Selection and Adaptation of Language Teaching Materials: An internship report based on a School in Dhaka.

Department of English and Humanities (ENH)

BRAC University

Submitted by:

Methela Rahman

ID: 07303021

Session: Summer'07-Fall'10

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In the Name of Allah

The Most Compassionate

The Most Merciful

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Abstract

This report is based on my experience as an intern during my internship and my focus is on selection and adaptation of language teaching materials. I tried to relate the theoretical knowledge that I gained from various ELT courses regarding using selected and adapted language teaching materials, at my university to my real life classroom experiences. Also, this paper comprises a few recommendations for a few problems which I observed during the internship.

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CHAPTER 1

Introduction:

In classroom, teaching materials are very important for the teachers and also for the students. According to Jane Crawford's study (as cited in Richards, 2002) sometimes a course book fails to address the needs of a specific group of students. For this reason, it is imperative that the teachers use their own resources along with the textbooks to cater to the needs of the students. The teacher has to design or select his/her materials in advance so that he is well prepared for his classes. However, students of Bangla medium are taught through the materials published by the textbook board from the beginning of their school life. Previously, the textbooks provided by Education Ministry of Bangladesh contained literary pieces like- drama, poetry, short stories. In those materials, students were asked to answer questions in the form of short notes, broad questions and short questions. Students were required to memorize answers to the questions prepared by the teacher which was responsible for lack of interaction. For the learners learning a language, a teacher has to provide meaningful and suitable materials to make language learning effective. Also the teacher has to know how to fit effective materials into the lesson. In Bangladesh, most of the teachers use the grammar translation method in the classroom which aims at making the students grammatically competent, not communicatively competent. That is why the materials the teachers use do not help the students improve and proficiency. Especially at the primary level, teachers are unaware of the role of useful materials in the classroom; lack of training is mostly responsible for it.

The term "material" can be defined as information, objects that can be directly adopted or adapted for use modification. "Teaching materials" are the lectures, syllabi, texts, useful guidelines to get the students involved. LittleJohn (1998) (as cited in Tomlinson, 2003, p. 43) explained materials in terms of two dimensions: publication and design. Publication refers to the 'tangible' or physical aspects of the materials and 'design' refers to the focus of the materials, the underlying production and use which include the aim, objectives and the way tasks, language and content in the materials are selected. Moreover, materials adaptation means matching materials with the learner's needs, the teacher's demands and administration's purpose. Adaptation of materials, therefore, plays a valuable role in language teaching.

Recently, Ministry of Bangladesh has revised its English language curriculum by adopting Communicative Language Teaching (CLT) which has replaced traditional Grammar Translation Method (GTM) to increase learner's communicative competence (NCTB, 2003. cited in Hamid, 2008). But all the teachers are not yet properly trained to follow CLT as Yasmin identified this change as a major challenge of English Language Teaching (ELT) in Bangladesh. She also adds "The majority of educators, policy makers and English language teachers in Bangladesh have inadequate knowledge [...] and this has resulted in a complicated situation of Bangladeshi English Language teaching" (p.138). Also, McDonough and Shaw (2004) affirmed that due to resource limitations, sometimes instructor may be unable to use all the listening skills covered in a course book. Sometimes instructor faces troubles regarding teaching materials, teaching methods, course objectives etc. Therefore, a material has to be flexible according to the

level of the students and integrated with reading, listening, writing or speaking skills, thus the students can easily relate the examples to the context. In addition, the materials and language used by the teachers should be realistic and genuine. For this reason, selection and adaptation of language teaching materials are important for the teachers to teach successfully.

My focus in this report is on selection and adaptation of language teaching materials which is the most important aspect of teaching successfully in a classroom. In addition, to get the attention of the students and to increase their motivation, materials adaptation plays a significant role in language classes. If the materials are not suitably selected and adapted, students might not be able to learn the target language properly. So, teachers need to provide effective materials in the classroom to grab student's attention and to teach them appropriately. In my report, I will be elaborating on-

- o The importance of using suitable materials in language classroom.
- o Different types of language teaching materials for the primary level of students and the effects of using it.
- o Different theoretical approaches of selection and adaptation of language teaching materials and how to use then for the particular level of students.

I will also discuss the implementation of the theoretical approaches based on my internship in a school in Dhaka.

CHAPTER 2

Literature review:

2.1. Importance of using suitable materials: In a language classroom, suitable materials are of great importance for both the teacher and the students because if a material is not suitable, language learning will not be effective. Tomlinson (2003) articulated that learning has to be positive, relaxing and teachers have to teach successfully (p.18). Flexibility of materials has to be taken into account while selecting a text for the students. As learners only learn what they really want to learn, teacher is responsible for the primary generation of energy in a lesson.

Gower (1995) mentioned a few advantages of using suitable materials. They are given below:

- Firstly, a useful material has a positive effect on learners' motivation so that the students become more active in the classroom. If the materials are not useful for a particular learner, he/she might not pay attention to a piece of classroom activity.

- Besides textbooks, if a teacher includes a realistic task, students are usually more interested to pay attention and get the information from the activity. For example: planning a trip, listening to a song for pleasure.

- In a language classroom, authentic materials can be used for different levels of students. For example: from a newspaper article, a teacher may ask elementary level students to find out the name of the place used in the article or a teacher may ask students of the intermediate level to predict the name of

the place shown on the picture and so on. So, for the teacher, suitable authentic materials might be helpful while preparing his lesson. Also the students can relate this type of materials to their real life situation.

However, according to Gower, everything has a positive and negative effect. By carefully selecting the activities from the books, a teacher can add variety to the lessons. But also a teacher has to "make sure that activities taken from different sources link together to make a cohesive whole, and that they serve to fulfill the aims and objectives of your lesson" (Gower, 1995, p. 80). So, a teacher has to consider learners' needs, interests and level while choosing the materials for the primary school students.

2.2. Different types of Materials:

According to Gower (1995), there are two types of materials generally used in the English Language classrooms. These are: (A) published materials and (B) authentic materials.

