Teachers’ Potential in Adapting Language Teaching Materials

The case of middle school teachers

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Language Sciences and Teaching English as a Foreign Language

By: Atchoum Kenza

Supervisor: Mr. Boulmaiz Djallel

Examiner: Mrs. Guendouze Meriem

2016-2017
Dedication

This work is dedicated specially to my parents, who have shown me what nobody else would ever have, and have provided me with their encouragement, love and understanding.

This work is also dedicated to my brother and sisters for their whole-hearted support;

To my fiancé for his constant support and advices

To all my extended family and all my friends
ACKNOWLEDGEMENTS

At the outset, I have to express my sincere gratitude to Allah.

I am utterly thankful to all those who have believed in me and have provided much friendship, and encouragements to help me carry this work out.

I am most grateful to my supervisor Mr. Boulmaiz Djallel for his help, guidance, patience, advice and valuable remarks and suggestions throughout the preparation of this dissertation.

Special thanks to the jury member: Mrs. Guendouze Meriem for accepting to evaluate my work and giving advice

Special thanks for all the teachers of English at middle schools of Ain Mlila for their help and seriousness in completing the questionnaire; especially for the teachers who provided me with their adapted materials and their advices.

My appreciations go also to all those who help me in one way or another to realize this work.
Abstract

Despite the great effort that textbook writers make to meet the needs of the intended users, English language teachers have to adapt the materials they are using if they want their teaching to be more effective and more interesting. The present research attempts to investigate the potential of middle school teachers in adapting language teaching materials. The intention of the current study is to determine whether the teachers are competent and have the qualities and qualifications which help them to adapt language materials effectively to suit the needs and interests of their students and make them motivated and whether those teachers are giving much importance to the adaptation of all types of language teaching materials not only the textbook. Throughout this research, we have chosen middle school teachers of Ain Mlila as our sample. During this study we opted for the adoption of a descriptive research method based on two tools: a questionnaire distributed to 20 teachers to inspect their attitudes, and knowledge about materials adaptation. The second research instrument is a sample of adapted materials provided by 5 teachers. Based on the results, our hypothesis was confirmed since the findings show that teachers have the ability to adapt language teaching materials and they are aware of its importance in language teaching classes in order to meet different needs and interests of learners and make instruction easily understood.
List of Abbreviations

%: Percentage

Q: Question

MS: Middle School

EFL: English Foreign Language
List of Figures

Chapter 1

Figure 1. The Qualities of Affective Teachers and the Prerequisites of Effective Teaching .......................................................... 8

Figure 2. Visual Representation of Teacher as a Person................................. 11

Figure 3. Spider map of Organizing for Instruction ................................... 12

Figure 4. Matching External and Internal Criteria .................................... 21

Figure 5. Diagram will help in deciding to adapt an activity or exercise ........ 22

Figure 6. Techniques for Adapting Materials........................................ 28

Chapter 2

Figure 1. Teachers’ Gender................................................................. 34

Figure 2. Teachers’ Years of Experience............................................. 35

Figure 3. Teachers’ Degrees............................................................... 36

Figure 4. Teachers’ Training ............................................................. 37

Figure 5. Types of Training............................................................... 38

Figure 6. The use of additional materials ........................................... 39

Figure 7. The Frequency of Adopting Additional Materials.................... 40
Figure 8. The Suitability of Teachers’ Used Materials on Learners’ Needs.............41

Figure 9. Sources of materials .................................................................42

Figure 10. Degree of difficulty in accessing to language materials.................43

Figure 11. The Importance of materials Adaptation .....................................44

Figure 12. The frequency of teacher’s adaptation...........................................46

Figure 13. Strategies of adapting materials...................................................47

Figure 14. The Time of Adaptation..............................................................48
## Content

Dedication ............................................................................................................. I

Acknowledgments .................................................................................................. II

Abstract ................................................................................................................... III

List of Abbreviations ............................................................................................... IV

List of Figures .......................................................................................................... V

General Introduction

Statement of the problem.......................................................................................... 1

Aim of the study......................................................................................................... 1

Research questions................................................................................................... 2

Research Hypothesis................................................................................................. 2

Methodology of research and tools.......................................................................... 2

Structure of the Study............................................................................................... 3

Chapter One: Theoretical Background

Section one: Teachers Qualities

Introduction.............................................................................................................. 6

1. 1.1. Definition of effective teacher...................................................................... 6

1.1.2. Teachers’ qualities....................................................................................... 7
1.1.2.1. Prerequisites of Effective Teaching

1.1.2.1.1. Verbal Ability

1.1.2.1.2. Content Knowledge

1.1.2.1.3. Educational Coursework

1.1.2.1.4. Teacher Certification

1.1.2.1.5. Teaching Experience

1.1.2.2. The Teacher as a person

1.1.2.3. Classroom management and organization

1.1.2.4. Planning and Organizing for instruction

1.1.2.5. Implementing instruction

1.1.2.6. Monitoring student progress and potential

1.1.3. Teachers’ Training

1.1.3.1. Pre-service Training

1.1.3.2. In-service Training

1.1.3.3. Self study / Distance learning

Conclusion

Section two: Materials Adaptation
Introduction: ................................................................................................................18

1.2.1. Language teaching materials.................................................................18

1.2.2. Principles of materials......................................................................19

1.2.3. Materials adaptation ........................................................................20

1.2.4. Materials Development....................................................................23

1.2.5. Materials evaluation ..........................................................................23

1.2.6. Materials adoption............................................................................23

1.2.7. Reasons for Adapting Materials.......................................................23

1.2.8. Techniques to adapt materials.........................................................25

1.2.8.1. Addition..............................................................................................25

1.2.8.1.1. Extemporisation .......................................................................26

1.2.8.1.2. Supplementation......................................................................26

1.2.8.1.3. Extension..................................................................................26

1.2.8.1.4. Exploitation..............................................................................26

1.2.8.2. Modification..................................................................................26

1.2.8.3. Replacement..................................................................................27
References.........................................................................................................................54

Appendix
Statement of the problem:

Since English became an international language which is used in different domains like technology, communication and teaching. Thus, we need competent teachers that can apply different teaching techniques and methods to deliver the needed lectures and courses successfully. However, personality and attitudes differ from one to another, there are teachers who are not always up to date with new ways of language teaching and stick only to the book provided by the ministry of education.

