

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Ghardaia



Faculty of Letters and Languages

Department of English Language

**The Role of Materials Evaluation, Selection, and Adaptation in
the Effectiveness of EFL Lessons**

Case Study: Secondary School Teachers of English in Ghardaia

*Dissertation submitted to University of Ghardaia for obtaining the
Master's Degree in Didactics*

Submitted by

Chahrazed ROUIDJI

Abdellatif MOULAY BRAHIM

Supervised by

Dr Malika KOUTI

Board of Examiners

01 Dr Ismail HADJ MHAMMED	President	University of Ghardaia
02 Dr Fatima YAHIA	Examiner	University of Ghardaia
03 Dr Malika KOUTI	Supervisor	University of Ghardaia

Academic year: 2022/2023

Abstract

This study seeks to explore how evaluating, selecting, and adapting materials impact the success of English as a Foreign Language (EFL) lessons in secondary schools in Algeria. The objective is to investigate the degree to which these practices improve the effectiveness of EFL instruction. The research approach is primarily descriptive, utilizing mixed methods to gather data, including a questionnaire for secondary school English teachers in Ghardaia province and an interview conducted with a national education inspector. Upon studying the gathered data, it became clear that the correct evaluation, selection, and adaptation of educational materials have a beneficial impact on the effectiveness of English as a Foreign Language (EFL) classes.

Keywords: *materials evaluation, materials selection, materials adaptation, EFL lessons*

Dedication

To the woman I love most, my mother who has always been a source of affection and care.

To the greatest man in my world, my father Djamel, who consistently motivates me.

To My beloved brothers Aymen, Djaouad, and Haitham my beautiful little sisters Besma and Assia.

To those who share a deep connection with me, my best friends Ahlem and Rokia.

To my beloved friends from ENSL, who hold a special place in my heart.

To my dear pupils and to all the teachers in every corner of the globe.

Chahrazed Roudji

Dedication

I dedicate this humble work to my father and mother, my dear parents, my angels,
my endless source of love, care and support.

To my beloved wife

To my three cherished little kids: Abdelhak,
Djaouad and Mohammed Tahar

To all my loving brothers and sisters

To my best friends

Abdellatif Moulay Brahim

Acknowledgments

We are deeply indebted to **Dr Malika KOUTI**, our highly respected and admired teacher and supervisor. Thanks to her sound and wise guidance and instructions, the present research has become a reality. We can never forget her everlasting trust, encouragement and support. Whatever we say we cannot thank her enough.

Special thanks to the jury members who accepted to evaluate our work, to the teachers who helped us to improve it, to those who showed their willingness to provide help and to all the university teachers who taught us throughout the years that we spent there.

Many thanks to **Mr. Mohammed Herouini**, inspector of national education, who did not hesitate at all to accept holding an interview with us. He provided us with invaluable information inspired from his long experience and his sound knowledge of pedagogy and classroom practice. He further contacted us to add more clarifications and explanations and to offer any needed help.

We are so grateful to our colleagues, especially those who assisted a lot in distributing and collecting the questionnaire forms and to all the teachers of English in the province of Ghardaia who answered its questions. Without their effort, we would not be able to reach the aim of this research.

We express our sincere and hearty thanks and gratitude to anyone who contributed, directly or indirectly, to realising this work.

List of Abbreviations

EFL: English as a Foreign Language

ELT: English Language Teaching

PPP: Present Practice Produce

SLA: Second Language Acquisition

SARS: Select Adapt Reject Supplement

List of Figures

Figure 1.1. Adaptation Techniques _____	18
Figure 2.1. Harmer's Options for Coursebook Use _____	27
Figure 2.2. Cunningsworth's Guide of Adapting an Exercise or Other Activity _____	28
Figure 2.3. McDonough, Shaw and Masuhara's Framework for Adaptation _____	28
Figure 2.4. Cunningsworth's Checklist _____	34
Figure 2.5. Acar's Checklist _____	36

List of tables

Table 3.1. Teachers' Gender _____	41
Table 3.2. The Demographic Profile of The Research Participants _____	41
Table 3.3. Teaching Experience _____	42
Table 3.4. Training for Teachers _____	42
Table 3.5. Forms of Teachers' Training _____	43
Table 3.6. The textbook importance _____	44
Table 3.7. Teachers' Reliance on The Textbook Frequency _____	45
Table 3.8. Frequency of Teachers Materials Evaluation _____	45
Table 3.9. The Suitable Timing for Materials Evaluation by Teachers _____	46
Table 3.10. Factors Teachers Prioritize in Evaluation Process _____	47
Table 3.11. Textbook materials appropriateness _____	48
Table 3.12. Factors for Selecting Teaching Materials _____	49
Table 3.13. Challenges in Selecting Classroom Materials _____	50
Table 3.14. Teacher Assessment of Materials _____	51
Table 3.15. Teachers' Frequency of Adapting Textbooks _____	52
Table 3.16. Reasons for Adapting Textbooks Materials _____	53
Table 3.17. Textbook Materials Adaptation Methods _____	54
Table 3.18. Teachers' Use of Supplementary Materials _____	55
Table 3.19. Frequency of Non-textbook Material Usage by Teachers _____	56
Table 3.20. Teachers' Belief in Material Choice's Impact on Lesson Effectiveness _____	57
Table 3.21. Students' Motivation _____	58
Table 3.22. Effective Lessons as Believed by Teachers _____	59

Table of Contents

Abstract	I
Dedication	II
Acknowledgements	IV
List of Abbreviations	V
List of Figures	VI
List of Tables	VII
Table of Contents	VIII
General Introduction	1
Introduction	2
1. Background.....	3
2. Statement of purpose	3
3. Statement of problem	4
4. Motivation	4
5. Methodology.....	5
5.1. Instruments	5
5.2. Participants	5
5.3. Procedures	6
6. Structure of the Study	6
7. Limitation of the Study	6
8. Definition of Terms	7
Chapter One: Materials Evaluation, Selection and Adaptation	8
Introduction	9
1.1. Language Teaching Materials	9
1.2. Types of Materials	9
1.2.1. Printed Materials.....	9
1.2.2. Non- print Resources	10
1.2.3. Computer-based Materials.....	10
1.3. Effective Teaching Materials	11
1.4. Materials Development	11
1.4.1. Principles of Materials Development	12
1.5. Materials Evaluation	14
1.5.1. Stages of Materials Evaluation	14
1.6. Materials Selection.....	16
1.7. Materials Adaptation	16
1.7.1. Techniques for Materials Adaptation	16
1.7.2. Reasons for Adaptation	18
Conclusion	20
Chapter Two: The Textbook	21
Introduction	22
2.1. Definition of The Textbook.....	22
2.2. The Role and Usefulness of Textbooks	22
2.3. For or Against Textbook.....	23
2.3.1. Arguments For	23

2.3.2. Arguments Against.....	24
2.4. How to Use Coursebooks.....	24
2.4.1. Delete Things which do not Suit	25
2.4.2. Substitute With an Alternative.....	25
2.4.3. Adapt or Add Things.....	26
2.5. How to Enhance Textbook Use Experiences.....	29
2.6. The Need for Textbook Evaluation	29
2.7. Types of Textbook Evaluation	30
2.7.1. Pre-use Evaluation	30
2.7.2. In-use Evaluation.....	30
2.7.3. Post-use Evaluation	30
2.8. Purposes of Coursebook Evaluation.....	30
2.9. How to Evaluate Coursebooks	31
Conclusion	37
Chapter Three: Research Methodology	38
Introduction	39
3.1. The Sample	39
3.2. Data Collection	39
3.2.1. The Questionnaire	39
3.2.2. The Interview	40
3.3. Data Analysis	40
3.3.1. The Questionnaire Analysis.....	40
3.3.2. The Interview Analysis.....	60
3.4. Discussion of the Findings	64
Conclusion	66
General Conclusion	67
Bibliography	70
Appendices	73
ملخص الدراسة.....	79

General Introduction

Introduction

1. Background
2. Statement of Purpose
3. Statement of Problem
4. Motivation
5. Methodology
 - 5.1. Instruments
 - 5.2. Participants
 - 5.3. Procedures
6. The Structure of the Study
7. Limitation of the Study
8. Definition of Terms

General Introduction

Introduction

Language acts as the primary means of communication between people, enabling them to connect and communicate with one another. English stands out as one of the most common and important languages in the world in this huge linguistic tapestry. Its importance is unmatched, and it permeates every aspect of contemporary life as a language of trade, education, and communication. English has developed into an essential tool for allowing efficient communication and encouraging understanding across cultures and boundaries due to its broad usage and worldwide reach.

Many nations, like Algeria, have embraced the teaching and learning of English due to its transformational potential. English as a second language in Algeria has grown from modest beginnings to become a comprehensive and essential component of its educational system. English has transcended the classroom and is now a powerful tool for broadening perspectives, creating new possibilities, and empowering people to actively engage in the world.

Algeria's educational system has seen impressive advancements in English language instruction. English as a foreign language has been proactively included in the fabric of education by educational authorities through the creation and implementation of specialised curricula. Textbooks and instructional materials have been specifically designed to meet the needs of Algerian students, giving them the skills and resources they need to advance their English language abilities.

Along with the efforts of educational authorities, committed English language instructors are essential in determining how students learn. By utilising cutting-edge teaching strategies and methodologies, these educators work to stimulate active student engagement and improve language learning in the classroom. They continually evaluate and choose appropriate learning resources, modifying them to fit the various learning preferences and requirements of their pupils. These committed teachers encourage Algerian students to use English as a tool for self-improvement, academic accomplishment, and future success.

General Introduction

1. Background

Throughout the different teaching experiences, teachers have to prepare lessons. When doing so, they need to select suitable materials. Before selection, they have to go through the process of evaluating materials. After doing it, teachers can decide whether to use the material, adapt it or choose another one.

Materials evaluation is among the most important parts of teachers' work. EFL teachers' potential to judge the usefulness of materials is one of their crucial tasks, and they must do it before using them (McDonough, Shaw, and Masuhara, 2013). According to Tomlinson (2003), materials evaluation is a process that includes gauging the benefits or the possible benefits of learning materials. He stated that analysis poses questions about the content of the materials, what they intend to accomplish, and what they instruct learners to do.

Materials adaptation can never be separated from evaluation. Moreover, the adaptation is conducted according to the results of the evaluation. Many factors and variables push teachers to adapt materials. Tomlinson (2003) mentioned some of these variables: requirements, goals, experience, and the favorite ways of doing things.

Changing a textbook as you wish could be another option to make an attractive teaching guide. Teachers can delete, substitute or reproduce some materials from the textbook that they think are not good enough, provided that the outcome is logical and well organized (Castro, 2015).

2. Statement of Purpose

Materials constitute an indispensable part of the teaching/learning process and play a crucial and decisive role in its success. Teachers' choice of materials and their attitudes towards them are very important too. Thus, the main aim of this study is to examine the relationship between teachers' evaluation, selection and adaptation of teaching/learning materials and the effectiveness of EFL lessons. It also aims to investigate teachers' attitudes towards materials, study how they impact their lessons and highlight their role. Moreover, it aspires to help teachers, especially novice ones, by providing them with useful strategies and techniques to evaluate, adapt and select suitable materials. Teachers' awareness of those techniques has a lot to do with their performance and contributes immensely to boosting their teaching skills.