2.2.1. Published Materials: For the students, there are some published materials which provide security to the teachers and students. Also, if a teacher uses published materials, (s) he has a guideline and she can change an existing task or add an effective one if necessary. Before selecting published materials, a teacher needs to check the appropriateness of using the particular text in the ESL classroom. Published materials can be course books, skill books, resource books and other supplementary books.

(a) Course Books: Generally, a teacher depends on course books as it provides a sequence and connection in terms of the topics of the text. Also in a course book, we can find a balanced work of grammar, vocabulary, pronunciation etc. According to Tomlinson (2003), course books accomplish an extensive range of "practical needs, particularly in contexts where English is being taught in a non-English-speaking environment and where teachers either lack training or sufficient time to analyze each group's needs" (p. 39). Gower (2003) said that for the teachers it's not easy to select a course book which "suit the needs and interests of all the students in your group both in terms of the language syllabus and the topics of the texts" (p. 77). In that case, teacher should get the idea of suitable books from the supervisor. Also, it's not necessary to use a course book for a whole lesson. By spending time on the first few lessons, teacher could get the idea of students' needs and whether the text is suitable for the level of the students or not. Also, while planning a lesson, teacher should consider which parts of the course book need to be skipped, which part could be directly used. At the same time, teachers will be in a position to decide that besides course books, whether they should use supplementary materials from other sources or not. So, a teacher can use published materials as a guideline to teach her/his students. And if necessary, a teacher may incorporate and use a supplementary material that suits most of the students.

(b) Skills books: These kinds of books focus on language skills: reading, writing, speaking, and listening. These books contain very useful and organized

materials and activities on specific skills. Littlejohn (1998), (as cited in Tomlinson, 2003,) mentioned that in earlier period ELT course books only provided reading text followed by a set of questions and a few exercises of grammar and vocabulary. But in recent days, there are packages for language learning and teaching. For example: workbooks, teacher guides, audio and video clippings which include the instructions for both the teachers and students to follow the structures effectively in the classroom. So, in the language classroom, a teacher may use this sort of books besides the course book to grab students' attention. As a result, students may possibly pay attention to learn the lesson properly. Besides the course books, teachers need to consider the suitability of using the skills books. For example; most of the times, the 'listening' and 'speaking' books are accompanied by cassettes or tape scripts. Here, teachers should have proper knowledge of using these materials appropriately in the classroom. Also, students should be capable of responding properly to the activities in the classroom. And in the classroom, there should be sufficient teaching aid like tape recorder. Gower (1995) mentioned that the supplementary tasks can be enormously effective for developing specific skills and strategies as it provides a clear vocabulary focus. Also, by solving the anticipated problems, a teacher can make the appropriate use of the skills books besides the course books.

2.2.2. <u>Authentic Materials</u>: Kilickaya (2004) defined authentic materials as "'appropriate' and 'quality' in terms of goals, objectives, learner needs and interest and 'natural' in terms of real life and meaningful communication". It is the real life situation

which a teacher can use to motivate the students and make them clear about the topic. Authentic materials can be real newspaper reports, magazine articles, advertisements, poems, songs, video clips, menus, horoscopes, etc. According to Alejandro G. Martinez (2002), "*Authentic* would be material designed for native speakers of English used in the classroom in a way similar to the one it was designed for". For example, from a radio news report, teacher can ask the students to discuss the report on pollution in the city they live.

Peacock (1997) mentioned that authentic materials are intrinsically more interesting or stimulating than artificial or non-authentic materials. He also believed that if a teacher uses suitable authentic materials in the language classroom, it motivates students because these are more interesting and inspiring than artificial materials. While applying authentic materials in the classroom, a teacher has to ensure that the material is exploited well. Sometimes teachers need to "shorten authentic texts, or add a glossary in order to make them more accessible" (Gower, 1995, p. 83) or suitable with the class' program of work. Also, by using authentic materials in the classroom, a teacher can keep the students informed about what is happening in the world.

2.3. Evaluation and Selection of the materials:

It is seen that materials evaluation and selection are very important for the teachers. According to Sheldon (1988) "course book assessment is fundamentally a subjective, rule-of-thumb activity", (p. 245). For the language teachers, the selection of the materials is probably the most important decision as it has to match the given materials against the

context in which they are going to be used. Also, there should be connections between the needs and interests of the teachers and learners who work within it.

Tomlinson (2005) affirmed that an evaluation takes into account the users of the materials and make judgments about the effect of the materials on the people using them (p. 16). Also, materials evaluation involves the validity and reliability of the materials, the ability of the materials to motivate and interest the learners and teachers, the value of the materials in terms of short term and long term learning etc. In this case, validity means whether a material or content is valid or suitable for a particular level of students or not. Hughes (2003) found that "A test is said to be valid if it measures accurately what it is intended to measure" (p. 26). And reliability is the stability of the test scores. He added, "To be valid a test must provide consistently accurate measurements. It must therefore be reliable" (pg- 50).

Tomlinson (2003) suggested three types of materials evaluation to conduct most reliable and effective evaluation (p. 23).

- First of all, 'pre-use evaluation'. It refers to make prediction about potential materials for the learners. Basically it is often used to gain a quick impression of its potential value.

- Secondly, 'whilst -use evaluation'. It measures "the value of materials whilst using them or whilst observing them being used" (p. 24). This is more reliable than of pre-use evaluation.

- Thirdly, 'post-use evaluation' which is the most valuable as it measures the actual effects of the materials on the users. It measures the effects in terms of motivation, impact, achievability, instant learning and so on.

Hutchinson and Waters (1987) (as cited in Sheldon, 1988) observed textbook evaluation is analytical "matching process: matching needs to available solutions" (p. 237). Peacock (1997) also added that while selecting the materials, teachers should be careful about the level of learners' interest, enthusiasm, activity, persistence with the learning task, concentration, and enjoyment during class. Davies (2006) agreed with the fact by commenting that for the language teacher materials selection is the most important decision considering learners interest, level. He said that teachers need to find topics and tasks that will engage the learners physically, emotionally, socially and intellectually in learning the new language.

Moreover, Kelly (2002) mentioned a few points that teachers need to consider while choosing suitable materials.

- First of all, a teacher has to make sure that enough copies of the materials have been collected before supplying then to the students.

- Secondly, authentic materials have to be updated such as; last season's catalog does not have the same impact as a current one.

