

ADAPTATION

Adaptation can have both quantitative and qualitative effects. In other words, we can simply change the amount of material or we can change its methodological (qualitative) nature. Finally, techniques can be used individually or in combination with others, so the scale of possibilities clearly ranges from straightforward to rather complex. All these points will be raised again in the discussion of individual techniques. The techniques that we shall cover are as follows:

- adding including expanding and extending
- deleting including subtracting and abridging
- modifying including re-writing and re-structuring
- simplifying
- re-ordering

1. ADDING - ADDITION

Addition can be handled on two major headlines: extending addition (quantitatively) and expanding addition (qualitatively). The notion of addition is a very obvious and straightforward idea implying that materials are supplemented by putting more into them while taking into account the practical effect on time allocation. We certainly can add in this simple quantitative way by the technique of extending. We might wish to do this in situations such as the following:

1.1. Extending Addition

- a. The materials contain practice in the pronunciation of minimal pairs (bit-bet; hat-hate; ship-chip, etc.) but not enough examples of the difficulties for learners with a particular L₁. For example, Japanese speakers may need more / L / - / r / practice; Arabic speakers more / p / - / b /; Spanish speakers more / b / - / v /; Turkish speakers more / k / - / g /, / t / - / d /, / θ / - / ð /, and etc.
- b. A second reading passage parallel to the one provided is helpful in reinforcing the key linguistic features - tenses, sentence structure, vocabulary, cohesive devices, etc. - of the first text.
- c. Our students find the explanation of a new grammar point rather difficult, so further exercises are added before they begin the practice material.

The point to note here is that adding by extension is to supply more of the same. This means that the techniques are being applied within the methodological framework of the original material, in other words, the model is not itself changed.

1.2. Expanding Addition

a. The only pronunciation practice in the materials is on individual sounds and minimal pairs. However, this may be necessary but not sufficient. Our students need to be intelligible and intelligibility entails more than articulating a vowel or a consonant correctly. Therefore, we decide to add some work on sentence stress and rhythm and on the related phenomenon of weak and strong forms in English. A further advantage is that students will be better able to understand naturally spoken English.

b. If there is insufficient coverage of the skill of listening, the reading passage provided may also be paralleled by the provision of listening comprehension material using the same vocabulary and ideas but presented through a different medium (media transfer) making sure that it is authentic in terms of spoken language.

c. Although the new grammar material is important and relevant, the addition of a discussion at the end of the unit will help to reinforce and contextualize the linguistic items covered, particularly if it is carefully structured so that the most useful points occur naturally.

These kinds of addition are not just extensions of existing aspects of content. They go further than this by bringing about a qualitative as well as quantitative change. Expanding, then, as 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.

2. DELETING or OMITTING (DELETION or OMISSION)

Deletion is clearly the opposite process to that of addition and as such needs no further clarification as a term. However, although material is taken out rather than supplemented, as a technique it can be thought of as the other side of the same coin. We saw in addition technique that material can be added both quantitatively (extending) and qualitatively (expanding): the same point applies when a decision is taken to omit material. Again this technique can be used on a small scale, for example, over part of an exercise or on the larger scale of a whole unit of a course book. Deletion can be handled under two headlines: Subtracting and Abridging. The following kinds of requirements might apply in terms of Subtracting: (b) bē/ānuḏ.

a. Our pronunciation exercises on minimal pairs contain too much general material. Since our students all have the same mother tongue and do not make certain errors, quite a lot of the exercises are inappropriate. Arabic speakers, for example, will be unlikely to have much difficulty with the /l/ - /r/ distinction.

b. Although a communicative course book has been selected as relevant in our situation, some of the language functions presented are unlikely to be required by learners who will probably not use their English in the target language.

environment. Such functions as giving directions, greetings, expressing sympathy, ordering things, requesting, etc.

Deletion in these cases does not have a significant impact on the overall methodology. The changes are greater if material is not only subtracted but also what we shall term Abridged:

- a. The materials contain a discussion section at the end of each unit. However, our learners are not really proficient enough to tackle this adequately since they have learnt the language structures but not fluency in their use. The syllabus and its subsequent examination do not leave room for this kind of training.
- b. Students on a short course are working with communicative materials because of their instrumental reasons for choosing to learn English: some of them wish to travel on international business, some wish to translate from target language into their native language, some wish to pass some proficiency exams, and some plan to visit a target language country as tourists, etc. The lengthy of grammatical explanations accompanying each functional unit are therefore felt to be inappropriate.