General Introduction

3. Statement of Problem

Teachers of English as a second/foreign language are doing their best to improve the learning process and help learners learn better and perform well. They are applying different approaches, methods, and techniques. A crucial element in the learning process is materials. They are indispensable, and they help in realizing those approaches and theories. Teachers make considerable efforts in planning lessons and choosing appropriate learning materials. One of the essential materials in use is the textbook. It provides endless help to teachers and facilitates their tasks; however, sometimes the materials provided in textbooks do not correspond with learners' needs or even with learning situations. Therefore, teachers must adapt and tailor them to meet the learning objectives. They may also replace them totally where the adaptation is not satisfactory. Secondary school teachers of English in Algeria are no exception. They are doing so whenever necessary. Those teachers have to use textbooks issued by the ministry of education. These textbooks are imposed on them, and they have no other chance of adopting other textbooks. This makes evaluating, adapting and selecting materials an inevitable chore, mainly because it has been too long since secondary school textbooks have not been updated.

Thus, the question raised is:

To what extent do materials evaluation, selection and adaptation enhance the effectiveness of EFL lessons in Algerian secondary schools?

Hypothesis

The hypothesis proposed in this research is that: Materials evaluation, selection and adaptation may enhance the effectiveness of EFL lessons.

4. Motivation

EFL teachers encounter many difficulties and challenges throughout their various teaching/learning situations and experiences. Among the major ones are materials. This is due to the fact that it is not an easy task to decide on which materials have to be adopted and what actions their implementation requires since there are certain factors and

General Introduction

variables which should be taken into account in this process. In the Algerian educational system textbooks are regarded as the main and widely used materials. When it comes to using them, teachers have different approaches. Some rely heavily on the textbook in their instruction. They follow the same order and sequences. They use nearly all of its activities for the different classes they teach. Some others try to avoid textbooks as much as possible. They may avoid using it totally. They resort to writing their own materials or using other available ones. There is also another approach. Other teachers try to make good use of textbooks and sometimes use other materials as a supplement or a replacement. Each of the three groups mentioned above make considerable effort to choose and take advantage of materials. Some of them struggle in doing this. They all claim to be doing their best to provide effective teaching through adopting materials they believe to be useful and suitable. That is what raised the interest in the subject to investigate teachers' attitudes towards materials and how their choice impacts their teaching.

5. Methodology

The present research is mainly descriptive. Below is an overview of the methodology that was implemented.

5.1. Instruments

In order to collect comprehensive and reliable data, mixed-methods were employed. The research involved administering questionnaires to secondary school teachers in Ghardaia province to assess their experiences, beliefs, and practices regarding materials evaluation, selection, and adaptation. Additionally, an interview was conducted with the English inspector of national education to gain insights into the broader perspectives and policies regarding materials usage in the EFL curriculum.

5.2. Participants

In order to conduct this research, the researchers carefully examined English teachers in Ghardaia's secondary schools. A comprehensive survey has been given to forty-six individuals from a randomly selected group of teachers.

5.3. Procedures

During the second semester of the academic year 2022/2023, this study was

General Introduction

conducted. The questionnaire data was gathered at the end of April. The interview was through a phone call which lasted for forty-five minutes.

6. Structure of the Study

This dissertation is structured as follows: two chapters in the theoretical part and one chapter in the practical one, which makes three chapters. Chapter one is about teaching materials in general. It begins with defining them, distinguishing their types and shedding light on the characteristics of effective ones. Then, it deals with the process of their development and writing and its principles. It also stresses materials evaluation and its different stages. Moreover, it focuses on materials selection. It ends with materials adaptation, its techniques and its purposes. Chapter two focuses on one kind of materials which is the textbook. It starts by defining it and highlighting its role and usefulness. Then, it deals with the ongoing debate for or against its use and states arguments of the two sides. Moreover, it mentions some options of using textbooks and some tips how to enhance their use. Furthermore, it tackles textbook evaluation where it stresses the need for it, its types and its purposes. It concludes with how this evaluation is conducted by giving practical frameworks and models suggested by experts. Chapter three is about the practical part of this thesis. It starts by introducing the sample and describing it. Then, it deals with data collection and the instrument that was used. After that, it provides data analysis and concludes with discussing and interpreting the main findings of this study.

7. Limitations of the Study

Throughout conducting this study, there have been two major limitations. The first one is that we did not manage to cover a greater number of teachers in the sample due to the vastness of the province and the long distances between its numerous secondary schools. The last one is that many teachers did not answer the questionnaire in spite of receiving it being given sample time to do it.

8. Definition of Terms

Teaching and learning materials: These materials are anything that helps teachers to

General Introduction

implement their teaching and translate their lesson plans and thoughts into classroom practice.

Materials evaluation: It is the process of gauging the worth and value of materials. It is a very important task in the teaching process since its results suggests what actions should be taken regarding the material in question.

Materials selection: It refers to choosing the material that teachers reckon to be suitable for a certain group of learners in a certain learning situation and environment.

Materials adaptation: It is about the modifications that teachers make to materials in order to render them suitable for learners. EFL: It is an abbreviation that stands for English as a foreign language. According to the Online Cambridge dictionary, it refers to “the teaching of English to students whose first language is not English.”

Chapter One:

Materials Evaluation, Selection and Adaptation

Introduction

- 1.1. Language Teaching Materials
- 1.2. Types of Materials
 - 1.2.1. Printed Materials
 - 1.2.2. Non- print Resources
 - 1.2.3. Computer-based Materials
- 1.3. Effective Teaching Materials
- 1.4. Materials Development
 - 1.4.1. Principles of Materials Development
- 1.5. Materials Evaluation
 - 1.5.1. Stages of Materials Evaluation
- 1.6. Materials Selection
- 1.7. Materials Adaptation
 - 1.7.1. Techniques for Materials Adaptation
 - 1.7.2. Reasons for Adaptation

Conclusion

Introduction

In the vast realm of education, teaching-learning materials are crucial elements that carry significant importance. These carefully curated resources shape the teaching-learning process, demanding our attention and professionalism. This chapter serves as a guiding light, exploring the various types of materials, their effectiveness, development processes, evaluation phases, selection criteria, and the art of adaptation. Join us as we delve into this crucial component, unravel its mysteries, and uncover the transformative power it holds in education's tapestry.

1.1. Language Teaching Materials

According to Richards (2001), teaching-learning materials "generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom" (p. 251). Similarly, Tomlinson defined teaching-learning materials as "anything which a teacher or learner uses to facilitate or support learning" (p. 2). He further explained that these materials can be both physical, such as books or multimedia resources, and non-physical, such as gestures or actions used by the teacher to convey meaning. Cunningsworth (1995) emphasized the importance of teaching/learning materials that are appropriate for the learners' needs and interests. He also highlighted the role of materials in promoting learner autonomy, allowing learners to take control of their learning by providing them with the tools they need to explore the language on their own. To sum up, all these definitions indicate that materials can improve the quality of instruction by providing learners with a variety of teaching methods that are tailored to their individual needs.

1.2. Types of Materials

When it comes to the types of teaching-learning materials we find that various types have been proposed by different linguists, each one with its distinct qualities and advantages. For example, Richards (2001), identified three main categories of materials: printed materials, non-print materials, and computer-based materials.

1.2.1. Printed Materials

They are instructional materials that are created in a tangible form, including books,

handouts, worksheets, or posters. These materials enable students to receive written information and engage in exercises, while also serving as a guide for students to recap and strengthen their grasp of the language.

1.2.2. Non- print Resources

These are resources that do not use printed text as their main method of delivery. Non-print resources include audio recordings and video recordings. These resources can allow learners to experience authentic language usage and improve their listening and speaking abilities.

1.2.3. Computer-based Materials

They are materials intended for use on a computer or other electronic device, including interactive multimedia programs, digital books, and on-line tools. These resources provide an array of interactive learning opportunities for students, such as multimedia presentations, simulations, and games. Additionally, they allow for customized learning experiences and immediate feedback for students.

Tomlinson (2011) presented a distinct classification system, where he recognized four broad categories of teaching-learning materials that can be used in language classrooms: instructional, experiential, elicitation, and exploratory materials.

- **Instructional Materials** give learners express data and direction, counting clarifications, models, and illustrations. They are commonly utilized in linguistic use instruction, lexicon instructing, and perusing comprehension exercises.
- **Experiential Materials** are designed to offer learners opportunities to use language in more realistic situations. They encompass various forms such as role plays, simulations, and case studies.
- **Elicitation Materials** stimulate the production of language learners through means such as prompts, clues, or inquiries. This category includes tasks like sentence completion, matching, and gap-filling exercises.

- **Exploratory Materials** necessitate learners to independently discover and investigate, resulting in them uncovering language regulations and definitions on their own. They can be in the form of games, puzzles, and discovery learning activities.

1.3. Effective Teaching Materials

Crawford (as cited in Richards 2002) argued that effective teaching-learning materials should reflect the following concepts:

- The language presented by materials ought to be presented within its appropriate context.
- Engagement of learners in the purposeful use of language is necessary for the development of language skills.
- The language employed should possess genuineness and authenticity.
- Incorporating audiovisual elements is a common practice in classroom materials.
- Language students must develop the capacity to handle linguistic challenges. Through both written and spoken forms of expression.
- The promotion of learner autonomy can be achieved through the use of valuable teaching materials.
- Material properties must possess sufficient flexibility to accommodate the needs of each individual and the differences in context.
- Effective learning materials entail engaging learners not only cognitively but also emotionally.

1.4. Materials Development

Materials development is a very important process that covers the creation, evaluation, selection, and even the adaptation of materials after a deep understanding of the target audience, learning objectives, and teaching strategies. Tomlinson (2011) argued that "materials development is both a field of study and a practical undertaking" (p.2). He also

stated that as a practical undertaking, it pertains to any activity carried out by authors, educators, or students to furnish language stimuli, utilize those stimuli in manners that optimize the probability of acquisition, and encourage intentional production. Essentially, it involves furnishing knowledge and exposure to the language in manners intended to foster language acquisition. Richards (2001) argued that the goal of materials development "is to create materials that can serve as resources for effective learning "(p, 262).

1.4.1. Principles of Materials Development

Tomlinson (2011) has outlined sixteen core principles that he believed most Second Language Acquisition (SLA) scholars would consider essential in developing educational materials that facilitate language learning.

- Learners should experience a discernible impact from the materials used. This happens when the curiosity, interest, and focus of the students are engaged.
- Learning resources should facilitate a comfortable learning experience for students in various ways.
- Learners must be provided with learning resources that foster the development of self-assurance
- Learners should recognize the relevance and usefulness of the knowledge being imparted to them.
- Learning materials must motivate and enable learners to invest in their growth and development.
- learners must be prepared to grasp the concepts being instructed.
- Learners should be exposed to the language being used authentically through the utilization of materials.
- directing the focus of the learners toward the linguistic attributes of the input.
- The learning materials ought to furnish the learners with chances to utilize

the desired language for effective communication.

- The materials ought to recognize that the beneficial impacts of education generally have a postponed onset.
- When designing materials, it is important to consider the fact that individuals have varying learning preferences and styles.
- Materials should be designed with the understanding that learners exhibit variations in their emotional attitudes.
- The use of materials should allow for a quiet phase to be incorporated at the commencement of teaching.
- The materials used for learning should aim to increase the potential for learning through promoting engagement in intellectual, aesthetic, and emotional aspects, thereby enhancing the overall educational encounter.
- Excessive dependence on structured exercises should be avoided when using instructional materials.
- Opportunities for receiving feedback on results should be facilitated by the materials.