- Most importantly, materials have to be selected considering the level of the learners.

♦ Teacher should avoid multiple pieces or pages of materials since students may be discouraged while doing the activity. Also, students will be busy to maintain the serials of papers instead of concentrating on the tasks.

2.4. Adaptation of Materials:

Moreover, many researchers mentioned that sometimes materials need to be adapted to be suitable for a particular level of students. McDonough and Shaw (2004) stated that adoption is a primary step to present the materials directly to the learners and adaptation is the consequent process that depends on adoption (p. 73). Also, he pointed out "adoption is concerned with whole course books, adaptation concerns the parts that make up that whole" (Mcdonough, 2004, p. 74). For the teachers, adaptation is an extensive activity because they need to change or adjust the various parts of the course book to make it appropriate for the students. Also, they have to face the learners in the classroom situation with the adapted materials. Here, researchers tried to create a relationship between adaptation and evaluation to justify different views of language and learning and the principles of materials design.

Furthermore, McDonough and Shaw also mentioned "the teacher must satisfy the demands of the textbook, but in ways that will be satisfying to those who learn from it" (p. 75). He adds that teaching materials are internally coherent but sometimes they don't suit the context. Here 'adaptation' can take place as a rather formal process as they don't essentially require to be written down. According to Littlejohn (1998) (as cited in

Tomlinson, 2003) when selecting and adapting the materials for the learners, the instructor should be aware about what learners are actually asked to do in terms of their *knowledge, abilities,* and *skills* and also, how much effective it would be for the learners in the classroom and in practice (p. 43). So, if necessary, the teacher can adapt the exercises by changing and then writing out a modified version for the class.

2.5. Why do teachers need Adaptation?

In "Evaluating and Adapting textbooks" it is mentioned that there are many excellent textbooks that are available in the market but there is no perfect textbook that can meet all the teaching-learning needs. Also, a teacher often develops the most suitable course content by the most useful ideas and activities from a variety of resources. According to Sheldon (1988) textbooks give an adequate chance and permit teachers to prepare meaningful tasks.

Madsen and Bowen (1978) (as cited in McDonough and Shaw, 2004) mentioned "The good teacher is constantly adapting. He adapts when he adds an example not found in the book or [...] when he introduces a supplementary picture (p.75). So, it can be said that teachers need to adapt materials.

Besides these, McDonough and Shaw (2004) gave some reasons for adaptation by which a teacher can prepare effective materials for the students. They are given below:

- While choosing any material, cultural acceptance of the topic or photograph is also an important factor. So, if the topic and photographs are not culturally accepted, teachers need to change or adapt the text.

- In the reading text, sometimes comprehension questions are directly given. If the teacher finds the questions too straightforward that the students can easily identify the answers from the text, teacher can modify the questions to make them more effective.

- In a classroom situation, time management is an important issue for the teachers and if there are too many activities to complete in an allocated class time, teacher can adapt.

- Sometimes teachers find that the pronunciation in the listening passage is not clear. And sometimes it sounds like written materials are being read out. Then, teachers should adapt the materials to make it authentic.

- When there is inadequate amount of vocabulary and grammar item in the materials, teachers should adapt to make then suitable for the particular level of students.

- Sometimes students lose their interest because in the reading comprehension, too much unknown vocabulary is included. In that case, by changing some of the items or by providing a list of vocabulary, a good teacher can motivate the students.

- When selecting or evaluating a text book, if there are too many exercises on a particular item of grammar item, teachers can adapt the materials. Also, if there are not enough exercises to practice, then the teacher should add more exercise for the students.

- When a teacher finds the dialogues too official for the particular level of students or too easy for the higher level of students, he or she can modify the text according to the student's level.

However, according to McDonough and Shaw (2004) teachers need to personalize, individualize or localize the content while adapting a material. Here, "personalize" means a teacher should maintain the relevance of the content in terms of learners' interests and their academic, educational or professional needs. Then, "individualize" means a teacher should take care of the individual learning style. And "localize" refers to the international geography of English language teaching which has to be recognizable everywhere (p. 78). For example; English language teaching method may work in Mexico City but may not work in Edinburgh or in Kuala Lampur. Also, Madsen and Bowen (1978) (as cited in McDonough and Shaw, 2004) added a category named "modernize". They stated that sometimes materials become out of date or ambiguous and incorrect because of not being upgraded. In that case, teachers need to make sure of the current usage of English in the materials (p. 78).

2.6. Different types of adaptation:

McDonough and Shaw (2004) proposed five types of adaptations to make a material suitable for the learners. These are: (a) adding; (b) deleting; (c) modifying; (d) simplifying and (e) reordering (p. 79).

(2.6.1) Adding: Adding is a way of adaptation where teacher inserts simple additional materials to make the activity more practical. In the article "Evaluating and Adapting textbooks" addition is explained as where there seems to be insufficient

coverage of the materials and teachers may decide to add supplementary textbooks or exercises. Also, the term '*branching*' was explained as where teachers may decide to add options to the existing activity or to suggest some other pathways through the activities.

Hairani and Sanggura termed addition as 'expansion'. Text must be lengthened anyway by-

- Adding one or more sentences/paragraphs to the beginning and end of the text.
- Turning a prose narrative into a screenplay.
- Adding specific items/ sentences within the text.
- Adding comment within the text.

According to Tomlinson, (2003) "materials should require and facilitate learner's self-investment" (p. 21). So teachers need to add new examples or activity to make the materials effective. The important areas are not covered sufficiently. Addition is necessary when the following situations occur.

- Texts or pictures are not provided.
- Texts or tasks are fewer than needed.
- Tasks are limited in scope.

In this book "Materials and Methods in ELT" McDonough and Shaw (2004) suggested *extending* and *expanding* techniques of addition.

They mentioned adding as the *extending* technique because it's a quantitative way of adding materials in the allocated time. Here, the main model is not changing as "the

techniques are being applied *within* the methodological framework of the original materials" (McDonough, 2004, p. 79). The possible ways of adding materials are given below:

> First of all, while learning listening and speaking skills, students may face problems in pronunciation because of fewer examples. For example: For the elementary level students, in a listening material, there might be less practice in the pronunciation of minimal pairs such as; bit/bet, hat/hate, ship/sheep etc. In that case, by using L1 a teacher can provide more easy examples of the difficulties.