Hence, Adapting language teaching materials is one of the challenges teachers face to realize different objectives and cover various aspects concerning the success and understanding of their learners. Tomlinson (2000) stated that to meet different lacks and interests of learners you must make instruction easily understood, significant, and challenging. Moreover, they argue that without adaptation teachers can expel some students from being involved in the classroom. According to that the potential of teachers in adapting materials should be investigated to know if teachers are using their creative ability and how they perform to transmit the lesson in the effective way and if learners’ needs and deficiencies are taken into consideration.

Aim of the study:

The aim of this study is to investigate the qualifications, potentials and attitudes of middle school teachers in adapting language teaching materials, and to identify the difficulties and challenges faced when teachers want to promote their teaching by adapting and developing language teaching materials, and to find out whether teachers’ competence in adaptive instruction differs significantly due to different variables (gender, qualification, training in special education, teaching experience).
Research questions

This research tries to answer a number of related questions:

- Do Algerian middle school teachers of English adapt teaching materials or just use them as they are?
- How much importance do Algerian middle school teachers of English give to materials adaptation?
- To what extent do teachers have the potential to adapt language teaching materials?
- Should teachers put into consideration learners’ needs and deficiencies in adapting materials?
- What are the different barriers and obstacles that prevent teachers from adapting materials?

Hypothesis

In this study we hypothesize that:

Middle school English teachers have the ability and potential to adapt language teaching materials.

Methodology of research and tools

In order to test our hypothesis and answer the research questions, we will collect data using a descriptive study, a survey, which requires administering a questionnaire to 20 middle school teachers in Ain Mlila to obtain information about teachers’ potential, attitudes and point of view towards adapting materials in addition to analyzing five samples of teachers’ adapted materials to conclude with reliable results.
Structure of the Study

This research is divided into two main chapters. The first chapter which is the theoretical part of this study, it includes two main sections, the section one is about the qualities and qualification of effective teachers and types of training can be done by teachers. The second one deals with materials adaptation and development, and the approaches used to adapt. The second chapter is the practical part of this research. It consists of the presentation of the methodology, description and the analysis of the collected data through using the research tools which are the questionnaire and the adapted materials provided by some teachers.
Chapter One: Theoretical Background

Section one: Teachers Qualities

Introduction..................................................................................................................6

1. 1.1. Definition of effective teacher........................................................................6

1.1.2. Teachers’ qualities..............................................................................................7

   1.1.2.1. Prerequisites of Effective Teaching..........................................................8

      1.1.2.1.1. Verbal Ability....................................................................................9

      1.1.2.1.2. Content Knowledge.........................................................................9

      1.1.2.1.3. Educational Coursework.................................................................9

      1.1.2.1.4. Teacher Certification.......................................................................9

      1.1.2.1.5. Teaching Experience.....................................................................10

   1.1.2.2. The Teacher as a person.........................................................................10

   1.1.2.3. Classroom management and organization .............................................11

   1.1.2.4. Planning and Organizing for instruction ...............................................11

   1.1.2.5. Implementing instruction......................................................................12

   1.1.2.6. Monitoring student progress and potential..........................................13

1.1.3. Teachers’ Training..........................................................................................13

   1.1.3.1. Pre-service Training.............................................................................14
1.1.3.2. In-service Training.................................................................14

1.1.3.3. Self study / Distance learning...............................................15

Conclusion..........................................................................................15
Introduction

Teachers’ potential, qualities and attitudes are important for understanding and improving the educational processes. A well qualified teacher can avoid deficiencies easily and has a great effort to provide an effectiveness and progress for their profession which would impact on students’ achievements positively. This section attempts to highlight what effective teacher means as well as provides some definitions concerning qualities of effective teachers. Furthermore, it contains another aspect which is training for teachers because it is a very essential issue which must be taken into account, especially for novice teachers in order to develop their qualities and to get professional teachers. In addition, it will deal with types of training available for teachers.

1.2.1. Definition of Effective Teacher

An effective teacher is the person who possesses the ability to be flexible, constant, and innovative on the latest methods and techniques of teaching, and never give up to his failure and to the challenges and conditions of his profession (Gibbs, 2002, as cited in Rubio, 2009). Kyriakides (2002, as cited in Pahl, 2008) stated that “the traditional conception of teacher effectiveness is focused on the teaching performance of individual teachers in relation to student cognitive outcomes”. (p.11)

Muijs & Reynolds (2005) concluded that effective teachers should have a positive attitude in order to affect the psychology of students through an enjoyable way and should expect a better achievement, provide understandable and clear lessons that can be communicated and try to integrate students’ ideas, know how to manage time, and lessons, employ different and suitable teaching methods and questioning.
However, Jones, Jenkin and Lord (2006) remind us that what is needed for a teacher to be effective can vary depending upon factors such as:

- The type of activity in the lesson;
- The subject matter;
- The pupil backgrounds (such as age, ability, gender, socio-economic status and ethnicity);
- The pupils’ personal characteristics (such as personality, learning style, motivation and self-esteem); and
- The culture/organisation of the department, school and LEA (p.5).

1.2.2. Teachers’ Qualities

Researchers are trying to discover what is meant by teacher quality and what really represents this complicated issue. Many studies have given their suggestions and findings concerning the meaning of teacher quality. Among the researchers who dealt with this topic, Stronge (2011) defined quality by claiming that “the term quality is often used synonymously with other terms such as master or the adjectives and effective, which themselves may have, under certain conditions specific and narrower definitions good” (p. 12).

The difficulty to determine a single definition for teacher quality goes back to its norms which differ from one person to another and this led to the variety in its meaning and the ways of measuring it (Stronge, 2007). Lin, Xie, Jeng and Huang, (2010) defined Teacher quality as: “teachers engage in educational tasks, with certain characteristics, and being able to conduct teaching, arousing student’s interest in learning, and enhancing
students’ achievements” (p.168). Stronge, Tucker and Hindman (2004) provided qualities of effective teachers in their book of Handbook for Qualities of Effective Teachers which are represented in the following diagram:

**Figure 1.**

**The Qualities of Affective Teachers and the Prerequisites of Effective Teaching**

![Diagram of the Qualities of Affective Teachers and the Prerequisites of Effective Teaching](image_url)

**Source:** Stronge, Tucker, Hindman (2004).

**1.2.2.1. Prerequisites of Effective Teaching:**

Commonly the prerequisites of effective teaching are connected to novice teachers but in fact they can be any teacher’s skills, and experiences practiced in the classroom which can increase the achievement of students. According to Stronge (2007) the prerequisites of effective teaching are the following:
1.2.2.1.1. Verbal Ability:

There is a connection between the vocabulary of teachers and their verbal ability in addition to the link between students’ academic achievement and teacher presentation since the teacher can convey his skills and knowledge successfully through using their terminology in communication, and performance to transmit the lesson better to their learners and achieve their goals.