Hutchinson and Waters (1987) also listed the following principles for the process of materials writing:

- High-quality learning materials stimulate learners and foster a desire to acquire knowledge. Through using a variety of tasks and texts which reflect the learners' interest.
- High-quality materials ought to have a distinct and logical module layout that facilitates the educational process by aiding educators in lesson preparation while also providing students with a sense of advancement.
- The author's perspective on language and language acquisition should be evident in the materials they create.
- The materials employed in the learning process provide insight into the intrinsic characteristics of the educational undertaking.

- The utilization of diverse materials serves to enhance the foundation of pedagogical training for instructors, as it provides them with exposure to innovative approaches.
- The utilization of materials facilitates the acquisition and implementation of accurate models of language usage that are considered suitable and appropriate.

1.5. Materials Evaluation

Materials evaluation is an essential step that every teacher should pass in the process of providing students with the best possible learning materials. Tomlinson (2011) defines it as "The systematic appraisal of the value of materials concerning their objectives and to the objectives of the learners using them"(p, xiv). According to Cunningsworth (1984), evaluation can be carried out at various phases of the creation and execution of materials, including pre-use, in-use, and post-use evaluation and it can help educators can assess the strengths and drawbacks of their educational resources, enabling them to make informed choices regarding their suitability for enhancing learning outcomes by either adopting, modifying, or removing them.

1.5.1. Stages of Materials Evaluation

McDonough and Shaw (2013) stated three-stage for the evaluation of teaching-learning materials as follows:

- **External Evaluation:**

At this stage, the evaluator aims to analyze how the author or publisher has explicitly expressed the structuring of the content. This evaluation method examines the book's auto-description by analyzing the blurb, preface, and outline. At this point, the evaluator should take into consideration the following aspects:

- The purpose of materials production.
- Whether the materials serve as primary course material or as a supplementary

resource?

- The availability of the teachers' book.
- Which kind of visual material is used in the book and whether it is there for corrective esteem or is coordinated into the content?
- Whether the design and formatting create a sense of clarity or confusion?
- Whether the material exhibits an excessive degree of cultural bias or specificity?
- whether there is a negative portrayal of minority groups and/or women in the materials or not?
- The expense related to integrating digital resources.
- The usefulness of Integrating tests into the teaching materials.

- **Internal Evaluation**

This stage entails a thorough exploration of the significance of the material about its goals, principles, lesson planning, and assessment methods. During this phase, the evaluator assesses how accurately the assertions mentioned in the introductory and promotional texts correspond with the internal structure and arrangement of the materials and for a successful internal evaluation of the content from within, it is necessary to examine a minimum of two sections within a book or a collection of materials taking into consideration the subsequent aspects:

- The way skills are treated and presented.
 - The order and level of difficulty of the materials.
 - The types of reading, listening, speaking, and writing activities provided.
 - The suitability of tests and exercises.
 - The inclusion of self-study opportunities.
 - The balance between teacher and learner use of the materials.
- **Overall Evaluation**

At this point the evaluator evaluates the significance of the materials

concerning their capacity to be effectively utilized, made applicable to varying contexts, and modified to accommodate evolving needs and circumstances.

1.6. Materials Selection

The selection of teaching and learning materials is another important step because it directly influences students' engagement and comprehension. Cunningsworth (1995) stated that "we need to be able to make the informed and appropriate choice when selecting coursebooks and supporting materials"(p. 1). Rubdy (as cited in Tomlinson 2003) argued that "the selection of materials involves matching the given materials against the context in which they are going to be used and the needs and interests of the teachers and learners who work within it, to find the best possible fit between them."(p. 37). She asserted that this process requires a deep understanding of the learners' needs, interests, and motivations, different learning styles, and the cultural context in which they are situated.

According to Dudley Evans and St. John (1998) materials' selection is a decision making in which the educators should consider many aspects such as learners, the content, and the language. They suggested three criteria that should be used in this important process.

- Motivation: the chosen materials should motivate the learners and make them engaged in the lesson
- Learning objectives and the teachers' objectives: this means the extent to which the materials fit the teachers' learning goals and the specified learning objectives.
- Materials as a support for the learning itself.

1.7. Materials Adaptation

Materials adaptation is the process that involves making changes to existing materials to better suit specific learners, teachers, and contexts to facilitate effective learning. This may mean reducing mismatches between materials, learners, teachers, and contexts or making fuller use of the potential value of existing materials" (Tomlinson & Misuhara, 2017, p.82) . Nunan (1991) stated that the existing materials should be used according to the way provided by their designer, and in case they do not fit the learning needs and objectives, they should be adapted.

1.7.1. Techniques for Materials Adaptation

McDonough and Shaw (2013) identified five techniques that can be used for the adaptation of materials as follow:

- **Adding**

The process includes adding fresh material or content to the current materials to bridge the gaps or fulfill particular learning objectives. This method can be beneficial in filling the knowledge gaps of learners or in presenting new ideas that are relevant to their educational goals.

- **Deleting or omitting**

The process consists of eliminating material that could be unimportant or overly difficult for learners, or that may not correspond with the educational goals. This tool could be beneficial for learners who have difficulty keeping pace with the materials, or to those who feel inundated by excessive information.

- **Modifying**

The process entails altering the presentation or mode of the resources, perhaps through the incorporation of additional graphics or modifying the level of formality in the language. This could benefit learners who have a preference for visual or auditory learning methods or those who show greater receptiveness to specific kinds of learning resources.

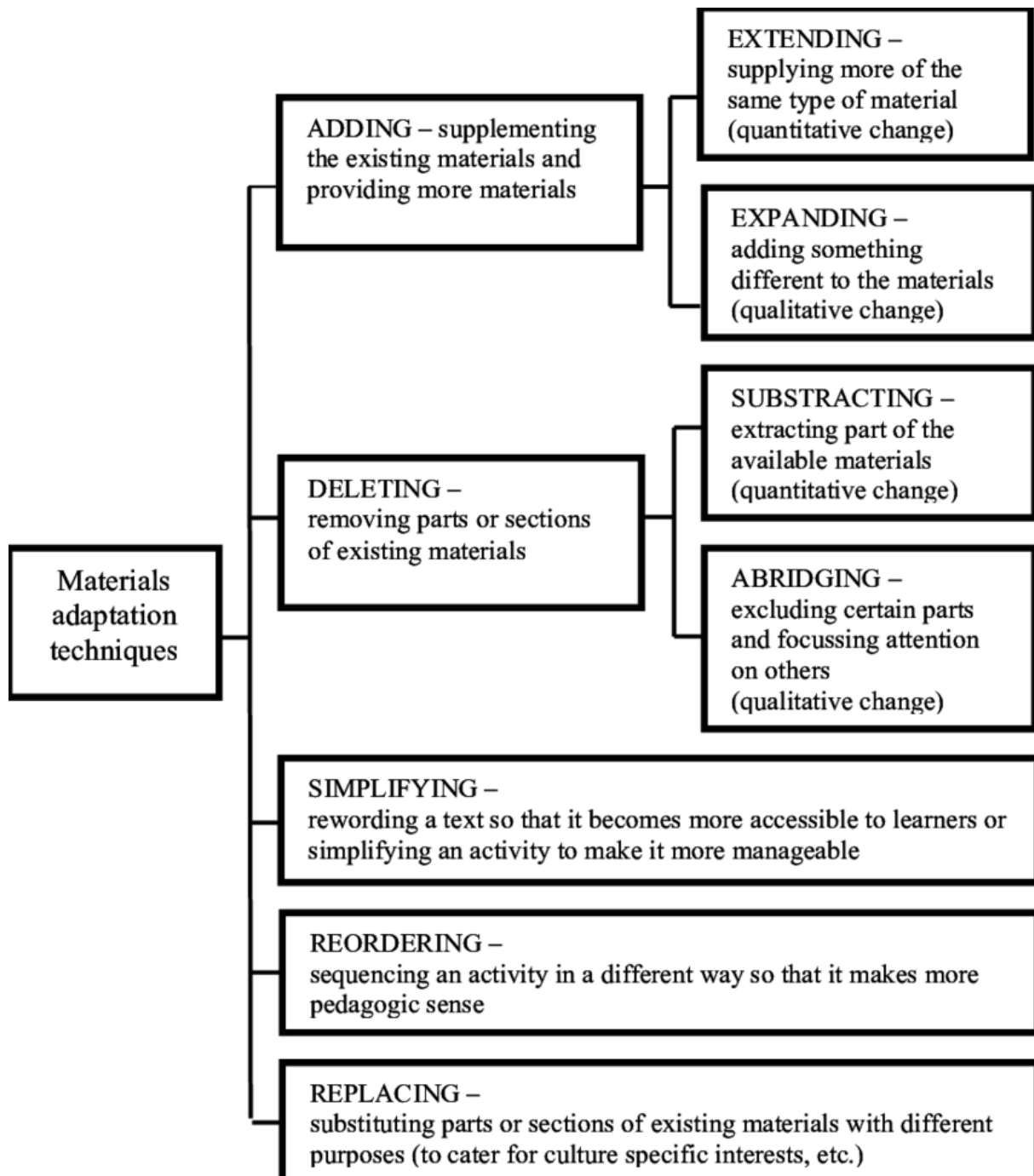
- **Simplifying**

This technique can be defined as the process of minimizing complexity employing eliminating redundant information or breaking down intricate concepts into more accessible forms. This technique can be particularly useful for learners who are facing difficulty with a specific idea or are novices in the language,

- **Reordering**

The process entails altering the arrangement or composition of the materials, for instance, by repositioning a task within the learning sequence or amalgamating similar

tasks. This can aid in developing a more rational or cohesive educational sequence or in amalgamating similar tasks.



1. Figure 1.1: Adaptation Techniques

1.7.2. Reasons for Adaptation

McDonough and Shaw (2013) stated a number of reasons for the material adaptation:

- There is insufficient grammatical coverage and practice of grammar topics that are particularly challenging for learners in certain settings.
- Reading texts which contain several unfamiliar vocabulary words.
- Challenges for comprehension are either too simple or too complex.
- The lack of authenticity Listening passages.
- Insufficient pronunciation guidance.
- An unsuitable content for the learners in terms of their age, cultural differences, and intellectual capacity.
- Photos/images are inappropriate for the learners' culture.
- Either much or too little content exists for the lessons' given time to cover.
- Lack of guidance for teachers on how to handle group work and role-play in classes that contain a large number of learners.
- The use of dialogues that do not reflect common discourse.
- The size of the classrooms and the technological setup make it difficult to use audio materials.

Conclusion

As a conclusion, teaching and learning materials constitute and hold a substantial part in the teaching-learning process. They should be treated and handled carefully and professionally. That is why the present chapter sheds light on this crucial component. The chapter defines and distinguishes the different types of materials. It also deals with the features of effective ones. In addition, it tackles the processes of their development and writing and their underlying principles. Besides, it emphasized materials evaluation and its various phases. Moreover, it highlights the process of materials selection. It concludes with materials adaptation, its techniques, and its purposes.

Chapter Two: The Textbook

Introduction

- 2.1. Definition of The Textbook
- 2.2. The Role and Usefulness of Textbooks
- 2.3. For or Against Textbook
 - 2.3.1. Arguments For
 - 2.3.2. Arguments Against
- 2.4. How to Use Coursebooks
 - 2.4.1. Delete Things which do not Suit
 - 2.4.2. Substitute With an Alternative
 - 2.4.3. Adapt or Add Things
- 2.5. How to Enhance Textbook Use Experiences
- 2.6. The Need for Textbook Evaluation
- 2.7. Types of Textbook Evaluation
 - 2.7.1. Pre-use Evaluation
 - 2.7.2. In-use Evaluation
 - 2.7.3. Post-use Evaluation
- 2.8. Purposes of Coursebook Evaluation
- 2.9. How to Evaluate Coursebooks

Conclusion

Introduction

Textbooks have traditionally constituted a fundamental cornerstone of pedagogy and instructional practices. Chapter two centers its discussion on the textbook by exploring its definition, role, and usefulness within the educational landscape. This chapter delves into the ongoing debate surrounding their merits and drawbacks, providing insights into the effective utilization of coursebooks and strategies to enhance the overall textbook use experience.