> Secondly, if the students face any difficulty with tense, sentence structure, vocabulary while reading a text, a teacher can provide another easy reading text to make them understandable.

> Also, a teacher can add more examples when students face difficulties to understand a new item of grammar. Then teacher can provide the practical examples relating to their real life situation to make the topic easy.

On the other hand, *expanding* is a kind of qualitative addition which is "distinct from extending, adds to the methodology by moving outside it and developing it in new directions, for instance by putting in a different language skill or a new component" (McDonough, 2004, p. 80). So, it can be said that by expanding, a teacher can change the overall material to make it effective for the ESL learners. The suggestions are given below:

> In the listening materials, pronunciation practice is on sounds and minimal pairs which are not always sufficient for understanding or speaking English

naturally. So, to make the students capable of articulating vowels and consonants accurately, teachers should supplement any exercises on sentence stress and rhythm and focus on the related features of weak and strong forms in English.

➢ If the listening material is inadequate, the teacher can parallel it with the reading comprehension by using the same vocabulary items and ideas.

(2.6.2) Deleting or omitting: In deletion, material is shortened so we can say it's the opposite process of addition. In the article "Evaluating and Adapting textbooks", omission is described, when for the particular group the teacher leaves out things that are deemed inappropriate, offensive, unproductive, etc. Haran and Sanggura termed omission as 'reduction'. They stated that text must be shortened in someway by removing clauses or specified items, combining sentences, rewriting in a different format.

For example;

Before shortening:

It takes about four hours from Kuala Lumpur, and you get the chance to see little towns like Bidor, Manjung and Setiawan that are sprinkled along the journey.

After shortening:

It takes about four hours from Kuala Lumpur, and you pass little towns along the journey.

Likewise addition, there are two techniques of deleting or omitting materials described by McDonough and Shaw. One is *subtracting* and the other is *abridging*. In *subtracting* the length of materials can be deleted straightforwardly.

For example: In case of pronunciation, sometimes course book exercises provide too much simple materials and students may not make that many mistakes. So, teachers can simply subtract those materials to make the task more effective.

Besides subtracting, the materials can be *abridged* by shortening the ineffective or unnecessary sections. So, it can be said that through abridged technique, teachers can have a significant effect on the overall syllabus.

For example: At the end of each part of the course book, there is a discussion section for the students which may not be useful all the time. Here, teachers can save allocated time by leaving out the less important portion of the text book.

(2.6.3) Modifying: Modification is an important and regularly used adaptation process. Tomlinson (2003) stated that materials should achieve effective engagement. And through the modification technique, teacher can make internal changes into the classroom activity, exercise or other piece of material (p. 22). According to Davies (2006) survey discussion of "What do learners really want from their EFL course?"; "learners suggest new types of tasks they would like to try during a course and as a result, the variety, range and level of task challenge are constantly developing" (p. 9). Modification is applicable when the following situations occur:

- The texts are of inappropriate length.
- Materials are inappropriate to the aim and learners' age or experience.
- Materials are unclear, confusing or misleading.

- Tasks are badly designed.

McDonough and Shaw (2004) mentioned that under the technique 'modification', teacher can adapt materials by *rewriting* and *restructuring* (p. 81).

Firstly, *rewriting* can take place when teacher needs to modify the linguistic content. In recent days, teachers are more conscious about communicative learning and text books are somehow not fulfilling the requirements of the students' linguistic and learning needs. Here by maintaining students' background and interests, teacher can rewrite related activities such as introducing models of authentic language, problem solving to check students' critical thinking ability. In the book "Evaluating and Adapting textbooks" rewriting defined as the teacher may occasionally decide to rewrite material, especially exercise material, to make it more appropriate, more "communicative", more demanding to their students, etc.

So, by such modification a course book can be used as an effective material. For example Macdonough and Shaw (2004):

➢ At the end of the passage, textbooks provide some comprehension questions to test learners' reading and writing skills. Sometimes students can easily answers those questions by lifting the information from the passage. Here, teachers should rewrite the questions to provide a suitable material. As teachers need to motivate the students to interpret the answers by reading the text and by giving opinion from their own rather than just lifting answer straightly from the text. For this purpose, teachers should provide the modifying questions instead of

textbooks provided questions. In this way, a teacher can encourage the students to think critically before writing and solving exercises easily by their own.

➤ Also, course books sometimes provide language materials which do not match with the students' cultural background. Such as a story which is about an English family, with English names of the characters and towns, having English food and enjoying English hobbies. Tomlinson (2003, p. 19) stated that making mental connections is a crucial aspect of the learning process. While introducing materials to the students, teachers need to make connections between what is being learnt and the learner's life and between the learning experience and its potential value in the future. Here, by making some simple modification like using native name of the characters, local family a text can be appropriate for the group of students. And teachers can make mental connection between the context and the learners.

Secondly, MacDonough and Shaw (2004) mentioned that *restructuring* can also be applied in a classroom. Sometimes teachers have to follow a textbook and the only possible adaptation can be changing the classroom structure. **For example:**

➤ If in the role-play activities, certain size of group is needed but that does not fit into the existing class size, teachers can do restructuring.

➤ By introducing interactive exercises in language classes can make the classes more interesting and fun. Instead of just reading and writing, if the teacher invites students to choose a topic of their interest and discuss, it can be more communicative and effective. Also, while practicing certain items of grammar such as verb structure in pairs, teacher can ask the present perfect: "have you been

to x? or conditional: "What would you do if…?" to make the material authentic and useful.

Moreover, Hairani and Sanggura stated that coherence or completeness must be restored to an incomplete/defective text. For this reason, teachers need to insert appropriate words/phrases into gapped texts and reorder jumbled words, lines, sentences, paragraphs etc.

(2.6.4) Simplifying: The instructions, explanations of the exercises can be easier by simplifying techniques of adaptation. This technique basically fits into the reading texts to be suitable for the particular proficiency level of students. Hairani and Sanggura stated this term as 'reformulation' and they mentioned that the text must be simplified in a form different from the original without losing essential meanings. But the author mentioned "oversimplification of a grammatical explanation can be misleading one-sided or partial" (McDonough, 2004, p. 83).