1.2.2.1.2 Content Knowledge:

Has a great influence on effective teaching. Teachers with content knowledge can include students in a significant discussion of the subject matter and convey a deep awareness of notions and concepts. Reynolds and Mujis (as cited in Rubio, 2009) pointed out that teachers with content knowledge can reply to any challenging or spontaneous questions made by learners during the lesson.

1.2.2.1.3. Educational Coursework

Teachers’ effectiveness is linked to the educational coursework in the preparation program. According to many studies fully prepared teachers are able to know the needs and wants of their students in the learning process and increase their achievement, unlike other teachers with no coursework they may find problems in developing curriculum, organizing classrooms and other strategies.

1.2.2.1.4. Teacher Certification

It generally refers to scores on pedagogical exams, content knowledge, or both. It is known that certified teachers get better consequences in teaching than uncertified ones no matter what type of certification they held?
1.2.2.1.5. **Teaching Experience:**

It is gained from real situations experiences, classroom practices, and time. Experienced teachers are considered effective because they can raise the extent of understanding of the lessons and how to teach it and use different strategies and methods. “One study found that schools with more experienced and more highly educated mathematics teachers tend to have higher achieving students” (Felter, 1999, p.9).

**1.2.2.2. The Teacher as a person:**

Many researches of effective teaching concentrate on characteristics and social behaviors of teachers more than the instructional performance because they affect the students’ education. The following diagram represents the indicators which describe the teacher as a person which are input variables (caring, fairness and respect, and attitude) and output variables (promotion of enthusiasm, motivation for learning, and social interactions with students):
1.2.2.3. Classroom management and organization

Classroom management and organization is an important quality for Effective teachers. It is done in the beginning of the year, according to the students’ needs and preferences to create an enthusiastic and positive learning environment for all the students, and enhance learning (Rubio, 2009). Stronge (2007) stated that constituents of the organization of a classroom include “room arrangement, discipline, creating routines, and a plan to teach students how their learning environment is organized. To the extent possible, effective teachers envision what is needed to make the classroom run smoothly” (p.39).
1.2.2.4. Planning and organizing for instruction

Careful planning and preparation of instructions are important steps in effective teaching practices which minimize the pressure on the teacher and avoid disruption. Teachers focus on instruction, create time and manage it, choose strategies and materials and put a specific expectation for student achievement. Organizing instruction can be done hourly, daily, weekly or long-term.

Figure 3.

Spider map of Organizing for Instruction

1.2.2.5. Implementing instruction

The main quality of teachers’ effectiveness is the real act and practice of teaching. It may include the strategies teachers apply, the variety of students’ needs and capacities should be in the instructions, clarity of explanation of materials and expectation for students’ success, questioning and interacting techniques and raising learners’ engagement in learning using different strategies.

1.2.2.6. Monitoring student progress and potential

Effective Teachers try to monitor the progress of their students by gathering data and information of students’ understanding through assessing them using different tools such as tests, homeworks and providing feedback to ensure for their comprehension and awareness of what they should learn and meet their needs and deficiencies (Stronge et al., 2004)

1.2.3. Teachers Training

Training is defined by the Manpower Services Commission (as cited in Armstrong, 2001) as follows:

Training is a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organization. (p. 507)

It means that training process is a tool to enhance the level, abilities and capability of the trainees to manage all the educational issues for better achievement of their future
goals. According to Bergo et al., (2008) “training concept aims to support adults in developing personal and social skills as a precondition for lifelong learning” (p. 6). Training has been divided into phases which can be considered as interrelated values, each one of them affects the other and each one has specific goals that need to be achieved.

1.2.3.1. The Pre-service Training

Pre-service training has many benefits and goals which serve teachers across their educational career as well as to become competent, know exactly their role and develop the needed abilities. This deals with student teachers who will turn into teachers after finishing it and before starting their jobs (Handicap International 2014). As reported by the Department of Health and Education Advice and Resource Team (2015) that “Pre service teacher training is necessary as research shows that it is the most effective way to raise educational quality as it will have overall benefits across the whole education system” (p.02). Zlotnik (1985, as cited in Shen, 2009) concluded that student teachers who participated in formal pre-service preparation programs are expected to be effective more than those who do not enroll in this training. Moreover, Most of the abilities, education and information transmitted by well prepared teachers’ programs and hard work for their students achieve their objectives at least for a short term success.

1.2.3.2. In-service Training

In-service training is the one which is prepared and planned for teachers during their careers. It can be in the form of two-week intensive training, session every week or month over a period of time or a number of intensive training in an extended period such as two weeks per year over three years (HI,2014). Altun (2011) pointed out an advantage of in-service training that “within the learning community of the schools, teachers and pupils’ needs can be identified more easily; in-service experiences can be devised and related
more closely to these needs” (p.851), because it focuses on the needs and problems faced by students and teachers and try to treat them.

1.2.3.3. Self study / Distance learning

According to Handicap International (2014), in this type of training, the teacher is the controller of his own learning. It can be helpful for teachers who are incapable to be present in trainings since they are far or have problems with scheduling. Many media can help and facilitate self study like DVDs, podcasts and online lectures.

Conclusion

Finally, to be an effective teacher is not an easy task, it needs a variety of qualities and qualifications besides many factors that take part in the teaching process. This section focuses on the significance of what is meant by effective teachers and its main qualities, and prerequisites. It highlights the meaning of training process which can be done by teachers at different parts of their occupation and would totally change them to the best and increase their teaching competence
Section two: Materials Adaptation

Introduction: ..................................................................................................................18

1.2.1. Language teaching materials ...........................................................................18

1.2.2. Principles of materials .....................................................................................19

1.2.3. Materials adaptation ..........................................................................................20

1.2.4. Materials Development ....................................................................................23

1.2.5. Materials evaluation ..........................................................................................23

1.2.6. Materials adoption ............................................................................................23

1.2.7. Reasons for Adapting Materials ........................................................................23

1.2.8. Techniques to adapt materials ..........................................................................25

1.2.8.1. Addition ...........................................................................................................25

1.2.8.1.1. Extemporisation ..........................................................................................26

1.2.8.1.2. Supplementation .........................................................................................26

1.2.8.1.3. Extension ......................................................................................................26

1.2.8.1.4. Exploitation ................................................................................................26

1.2.8.2. Modification ....................................................................................................26
1.2.8.3. Replacement…………………………………………………………………………27

1.2.8.4. Deletion or omission……………………………………………………………27

1.2.9. Objectives for adaptation…………………………………………………………28

Conclusion………………………………………………………………………………30
Introduction

Language teaching materials are important factors that have a great influence on teaching and learning processes. In order to suit learners’ different needs, learning styles, motivation, levels, and interests, in several schools, teachers should adapt those materials to produce a successful lesson particularly to their own classes.