2.1. Definition of The Textbook

According to Oxford Advanced Learners' Dictionary (2010) a textbook is “a book that teaches a particular subject and that is used especially in schools and colleges” (p. 1600). They also defined a coursebook as “a book for studying from, used for studying from”(p 349). Tomlinson (2011) defined the coursebook as “a textbook which provides the core materials for a language-learning course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking” (p XI). As to Sheldon (1987) “a 'textbook' may be loosely defined as a published book, most often produced for commercial gain, whose explicit aim is to assist foreign learners of English in improving their linguistic knowledge and/or communicative ability” (p 1). The two terms 'textbook' and 'coursebook' are close in meaning and they can therefore be used interchangeably (Richards).

2.2. The Role and Usefulness of Textbooks

Cunningsworth (1995) believed that textbooks can serve as a source of inspiration and creativity. It is because they include several satisfactory teaching ideas. In addition, they include effective instances of educational thoughts and suggestions which boost teachers' motivation to reach their maximum. Byrd (2001) believed that only a small number of teachers do not use coursebooks. She added that the materials “shape much of what happens in that classroom” (p 415). Cunningsworth (1995) reckoned that textbooks can play several roles. First, they are a good resource for spoken and written material.

In addition, they provide practice and communicative interaction tasks. Besides, they can be used as references for grammar, vocabulary, pronunciation, etc. Moreover, they can be used as syllabus because they translate the intended objectives of the course. Furthermore, they can be used as a reference for self-directed learning. Finally, they can provide invaluable help for novice teachers (p 5). Harmer (2015) stated that the coursebooks used by teachers strongly impact their choices about what to instruct. Textbooks do not just provide a program according to which teachers are supposed to proceed, but, more significantly, they include recommendations or guidelines about how this program should be implemented. However, if the book is selected by the organization they work for, teachers frequently have little option other than following its program and approach (p 71). This urges us to tackle the next element which is the continuous debate for or against textbooks.

2.3. For or Against Textbook

Harmer (2015) stated that a lot of organizations rely on textbook programs to a great extent. They plan their lessons and prepare their tests according to them. This provides great help for many teachers, especially due to time constraints and for those who struggle with planning lessons. On the other hand, other teachers believe that coursebooks prevent them from being creative. They do not like to be obliged to follow prescribed, ready-made procedures. They rather prefer to act freely by their learners' prospects. These people do their best to reduce using textbooks or even avoid using them whenever possible. Away from these two contradicting and opposing views, there are other people in between. They sometimes use textbooks and may add other materials to them. That is why experts have been arguing for or against textbooks for years. The followings are some arguments in favor of and against their use:

2.3.1. Arguments For

- They are perfectly made and give a well-organised programme and a manageable load of language.
- They are designed attractively.
- They contain exciting materials, texts, and topics.

- They are very helpful for learners and help them to review previous lessons.
- They enable students to use language accurately.
- Accompanying documents allow teachers to make ultimate use of coursebooks.

2.3.2. Arguments Against

- They involve learning styles that are not compatible with some learners.
- Most of them are based on PPP (present, practice, produce) and this may not engage students.
- They prevent teachers from being creative since their main interest will be finishing textbook materials at the expense of real classroom interaction.
- They may neither be appealing to students' culture nor to their present interests.
- They can be demotivating because all the units are structured likewise.
- Students may find them outdated because they can easily get anything on the internet (p 71-72).

2.4. How to Use Coursebooks

Far from the ongoing debate about whether to use coursebooks or not, no one can deny that nowadays they are used widely by teachers all throughout the world, in developed and underdeveloped countries too. So, what matters more and what should be carefully thought about is how to make good use of them to achieve ultimate or, at least, satisfactory results. Harmer (2015) thought that teachers can use a textbook as its writers expect and even in the same organisation they are set. This is because its materials are the fruit of thorough thinking, selection, and testing (p 72). However, what seems to be perfect for a certain group of learners or learning situations may not be appropriate for others somewhere else, or for their teachers either. Thus, here teachers' intervention has to take place to overcome any hindrance or any possible difficulty or trouble. They may even wish to add a personal touch to the material in use. Harmer (2015) suggested some ways to do this:

2.4.1.Delete Things Which Do Not Suit

Elements that are not essential or suitable for learners can be omitted. Teachers usually do this when the time allotted to finish the program is running out. They decide on what is more significant than the others and this way the minor things can be removed. They can also choose to leave some elements out because they do not match the level of students, do not attract them, or do not considerably add to their knowledge. Teachers have to make sure that the items that have been deleted will not be included in the exams or tests and do not have any impact on students' performance in them. They ought to be careful of this even if they need to have a look at the syllabus and revise their work if necessary. It is highly recommended to leave this option of deleting parts of textbooks as a last resort. Teachers should rather see whether they can make any changes or improvements so that the material can suit the learners. If this is possible, it will be better than leaving it out completely. Deleting parts of textbooks is something normal, but if teachers keep on doing it, students -or even their parents- will question the worth of these books.

2.4.2.Substitute With an Alternative

Teachers may frequently find some parts or sections uninteresting. This is because they fear that the material will be awkward for the students or it will not engage and interest them maybe it does not interest teachers too. Nonetheless, the elements included in these sections are crucial and cannot be left out. Here the omission is not a sound choice. In such a situation, coursebook materials should be replaced by other ones which are more likely to be successful for both students and teachers. Nevertheless, when doing this, one must ensure to be aware of the objective of the material in question. In addition, the alternative material must contain the same language points and skills as introduced in the original material. The details of the content do not have to be similar. It is advisable to avoid too much substitution as it is the case of omission. However, when teachers have a better alternative of their own, especially one that they are sure of its effectiveness, not using it will be a fault.

2.4.3. Adapt or Add Things

Maybe the perfect method of using textbooks is to change some of its content in order that it fits learners and be appealing to them. At the same time, this shows that the book is important for them and they can refer to it for revision. Here are some possible ways for adapting or adding to textbook materials: Instruct the students to:

- Perform dialogues similar to those provided in the textbook.
- Develop dialogues to make them longer.
- Express their views on activities and think of possible or similar tasks.
- Alter the gender of people in a text and tell if this changes anything.
- Guess the ending of a text whose last paragraph is missing.
- Tell what the point of a task is.
- Produce sentences that contradict what is in the text.
- Reorder jumbled words or parts of tasks.
- Write as much sentences as they can using words taken randomly from a text.
- Guess the content of text (spoken or written) using given words.
- Elaborate about the situation of a sentence in a task.
- Find out the characters in a conversation or dialogue.
- Make an activity and hand it to their classmates to do it.
- Make a summary of a text.
- Imagine a different scenario for a story.
- Perform a dialogue from the book in different ways (sadly, happily, fast, slowly...etc.)(p 72-74).

The list above is not closed yet and can never be. It shows only few examples how

materials can be tailored. The adaptation may be undertaken in several ways depending on many variables such as learners' needs, their level and interests, contexts and learning situations. There are many more other ways in which teachers can adapt textbook materials and add to them so as to personalise them, make them more interesting and further rewarding. Harmer (2015) pointed out that, "The point of adapting and adding to what we find there is to make the material our own so that our students get a strong sense that we are teaching them and not teaching the coursebook" (p 74). Cunningsworth (1995) argued that "coursebooks are best seen as a resource in achieving aims and objectives that have already been set in terms of learner needs. They should not determine the aims themselves or become the aims" (p 7). This reassures teachers more and frees them from the constraints and limitations of coursebooks and protects them from being enslaved by them. Other specialists also suggested some ways of using textbooks and adapting their materials. They are nearly similar except for some minor differences and details. For example, McDonough, Shaw and Masuhara (2013) believed that the adaptation does not necessarily have to be written. It can be temporary. For instance, when the teacher paraphrases some parts of the textbook that students did not understand or when he gives extra examples or idiomatic expressions (p 66). Madsen and Bowen state that: the good teacher is constantly adapting. He adapts when he adds an example not found in the book or when he telescopes an assignment by having students prepare 'only the even-numbered items. He adapts even when he refers to an exercise covered earlier, or when he introduces a supplementary picture. (Madsen and Bowen, 1978: vii)

Below are diagrams that summarise some of those techniques:

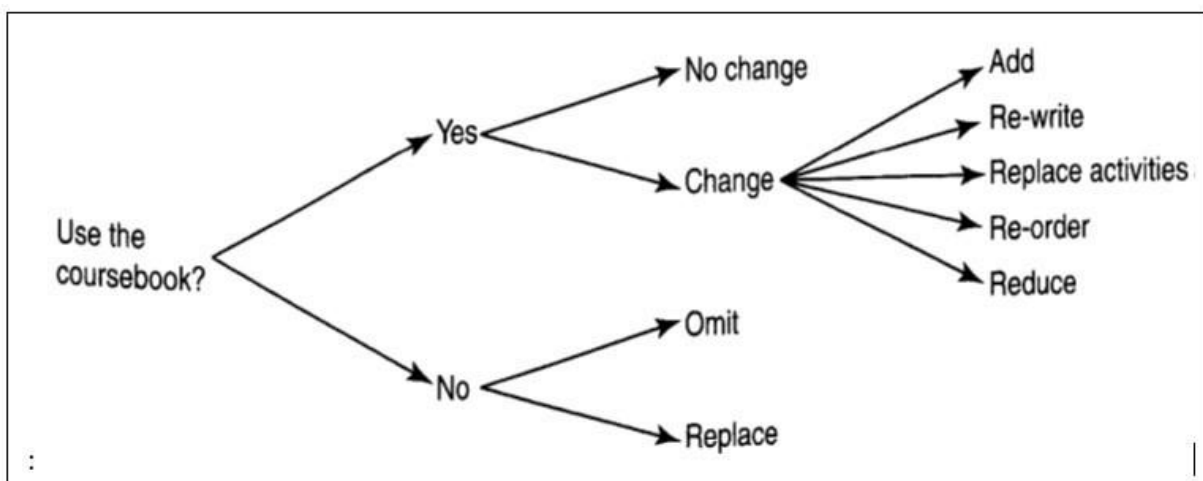


Figure 2.1.: Harmer's Options for Coursebook Use

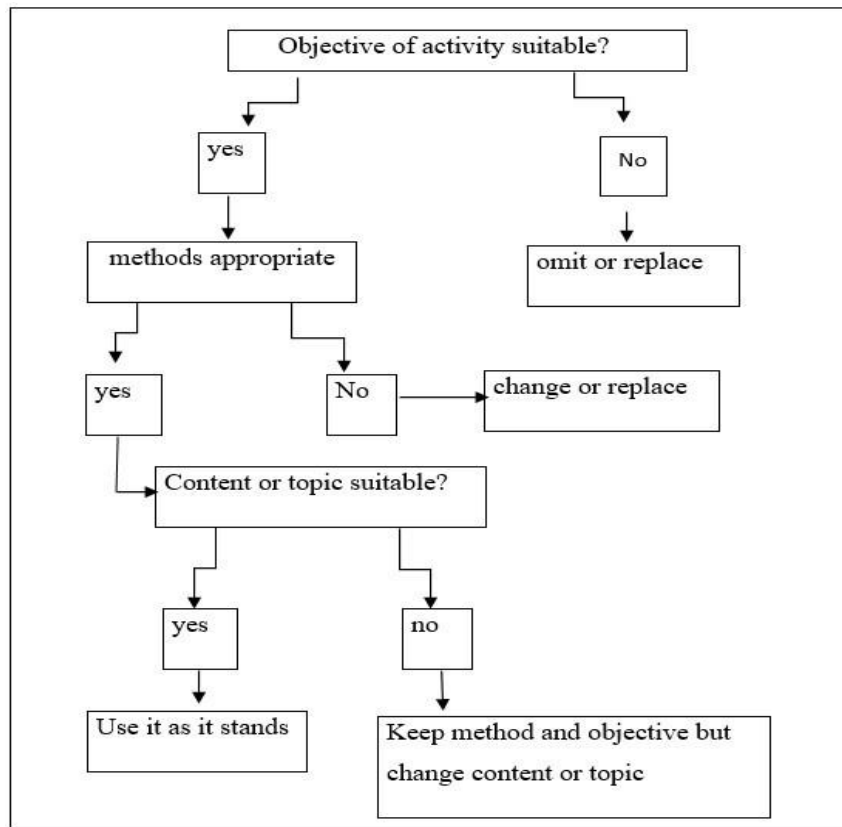


Figure 2.2.: Cunnigworth’s Guide of Adapting an Exercise or Other Activity

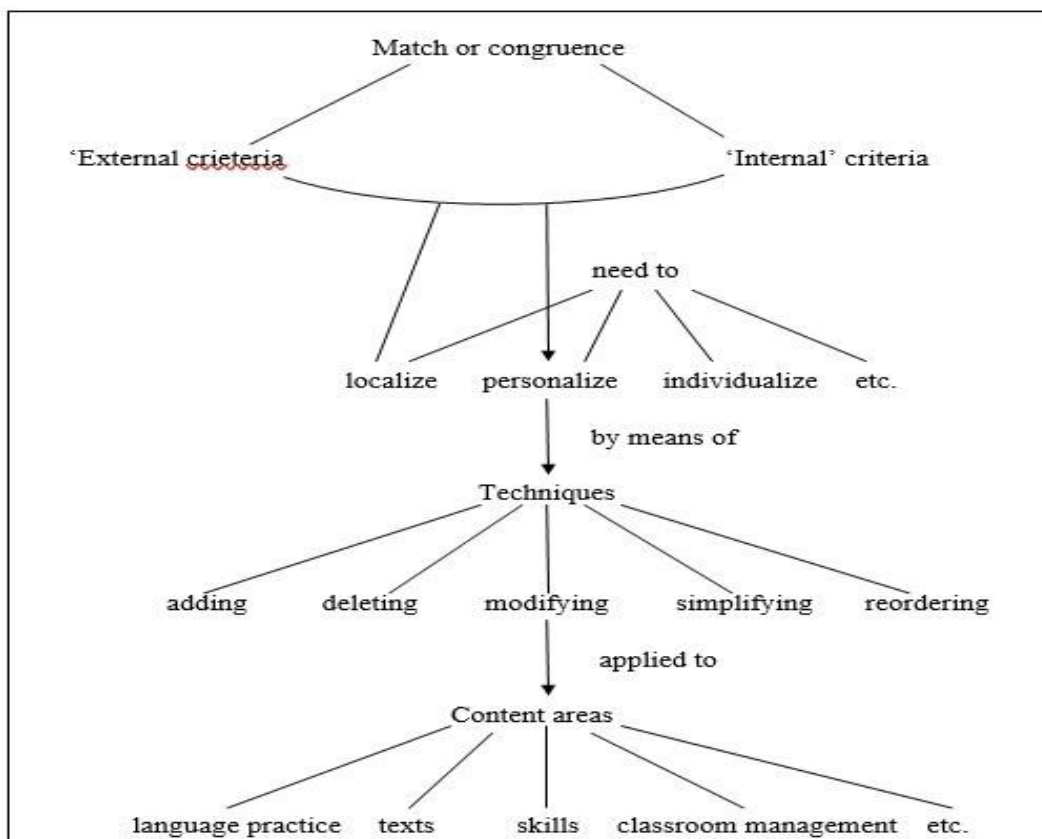


Figure 2.3.: McDonough, Shaw and Masuhara’s Framework for Adaptation

2.5. How to Enhance Textbook Use Experiences

Harmer (2015) suggested some tips that enable teachers of enhancing their coursebook use experiences. He said that many teachers use textbooks even if they do not do it too much. So, this has to be benefited from. After teaching a unit or a part of the book, teachers have to evaluate their work and think of how they could have performed better. If they encounter any trouble, they need to take down notes which remind them of it in order that they avoid it in future use. They can take the notes on the textbook or teacher's book. They can also use stickies on the concerned parts or take them down on a separate notebook. Teachers can exchange textbook use experiences. They have to tell each other what is effective and successful and what is full of problems and difficulties. Besides, they can say how much time things require and how they adapt and add to coursebook materials. To achieve this fruitful coordination, teachers can meet regularly. If they cannot meet, they can use a box for suggestions in the teachers' room. They may also discuss this through websites or blogs. The point is that teachers ought to always try to find ways of maximising the potential of textbooks.

2.6. Need for Textbook Evaluation

Textbooks are widespread and used vastly by teachers of different backgrounds and levels of experience. In some educational systems and for many teachers, they are regarded as the most important teaching/learning materials. This makes their appropriate, the least, or ultimate use a highly crucial goal; however, it might be somehow a difficult, challenging or even debatable task for many due to many factors ranging from their writing up to their implementation and use. Among the fundamental factors that lead to achieve a better use is adequate evaluation. For Sheldon (1987) the evaluation is seen to be an urgent process due to several reasons. He believed that the connection between textbooks and their users is not satisfactory and it witnesses many problems. Mariani (1980 as cited in Sheldon) added that this relationship is more problematic than that as it can even be considered a love/hate relationship. He added that it is "a sort of compromise through which a temporary armistice has been reached". Swales (1980 as cited in Sheldon) mentioned that textbooks manifest much trouble at many stages such as in their writing, use and evaluation. They are promoted to be suitable for all learners, but unfortunately in practice they fail to prove to be so. Greenall (1984 as cited

in Sheldon) stated that they are accused of lacking credibility. Sheldon (1987) highlighted that textbooks have to be used carefully and should often be supported with other home-made materials so as to overcome any difficulty or hindrance. This is due to the fact that none of them is effective in all the cases in spite of how careful their writers were. He added that there is no adequate contact, if any, between textbook stakeholders and they ignore each other's accurate priorities and restraints.

2.7. Types of Textbook Evaluation

Cunningsworth (1995) distinguished three types of evaluation according to the stages in which they are performed. Evaluation can be before, while or after using the textbook. This depends on the situations and the goals that we want to achieve from conducting it.

2.7.1. Pre-use Evaluation

It is considered the toughest type of evaluation because there is no real experience of textbook use to turn to. It can be used to have an opinion about future and possible usefulness.

2.7.2 In-use Evaluation

It is about evaluating the book while being used. It may be done to monitor a book that was recently put into use or when an old book is evaluated to see whether it has to be replaced.

2.7.3. Post-use Evaluation

It gives a retrospective appraisal of a textbook use experience and can be suitable for highlighting its advantages and drawbacks that appeared after using it for some time. (p 14)

2.8. Purposes of Coursebook Evaluation

Cunningsworth (1995) stated that there are various causes for which evaluation can be made. The followings are some of them:

- Adopting a new textbook, which is regarded the main and common cause
- Recognising the advantages and drawbacks of textbooks in use so as to make good

use of what is useful and to supplement, adapt or substitute what does not work well

- Comparing elements of new coursebooks to choose the best among them or the one that can replace the book in use.
- Contributing to teacher development and supplying teachers with helpful and clear understanding of the nature of materials.
- Enhancing teacher training by making pre-service teachers aware of the essential elements to seek in textbooks and making them familiar with a variety of materials (p 14).

2.9. How to Evaluate Coursebooks

Most of the evaluation work is done with reference to guidelines or checklists developed according to certain criteria. Byrd (2001) said, “systems for evaluation of textbooks (and other instructional materials) generally provide checklists built around numerous aspects of teaching and student-teacher interactions” (p. 416). There many available published models of these guidelines or checklists. Breen and Candlin (1987), Skierso (1991), Cunningsworth (1995), McDonough et al. (2013) and Acar (2019) are some instances. Such models ought to be taken into account when assessing. Each of which claim that tried to offer a practical and inclusive modal that might work in many situations; However, they have to be tailored because each experience is unique. Byrd (2001) added,” Like other suggestions from colleagues, these models need to be considered carefully and adapted to fit the particular situation in which they will be used” (p 416). So, teachers have to get insights from them and feel free adapt them so that they will be useful for them and help in achieving the intended objectives. Here are two examples of checklists: Cunningsworth (1995) tried to give a basic quick-reference checklist in which he chose what he considered as essential and overall criteria for evaluation and situation purposes. He named it a “quick-reference checklist for evaluation and selection”.The checklist is below:

“Quick-reference checklist for evaluation and selection**Aims and approaches**

- Do the aims of the coursebook correspond closely with the aims of the teaching programme and with the needs of the learners?
- Is the coursebook suited to the learning/teaching situation?
- How comprehensive is the coursebook? Does it cover most or all of what is needed? Is it a good resource for students and teachers?
- Is the coursebook flexible? Does it allow different teaching and learning styles?

Design and organization

- What components make up the total course package (e.g. students’ book, teachers’ book, workbooks, cassetts, etc)?
- How is the content organized (e.g. according to structures, functions, topics, skills, etc)? Is the organization right for learners and teachers?
- How is the content sequenced (e.g. on the basis of complexity, ‘learnability’, usefulness, etc)?
- Is the grading and progression suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements?
- Is there adequate recycling and revision?
- Are there reference sections for grammar, etc? Is some of the material suitable for individual study?

Is it easy to find your way around the coursebook? Is the layout clear?

Language content

- Does the coursebook cover the main grammar items appropriate to each level, taking learners’ needs into account?
- Is the material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?
- Does the coursebook include material for pronunciation work? If so what is covered: individual sounds, word stress, sentence stress, intonation?

- Does the coursebook deal with the structuring and conventions of language use above sentence level, e.g. how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage? (More relevant at intermediate and advanced levels)
- Are style and appropriacy dealt with? If so, is language style matched to social situation?

Skills

- Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?
- Is there material for integrated skills work?
- Are reading passages and associated activities suitable for your students' levels, interests, etc? Is there sufficient reading material?
- Is listening material well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension?
- Is material for spoken English (dialogues, roleplays, etc) well-designed to equip learners for real-life interactions?
- Are writing activities suitable in terms of amounts of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g. paragraphing) and use of appropriate styles?

Topic

- Is there sufficient material of genuine interest to learners?
- Is there enough variety and range of topic?
- Will the topics help expand students' awareness and enrich their experience?
- Are the topics sophisticated enough in content, yet within the learners' language level?
- Will your students be able to relate to the social and cultural contexts presented in the coursebook?
- Are women portrayed and represented equally with men?
- Are other groups represented, with reference to ethnic origin, occupation, disability, etc?

Methodology

- What approach/approaches to language learning are taken by the coursebook? Is this appropriate to the learning/teaching situation?
- What level of active learner involvement can be expected? Does this match your students' learning styles and expectations?
- What techniques are used for presenting/practising new language items? Are they suitable for your learners?
- How are the different skills taught?
- How are communicative abilities developed?
- Does the material include any advice/help to students on study skills and learning strategies?
- Are students expected to take a degree of responsibility for their own learning (e.g. by setting their own individual learning targets)?