When simplifying the original text, teachers have to be conscious about the content and meaning that should match the learners' proficiency level. Simplifying can be possible in three ways. They are:

- First one is *sentence structure*; complex sentences can be transferred into simple sentence or length can be reduced to make it easier according to the level of students.

- Second one is *lexical content* where teacher can use familiar words to explain new items of vocabulary.

- Finally, in *grammatical structure* passive sentences are converted into active, indirect speech to direct speech to encourage the students to learn new things.

(2.6.5) _Reordering_: In reordering, the sequence within a unit or the units of the course book can be put into different order from the original to make it more effective.

In "Evaluating and Adapting textbooks", reordering has been defined in a way where teachers may decide on the order of the textbooks. In some textbooks, the sequences of the chapters are not suitable for the students. They can then decide to rearrange the sequences of the chapter.

Davies (2006) affirmed in his survey that "general English textbooks do not inspire my learners, who often find topics, activities, and level do not match their needs or expectations" (p. 9). According to Tomlinson (2003) in terms of personality, motivation, attitude, mood, aptitude, prior experience, interests, needs, wants and preferred learning style each learner is different from others (p. 19). Also, there are superficial cultural differences among learners. There are some possible ways of reordering materials. **For example:**

> ➢ When teaching the future tense, students may face difficulties between "will go" and "going to". Here, teacher can provide the time reference and tense. Also, by including example of simple present and present continuous tense teacher can ask them to convert into future tense.

➤ Sometimes there is limitation of time in the teaching program to complete the particular textbook from beginning to end. And it is necessary for the students to cover several grammar, vocabulary and communicative functions properly in a certain level. In such cases by reordering the sequence of the textbook, teacher should introduce socially appropriate aspects, tense system and frequently used vocabulary.

Hairani and Sanggura mentioned some other types of adaptation. These are given bellow:

i) **Media transfer:** Here, the original text must be transferred into a different format. For example: Transferring the text into a visual form (e.g. pictures, graphs, maps, tables). Then, turning prose into a poem (vise versa) or turning a letter into a newspaper article (vise versa).

ii) **Matching:** There should be a connection between the text and the adapted activities. For example: Match text with a visual representation.

iii) **Interpretation:** While adapting text, personal knowledge/experience must be used to clarify and extend the meaning(s) of the text.

CHAPTER 3

Practical Application:

3.1 Experiences as an Intern:

I did my internship in UCEP ((Underprivileged Children's Education Program), an NGO which basically works for the slum or underprivileged children. At present, there are many branches of UCEP School all over Bangladesh and I was appointed at the Moghbazar branch as an intern teacher. The name of this branch is "UCEP Tytte Bolfeldt School" which is a Bangla medium school. Though the school follows the text books of Bangladesh Education Board, it has its own rules and regulation. They have different syllabi and have six months session from January to June and July to December.

For the first two months of my internship I regularly taught classes of five. From week nine, the new session started and I taught class seven. Also when any teacher was absent, I took over as a substitute teacher. Besides these, I observed several classes to gather further experience. During this period of my internship, I applied the methods and techniques that we have learnt to use the materials properly.

3.1.1. Implementation of theories into practice:

The classroom situations vary from one class to another. When I observed the lower level classes (v-iv), I found the teachers to be active, confident and well-organized. The relationship among the teachers and the students was friendly and they used authentic materials like colorful pictures, songs etc. Also, they have sufficient teaching aids to improve listening and speaking skills. There were many posters and pictures

hanging from wall. They focused on listening and speaking skill as well as reading and writing which were missing in the upper level classes like five to eight.

As my focus is on selection and adaptations of ESL materials, I tried to select the materials carefully and if necessary, used adaptation besides text books.

Examples:

3.1.1 (i) Adding Reading Text in Listening and Speaking class

Suggested topic: Poem

In class one, I found that the teacher used an iPod to play a recitation of a poem and students were asked to listen to it first. Then he turned on the iPod again and students were asked to sing the poem. While listening to the poem, few students faced problems regarding pronunciations; the teacher provides another similar word to make them understand.

For example, the poem was "Pussy Cat, Pussy Cat". When they read the line 'I frightened a little mouse/under the chair', they were having problems uttering the word 'frightened'.

Here, students uttered the difficult words again and again with the teacher. Also, the teacher provided the students with synonyms such as 'scared'; 'afraid' which are familiar to them. Also, besides the audio clip, teacher provided the text of the poem for better understanding while following the rhythm and pronunciation. Here, the teacher uses adaptation by adding reading text and synonyms of the words. They read the poem repeatedly by following the 'repetition drill' of the Audio lingual method to memorize the poem. And it actually worked as I taught the class next week and found that most of

the students memorized the poem. Also, the teacher normally used L1 to make the meaning clear to the students which was also helpful and had a positive effect on the students.

3.1.1 (ii) Adding Extra Teaching Aid

Suggested Topic: Preposition

In the following class, in class one; the teacher used the course books to teach them prepositions. Here, he adapted materials for the elementary level students. He added duster, mobile, book as teaching aid. The students' and the teacher's participation in the classroom was good as the teacher actively participated and controlled the class by using CLT (Communicative Language Teaching) method. He used English as much as possible to communicate with the students and they were asked to use English. Some students were very good and they needed motivation to improve their ability to use the L2. Some students were very shy and didn't want to speak in the class at all. But the teacher created an atmosphere to speak English by making groups and asking them to talk to their friends using 'up', 'on', 'under'. He taught them preposition by showing the position of duster and mobile.

For example, Teacher asked, "Where is the mobile?", and the students replied, "The mobile is under the table" etc.

The students turned around and changed their seating arrangements and spoke with their group members. Then he hung a picture on the board and asked questions to everyone.

For example, Teacher asked: "Where is the cat?"; the students replied: "The cat is on the table" by looking at the picture.

In the book, there were only written examples of the prepositions but the teacher adapted the materials by adding extra teaching aids and creating a real life context in the classroom. Through this way, they were learning practically how to make sentences and where to use prepositions. So, the teacher used the materials properly which were really effective but there were some weak students who needed more attention and extra care.

