his decision to write his textbook. He stated, "I agreed yes to developing my own textbook when I was told there is a commission when the volumes are sold." And I'm glad I went ahead and did it.

L8, on the other hand, claimed that:

Writing a textbook is a sort of professional development for me, and I can utilize it if I chose to work as a commercial textbook writer in the future.

The motivations of lecturers for textbook production might be both pedagogical and personal, based on the following findings. Aside from sharing information with their students, improving their classroom teaching, and progressing in their careers, the lecturers stated that producing textbooks provided them with financial rewards. Locally made textbooks, which were compulsory of all students, were sold in the university bookshop, as disclosed in the interview. Lecturers who wrote the textbooks would be compensated at the conclusion of the semester.

Issues and Challenges Encountered by Lecturer-Writers in Textbook Writing

Despite the fact that the lecturer-participants were driven to build their textbooks, they noted certain difficulties in doing so. These difficulties were caused by insufficient training and institutional support. Lack of clear directions, insufficient reference materials, and poor knowledge of textbook writing are all prevalent complaints. L10 stated, "I was simply given the course description, which is insufficient to know the course details." The time allotted was likewise very limited. (L10)

Since most instructors indicated that they were solely assigned to produce their ELT textbooks, L10 had a legitimate point. Lecturers reported in the focus group that they were not given enough time to finish creating textbooks, as well as clear instructions and rules. In addition, L12 saw the lack of textbook writing

training as a challenge: The issue, in my opinion, is a lack of training prior to creating a textbook. Although I agree that creating our own resources will benefit our kids' learning, I believe there should be at least a training or workshop to guide us through the process.

In other words, the seeming lack of institutional support as one of the challenges confronting lecturers in textbook writing could refer to the following conditions: no reduction in teaching load, no prior training provided, and rather ambiguous instructions on what to write and what to expect. Furthermore, during the interview, it was noticed that none of the professor participants had any prior expertise producing textbooks. They should be given sufficient training on how to write a textbook for classroom usage because they were expected to do so by their immediate supervisors.

Localization of Textbooks

According to the instructors, developing a textbook necessitates a deep awareness of the pupils' cultural backgrounds. This viewpoint advises that textbooks be localized, with lecturers and materials writers taking into account not just their students' culture but also their individual proficiency levels, activities, and talents. L11 emphasized this point: When I was preparing my textbook, the first thing I thought about was my students. I considered their skill level, their interests, and their requirements.

When professors create ELT textbooks for L9, activities are a top priority. Appropriate and contextualized classroom activities that are based on relatable issues can help students succeed in their language acquisition. He added, "I always keep their [students'] culture in mind." I made certain that all of the activities in my textbook were culturally appropriate.

While both L11 and L9 stressed the importance of students' learning requirements, L7 believed that it was also important to consider the skills that should be taught to pupils. He stated, "It's critical to think about the focus of the stuff you're generating." In my instance, I concentrated on improving my listening and speaking abilities.

In fact, all of the instructors in the FGD felt that emphasizing on abilities that should be included in textbooks could improve students' language acquisition. They argued that culturally appropriate classroom activities and subjects are necessary for efficient language learning.

The lecturer-participants were also questioned why it was vital for them to incorporate their students' cultural backgrounds when designing textbooks during the FGD. They agreed that doing so would "maximize the textbook's potential for classroom teaching and learning" (L9) and "keep the students' interest in learning" (L6).

Personalization of ELT Textbooks

The lecturers stated that when selecting activities for their lessons, they carefully assessed the quality of the activities and lessons as well as the validity of the materials. When asked how they included activities and lessons in their materials, they said: I began the class by providing a list of ten travel-related vocabulary words. Then, in the textbook, I added a YouTube video link and a screenshot of the movie. I also wrote the dialogue scripts so that my pupils could understand the language's functions and skills. The students were then instructed to form a three-person group and write a dialogue screenplay for their travel role-play. Following that, they gave a presentation of their journey role-play. In addition, when selecting exercises, I had to ensure that my students would be motivated to do them. (L3) I used local newspaper sample texts, audio transcripts, and group role-playing. One of the objectives of my restaurant class, for example, was to role-play how to order meals at a restaurant. As a result, I had a three-person discussion script about ordering food in a restaurant. Pictures of the cuisine, the restaurant, and the menu were also featured. After that, students were to practice reading the dialogues and create a role-play based on the theme. (L4) Every lesson in my textbook began with an image that students had to describe or create a story around. I used the Internet for [the] reading portion because there were a number of articles that were appropriate for the pupils I had. I always made sure that pupils were inspired to use the language outside of class after each lesson. I gave them tasks like giving directions, shopping, and making phone calls. (L6) During the FGD, the lecturers mentioned that one factor they considered when selecting activities for their textbook lectures was to clearly highlight the language skills and functions that students can utilize in and out of the classroom. In other words, pupils should be able to communicate effectively in real-life situations. As a result, the lecturers used authentic texts and authentic assignments to achieve these goals. They hoped that by