Teachers' books

- Is there adequate guidance for the teachers who will be using the coursebook and its supporting materials?
- Are the teachers' books comprehensive and supportive?
- Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information?
- Do the writers set out and justify the basic premises and principles underlying the material?
- Are keys to exercises given?

Practical considerations

- What does the whole package cost? Does this represent good value for money?
- Are the books strong and long-lasting? Are they attractive in appearance?
- Are they easy to obtain? Can further supplies be obtained at short notice?
- Do any parts of the package require particular equipment, such as a language laboratory, listening centre or video player? If so, do you have the equipment available for use and is it reliable?"

Figure 2.4.: Cunningsworth's Checklist

Acar (2019) criticised the existing evaluation frameworks. He claimed that some of them are complex for instructors whereas others exclude general standards and do not

deal with all of the elements. Thus, he tried to offer a conclusive scheme which is based on the models offered by some pioneers in ELT. The scheme is subdivided into six parts, namely: practical considerations, language content, design and organization, language skills, exercises and activities, cultural considerations. To approach each of the parts, some criteria were proposed as an attempt to fulfill the assessment. The following are the checklists he suggested for investigate the six elements:

Practical Considerations:

- Is the appearance of textbook cover and page efficacious?
- Does it include adequate quantity of visual aids that enable students understand the text?
- Are the visuals aids really effective or used just for decoration?
- Are the arrangement and appearance apparent?
- Do indexes, vocabulary lists, section headings and other ways of signposting the content help learners use the material, mainly for revision and self-study purposes, conveniently?
- Is the book effective with regards to cost and convenience for different teaching situations?

Language Content:

- Is the density of vocabulary in each lesson appropriate for the level of students?
- Is the new vocabulary repeated in the following lessons for consolidation?
- Is the amount of grammatical points in each lesson adequate?
- Is the arrangement of grammatical points suitable?
- Are the new forms dealt with in the following lessons for consolidation?
- Is the amount of vocabulary and grammar elements similar in all the units?

Design and organisation:

- Does the book include adequate and various design that is appealing to the student?
- Are page and unit organisation apparent and reasonable and do they help the teacher and the student recognise the subject, aim and outcome?
- Do headings, chapter or unit headings and subheadings allow the users to guess their content?
- Are the amount of text and its types suitable to the level of learners?
- Are the themes introduced in the book attractive?
- Are the units arranged appropriately and coherently?

Language Skills

- Are the reading materials appropriate to the level of learners and appealing to them?
- Are pre-reading and post-reading coursebook activities handled appropriately?
- Does the book give enough attention to the listening skill?
- Does it provide different types of activities to improve the speaking skill?
- Does it stress enhancing the writing skill?
- Does it manifest skills integration?

Exercise and activities

- Are the tasks appealing to the learners?
- Do they encourage meaningful use of language instead of a mechanical one?
- Do they involve different types of interaction (pairs, groups, etc.)?
- Do they include critical thinking?
- Is the number of language practice (grammar, vocabulary) activities appropriate?
- Do the tasks correspond with the learners' level?

Cultural Considerations

- Does the book treat the native culture appropriately as the target one?
- Does it show characters from various social levels, ages and jobs?
- Do its characters reflect real life situations?
- Are men and women represented adequately?
- Are women represented in similar roles as men (e.g. teacher, doctor) or considered passive?

Figure 2.5.: Acar's Checklist

Conclusion

Chapter Two explored textbooks in education. The discussion on textbooks' role and usefulness highlights their value as reliable references for educators and students. The chapter recognizes both advantages and concerns of using textbooks and emphasizes effective utilization through practical guidance. Textbooks can foster inquiry, critical thinking, and independent learning.

Chapter Three:

Research Methodology

Introduction

3.1. The Sample

3.2. Data Collection

3.2.1. The Questionnaire

3.2.2. The Interview

3.3. Data Analysis

3.3.1. The Questionnaire Analysis

3.3.2. The Interview Analysis

3.4. Discussion of the Findings

Conclusion

Introduction

The present chapter focuses on introducing the research methodology employed in the current study in terms of data collection and analysis tools which have contributed significantly to the research's efficacy and reliability and aims to evaluate the research hypothesis to achieve the research's main objectives. The chapter includes the sample, the data collection method, the data collection instruments which are the teachers' questionnaire and an interview, the data analyses, and finally the discussion of the findings.

3.1. The Sample

The present research has opted for Secondary school English teachers as the chosen participants, which makes them the suitable subject of the case study. To carry out this study, the investigators scrutinized educators of English in secondary schools of Ghardaia in the academic term of 2022/2023. A detailed questionnaire has been distributed among a group of teachers, chosen at random, consisting of forty-six individuals.

3.2. Data Collection

A descriptive research approach has been utilized to conduct the current investigation. The decision to choose this methodology stems from its capability to furnish a precise representation and interpretation of the traits, actions, and phenomena that are under examination. To gather the necessary data, two primary data collection instruments have been employed a questionnaire and interviews.

3.2.1. The Questionnaire

The first research tool is the questionnaire which is defined by Kumar (2018) as a written instrument that contains a series of queries that are intended to elicit responses from participants, with these responses subsequently being recorded for further analysis and interpretation. Therefore, the participants peruse the queries, construe the intended meaning, and consequently commit their responses to writing. The questionnaire comprises a total of twenty-one questions. It consists of two distinct sections. The first

section includes three questions related to the participant's personal information. Whereas, the second one is made of nineteen questions about the materials evaluation, selection, and adaptation. The types of the questions differ from close-ended to open-ended and multiple-choice questions and in some questions, the teachers need to give a justification for their answers according to their experience and knowledge. The researchers utilized computer-based statistical software applications, namely the Statistical Package for the Social Sciences (SPSS), for data analysis and interpretation.

3.2.2. The Interview

The second data collection instrument is the interview which is a qualitative approach that gave a thorough comprehension of the research field, acquiring significant and elaborate data which may have been missed by a mere questionnaire. According to C.R. Kothari (2004) The procedure of data collection through interviewing entails the delivery of spoken-verbal stimuli and subsequent reception of oral-verbal feedback. This methodology can be implemented via face-to-face interviews, and where appropriate, telephone interviews may also be utilized. To achieve the study objectives the researchers interviewed the inspector of national education who has long experience in the fields of teaching and pedagogy. There are a total of eleven questions that form the basis of the interview.

3.3. Data Analysis

3.3.1. The Questionnaire Analysis

As it was mentioned before the questionnaire was administered to secondary school teachers in Ghardaia who were chosen randomly and they were requested to complete the survey at various points throughout their work schedule. The selection of questions was specifically designed to accurately reflect the parameters of the current study.

Section One: Personal Information

Q1: Gender

Male

Female

Table 3.1 Teachers' Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	10	21.7	21.7	21.7
	Female	36	78.3	78.3	100.0
	Total	46	100.0	100.0	

As illustrated in Table 1, the distribution of gender among secondary school teachers indicates that 78.3% of the teaching population is comprised of females, while males account for a mere 21.7%, these results can potentially be attributed to the fact that, in our society, the female population significantly outweighs the male population.

Q2: Age

Table 3.2: The Demographic Profile of The Research Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	From (25-35) years	22	47.8	47.8	47.8
	From (36-45) years	18	39.1	39.1	86.9
	From (46-55)	6	13.1	13.1	100
	Total	46	100.0	100.0	

The results show that the sample population is characterized by a stratified age distribution, where 47.8% of the participants belong to the age group of 25-35 years, 39.1% are in the age bracket of 36-45 years, and the remaining 13.1% represent the age range of 46-55 years. This indicates that the demographic profile of the study population indicates the presence of both novice and more experienced teachers, which can contribute to a diverse range of perspectives and experiences in this research.

Q3: How long have you been teaching English?

- a- less than 5 years
- b- from (5-10) years
- c- more than 10 years

Table 3.3: Teaching Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 5 years	8	17.4	17.4	17.4
	from (5-10) years	17	37.0	37.0	54.3
	more than 10 years	21	45.7	45.7	100.0
	Total	46	100.0	100.0	

As presented in the table above, out of the total number of teachers, 45.7% has been imparting education in the field of English for more than a decade, followed by 37% who have been teaching for a duration ranging between 5 to 10 years. Additionally, only 17.4% of teachers have experience teaching English for less than 5 years. The findings suggest that a considerable proportion of the educators in the chosen sample have substantial teaching experience in English, with a majority having taught for more than 5 years.

Section Two: Materials Evaluation, Selection, and Adaptation

Q4: Did you receive any training concerning teaching materials?

- a- Yes
- b- No

Table 3.4: Training for Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	4.0	4.3	4.3
	Yes	44	96.0	95.7	100.0
	Total	46	100.0	100.0	

Table 4 shows that 96% of the teachers received training concerning teaching materials whereas just 4% of them did not do so. These results indicate a high level of training among secondary school teachers in teaching materials. The majority of them have undergone training, suggesting a focus on professional development and a recognition of the importance of effective materials usage in English language teaching

Q5: If YES, what kind of training have you received?

- a- Seminars/workshops
- b- Self-training by internet
- c- Course
- d- From colleagues
- e- Others

Table 3.5:Forms of Teachers' Training

		Frequen cy	Perce nt	Valid Percent	Cumulative Percent
Valid	Seminars/workshops	25	54.0	56.8	56.8
	Self-training by internet	4	9.0	9.1	65.9
	Course	3	7.0	6.8	72.7
	From colleagues	9	20.0	20.5	93.2
	Others	3	7.0	6.8	100.0
	Total	44	96.0	100.0	
Missing	System	2	4.3		
Total		46	100.0		

The data shows that 54% of the teachers who said that they have received training on the teaching materials selected workshops and seminars, while 20% received training from their colleagues. Further, a proportion of 9% was reported to have engaged in self-directed training through the Internet. However, only 7% availed themselves of formal courses, whereas an additional 7% received training via alternative sources. It can be concluded that most secondary teachers have accessed diverse sources of training to enhance their understanding of teaching materials.

Q6: Do you consider textbooks important?

- a- Yes
- b- No

Table 3.6: The Textbook Importance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6	13.0	13.0	13.0
	Yes	40	87.0	87.0	100.0
	Total	46	100.0	100.0	

The textbook was regarded as important by the majority of teachers, as 87% of them replied positively. The textbook was cited as important by many teachers due to its usefulness as a reference tool for both students and educators, inclusion of practical tasks and relevant texts, and alignment with the syllabus. However, a minority (13%) of respondents disagreed and did not view the textbook as significant. They presented justifications such as the outmoded nature of the textbook, insufficient engaging reading materials, and substandard quality.

Q7: How often do you rely on the textbook?

- a- Rarely
- b- Sometimes
- c- Often
- d- Usually
- e- Always

The data collected indicates that A significant portion of teachers 41.3% usually rely on the textbook as a primary resource for their EFL lessons, while 28.3% frequently utilize it as their main instructional tool. In addition, 19.6% of teachers rely on the textbook sometimes, indicating that they incorporate other materials and resources alongside it. while 6.5% consistently rely on it for all their pedagogical needs. A minority of 4.3% of

Table 3.7: Teachers' Reliance on The Textbook Frequency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	2	4.3	4.3	4.3
	Sometimes	9	19.6	19.6	23.9
	Often	13	28.3	28.3	52.2
	Usually	19	41.3	41.3	93.5
	Always	3	6.5	6.5	100.0
	Total	46	100.0	100.0	

Teachers infrequently utilize the textbook as a supplementary resource in their teaching practices. These results indicate that there exists a divergent dependence on the textbook among educators, with certain individuals opting for a combination of the textbook and supplemental materials, whereas others may place greater emphasis on secondary sources.