This section sheds light on the major concepts and definitions of language teaching materials, and its types. In addition, it highlights a number of issues in materials adaptation, how, why, and what to adapt in order to get appropriate materials and it provides other connected terms and expressions which are development, evaluation and adoption of materials.

1.2.1. Language teaching materials

According to Tomlinson (2011) language teaching refers to all what the teachers do to make the lesson easier for the learners, and not only the presentation of his knowledge and information towards them in the classroom. Thus, each teacher requires a range of tools in order to assist and support student learning. Teaching materials are major resources a teacher uses to deliver instruction. These materials play a large role in making information accessible to a learner and can encourage a student to engage in the learning process. Tomlinson (2011) stated that many people link the term language materials to textbooks, but the term refers to any tool which facilitates the learning and teaching of a language, or raises the learners’ knowledge and experience of language. Materials could be from DVDs, emails, YouTube, dictionaries, grammar books, or photocopied exercises. They could also be newspaper, photographs, a photocopied handout, a paragraph written on a whiteboard: anything which presents or informs about learning a language.
Brown (1995) added that “teaching materials will be defined here as any systematic description of the techniques and exercises to be used in classroom teaching” (p, 139).

Mayora (2013) stated that language teaching materials could be classified according to: purpose either instructional or authentic, by format; paper-based (photocopied exercises), audiovisual (movies) or electronic (websites), or by creator; commercial or in-house materials.

1.2.2. Principles of materials:

Tomlinson (2011) claimed a set of principles that good language teaching materials should:

- achieve impact:

Tomlinson (2011) stated five points that materials can achieve impact through which are:

(a) Novelty (e.g. unusual topics, illustration and activities)

(b) variety (e.g. breaking up the monotony of a unit routine with an unexpected activity; using many different types of resources; using a number of different instructor voices on a CD)

(c) Attractive presentation (e.g. use of attractive colours; lots of white space; use of photographs)

(d) Appealing content (e.g. topics of interest to the target learners; topics which offer the possibility of learning something new; engaging stories; universal themes; local references)

(e) Achievable challenge (e.g. tasks which challenge the learners to think) (p, 8).
• Help learners to feel at ease which means they should make learners feel comfortable, relaxed and support them.

• Help learners to enhance their confidence by pushing them to develop their abilities, and feel successful.

• Consist applicable and relevant items, materials students should be convinced that such points are interesting.

• Appropriate to all students level and take into account individual differences by providing different types of activities to suit all the learning styles of the learners, and take into account the cultural sensitivities and appropriateness.

• Motivate them to participate and interact with the teacher.

• Should require self-investment for learners which means they should make learners invest their concerns, potentials and attentions.

• Should expose learners to the use of language for communication because it helps them to develop their knowledge about language use and interaction and not stick on controlled practice of teachers.

• “Should maximize learning potential by encouraging intellectual, aesthetic & emotional involvement which stimulates both right and left brain activities.” (Tomlinson, 2011, p.21)

1.2.3. Materials adaptation

Adaptation is modifying the materials for the sake of improving them to fit the level of their students. Materials adaptation can be by reducing, adding, omitting, modifying and supplementing. In order to make the textbook more valuable and beneficial for their particular learners most teachers adapt materials when using them (Tomlinson, 2011).
McDonough and Shaw (2012) stated that to adapt materials teachers should consider and combine internal and external factors because if the internal factors are put into consideration but the external ones are not appropriate, it will not fit the teaching situation. This matching is referred by Madsen and Bowen as “congruence” which is represented in this following figure:

**Figure 4.**

**Matching External and Internal Criteria**

![Matching External and Internal Criteria](image)

**Source: McDonough and Shaw (2012)**

Tomlinson and Masuhara (2004) suggest that the most effective way of conducting material adaptation is to:

- Have a lot of materials that you can adapt easily.
- Have colleagues who help you with feedback, and you share resources with on adapting materials
- Be in an environment where they encourage materials evaluation, adaptation and development and acknowledge teacher’s time and efforts.
- Revisit adapted materials and improve them
Cunningsworth (1995) added that to get the students involved with the materials and obtain an effective adaptation; teachers should know well the nature of these materials, have experience in teaching process and appeal to learner’s interests. The following diagram shows how teachers will decide to adapt:

**Figure 5.**

**Diagram will help in deciding to adapt an activity or exercise**

Source: Cunningsworth (1995)
Developing, evaluating and adopting materials are related terms which should be defined in order to have a clear understanding of materials adaptation and do not confuse between them:

1.2.4. Materials Development

As a field of study, it studies the standards and steps of the design, implementation and evaluation of language teaching materials. As a practical undertaking, it experiences the language in a designed way to enhance the learning of the language and involves the production, evaluation, and adaptation of language teaching materials. It can be written by teachers, writers or learners to provide sources of language information and data (Tomlinson, 2003).

1.2.5. Materials Evaluation

Tomlinson (2003) refers to the term of evaluation as the assessing or measuring of the credibility, validity, reliability, and other values of teaching materials and judging the effects of them on learners and teachers, and if they really conform to their expectations according to several principles. It might be done before using a material, whilst – use to focus on what learners are doing, or post-use to evaluate the consequences when using materials.