doing so, their students would be more motivated to complete their school assignments.

Furthermore, including carefully chosen films, audio transcripts, dialogues, conversation scripts, and group or pair tasks (e.g., role-play) in textbooks would allow students to practice their English communication skills in simulated circumstances.

DISCUSSION

The goal of this study was to learn more about the experiences of 12 university English language professors in Makassar who have written ELT textbooks. The results of the interview and FGD, based on Tomlinson's [4] concepts of localization, personalization, and choice of ELT materials, revealed that, while the lecturer-participants were only assigned to write their ELT textbooks for classroom use by the department's academic committee, they were guided by their personal, pedagogical, and cultural attitude and orientation to fulfill the responsibility.

For starters, the lecturers had a favorable attitude toward textbook authorship. Despite the fact that none of the participants had any prior experience writing textbooks, they all saw it as a positive experience that could help them reach their career and personal objectives or interests. They believed that textbook writing not only benefits them financially, but also helps them develop abilities for lifelong learning, especially if they choose to continue textbook writing as a career. It should be highlighted, however, that even though the lecturer-participants were enthusiastic to write their textbooks, they lacked the necessary experience and training. In reality, Tomlinson's [4] and Bao's [18] studies have already addressed this topic. According to Bao [18], a higher percentage of Southeast Asian teachers lack the ability to modify and/or create textbooks. Classroom teachers in Southeast Asia may rely largely on commercial textbooks due to a lack of expertise and abilities in textbook writing. As a result, offering workshops or trainings in textbook writing to these teachers is critical.

Furthermore, while other investigations (see [1, 25]; McGrath, 2013; [4]) have identified certain benefits of textbook writing, this study contends that textbook authoring is also viewed as a commodity among Makassar instructors and their university. Given that instructors were compelled to write their textbooks and sell them in the university bookstore (and that students were required to buy and use these books), producing and publishing a textbook may result in increased revenue for both the lecturers and the university. This point of view might be considered valid and important, especially in most ASEAN countries where professors' low pay is still a concern [26]. As a result, commodifying textbook writing could be seen as a motivational element for classroom teachers in Thailand to create textbooks even if they were only required to write one.

Second, while personal interests influenced the instructors in Makassar, they nevertheless respected the educational contributions or benefits of textbook authorship. The lecturers stated that textbook authoring is a reflective pedagogical technique that should be adopted by lecturers in higher education institutions specifically. They indicated that textbook writing might help them improve their classroom pedagogy since it not only guides them in designing appropriate language lessons and activities for their students, but it also helps them comprehend and reflect on what happens in the classroom. Similarly, textbook authoring allows lecturers to evaluate their teaching styles and techniques as a reflective practice, which may have a good impact on their students' learning performance. It may, for example, equip lecturers with the required skills to recognize and resolve pedagogical issues in their schools and students [27]. It may provide them with the opportunity to review, evaluate, and improve their teaching methods [28, 29]. It may also provide them with an opportunity to acquire new teaching techniques and become lifelong learners [9, 30].

Reflective practice is an important part of teacher education [31] because it allows teachers to reflect on their teaching practices, potentially leading to changes and a positive impact on the teaching-and-learning process [32]. To put it another way, textbook writing as a reflective activity helps lecturers to devise and apply a teaching plan that will help students succeed in their language learning. Despite the fact that the professor participants in this study were merely given the task of writing their textbooks, they saw it as a way to improve both their professional and personal talents.