3.1.1 (iii) Omitting Tasks in Reading Text

Textbook classes: Sherpur High School

Besides class five, sometimes I taught in class six where I gathered a different experience as the boys were very talkative than the girls. This week I taught them the textbook lesson named "Sherpur High School". At the beginning, I asked questions showing the pictures from the book and students responded very well. Some of them were very curious to know everything related to the topic. I used L1 to make them understand the reading text.

Here, I used adaptation by omitting two tasks from the course book. One was to "use the passage to complete the table" and another was to "write a similar table for your own school". Here, I found the table was not effective as this task might be too easy for this level of students so I asked the students to write a paragraph about their own school.

Before that, I used elicitation technique to know what they knew about their school. I write down the key words on the board. After checking their scripts, I corrected

their mistakes. Here, the material was their text book and I adapted some portion of the text and tried to motivate the students to do the activity with enthusiasm.

3.1.1 (iv) Modifying and Simplifying Examples:

Suggested topic: Parts of Speech

Moreover, I also taught them parts of speech. Here, I modified existing material. I modified the examples after collecting that from the book. I collected those examples from the book Chowdhury and Hossain "Advanced Learner's Communicative English Grammar & Composition" for class 8 However, I could not directly put the examples from the book, and sometimes I had to adapt the materials by simplification and modification. I simplified some examples according to sentence structure, lexical content and grammatical structure. While preparing the materials, I considered the proficiency level of the students. So I reduced the sentence length, or sometimes I made a number of simple sentences from complex sentences. In addition, according to grammatical structures, I had to simplify the examples. Considering the students' proficiency level, I had to convert the passive sentences to active, indirect speech to direct speech or past indefinite to present indefinite tense to make the examples easier.

For example, instead of "Many boatmen are sailing their boats in the sea" I used "The boatmen are sailing their boats". Also, instead of "This is the boy whose pen was lost" I used "The boy lost his pen".

I tried to use real-life examples, to create a friendly atmosphere in the classroom. Also, to engage students with the classroom activity, I used the students' name instead of the given name of the book.

I provided some **examples**; instead of "Emily is a good girl", I used "Eity is a good girl" and then instead of "Stefen goes to school" I used "Bappi goes to school".

This rule falls under "localize" method (McDonough, 2004). I observed that the response was very good when they found their names in the examples.

At first, I used elicitation to check whether they knew anything about parts of speech or not. One girl was very intelligent and she knew different types of parts of speech. As I was following the syllabus that the school had selected for them, I could only teach them four types of parts of speech. These were nouns, pronouns, verbs and adjectives. By making the proper used of the board, I tried to teach them parts of speech. On the board, I wrote the examples and gave proper explanations to make the four types of parts of speech clear. In addition, I tried to provide some authentic or real life examples to make them clear.

For example, I wrote the example "Eity is a good girl". Here, they had to find which one is noun and adjective. Also, I removed "Eity" and wrote "she is a good girl". Here, they had to find which one was pronoun and when pronoun is used.

After explaining the topic, I provided examples to check their understanding. I asked them to identify the parts of speech. The adapted examples were:

a) Mina came from school.

b) She looks ugly.

c) I like to visit zoo.

d) I love my mother.

While checking the scripts, I found that they did well and I succeeded in teaching those parts of speech by selecting and adapting a suitable material.

3.1.1 (v) Modifying The Context of The Text

Textbook Classes: Lucy's Diary

In the following class, I taught them the next lesson "Lucy's diary". As it was about diary, I asked them what we had learnt in the previous class. I picked some students to say the gist of the story of the previous class. After that, I started a new lesson and asked them what they had understood by the title of the story. They said it should be about Lucy's diary. Then I asked them to read the text and marked the unknown words. Here, textual background was unfamiliar to the underprivileged students as Lucy was British and she was talking about Second World War. So, I adapted the materials by modifying the content to make them familiar and to understand the context.

I gave example of 71's liberation war of Bangladesh as they were all familiar with it. For example, I asked what they knew about Bengali liberation war. Then I shared the condition of the poor people during 71's war. And in the text Lucy was talking about their condition during Second War. This way I related 71's liberation war with Second War.

When they faced any problem, I helped them and wrote the meaning of the hard words. Also, I wrote some words from the previous lesson and asked them to make sentences with the meaning. Due to time constraint I used to take the copies with me and after checking those, I returned to them. While checking the script, I found that they had done very well; they tried to make new sentences on their own. Some students made many mistakes and I discussed the mistakes in the following class.

3.1.1 (vi) Modifying the system of Paragraph writing

Suggested Topic: 'Eid Day' and 'Book Fair'

Moreover, in the first class of five, I didn't use any published material. That was a writing class and I taught them how to write a paragraph. While I tried to use elicitation technique to bring their ideas about "book fair", at first they were not participating. I asked them to say something about book fair in English. But when I asked them to share their ideas and experience about book fair in Bangla, then they participated. Also, I gave share key points such as; many books, twenty first book fair and asked them questions like, how many books did they buy? etc. And I succeeded in doing elicitation properly and wrote the key points in English on the board.

The same thing happened while I asked them to write a paragraph on "Eid day". In this class, I didn't use any published or photocopied materials; I did brainstorming and elicitation. I asked them; do you go to Eidgah?, what did you do in your last Eid day?. I succeeded in making them speak and bringing their ideas together but they didn't want to write a single sentence on their own. They were very much dependent on their teachers so they wanted to memorize everything without understanding anything. However, while I forced them to write at least five sentences that I discussed in the classroom, some of them tried and wrote their experiences. When I checked their scripts, I found that some of them had done very well but some couldn't make any single sentence on their own. I modified the materials by bringing their own ideas and to write a paragraph on their own instead of memorization. So, here I can say if the teacher adapted the materials properly and students and teachers participated actively in the classroom, we can continue the class properly without using any published materials.

3.1.1 (vii) Modifying the Examples

Suggested Topic: Translation

Next class I discussed translation. As they already knew about translation, so I wrote down the Bangla sentences on the board. The examples were, "সে একটি ভাল মেয়ে", "ঢাকা বাংলাদেশের রাজধানী", "আমি স্কুলে যেতে ভালবাসি", "আমার বাবা একজন চাকুরীজীবী লোক" etc.