1.2.6. Materials adoption

Means that the teacher chooses and selects the existing materials and presents them to students directly without making any actions or changes to the materials in hands. It deals with the entire material not only part of it (McDonough & Shaw, 2012).
1.2.7. Reasons for Adapting Materials

Tomlinson (2006, as cited in McDonough & Shaw, 2012) said that “no matter how good the materials are, they will not by themselves manage to cater to the different needs, wants, learning styles, attitudes, cultural norms and experiences of individual learners.” (p.1). So, there must be many reasons for adapting materials in order to make them appropriate to the target learners. McDonough and Shaw (as cited in Tomlinson, 2003) put a list of reasons that drive teachers to adapt:

- Not enough grammar coverage in general
- Not enough practice of grammar points of particular difficulty to these learners
- The communicative focus means that grammar is presented unsystematically
- Reading passages contain too much unknown vocabulary
- Comprehension questions are too easy, because the answers can be lifted directly from the text with no real understanding
- Listening passages are inauthentic, because they sound too much like written material being read out
- Not enough guidance on pronunciation
- Subject matter inappropriate for learners of this age and intellectual level.
- Photographs and other illustrative material not culturally acceptable
Amount of materials too great/too little to cover in the time allocated to lessons

No guidance for teachers on handling group work and role-play activities with a large class

Dialogues too formal, and not really representative of everyday speech

Audio material difficult to use because of problems to do with room size and technical equipment

Too much or too little variety in the activities

Vocabulary list and a key to the exercises would be helpful

Accompanying tests needed (p, 87).

McDonough and Shaw include many aspects in their list of reasons. They mentioned grammar, communication, vocabulary, pronunciation, variety and level of students in addition to other aspects which pave the way to adaptation and conclude with better and improved materials.

1.2.8. Techniques to adapt materials

Techniques and approaches of adapting materials are documented by many writers because it is unavoidable in English language teaching. Edge and Garton (as cited in Garton & Graves, 2014) identified several ways and techniques which can be used for materials adaptation as follows:

1.2.8.1. Addition
Teachers adapt materials from other sources and add it to the textbook in order to make up its inadequacy. This approach includes sub-types which are extemporisation, supplementation, exploitation and extension.

**1.2.8.1.1. Extemporisation**

It is the most useful type by teachers. It helps students to better understand by paraphrasing, providing examples, illustrations and explanations. It is done orally most of the time, before, during, or after the use of textbook.

**1.2.8.1.2. Supplementation**

According to Maley (as cited in Garton & Graves, 2014) this type requires adding a variety of texts, tasks, and activities to the ones provided in the textbook in order to motivate students and make them engaged in learning process.

**1.2.8.1.3. Extension**

In this type teachers adapt extra exercises and tasks which have the objectives of the textbook when students do not understand or practice well. The difference between supplementation and extension is that in extension deals with items like the available ones but the other deals with structurally different materials. (McGrath, 2002, as cited in Garton & Graves, 2014)

**1.2.8.1.4. Exploitation**

This approach seeks to bring more vocabulary, personalisation, localisation and language use by adapting parts of materials like texts or pictures before, during, and after using textbook for practice and examples.

**1.2.8.2. Modification**
Teachers decide to adapt materials in order to make it more appropriate. In this approach, they change materials in form, use, or order. This can be "rewriting" an exercise or text; "restructuring" the manner of an activity being taught (Maley, 1998, cited in Garton & Graves, 2014); or "reordering" the sequence of tasks in a given book (McDonough & Shaw, 2003, as cited in Garton & Graves, 2014).

1.2.8.3. Replacement

Replacing some exercises or texts or other parts which are considered unsuitable for students, context, or objectives of learning (Maley, 1998, as cited in Garton & Graves). Garton and Graves (2014) stated that a teacher in this approach can replace comprehension closed questions which follow a text with open-ended ones to get interesting answers from students and obtain clear view on their needs and ideas.

1.2.8.4. Deletion or omission

The teachers remove all or some parts or sections of materials for some reasons such as to avoid culturally offensive or unsuitable materials or some exercises which are not appropriate for the level of learners (Garton & Graves, 2014). It could be "substructing" which is a quantitative change by removing parts of the existing materials, or "abridging" through focussing the attention on some parts and excluding others (McDonough & Shaw, 1993, and Cunningworth, 1995).

There are minor differences in terminological issues between writers on the techniques of material adaptation, but there is not a big difference in their meanings such as in Islam and Mares (as cited in Tomlison, 2003) represented in the following diagram:
1.2.9. Objectives for adaptation

According to McDonough and Shaw (as cited in Tomlinson, 2003) teachers may have some objectives for adaptation to get the appropriate materials. So they list objectives that can be achieved by adapting materials which are:

Source: based on Islam and Mares, (as cited in Tomlinson, 2003)
• Personalize
• Individualize
• Localize
• Modernize

-Islam and Mares (as cited in tomlinson, 2003) expand those objectives to include:

• **Add real choice**

  Let the learners choose and decide about how they want to study not what they want to which means for example have the opportunity to choose studying unit 3 before unit 2, or the passage the read.

• **Cater for all sensory learner styles**

  Reid (as cited in Tomlinson, 2003) found that English language learners have strong kinaesthetic learning style preferences. However, the analyses of any coursebook series will show that there is almost no opportunity for kinaesthetic input.

• **Provide for more learner autonomy**

  Adapting materials to help learners acquire language independently and without the guidance of their teachers. Also, increasing students’ abilities and form more autonomous learners.

• **Encourage higher-level cognitive skills**

  In this objective teachers adapt materials to require students to hypothesize, predict, infer, make connections and associations, visualize and motivate them.
• Make language input more accessible and more engaging

In order to realize this aim of adaptation, teachers may use many ways which are changing the form, the nature of input, and give more authenticity. For example, they can replace reading text with interactive activity. Thus, learners can show either they understand or not without direct testing.

Conclusion

Language teaching materials are the basic resources which provide much input to the lesson, for teachers to achieve the goal of language course, and for the motivation and encouragement of students to learn. Thus, teachers should have a comprehensive overview on the way they use, plan for, and adapt them carefully. This section includes the definitions of language teaching materials, as well as, an overview on materials adaptation and its techniques, objectives, reasons, and other terms.
Chapter Two: Practical Framework

Introduction ................................................................................................................. 32

2.1. Research methodology design ........................................................................ 32

2.1.1. Choice of the Method .................................................................................... 32

2.1.2. Description of Teachers’ questionnaire ...................................................... 32

2.1.3 Population and Sampling of Questionnaire ................................................... 33

2.1.4. Analysis of Teachers’ Questionnaire: ......................................................... 33

2.1.5. Description and Analysis of Teachers’ Adapted Materials ......................... 49

Conclusion .................................................................................................................. 50

General Conclusion .................................................................................................... 52

Pedagogical Recommendations .............................................................................. 52

Limitation of the Study ............................................................................................. 53

Suggestions for Further Studies .............................................................................. 53
Introduction

The present study aims at investigating the potential of middle school teachers of Ain Mlila in adapting language teaching materials. The present chapter is devoted to the presentation of the methodology of this study in terms of data collection and analysis. Both descriptive and analytical methods are explained and determined. Consequently, this chapter includes the choice of the method, the sample, the research design, and the procedures of data collection, data gathering instruments used to achieve the objectives of the study which are the questionnaire and the adapted materials and finally discussion of the results.