Q8: How often do you evaluate the materials?

- a- Rarely
- b- Sometimes
- c- Often
- d- Usually
- e- Always

Table 3.8: Frequency of Teachers Materials Evaluation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	1	2.2	2.2	2.2
	Sometimes	12	26.1	26.1	28.3
	Often	13	28.3	28.3	56.5
	Usually	16	34.8	34.8	91.3
	Always	4	8.7	8.7	100.0
	Total	46	100.0	100.0	

The table above shows that the largest proportion of participants (34.8%) usually evaluate the materials, indicating that they consistently assess the suitability, relevance, and effectiveness of the materials used in their EFL lessons. While 28.3% of them report evaluating materials often. In addition, a significant percentage of teachers (26.1%) evaluate materials sometimes. On the other hand, a small percentage of participants (2.2%) rarely evaluate materials. Finally, a notable proportion of teachers (8.7%) always evaluate materials. These findings suggest that there is a diversity of evaluation frequencies adopted by the instructors, with a significant number of respondents underscoring the crucial role of consistent materials evaluation in their English as a Foreign Language (EFL) instructional practices.

Q9: When is your evaluation carried out?

- a- before the lesson
- b- during the lesson
- c- after the lesson

Table 3.9: The Suitable Timing for Materials Evaluation by Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	before the lesson	20	43.5	43.5	43.5
	during the lesson	8	17.4	17.4	60.9
	after the lesson	18	39.1	39.1	100.0
	Total	46	100.0	100.0	

A considerable 43.5% of the teachers carry out their evaluation before the lesson, indicating they prefer to assess the suitability and effectiveness of the materials in advance in order to make sure that their teaching materials suit their teaching objectives and their learners' needs. Whereas, another statistically significant proportion of educators, comprising 39,1% of the teacher population, engage in post-lesson evaluations and this suggest that they prefer to examine the efficacy of the learning materials employed and identify areas for improvement in future instructional preparation. Furthermore, only 17,4% of the educators conduct evaluations during the lesson which indicates that they prefer to make immediate adjustments or improvisation if needed.

Q10: What do you consider first in your evaluation?

- a- Your student's needs
- b- Your teaching objectives
- c- The clarity of materials' suitability
- d- Others

Table 3.10: Factors Teachers Prioritize in Evaluation Process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Your student's needs	27	58.7	58.7	58.7
	Your teaching objectives	11	23.9	23.9	82.6
	The clarity of materials' suitability	4	8.7	8.7	91.3
	Others	4	8.7	8.7	100.0
	Total	46	100.0	100.0	

According to the findings, a majority of 58.7% of teachers prioritize the needs of their students when evaluating their materials. A smaller proportion of teachers, specifically 23.9%, prioritize their teaching objectives in their evaluation process emphasizing the alignment between the materials and the desired learning outcomes they aim to achieve. Additionally, a mere 8.7% of teachers prioritize the clarity of the materials' suitability emphasizing the alignment between the materials and the desired learning outcomes they aim to achieve, while an equal percentage of teachers mentioned other factors as their primary consideration in the evaluation process such as the syllabus, the content suitability, the level of difficulty etc. These results highlight the importance of considering students' needs and teaching objectives as primary factors in materials evaluation, ensuring that the selected materials are appropriate, relevant, and effective for the EFL lessons.

Q11: To what extent do you think textbook materials suit your learners' needs and different learning situations?

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

Table 3.11: Textbook Materials Appropriateness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To a large extent	9	19.6	19.6	19.6
	To a moderate extent	21	45.7	45.7	65.2
	To a small extent	15	32.6	32.6	97.8
	Undecided	1	2.2	2.2	100.0
	Not at all	0	0.0	0.0	100.0
	Total	46	100.0	100.0	

The results of the eleventh question show that secondary school teachers have varying perspectives regarding the suitability of textbook materials for their learners' needs and different learning situations. While a significant portion of teachers (45,7%) consider textbook materials to have a moderate level of suitability, a considerable number (32,6%) perceive the fit to be small. On the other hand, a minority of teachers (19,6%) believe that textbook materials suit their learners' needs and different learning situations to a large extent. It is worth noting that no teachers in the sample reported that textbook materials do not suit their learners' needs and learning situations at all. Whereas, 2,2% of the teachers are undecided about the extent to which textbook materials suit their learners' needs and different learning situations. These findings suggest the importance of considering supplemental resources and adapting materials to better meet the specific requirements and contexts of the learners.

Q12: What factors do you consider when selecting teaching and learning materials for your classroom?

- a- Interactivity and engagement level for students
- b- Flexibility for differentiation and modification
- c- Quality and accuracy of information presented
- d- Support for students with diverse learning needs
- e- Others

Table 3.12: Factors for Selecting Teaching Materials

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Interactivity and engagement level for students	17	37.0	37.0	37.0
	Flexibility for differentiation and modification	11	23.9	23.9	60.9
	Quality and accuracy of information presented	13	28.3	28.3	89.1
	Support for students with diverse learning needs	5	10.9	10.9	100.0
	Others	0	0.0	0.0	100.0
	Total	46	100.0	100.0	

According to the findings, a noteworthy portion of teachers (37%) place importance on enhancing interactivity and student engagement, while 23.9% of the educators prioritize the provision of flexible resources for differentiated instruction. Additionally, 28.3% of the teachers' attribute emphasis to the quality and precision of the information presented, whereas 10.9% of the respondents consider the provision of support for students with diverse learning needs to be of primary concern. Notably, none of the teachers mentioned any additional factors as their consideration. These results emphasize the importance of selecting materials that foster interactivity, offer flexibility, provide accurate information, and support diverse learners in the classrooms. By considering these factors, teachers can enhance student engagement, facilitate differentiated instruction, ensure content reliability, and create inclusive learning environments.

Q13: What challenges have you faced when selecting teaching and learning materials for your classroom?

- a- Limited variety of materials available
- b- Lack of diversity and inclusivity in available materials
- c- Materials not engaging or interesting for students
- d- Conflicting or unclear curriculum standards
- e- Others

Table 3.13: Challenges in Selecting Classroom Materials.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Limited variety of materials Available	18	39.1	39.1	39.1
	Lack of diversity and inclusivity in available materials	14	30.4	30.4	69.6
	Materials not engaging or interesting for students	9	19.6	19.6	89.1
	Conflicting or unclear curriculum Standards	5	10.9	10.9	100.0
	Others	0	0.0	0.0	100.0
	Total	46	100.0	100.0	

The results indicated that a substantial portion of teachers, specifically, 39.1% reported facing challenges attributable to the limited variety of available materials. Additionally, 30.4% of teachers encountered difficulties stemming from the lack of diversity and inclusively in the available materials. While 19.6% of the teachers pointed out that they experienced struggles with materials that lacked engagement or failed to interest students. Furthermore, 10.9% of the surveyed teachers identified challenges related to conflicting or unclear curriculum standards. Notably, none of the teachers mentioned other challenges in this regard. These findings point out the challenges faced by teachers when selecting teaching and learning materials and the efforts which should be made by teachers to increase the variety and availability of materials, promote diversity and inclusively, ensure materials are engaging and interesting for students, and provide clarity and consistency in curriculum standards.

Q14: How do you assess the effectiveness of teaching and learning materials in your classroom?

- a- Student feedback
- b- Classroom observations
- c- Assessment results
- d- Others

Table 3.14: Teacher Assessment of Materials

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Students' feedback	25	54.3	54.3	54.3
	Classroom observations	12	26.1	26.1	80.4
	Assessment results	9	19.6	19.6	100.0
	Others	0	0.0	0.0	100.0
	Total	46	100.0	100.0	

As presented in the table above, the majority of teachers (54.3%) utilize students' feedback as a valuable source of information, recognizing the importance of gathering input directly from the learners themselves. Classroom observations are relied upon by 26.1% of the teachers, while 19.6% consider assessment results. Other methods, however, were not mentioned by any of the teachers in the study. This highlights the significance of gathering student feedback, conducting classroom observations, and considering assessment results to assess the effectiveness of teaching and learning materials. By utilizing these methods, teachers can gain valuable insights into the strengths and weaknesses of the materials, make necessary adjustments, and optimize their instructional practices to better meet the needs and learning outcomes of their students.

Q15: How often do you feel that you need to adapt textbook materials?

- a- Rarely
- b- Sometimes
- c- Often
- d- Usually
- e- Always

Table 3.15: Teachers' Frequency of Adapting Textbooks.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	2	4.3	4.3	4.3
	Sometimes	13	28.3	28.3	32.6
	Often	17	37.0	37.0	69.6
	Usually	7	15.2	15.2	84.8
	Always	7	15.2	15.2	100.0
	Total	46	100.0	100.0	

According to the results, a considerable number of teachers frequently feel the need to adapt textbook materials to better suit their instructional context and meet the specific needs of their students. The largest proportion of teachers (37%) reported feeling this need often. Additionally, a notable percentage of teachers (15,2%) stated that they usually or always feel the need to adapt the materials. Furthermore, a significant number of teachers (28,3%) mentioned feeling the need to adapt the materials sometimes. While small percentage of teachers (4,3%) reported rarely feeling the need to adapt the textbook materials.

Q16: Why do you need to adapt the textbook materials?

- a- Learners' consideration
- b- Language consideration
- c- The level of difficulty
- d- Content and context consideration
- e- Others

Table 3.16: Reasons for Adapting Textbooks Materials

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Learners' consideration	13	28.3	28.3	28.3
	Language consideration	3	6.5	6.5	34.8
	The level of difficulty	13	28.3	28.3	63.0
	Content and context consideration	17	37.0	37.0	100.0
	Others	0	0.0	0.0	100.0
	Total	46	100.0	100.0	

The results show that a significant proportion of teachers (37%) adopt a materials adaptation strategy that takes into account both the content and context. In addition, 28.3% of the teachers base their materials adaptation decisions on the individual learner's considerations, while the same percentage of teachers adapt materials based on the level of difficulty. A smaller proportion of teachers (6.5%) reported tailoring materials to address language-related considerations. Interestingly, there were no reports of any other reasons for materials adaptation among the surveyed teachers. These findings underscore the importance of adapting textbook materials to address content and context considerations, cater to learners' needs, match the appropriate difficulty level, and accommodate language considerations.

Q17: How do you adapt textbook materials?

- a- Adding
- b- Omitting/deleting
- c- Replacing
- d- Reordering
- e- Simplifying

Table 3.17: Textbook Materials Adaptation Methods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Adding	14	30.4	30.4	30.4
	Omitting/deleting	8	17.4	17.4	47.8
	Replacing	14	30.4	30.4	78.3
	Reordering	1	2.2	2.2	80.4
	Simplifying	9	19.6	19.6	100.0
	Total	46	100.0	100.0	

As the table above presents amongst the teachers, approximately one-third of them add extra content or materials, the same proportion substituting specific parts or activities with alternative resources. Around one-fifth of the teachers employ simplified language or concepts in their instructional materials, whereas over one-seventh opt to leave out particular sections or content. A small minority of teachers, merely 2.2%, restructure the sequence of materials or activities provided. These findings highlight the flexibility and adaptability demonstrated by teachers when modifying textbook materials. By employing strategies such as adding, omitting, replacing, reordering, and simplifying, teachers can customize the materials to suit their instructional objectives, match the proficiency levels of their students, and create more meaningful and engaging learning experiences.

Q18: How often do you use materials to supplement the ones provided in the textbook?