Moreover, I asked them to translate the sentences into English. Here, I had to adapt the materials. The regular English teacher of my class provided me with a sample question of translation. Therefore, I had to consider their level while preparing sentences for translation. In addition, I had to follow the tense and structure of the sentences. As I developed materials, I changed the sentences of the sample question. However, I found that the students had a tendency of memorize. When I changed the sentences, at first they did not recognize it and did mistakes.

For example; When I wrote in Bangla; "আমি ৫ম শ্রেণীর ছাত্র" and ask them to translate in English, they wrote "I read in class five" but the correct sentence was "I am a student of class five".

After finishing the task, I picked the students by their name and asked them to do the exercise on the board. Also, I instantly provided feedback. At first, I asked the other students whether the written sentences on the board are correct or not. If the sentence was incorrect, I asked them to correct that. By this way, I tried to make peer-correction and if no one could provide the correct answer only then I corrected that.

3.1.1 (viii) Modifying Comprehension Questions

Textbook Classes: Mohakhali Flyover

In the following class, I taught their course book. I was asked to follow the syllabus given by the school authority so I used their text book as published material. The topic was "Mohakhali Flyover". At first, I picked one student to read the text. Students were very interested to read the text. I asked them to find out the difficult words and wrote those on the board. I provided them with the meaning of those words to make them clear about the text. To check their reading skill, I prepared some question answers. As in the course book, some question answers were given too directly that the answers can be easily lifted straightly from the text.

For example: The questions were given in the text:

a) How long is the Mohakhali Flyover?

b) Where did Mr. Hafizuddin take Shihab?

c) What did he want to show him?

The questions I modified are given below:

a) What do you think why Mr. Hafizuddin take Shihab to visit the flyover?

b) After reading the text can you predict why people should use Flyover?

So, I used adaptation by modifying the questions to test the students reading and writing skills. And students had to think and applied their ideas to answer the questions. I tried to make the class communicative so I asked them to say the answer. I provided the answer to the students only when no one could give the correct answer. At the end of the

class, I gave them homework to write the question answers. From their response, I found that they had understood the text well.

3.1.1 (ix) Adding, Modifying and Simplifying the examples

Suggested topic: Teaching Grammar item

At the beginning of class seven, I taught them how to reorder the sentences. Before going to the class, I adapted materials by simplifying, modifying, adding and used examples from their course book and daily activities. At first, I wrote down some jumbled sentences on the board.

For example, "embraced/ we/ each other", "visited/ Mohakhali/ flyover/ Shihab", "makes/ mother/ tea".

Then, I asked them whether they have any idea about re-arrangement or not. As I tried to apply the "communicative approach" in the classroom so I always encouraged the students to interact in the classroom. There were some enthusiastic students who always interacted with the teacher as well as other students. So, when I found some students knew how to arrange the jumble sentences, I picked them and asked to share their idea with the class. This way, I wanted to make a discussion-based class where both teacher and students both had to interact with each other. After that, I asked them to re-arrange the given sentences on the board. Then, again I repeated to the class of how to arrange the jumbled sentences. After explaining the topic, I provided them with ten examples to check their understanding. Here, I developed the materials as beside the course book, I prepared the examples from our real life activities.

For example; a) "are/ you/ where?",

b) "play/ football/ I",

c)"is/ my/ sister/ she",

d)"is/ she/ going/ to/ school",

e)"reads/ he/ story/ book" etc.

While checking the scripts, I found that most of the students had done well and I succeeded in teaching re-arrangement by using adapted materials.

3.1.1 (x) Adding and Simplifying Items of Grammar in Reading Text

Textbook Classes: Samira's Diary

In the following class, I taught them next lesson "Samira's Diary". Here, at first, I adapted the materials by asking them what they had thought about the title of the text. One student said it's about Samira's diary where she wrote about her daily activity. Then I asked how many of them regularly wrote diary. Some students raised their hands and I asked them what they usually wrote in the diary. In addition, I tried to inspire the students to write diary. Afterwards, I asked students to read the text. While they were reading the text, I corrected their pronunciation. As in the course book, I found the use of past tense so in this class, I taught them past tense.

Therefore, I wrote past form of the words, meaning and the present form on the board. Here, I used adaptation by adding and simplifying examples to discuss grammatical items. Moreover, I asked them to write that on their copybook.

For example; there were words like; landed, bought, kept, wrote etc.

So, at first I wrote it on the board and asked them whether they knew the meaning and the present form of the words. Students came up with various ideas. Then I wrote the meaning in one side and the changing form.

For example: land-landed, buy-bought, write-wrote, keep-kept etc.

As my class time was limited and I had to complete the lesson so I divided them into groups and asked them to do the given exercises from the book. There were cloze test, question answers and make sentences. In the cloze test, they had to change the form of the words. For example; there were some words given in the cloze test questions like; live, start, go, read, write etc. They had to use that appropriately in the blank space. While teaching the past form of the words, I wrote the changing forms of words and how to use those words. So here I got the chance to check whether they had understood how to use the past form or not. While correcting the answers, I found that some students did very well but some didn't do well.

3.1.1 (xi) Reordering.

Suggested Topic: Tense

The following class with class seven, I discussed tense. As in the text, there was a table on future tense. So, especially I discussed future tense. Therefore, I asked them what they had known about tense and used reordering. Instead of directly discussing 'will go' I discussed past and present form of the tense. When I asked the students to give an example of present tense, one student said in Bangla, "আমি স্কুলে যাব". Then I asked him to translate that into English. Then, on the board I wrote the example of future tense. To make that clearer I used past and present tense. For example, I wrote a sentence using

present tense; "I eat rice". Then, I asked them to write the sentences into past tense and future tense. As this was an easy and common sentence so every one knew the answer but they didn't know the future form. So, I wrote the future form of the sentences. Here, I used modification by restructuring the examples to make that authentic and useful. In addition, I explained the general rules of future tense. From the book Chowdhury and Hossain, I have collected a few sentences the examples. Then wrote those on the board, and asked them to convert into future tense.