2.1. Research methodology design

2.1.1. Choice of the Method

Our choice of the research method has been determined according to the nature of the problem of our research and because time allocated is not sufficient to adopt another research design. The research will follow a descriptive method, a survey, using the questionnaire because it is one of the effective tools of data collection. It enables the researcher to gather information from many participants in a short time through different interrelated questions (Singh, 2006). According to Moore, (1983), the questionnaire is used to gather information on almost any topic from a large or small number of people. In addition, A second tool is used, that is samples of materials adapted by some teachers and their analyses.

2.1.2. Description of Teachers’ questionnaire

The questionnaire involves 17 questions. It is divided into two sections, the first one gathers participants’ personal information and section two is about adapting language
teaching materials: It includes different types of questions close-ended, open-ended and multiple choice questions: Through these collected questions teachers will answer and in some cases justify their answers according to their attitudes and knowledge.

2.1.3 Population and Sampling of Questionnaire

The target population in this study is EFL teachers at Ain Mlila middle schools. We have administrated the questionnaire to twenty English teachers who were chosen randomly. The purpose of choosing this sample is to know teachers’ attitudes towards adapting materials and whether teachers are qualified enough to adapt language teaching materials and if they cater for the needs of their students.

2.1.4. Analysis of Teachers’ Questionnaire:

Section 1: personal information

Q1- gender:

a- Male

b- Female
As can be seen from figure 1, the proportion of teachers in terms of gender shows that 90% of middle school teachers are females; whereas 10% of them are males. Comparing the two results, it can be noticed that females are more interested in teaching English than males or can be because men are already outnumbered by women in our society.

Q2- How many years have you been teaching English?

a- From 1-5 years

b- From 5-10 years

c- More than 10 years
Teachers’ Years of Experience

The results show that most of the informants, 90% have a teaching experience of more than 10 years. The implication of this is that their responses are due to their experience in teaching and not only on personal views. This shows that those teachers have a long experience concerning English teaching and they are familiar with different methods used in adapting English teaching materials which can help the learners to benefit better. Stronge, Tucker and Hindman (2004) pointed that, experience gives the opportunity to teachers to be effective and professional by learning from practice.

Q3-What degree (s) do you hold?

a) License. □

b) Master □
c) Magister

d) Doctorate / PhD

e) Others, Please specify

Figure 3.

Teachers’ Degrees

As it is shown in the diagram, most Teachers (83%) have the License Degree. However, (17%) of the respondents have other degrees such as Teaching Knowledge Test (British council) and technological Institute for Teachers’ Formation. Finally, there is no teacher among the respondents who holds the PHD degree as well as the Magister and Master degrees. We asked our teachers about their qualification to have an idea about their knowledge.

Section 2: adapting language teaching materials
Q4- Did you receive any training concerning materials design and adaptation?

a- Yes □  b- No □

Figure 4.

Teachers’ Training

The figure above shows that 50% percent of teachers did not receive any training concerning materials design and adaptation and the other 50% received training and answered the following question.

Q5-If your answer is yes, please specify what types of training have you attended?

a- Pedagogical workshops/ seminars □

b- Self training by internet □

c- Course □

d- from colleagues □
e- Others, Please specify

Figure 5.

Types of Training

All teachers who said that they received training on materials design and adaptation in the above question selected Pedagogical workshops and seminars, some of them added self training by internet with 40%, about 10% added from colleagues, other 10% include all the options and 30% mentioned only workshops and seminars. This implies that the ministry of education is aware of the importance of training in enhancing the professional development of teachers.

Q6- Do you use additional materials in addition to the textbook imposed by the ministry of education?

a- Yes  

b- No
The use of additional materials

As we noticed from the graph above, all the teachers (100%) are using additional materials and do not stick only to the textbook imposed by the ministry of education.

Q7- How often do you adopt additional materials?

a- Always

b- Often

c- Sometimes

d- Rarely

e- Never
Teachers adopt additional materials in high frequency 30% always adopt, 50% often and 20% sometimes, and they excluded both of rarely and never. This proves that effective teaching requires bringing other materials in addition to the textbook in use to meet students’ needs.

Q8- To what extent do you think the materials you use suit your learners’ needs and make them motivated?

a - To a large extent

b- To a moderate extent

c- To a small extent

d- Undecided
Figure 8.

The Suitability of Teachers’ Used Materials on Learners’ Needs

Most teachers (77%) consider that the adaptation of these materials motivates their students to a large extent and 23% to a moderate extent because it is attached to their courses and describe the target needs and interests of their learners. This means that, teachers select carefully the suitable materials with a purpose of stimulating their students’ interests.

Q9-Where do you get these materials from?

a- Internet

b- TV/ Radio

c- CDs

d- Books
Most of teachers (45%) get materials from internet, since internet offers endless opportunities to get materials and it can be reached easily especially these days with the technological development that the world witnesses. internet offers an easy access to all the types of materials which makes it a great source. (30%) said that they get them from internet and books. In addition 5% to internet and CDs, 5% said internet plus CDs and books, and there are 2 teachers who added others, one added from drawings and the other from experts of the British Council, another 5% for all the options given.

Q10 - Do you have easy access to these materials?

a- Very difficult 

b- Difficult 

42
c - Moderate

d - Easy

e - Very easy

Figure 10.

Degree of difficulty in accessing to language materials

More than half of the teachers do not have problems in accessing language materials since 45% have an easy access and 15% of them have a very easy access. In addition, 30% of teachers said that it is moderate. Yet only 10% of the teachers find it difficult to access and face some problems to reach these materials.

Q11- What are the problems that you face in accessing language materials?

The above results show that 20% of teachers have faced one kind of difficulty which is time, and 5% of them assumed that they have faced problems in finding the appropriate materials that suit the students’ level. While 25% of teachers claimed that they
faced one problem with technological materials which are not always available in schools. Whereas 40% of them said that they did not have any kind of these problems.

Q12- To what extent do you think adapting language teaching materials is important when teaching a language?

a- Very important
b- Important
c- Average
d- Undecided
e- Not important

Please, justify your answer

Figure 11.