Third, due to pedagogical and cultural difficulties that might have a direct impact on students' learning, the instructors found textbook writing difficult. Addressing these concerns is critical because lecturers, as textbook authors, must localize their teachings and activities in order to ensure active involvement and participation among students. When a piece of content is localized, the cultural background, interests, and

English proficiency level(s) of the pupils are all taken into account. According to the interview responses, teachers had to consider the pupils' cultural backgrounds carefully before determining what language activities to include. They believed that by doing so, they would be better able to meet the needs and interests of their students. As a result, textbook writing can be seen as a process of constructing a local-material culture, which may determine students' cultural backgrounds. Such an argument is particularly crucial in the context of ASEAN, where commercial textbooks are frequently employed, even if they are inappropriate and do not correlate to local learning environments. Textbook writing is thought to provide students with more relevant, appropriate, and authentic texts and exercises to practice than other textbooks [6–8]. Although the purpose of this study is not to compare locally published textbooks to commercial textbooks, it is reasonable to assume that because commercial textbooks are written for a profit and their authors may not be familiar with the local contexts in which they are used, the language activities and lessons they contain may be irrelevant and inappropriate for students. Several textbooks published around the world, according to Tomlinson [4], lack interesting and relevant activities and include learning problems that rarely mimic or adapt local classroom circumstances.

Fourth, the findings highlighted how lecturers viewed the personalization of textbooks. The findings revealed that lecturers employed a variety of literature and resources to create their textbooks. They believed that real-language assignments and texts from their own community could help pupils improve their language skills. These professors were interested on the accuracy of language functions and abilities in activities and lessons that students might use in and out of the classroom. They may use this to generate simulated settings in which their students could employ their English language skills. To put it another way, textbook writing may give lecturers the opportunity to select appropriate language challenges that fulfill their students' individual needs. As a result, contextually created textbooks encourage students' creativity and autonomy while also preparing them to be lifelong learners.

The lecturers who wrote the textbooks in this study were well aware of the benefits of localizing and customizing ELT texts. The lecturers believed that by taking into account the students' local culture and specific language needs, as well as providing authentic language models and practices through the use of dialogues, audio scripts, videos, and role-plays, students would be able to perform various language tasks in real-life situations. To put it another way, the teachers acknowledged that a textbook, which is an important tool in the classroom, should include exercises that are relevant to students and appropriate for utilizing their skills as lifelong learners. This can be accomplished by altering and supplementing their instructional materials (e.g., textbooks) with additional authentic assignments that are relevant to the course's objectives.

Furthermore, when lecturers localized and personalized textbook exercises, it was shown that students' motivation should be taken into account. The teachers believed that carefully designed, relevant, and authentic language assignments or activities may elicit this drive. Authentic ELT resources for EFL students, according to Peacock [33], may have a good effect on motivation in foreign language learning. Authentic materials are more engaging because they can improve learners' attentiveness and involvement in tasks [33] and, more importantly, they can help them become successful communicators outside of the classroom [5].

Although the current study looks into the experiences of lecturers who write textbooks, it has some drawbacks. For example, the study's environment and participants are constrained because it was done at only one Makassar institution, where all of the participants were faculty members. As a result, it cannot be considered representative of all Makassar lecturers who produce textbooks. Future research should look at various situations, particularly among Indonesian higher education institutions, to gain a better understanding of lecturers as textbook writers. Future research should dive into the process of developing ELT materials as a reflective practice among language professors, according to the authors. Finally, while the current study sheds light on how culture influences lecturers' choices of teaching materials, a more in-depth investigation into this element of textbook production could shed light on the subject of culture-based language instruction.

Conclusion

A textbook is an important component of classroom instruction. It provides instructors with a practical advice on what to do and how to do courses and activities in the classroom. As a result, in the ELT classroom, both commercially and locally published textbooks are equally significant. While commercial textbooks may provide carefully planned and

structured lessons, in-house materials or textbooks that are localized and personalized may provide a more personal approach to various language activities because lecturers are aware of their students' cultural background, preferences, purposes, and needs. Furthermore, textbook authoring is seen not only as a professional development activity but also as a reflective practice through which lecturers can assess and improve their teaching methods. As a result, university administrations, national and local education officials, and education policymakers should take these factors into account in educational programs so that lecturers who produce their own teaching materials can receive sufficient support and direction. Furthermore, lecturers should consider the appropriateness, applicability, and authenticity of language courses and activities when developing ELT textbooks, in addition to knowing their students' cultural and educational backgrounds. Simply said, localizing and personalizing ELT textbooks can aid in the successful teaching and learning of a foreign language. Commercial textbook authors should prioritize the same consideration in order for their materials to become really context-sensitive teaching tools for language learning.

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