Addition and deletion often work together. Material may be taken out and then replaced with something else. Where the same kind of material is substituted, as for instance one set of minimal pairs for another, the internal balance of the lesson or the syllabus is not necessarily altered. The methodological change is greater when for example, grammar practice is substituted after the omission of an inappropriate communicative function, or when a reading text is replaced by a listening passage.

3. MODIFYING (MODIFICATION)

This technique can be studied under two headlines: re-writing (related to the linguistic content) when some of the linguistic content needs modification and re-structuring (related to classroom management) which applies to classroom management. Modification at one level is a very general term in the language applying to kind of change. Let's look at the examples:

3.1. Re-writing

Currently the most frequently stated requirement for a change in focus is for materials to be made more communicative. Re-writing may relate activities more closely to learners' own backgrounds and interests, introduce models of authentic language, or set more purposeful, problem solving tasks where the answers are not always known before the teacher asks the question.

- a. It is quite common for course books to place insufficient emphasis on listening comprehension and for teachers to feel that more material is required. If accompanying audio material is either not available or cannot be purchased in a

particular teaching context, then the teacher can re-write a reading passage and deliver it orally, perhaps by taking notes from the original and then speaking naturally to the class from those notes.

- b. Sometimes new vocabulary is printed just as a list with explanatory notes and perhaps the mother tongue equivalent. We may wish to modify this kind of presentation by taking out the notes and writing an exercise that helps students to develop useful and generalized strategies for acquiring new vocabulary. Equally, a text may have quite appropriate language material for a specific group, but may not match in terms of its cultural content. For example, a story about an English family with English names, living in an English town, eating English food and enjoying English hobbies can in fact be modified quite easily by making a number of straightforward surface changes.
- c. A last example here is that of end-of-text comprehension questions. Some of these are more like a test where students can answer by *lifting* the information straight from the text. These questions can be modified so that students have to interpret what they have read or heard or relate different sections of the text to each other.

3.2 Re-structuring

For many teachers who are required to follow a course book rather strictly, changes in the structuring of the class are sometimes the only kind of adaptation that is realistically possible. For example, the materials may contain role-play activities for groups of a certain size. The logistics of managing (adapting) a large class are complex from many points of view and it will probably be necessary to assign one role to a number of pupils at the same time. Obviously the converse - where the class is too small for the total number of the roles available - is also possible if perhaps less likely.

Sometimes written language explanation which is designed to be read and studied can be made more meaningful if it is turned into an interactive exercise where all students participate. For example, it is a straightforward matter to ask students to practice certain verb structures in pairs (say the Present Perfect: have you been to / done? or a Conditional: What would you do if?, etc.) and it can be made more authentic by inviting students to refer to topics of direct interest to themselves.

Modifying materials, then, even in the restricted sense in which we have used the term here, is a technique that has a very wide range of applications. It refers essentially to a *modality change*, to change in the nature or focus of an exercise, or text, or classroom activity.

4. SIMPLIFYING / SIMPLIFICATION

Strictly speaking, the technique of simplification is one type of modification, namely a re-writing activity. Many elements of a language course can be simplified, including the instructions and explanations that accompany exercises and activities and even the visual layout of material so that it becomes easier to see how different parts fit together. It is worth noting in passing that teachers are sometimes on rather dangerous ground if a wish to simplify grammar or speech in the classroom leads to a distortion of natural language. For example,

- a. Over simplification of a grammatical explanation can be misleadingly one-sided or partial: to tell students that adverbs are always formed by adding -ly to the end of the adjectives; adverbs of frequency are used after the subject; indefinite article (a) is used before consonants, etc. A slow style of speech might result in the elimination of the correct use of sentence stress and weak forms leaving learners with no exposure to the natural rhythms of spoken language.

So, we can simplify according to:

- sentence structure: sentences are reduced in overall length or a complex sentence is re-written as a number of simpler ones, for instance by the replacement of relative pronouns by nouns and pronouns followed by a main verb.
- lexical content: number of new vocabulary items is controlled by reference to what students already learnt.
- grammatical structures: for instance, passives are converted to actives; simple past to simple present; reported to direct speech, etc.

Simplification has a number of further implications. Firstly, it is possible that any linguistic change, lexical or grammatical, will have a corresponding stylistic effect.