The Importance of materials Adaptation
Figure shows that all the teachers are aware of the importance of the adaptation of materials in teaching language and no one neglected this importance where 75% of the teachers believe that adapting materials is very important and 25% believe that it is important.

**Justification**

Teachers justified their answers by saying that Language teaching materials and teaching are two elements which complete each other and cannot be separated because the teaching process relies on materials to reach its objectives easily, improve students’ level and get a better understanding of instructions.

Q13-How often do you adapt materials to suit your learners’ needs?

a- Always

b- Often

c- Sometimes

d- Rarely

e- Never
The frequency of teacher’s adaptation

The figure shows that most teachers use adapting materials since 30% of them adapt always while 35% adapt them often as well as for sometimes and they excluded both of rarely and never because they consider adapting materials as an important aspect in the teaching process.

Q14-What are some of your teaching objectives when adapting Materials?

Teachers have different objectives for adapting material. They stated that any change in the presentation of the lesson will motivate pupils more to its Activities such as describing past events, talking about daily activities or tell the time, will make it funny, facilitate the teaching and learning processes and make the course clear and easy to understand. Some other objectives are to enable students to get along with English language and to get learners familiar with different materials, and there are teachers who focus on communication and get learners in touch with the four skills.
Q15- What are the methods and strategies you follow when adapting teaching materials?

a- Addition
b- Omission
c- Replacement
d- Reordering
e- Simplifying

Figure 13.

Strategies of adapting materials

Teachers use different strategies, all of which depend on the type of materials. According to the data gathered most teachers 50% apply simplifying in their adaptation with 20% use both addition and simplifying and 10% for replacement and...
simplification and 5% for each of addition, omission and reordering separately. Finally 5% use all of addition, replacement, and reordering strategies in their adaptation. These results imply that teachers try to simplify the lessons and make it understandable as much as they can for their learners.

Q16-Do you adapt the materials:

a- Before the course (lesson plan)

b- During the course

c- Both of them

Figure 14.

The Time of Adaptation
The figure shows that most teachers prepare their adapted materials before the course with 65%, and the others adapt materials before and during the course with a percentage of 35% and no one said that he adapts only during his teaching process. This can lead us to say that adaptation needs to be well prepared to have better results for learners.

Q17- Do you have any further suggestions or comments?

In this question teachers are asked for their suggestions and comments, only four teachers provided us with additional comments. They were focusing on the importance of keeping on respecting pupils’ interests and levels when adapting materials and on the variety of using language teaching materials because materials in hand are not always suitable for them. In addition they stated that a good planning and organization will influence the success of the lesson and is necessary because it helps them to reach the objectives easily.

2.1.5. Description and Analysis of Teachers’ Adapted Materials

Five middle school teachers provided us with samples of their adapted materials and what they change in them. The aim is to investigate their abilities in materials adaptation; whether they are qualified enough or not.

Two teachers adopted a story one of them adopt it from the internet and the other from extra book because the one in the textbook contains somehow difficult and unknown vocabulary items for their students and they prepared questions and changed the activity from reading to listen and answer. The first said that her objectives are listening skill and let them focus on all the details of the story since her questions are moving from general to specific and the second one aims to make her students familiar with the vocabulary of
stories through listening skills and both of them keep on the objectives of the project which are teaching story and its types and use the right tense. So, they applied simplifying, omission and replacement strategies.

In the textbook of 1MS the sounds [θ] and [ð] are put without context just a words the teacher will pronounce. The third teacher saw that there is not enough guidance for pronunciation so she used a song of family members because it consists of these sounds, let the learners listen and differentiate through gestures of the tongue then sing it without music then draw two baskets to classify the words according to sounds and practice. At the end they will be familiar with them and sing correctly. We notice that this teacher uses both addition and simplifying strategies

Another teacher adapted a dialogue through changing the instruction into fill in the gaps by omitting the conjunctions of time and let students guess their right places to memorize the right meaning and when to use them in a simple way. The last teacher adapted a text of daily activities from reading task to listening and filling in the gaps provided in the table. The first teacher applied simplifying and both teachers applied replacement technique.

Time and freedom are important requirements for the materials adaptation process to be successful. According to teachers the inspector gives them all the freedom to change the method of teaching as they want just put in mind the students understanding and the general objectives and themes of the projects. However, some teachers complained about insufficient time for adapting materials. They claimed that they have long programs and a hectic schedule this can limit their adaptation and creativity.

In the previous samples we have noticed different examples of adaptations. All of them consist of engaging activities which facilitate the learning and of the learners, and
therefore beneficial to their interests and enthusiasm. These samples contain useful and relevant contents and appropriate language that suit the learners and help them to understand. Teachers changed the method and instructions and changed some objectives but not the one of the projects in a way that both learners and teachers can enjoy.

**Conclusion**

In this chapter, we have presented the research design and methodology used in this work. Furthermore, we have mentioned the data collection instruments and the sample that has been selected to reach the main purposes of our research. Furthermore, the questionnaire administered to teachers was of great importance to the research since it shed light on different problems and objectives related to adapting language teaching materials, also teachers’ adapted materials helped a lot to get valid results.
General Conclusion

An effective teacher should have a wide range of knowledge and capacities in adapting suitable materials to affect positively his students’ levels. This work aimed at investigating the teachers’ potential in adapting language teaching materials in middle schools of Ain Mlila. Therefore, this present study highlighted some issues and definitions related to adaptation including the techniques, reasons, and objectives and aspects of teacher qualities and training.

We have confirmed the stated hypothesis through the analyses of the research tools which are a questionnaire and teachers’ adapted materials that deal with a detailed data about teachers’ adaptation and its effect on learners’ needs and motivation. The obtained results show that teachers are competent and have the potential in adapting language teaching materials since the research instruments led to the same results concerning:

- the use of additional materials to the textbook
- the importance given by teachers to adaptation
- taking into account students’ interest and proficiency level
- the most useful strategy used is simplification
- they prepare the material before the course in an organized lesson plan
- teachers’ objectives and reasons behind their adaptation

The findings show that teachers need only a little training, experience and support to become creative materials adapters.

Pedagogical Recommendations

From this research, we prefer to suggest the following recommendations:
it is recommended for teachers to implement materials adaptation in their classes to meet learners’ needs and get them rid of routines.

Ministry of education is recommended to rise the number of trainings in materials design and adaptation for teachers.