Then I asked them to write something about what they would do tomorrow. After that to make sure whether they had understood the future tense or not I checked their script and provided corrective feedback.

3.1.1 (xii) Adopted Materials

Textbook classes: Karim and Samira

In class seven I taught them lesson one from the course book "English For today". The topic was "Karim and Samira". Here, I only reorder the sequence of the lesson. As there were pictures in the book, in one picture, Karim and Samira were talking to each other and in another picture Samira was reading a book and Karim was looking at the flowers. I started the class through elicitation. At first, by showing the pictures I asked them questions.

For example, What were Samira and Karim doing in the picture? What else did they notice in the picture?

Students respond very well as they answered all the questions. I tried to focus on speaking skill so I forced them to speak in English. After a successful elicitation, I picked

one students to read the text in front of the class. For the rest of the part I basically adopted text as there were cloze questions I asked them to do the exercise. They had to fill in the blanks according to the text so I also checked whether they had understood the text or not. After that, I solved the exercises by peer-correction. I gave them homework of the question answers. In the following class, I discussed the homework.

CHAPTER 4

Conclusion:

In conclusion, I can say that in a language classroom, materials are definitely valuable which have to be selected and controlled carefully by the teacher. In my report, I tried to explore that textbook is undoubtedly a valuable resource but at the same time selection and adaptation of materials can increase the student's potential for learning. Through the suitable materials teacher can motivate the students to gather more knowledge about the outside world. Also, the students have the chance to share their predictions and thoughts to the other students and thereby gain confidence in being able to communicate in English. Also, the way the teachers use the material is also very important. Student's participation is mandatory to make an effective class. Especially while using the authentic materials, both teacher and students have to participate equally in the classroom.

Consequently, it can be said that, teacher may adapt the materials whenever needed by authentic and inauthentic materials beside the course book in the classroom to draw student's attention. We can say there should be a combination of both effective materials and teaching system to engage the students with the tasks. So, the students can enhance the opportunities for language learning.

CHAPTER 5

Recommendations:

Selection of the material is a crucial element for the teacher. If the textbook is not sufficient, teacher should consider adaptation of the materials. During my internship in Moghbazar branch of UCEP School, I noticed most of the teacher's only focused on the textbook provided by the school authority. As the class time was not sufficient, they can't use any authentic materials. However, I noticed a few problems regarding the use of materials in the classroom. Some problems that I observed and the solutions to those are given below:

a) The school authority may think of providing adequate time and proper authentic materials in every class. They have trained teachers for class one to four, who use adapted materials, extra teaching aids like ipod, colorful posters to improve lower level students' speaking and listening skills. But from class five to eight, teachers do not apply CLT method and extra teaching aids like ipod, authentic pictures. So, there should be trained up teachers for other classes too who can select and adapt the materials considering students' level.

b) I found students often used to memorize the answers of the questions. I think the school authority may think of taking proper steps to change the system of memorization. If every teacher encourages the students to write and make sentences on their own, teacher will be able to change student's tendency to memorize which will help them in the future. To solve this problem a teacher can rewrite and

reconstruct the questions rather than giving directly from the text. So, students have to be creative because in that situation, memorization will not be effective.

c)   Also, student's response and participation are very important to make the materials effective and the classes interesting. Here, I can say it's not necessary to have video clips or ipods to make the students speak. Teachers most of the times do not use the pictures in the text. They thought it's a wastage of time. If there are pictures in the text book teacher can use elicitation by asking questions. Teacher can also include their own experience to motivate the students in the classroom.

d)   While interacting with the students, at the beginning, I used Engish in the classroom but I found that no one understood anything so I had to translate my English sentences into Bangla. Sometime I had to use only Bangla to make them clear about the text and instruction. Teachers can modify their listening and speaking skills by using simple English while talking to the students. For example, the teachers may use simple English while interacting or greeting with the students as they should be able to communicate in their L2. For example, "today we are going to learn how to write a paragraph" or "why did you miss the last class?" And if necessary, the teacher can use Bangla after using English, so the students at least can understand the meaning. By practicing English regularly in the classroom, students listening and speaking skills will improve.

e) While observing and teaching, I sorted out a few weak students. I had also taken a few extra classes for the weak students of class two, six and seven. The material was their course book and I asked them to read the text. But they were too weak and even the students of class six and seven couldn't read properly. As they were working children who did not get proper education, I designed suitable extra materials for them. Teacher can use modification, simplification while using the examples.

f) Also, there were some teachers who constantly used Bangla in the classroom. They also gave Bangla examples. For example; "সুন্দর জামা" here, the adjective is "সুন্দর". I think teacher should strike a meaningful balance between Bangla and English. Though the students of UCEP are underprivileged but class five students are able to understand the meaning of 'beautiful'. Even it can help the students to understand adjectives. Most importantly, the teachers should be trained up properly of how to select and adapt effective materials.

g) Teachers can adapt the textbook materials by including a role-play activity in order to promote speaking. Teacher can ask for more examples by relating their own experiences.

h) While teaching in class seven everyday, the course teacher asked me to complete a specific lesson so I could not follow my lesson plan. I prepared a lesson plan and wanted to discuss different kinds of tenses. But, the teacher asked me to

continue the lesson so, I had to teach them only from the text. So, the teacher can reorder the sequence of the textbook lessons as they only get six months to complete a session.

i) Some teachers often gave the written paragraph and asked the students to memorize and reproduce that in the exam hall. But instead of providing written paragraph, teachers should encourage the learners to write creatively. Teacher can use process writing where they discuss the rules of writing step by step. For example: In the first draft noting down various ideas, selecting the best ideas, writing a rough version. Then in the next draft they can rewrite the paragraph.

j) Also, teacher should adapt the examples of the grammatical items. For example: during my internship, I provided some Bangla sentences to translate into English. Then, I found they had a tendency to memorize. As in Chapter 3 in the practical application I mentioned it. So, teacher should take steps to change their memorization tendency by using more and more adapted examples.

k) In the upper level, class like five to eight, the school authority doesn't use any supplementary materials. Like the lower level class one to four, school authority should provide extra focus on the speaking and listening skills by using ipod, posters and trained teachers.

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