Secondly, some teaching situations require attention to the simplification of content when the complexity of the subject matter is regarded as being too advanced.

Thirdly, simplification can refer not only to content, but also to the ways in which that content is presented: we may decide not to make any changes to the original text but instead to lead the learners through it in a number of graded stages.

5. RE-ORDERING

This procedure refers to the possibility of putting the parts of a course book in a different order. This may mean adjusting the sequence of presentation within a unit or taking units in a different sequence from that originally intended. A re-ordering of material is appropriate in the following kinds of situation:

- a. Materials typically present "the future" by "will" and "going to". However, for many learners, certainly at Intermediate level and above, it is helpful to show the relationship between time reference and grammatical tense in a more accurate way. In this particular example, we would probably wish to include the simple present and present continuous as part of the notion of "futurity"

perhaps using "Next term begins on September 19" or "She retires in 1995", etc.

- b. The length of teaching program may be too short for the course book to be worked through from beginning to end. It is likely in this case that the language needs of the students will determine the sequence in which the material will be taken. There is little point in working systematically through a textbook if key aspects of grammar, vocabulary or communicative function are never reached. For instance, if the learners are adults due to study in the target language environment, it will be necessary to have covered several aspects of the tense system and to have introduced socially appropriate functions and frequently used vocabulary.
- c. Finally, re-ordering can include separating items of content from each other as well as re-grouping them and putting them together. An obvious example is a lesson on a particular language function which is felt to contain too many new grammar points for the present proficiency level of the learners.

Adaptation is a very practical activity carried out mainly by teachers in order to make their work more relevant to the learners with whom they are in day-to-day contact. Adaptation can only be carried out effectively if it develops from an understanding of the possible design features of syllabuses and materials.

Reconciling Materials

Making the best of it - what teachers can do

Many teachers use some or all of the following strategies to make the published course bearable or more effective:

1. Give it a Rest

From time to time teachers will introduce material not in the course book to restore interest when it is flagging or to provide light relief. Such material typically includes songs, rhymes, games, cartoons, off-air recordings, video clips, etc. Although such activities involve setting the course book aside, they are generally no more than cosmetic entertainment. However, many teachers do manage to build such activities into their teaching in a principled way, for example, by using them as *warmers* for the more extended activities which follow or as *coolers* to promote reflection on a previous activity.

2. Change It

For the teacher who wishes to adapt the materials, a number of options are available:

- a. **Omission:** the teacher leaves out things deemed inappropriate, offensive, unproductive... for the particular group.
- b. **Addition:** where there seems to be inadequate coverage, teachers may decide to add material, either in the form of texts or exercise material.
- c. **Reduction:** where the teacher shortens an activity to give it less weight or emphasis
- d. **Extension:** where an activity is lengthened in order to give it an additional dimension (For example, a vocabulary activity is extended to draw attention to some syntactic patterning)
- e. **Rewriting / Modification:** teachers may occasionally decide to rewrite material, especially exercise material, to make it more appropriate, more communicative, more demanding, more accessible to their students, etc.
- f. **Replacement:** texts or exercise material which is considered inadequate, for whatever reason, may be replaced by more suitable material. This is often culled from resource materials.
- g. **Re-ordering:** teachers may decide that the order in which materials are presented is not suitable for their students. They can then decide to plot a different course through the materials from the one the writer has laid down.
- h. **Branching:** teachers may decide to add to the existing activity or to suggest alternative pathways through the activities.

3. Do it Yourself

- a. **Skill Modules:** Teachers may decide to abandon the idea of a single course book altogether and instead to erect their own course based on one or other of the several skills series now on the market. This gives teachers the freedom to choose material at different levels for different skills according to the needs and level of the learners. This looks easier than it is. One of the main problems is the relative lack of coherence between skill modules. For example, if students are judged to be at level X in reading and at level Z in writing, it may be difficult to harmonize the modules in these two skill areas.

- b. Resource Option: This is a more radical option in that teachers draw upon the whole range of available resource materials to put together a course they feel is in accordance with their students' needs. The materials available are now considerable and include resource book series with banks of texts / activities, materials culled from existing course books, skills collections, collections of authentic texts and materials tailor-made by the teachers themselves.
- c. Project Work: In project work, teacher simply sets up or helps the learners decide on a project will work upon for an agreed period of time. For example, they might decide to produce a booklet describing the facilities of a touristic hotel. To do this, they will need to discuss and plan their activities, read documents, interview with the people, discuss their findings, draft and redraft their booklet until it is in final format. The teacher's role is then to monitor and support the process as required.