Effective teacher should be always aware and responsible on succeeding of his student.

Limitation of the Study

When conducting this research, we encounter some constraints. In our case, there was time constraint because the research would gain better results if we administered classroom observations to see if teachers are actually adapt materials inside classes.

Suggestions for further dissertations

For further research, we recommend investigating teachers’ potential in language teaching materials on larger samples and different contexts and schools to get more reliable data. Furthermore, we advise future researchers to carry out a classroom observation to make sure that these materials adaptation are motivating students for better improvement in real situations. We also recommend for further investigations to include the effect of teachers’ training on materials adaptation.
Reference List


Stronge, J. H. (2007). Qualities of effective teachers (2nd ed.). Virginia, USA: Association for Supervision and Curriculum Development


Appendix 1

Teachers’ Questionnaire

Dear teachers,

This questionnaire serves as a data collection tool for a research work that aims to investigate the potential of teachers in adapting language teaching materials. I would appreciate if you could take the time and the energy to share your experience by answering the questions below. Your answers are very important and will be of much help for the completion of this work.

**Guidelines:** For each question, please tick the box or write in the space provided.

**Section 1: personal information**

**Q1**- gender:

a- Male

b- Female

**Q2**- How many years have you been teaching English?

a- From 1-5 years

b- From 5-10 years

c- More than 10 years

**Q3**- What degree (s) do you hold?

a) License.
b) Master 

c) Magister 

d) Doctorate / PhD 

e) Others, Please specify 

……………………………………………………………………………………………………………………………………………………………………………

Section 2: adapting language teaching materials

Q4- Did you receive any training concerning materials design and adaptation?

a- Yes □ 

b- No □

Q5- If your answer is yes, please specify what types of training have you attended?

a- Pedagogical workshops/ seminars □ 

b- Self training by internet □ 

c- Course □ 

d- From colleagues □ 

c- Others, Please specify 

……………………………………………………………………………………………………………………………………………………………………………

Q6- Do you use additional materials in addition to the textbook imposed by the ministry of education?

a- Yes □ 

b- No □ 

Q7- How often do you adopt additional materials?
Q8- To what extent do you think the materials you use suit your learners’ needs and make them motivated?

a - To a large extent
b - To a moderate extent
c - To a small extent
d - Undecided
e - Not at all

Q9- Where do you get these materials from?

a - Internet
b - TV/ Radio
c - CDs
d - Books
e - Others, Please specify
Q10 - Do you have easy access to these materials?

a- Very difficult  

b- Difficult  

c -Moderate  

d- Easy  

e- Very easy  

Q11- What are the problems that you face in accessing language materials?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

Q12- To what extent do you think adapting language teaching materials is important when teaching a language?

a- Very important  

b- Important  

c- Average  

d- Undecided  

e- Not important  

Please, justify your answer
Q13-How often do you adapt materials to suit your learners’ needs?

a- Always
b- Often
c- Sometimes
d- Rarely
e- Never

Q14-What are some of your teaching objectives when adapting Materials?

Q15-What are the methods and strategies you follow when adapting teaching materials?

a- Addition
b- Omission
c- Replacement
d- Reordering
e- Simplifying
Q16-Do you adapt the materials:

a- Before the course (lesson plan)  

b- During the course  

c- Both of them  

Q17- Do you have any further suggestions or comments?

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
............
Résumé

Malgré le grand effort que les auteurs de manuels scolaires font pour répondre aux besoins des utilisateurs visés, les enseignants de langue anglaise doivent adapter les matériaux qu'ils utilisent s'ils veulent que leur enseignement soit plus efficace et plus intéressant. La présente recherche tente d'étudier le potentiel des enseignants du secondaire dans l'adaptation du matériel d'enseignement des langues. L'intention de l'étude actuelle est de déterminer si les enseignants sont compétents et ont les qualités et les qualifications qui les aident à adapter les documents linguistiques de manière efficace aux besoins et aux intérêts de leurs élèves et les motivent et si ces enseignants donnent beaucoup d'importance pour l'adaptation de tous les types de matériel pédagogique de la langue, non seulement le manuel. Tout au long de cette recherche, nous avons choisi les enseignants du collège d’Ain Mlila comme exemple. Au cours de cette étude, nous adoptons la méthode de recherche descriptive basée sur deux outils: un questionnaire distribué à 20 enseignants pour examiner leurs attitudes et leurs connaissances en matière d'adaptation des matériaux. Et le second est un matériel adapté fourni par 5 enseignants. Sur la base des résultats, notre hypothèse a été confirmée car les résultats montrent que les enseignants ont la capacité d'adapter le matériel d'enseignement des langues et qu'ils sont conscients de leur importance dans les cours d'enseignement des langues afin de répondre aux différents besoins et intérêts des apprenants et rendre les instructions facilement compris.
الملخص

على الرغم من الجهود الكبيرة الذي يبذلها كتاب الكتب المدرسية لتلبية احتياجات المعلمين المستهدفين، يتعين على معلمي اللغة الإنجليزية تكييف المواد التي يستخدمونها إذا كانوا يريدون أن يكون تدريسهم أكثر فعالية وأكثر إثارة للاهتمام. وحاول البحث الحالي دراسة إمكانات معلمي المدارس المتوسطة في تكييف مواد تعليم اللغة. الهدف من الدراسة الحالية هو تحديد ما إذا كان المعلمون مختصون ولديهم الصفات والمؤهلات التي تساعدهم على تكييف المواد اللغوية بشكل فعال لتلبية احتياجات ومصالح طلابهم وجعلهم متحمسين وما إذا كان هؤلاء المعلمون يولون أهمية كبيرة وتكيف جميع أنواع مواد تعليم اللغة ليس فقط الكتب المدرسية. طوال هذا البحث اختارنا معلمي المدارس المتوسطة لعين مثالية كعينة لدينا. اعتمدنا خلال هذه الدراسة المنهج الوصفي البحثي القائم على أداتين: استبانة وزعت على 20 معلما لتفقد موافهم، ومعرفتهم نحو تكييف المواد. والثانية هي مواد مكيفة من قبل 5 معلمين. استنادًا إلى النتائج تم تأكيد فرضيتنا منذ أن أظهرت النتائج أن المعلمين لديهم القدرة على تكييف مواد تعليم اللغة وهم يدركون أهمية ذلك في دروس تعليم اللغة من أجل تلبية احتياجات والمصالح المختلفة للمتعلمين وجعل التعليم بسهولة يفهمهم.