Twelve Generalisable Procedures

Although most of the procedures can be applied to most of the texts, they need not all be used. There is no point in writing the text dry just for the sake of completeness. It is also of the case that a given text works better with certain procedures than with others. The detailed permutation of procedures and texts is any case a decision only the teacher can properly make.

1. Expansion

Key Criterion: the text must be lengthened in some way. Examples:

- add one or more sentences/paragraphs to the beginning and end of the text
- add specified items within the text (e.g. adjectives, adverbs...)
- add sentences within the text
- ✗ • add subordinate clauses within the text
- add comment within the text

2. Reduction

Key Criterion: the text must be shortened in some way. Examples:

- remove specified items (e.g. adjectives...)
- turn it into telegraphese
- ✗ • combine sentences
- ✗ • remove clauses/phrases
- rewrite in a different format.

3. Media Transfer

Key Criterion: the text must be transferred into a different medium or format. Examples:

- transfer it into visual form (e.g. pictures, graphs, maps, tables...)
- turn prose into poem (or vice versa)
- turn a letter into a newspaper article (or vice versa)
- turn a headline into a proverb (or vice versa)
- turn a poem into an advertising slogan (or vice versa)
- turn a prose narrative into a screenplay

4. Matching

Key Criterion: a correspondence must be found between the text and something else. Examples:

- match text with a visual representation
- match text with a title
- match text with another text
- match text with music, song, etc.

5. Selection / Ranking

Key Criterion: the text must be chosen according to some given criterion. (In the case of ranking, several texts must be placed in order of suitability for a given criterion) Examples:

- choose the best text for a given purpose
- choose the most/least (difficult, formal, personal, complex,...) text
- choose the text most / least like the original version
- + ▪ choose words from a text to act as an appropriate title

6. Comparison / Contrast

Key Criterion: points of similarity / difference must be identified between two or more texts. Examples:

- identify words / expressions common to both texts
- identify words / phrases in one text which are paraphrased in the other
- identify ideas common to both texts
- + ▪ identify facts present in one text and not in the other
- compare grammatical / lexical complexity

7. Reconstruction

Key Criterion: coherence / completeness must be restored to an incomplete or defective text. Examples:

- insert appropriate words / phrases into gapped texts
- reorder jumbled words, lines, sentences, paragraphs, etc.
- reconstruct sentences / texts from a word array
- reconstruct a written text from an oral presentation (various types of dictation)
- remove sentences / lines which do not belong in the text

8. Reformulation

Key Criterion: the text must be expressed in a form different from the original without loss of essential meanings. Examples:

- retell a story from notes / memory
- + ▪ use key words to rewrite a text
- rewrite in a different format (e.g. prose as poem)
- rewrite in a different style / mood

+ 9. Interpretation

Key Criterion: personal knowledge / experience must be used to clarify and extend the meaning(s) of the text. Examples:

- What does this recall from your own experience?
- What does this remind of you?
- What images does this throw up?

- Formulate questions on the text beginning: what, who, where, when, why...
 - What does the text not say that it might have said?
10. Creating text
- Key Criterion: the text is to be used as a springboard for the creation of new texts. Examples:
- write a parallel text on a different theme
 - use the same story outline / model to write a new text
 - quarry words from text A to create a new text B
 - ✚ use the same title but write a new text
 - add lines / sentences to the text to reshape it
 - combine these texts to create a new text
11. Analysis
- Key Criterion: the text is to be submitted to some form of language focused scrutiny. Examples:
- work out the ratio of one-word verbs to two-word verbs
 - ✚ How many different tenses are used? Which are most / least frequent?
 - ✚ How many content / function words does the text contain?
 - List the different ways in which the word X is referred to in the text
 - List all the words to do with (the sea, movement, ecology, etc.) in this text
12. Project work
- Key Criterion: the text is used as a springboard for some related practical work with a concrete outcome. Examples:
- use the text as a centerpiece of an advertising company and design a questionnaire, tabulate the results and present them to the rest of the class
 - work with a partner and prepare a brief magazine article which either supports or disagrees with this point of view and display the article on the class notice board

ADAPTING AND DEVELOPING LANGUAGE TEACHING MATERIALS

There are some principles to bear in mind while adapting materials:

1. base language-learning procedures on models of actual communicative processes
2. make learning activities relevant and purposeful
3. meet your learners' needs, both external and psychological
4. use models of real, authentic language

(Cunningsworth, 1984)

And he adds that teacher should ask some questions to himself before adapting certain parts:

1. What does the exercise actually get the learner to do?
2. What do I want the learner to do?
3. How can I get the exercise to do what I want it to do for the learner?

Here are some examples of adapting materials in terms of the four principles stated above:

1. If a teacher finds out that there are some exercises in the form of dialogs in a course book that give learners limited chance of communication, s/he may feel the need to make some changes in these exercises in order to provide a real life communication context for the learners. For example, the exercise may include a role card like the following:

Talk to Jane about the things you did yesterday

Jane: I went to the school at 9 o'clock. What did you do in the morning?

Student:

Jane: Really? I thought you were going to play tennis. What did you do after?

Student:

Jane: Oh! Why didn't you call me? I would have come to the library with you.

Student:

Jane: I had lunch at the school cafeteria.

In such an exercise, the learner may find himself in a situation of answering questions only and unfortunately not given any chance to ask questions. He is limited to answering the questions asked by Jane. The teacher may think that learners have to practice both asking and answering questions in this activity and may change the role cards as follows:

CARD A

1. You are talking to a friend about the things you did yesterday. Begin the conversation by saying what you did in the morning and ask your friend what he did.
2. Make a comment about what he did and ask him what else he did.
3. Make a comment saying that you wanted to do the same thing.

CARD B

1. Your friend asks you a question about what you did yesterday. Answer this question.
2. Answer the question.
3. Ask a question.

Example 2:

Read the information below about the departures and answer the questions:

AIRLINE	FLIGHT NUMBER	DESTINATION	DEPARTURE
THY	432	Istanbul	11:05
BA	210	London	11:00
KLM	118	Madrid	11:20
PAN AM	312	Washington	11:30
LH	285	Munich	11:45
SWA	165	Oslo	11:50

1. How many THY flights are there?
2. Which is flight 210 going to?
3. Which airline is flying to Munich?
4. How many different destinations are there?
5. How many planes take off between 11:00 and 11:15?
6. How many different airlines are there?

Thus the learners are only assigned communicative acts and are left free to use the language that would be appropriate for the given acts. The activity would be more natural and the learners would be able to perform both in asking and answering as in real life.

2. Using authentic materials sometimes can be difficult both for the teacher and the learners in the early stages of learning. In such cases, the teacher may prefer to assign reading activities rather than listening ones. It should be remembered that there may be authentic reading materials at every level of difficulty in terms of the language used. For example, *timetables, menus, notices, advertisements, prescriptions*, etc. can be easily used in reading activities. The learners need not know all the words and structures used in such materials in order to be successful in the activity. These materials also provide the basis for integration of language skills.

Materials Development



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CHAPTER I

INTRODUCTION

A. Background

Teaching material is one of the important factors in most language programs. Whatever materials used by teachers, they generally serve as the basis for much language input that the learners receive and the language practice that occur in the classroom. Teacher often think of themselves as being dependent on materials writers and they often do not believe that they are capable of writing good materials themselves. However, all teachers are materials developers in that they are involved every day in matching materials to the needs and wants of their learners. In order to do this, they select, adapt and supplement materials when preparing their lessons and they make decisions about their materials throughout their lessons in response to their learners' reactions. They add, delete, lengthen, shorten, or modify it. They make use of their experience of teaching and their beliefs about language learning to "develop" material of optimum use to their learners. It is believed that all teachers usually have their own intuitive theories of language learning; so, by helping them develop and articulate these theories in principled and coherent ways, they hopefully can develop and use effective language learning materials. They also need guides to help them to develop and apply principled criteria for evaluation of materials in order to make successful selections and adaptations, and as a basis for developing their own materials.

B. Objective

This module provides some information related to materials development for English teachers, especially those in Junior High School.

C. Indicators

After discussing the whole information in this module, the participants are expected to:

- explain the definition of materials development
- identify principles in developing materials
- identify types of teaching materials
- identify the characteristics of authentic and created materials
- identify the strengths and limitations of authentic and created materials.
- explain the concepts of evaluating materials
- identify some points in evaluating materials

- explain the reasons of adapting materials
- identify the principles in adapting materials
- describe the procedure in adapting materials
- identify techniques in adapting materials
- give examples of adapting materials