- a- Rarely
- b- Sometimes
- c- Often
- d- Usually
- e- Always

Table 3.18: Teachers' use of supplementary materials

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	1	2.2	2.2	2.2
	Sometimes	21	45.7	45.7	47.8
	Often	13	28.3	28.3	76.1
	Usually	9	19.6	19.6	95.7
	Always	2	4.3	4.3	100.0
	Total	46	100.0	100.0	

According to the results the highest percentage of teachers (45,7%) reported using additional materials sometimes. While, A significant proportion of teachers (28,3%) reported often using additional materials, indicating a regular practice of supplementing the textbook resources with additional materials. Furthermore, a considerable number of teachers (19,6%) reported usually use materials to supplement the ones provided in the textbook. Some teachers (4,3%) mentioned always using additional materials, indicating a consistent reliance on extra materials to enhance the instructional content provided in the textbook. On the other hand, a small percentage of teachers (2,2%) reported rarely using additional materials, suggesting that they rely primarily on the textbook resources without much supplementation.

Q19: How often do you use materials other than those provided in the text-book?

- a- Rarely
- b- Sometimes
- c- Often
- d- Usually
- e- Always

Table 3.19: Frequency of Non-textbook Material Usage by Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	6	13.0	13.0	13.0
	Sometimes	18	39.1	39.1	52.2
	Often	12	26.1	26.1	78.3
	Usually	7	15.2	15.2	93.5
	Always	3	6.5	6.5	100.0
	Total	46	100.0	100.0	

According to the results, a significant proportion of teachers use supplemental materials in their instructional practice. Specifically, 39.1% of teachers reported occasional use of such materials, while 26.1% reported frequent use. 15.2% of teachers reported habitual use of supplemental materials, while 13% reported rare use. Lastly, a minority of teachers (6.5%) reported always incorporating additional materials in their teaching, beyond what is provided in the textbook. The varying frequency reported by the teachers demonstrates the flexibility and adaptability in their instructional practices, allowing them to integrate different resources as deemed appropriate to enrich the learning experience in their class- rooms.

Q20: To what extent do you think that your choice of materials contributes to the effectiveness of the lesson?

a-To a large extent

b-To a moderate extent

c-To a small extent

d-Undecided

e-not at all

Table 3.20: Teachers' Belief in Material Choice's Impact on Lesson Effectiveness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To a large extent	33	71.7	71.7	71.7
	To a moderate extent	12	26.1	26.1	97.8
	To a small extent	0	0.0	0.0	0.0
	undecided	1	2.2	2.2	100.0
	Not at all	0	0.0	0.0	0.0
	Total	46	100.0	100.0	

According to the results, a large proportion of teachers (71.7%) believe that their choice of materials contributes greatly to the effectiveness of their lesson. A smaller proportion of teachers (26.1%) perceive that the contribution of their chosen materials to the effectiveness of the lesson is moderate. Additionally, a very small percentage of teachers (2.2%) remain unconvinced about the impact of their choice of materials on the effectiveness of the lesson. Interestingly, none of the teachers ascribe a small or null contribution of their choice of materials to the effectiveness of the lesson. These findings underscore the significance of materials evaluation, selection, and adaptation in enhancing the overall effectiveness of EFL lessons.

Q21: When do your students feel more motivated and engaged in lessons?

- a- When using textbook materials as they are
- b- When adapting them
- c- When supplementing them
- d- When using other materials
- e- Others

Table 3.21: Students' Motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	When using textbook materials as they are	3	6.5	6.5	6.5
	When adapting them	12	26.1	26.1	32.6
	When supplementing them	11	23.9	23.9	56.5
	When using other materials	19	41.3	41.3	97.8
	Others	1	2.2	2.2	100.0
	Total	46	100.0	100.0	

According to the findings, 41.3% of the teachers surveyed indicated that the implementation of supplementary materials in addition to the textbook had a positive impact on student motivation and engagement. Similarly, 26.1% of teachers reported that adapting the materials also resulted in enhancing students' engagement and motivation. On the other hand, 23.9% of teachers stated that supplementing with extra materials was effective in improving student motivation and engagement levels. In contrast, 6.5% of teachers observed that using the textbook materials in its original format was sufficient in promoting student motivation and engagement. Furthermore, a minority of teachers (2.2%) provided other alternative suggestions to increase student motivation and engagement levels.

Q22: When do you think that your lesson is effective most?

- a- When using textbook materials as they are
- b- When adapting them
- c- When supplementing them
- d- When using other materials
- e- Others

Table 3.22: Effective Lessons as Believed by Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	When using textbook materials as they are	3	6.5	6.5	6.5
	When adapting them	20	43.5	43.5	50.0
	When supplementing them	9	19.6	19.6	69.6
	When using other materials	11	23.9	23.9	93.5
	Others	3	6.5	6.5	100.0
	Total	46	100.0	100.0	

According to the findings, 43.5% of the teachers hold the belief that their teaching effectiveness is at the optimal level when incorporating and adapting the textbook materials. In comparison, 23.9% of the instructors consider their lessons most fruitful when employing alternative teaching resources. Additionally, a significant proportion of teachers, i.e., 19.6%, regard their lessons as most productive when supplementing the standard textbook materials. Meanwhile, 6.5% of the teachers gave some other recommendations for when they find their lessons most effective, while another 6.5% prefer using textbook materials without any alterations for achieving the desired teaching outcomes.

Q23: In your opinion, how to maximise the usefulness of the textbook?

According to the findings numerous educators have asserted that the efficacy of the textbook can be optimized through adapting its contents. The aforementioned observation indicates that educators acknowledge the significance of adapting the pedagogical resources within the textbook to correspond with the particular requirements, interests, and aptitude levels of their pupils. By modifying instructional materials, educators have the opportunity to enhance their relevance, appeal, and efficacy in facilitating the process of learning. On the other hand, some teachers suggested that the textbook should be updated entirely. This implies that they believe in the significance of keeping the textbook content current, accurate, and aligned with the latest educational standards and trends. By updating the textbook, teachers can ensure that it remains relevant and reflects the evolving needs and expectations of both teachers and students. Furthermore, Other teachers mentioned that maximizing the usefulness of the textbook can be done through the use of its beneficial texts and tasks. This implies that educators acknowledge the importance of discerning and employing the most relevant and effective sections of the textbook to enhance student learning. By focusing on high-quality texts and tasks within the textbook, teachers can optimize the learning experience and maximize the benefits derived from the textbook resources. Additionally, certain educators proposed the optimization of the textbook's efficacy through the integration of supplementary resources. This indicates that they believe in the importance of incorporating additional resources, such as supplementary textbooks, authentic materials, multimedia, and online resources, to complement and enrich the textbook content. By utilizing a diverse range of materials, teachers can provide a more comprehensive and engaging learning experience for their students.

3.3.2. The Interview Analysis

The researchers conducted a semi-structured phone interview with the National Education inspector. The inspector was requested to provide responses to a series of questions that aim to determine the impact of the materials' evaluation, selection, and adaptation on the effectiveness of EFL lessons in Algerian secondary schools.

Q1: Do you consider the textbook important?

He said it is important for sure. Teachers, especially novice ones, cannot translate the syllabus into reality without it. This is because it provides the themes and topics that they should teach and the language structures that should be studied. Besides, it offers various tasks that cover the four basic skills (listening, speaking, reading and writing).

Q2: To what extent do teachers rely on the textbook?

He believes that they rely too much on it indeed. They always follow it to the letter, ignoring to use SARS (Select, Adapt, Reject and Supplement). Just a minority of teachers write their own materials or use materials from other sources.

Q3: To what extent do you think textbook materials suit learners' needs and different learning situations?

He said they are suitable to some extent. The textbooks in use have to be reviewed and renewed. He gave two examples to illustrate his view point. The first one is about the third year textbook. He thinks that topics it contains do not appeal to the interest of students and exceed their level. Ethics in business, social auditing, collision of comets, ancient civilizations, etc. are some examples of those topics. He adds that the texts, whether spoken or written, are both lengthy and hard and this hamper learning. Moreover, some learners who have not mastered sentence writing yet are not ready to tackle such themes. The second example is that of the second-year textbook. Its reading texts are too easy and lack authenticity. Those texts have been prepared just for pedagogical aims in order to teach some language forms merely. They introduce very few and limited vocabulary and learners barely learn new items from them. As to materials evaluation, he reckons that teachers ignore to do it. He said that the majority of teachers follow the textbook to the letter or bring other materials to use them without considering them thoroughly. This is owing to the fact that they lack the skill to do it because of their limited knowledge of language and pedagogy. He adds that throughout his experience he came across a lot of such instances of teachers who take materials available on the internet for granted. They regard the internet as reliable source of information in spite of the fact that those materials are not effective or contain terrible mistakes, yet they seldom check them. The only thing that they care about is the relevance of the material to

topic that is covered.

Q4: Do you think that teachers evaluate materials? If yes, when do they do it and what do they consider in their evaluation?

He reckons that teachers ignore to do it. He said that the majority of teachers follow the textbook to the letter or bring other materials to use them without considering them thoroughly. This is owing to the fact that they lack the skill to do it because of their limited knowledge of language and pedagogy. He adds that throughout his experience he came across a lot of such instances of teachers who take materials available on the internet for granted. They regard the internet as reliable source of information in spite of the fact that those materials are not effective or contain terrible mistakes, yet they seldom check them. The only thing that they care about is the relevance of the material to topic that is covered.

Q5: What factors should teachers consider when selecting teaching and learning materials?

Concerning the factors that teachers should consider when selecting teaching and learning materials, he said they should consider the ones below:

- The suitability of the material to the topic studied.
- The level of difficulty, in regards to the level of intended learners. This may differ from a group of students to another.
- The material should be free from mistakes.
- It ought to serve the lesson's aim and the objectives of learning.
- The tasks have to be graded from easy to hard.

Q6: What are the challenges that teachers face when selecting teaching and learning materials?

About the challenges that teachers face when selecting teaching and learning materials, the inspector highlighted two major ones.

- The first one is that the limited knowledge of teachers about pedagogy complicates their task of selecting the appropriate and accurate materials.
- The second is teachers' inadequate experience regarding choosing and adapting texts, tasks and audio or video materials. He adds that when choosing or adapting materials, we have to pose some questions to ensure that we prepare the suitable task or select the appropriate teaching material be it a text, a video sequence,

...etc.

Q7: To what extent do you think that teachers have to adapt textbook materials?

He replied that this do not have to be our major concern. It ought to be performed when we find it essential. In occasions, we find appropriate teaching materials that are convenient to the learners, so why do we have to adapt them? Nonetheless, we adapt them for renewal and creativity purposes.

Q8: Why do teachers need to adapt textbook materials?

About the reasons for the adaptation of textbook materials, he stated the following:

- facilitating learners' task of understanding and exploiting the material. This willlead to effective learning.
- Avoiding sticking to the same activities and texts.
- Developing teachers' skills and creativity, as well as enhancing their pedagogicalknowledge, are integral components in their professional growth.

Q9: To what extent do you think that the choice of materials contributes to the effectiveness of the lesson?

Concerning the extent to which the choice of materials contributes to the effectiveness of the lesson, he said that it boosts learners' motivation and makes their learning easier and hence results in a better performance.

Q10: How can teachers assess the effectiveness of teaching and learning materials in their classroom?

According to him to assess the effectiveness of teaching and learning materials teachershave to take into account the following:

- Learners' response towards the teaching material, whether they enjoy it, find it appealing or seem enthusiastic in their interaction.
- The performance and feedback of learners when doing the task

This feedback, be it in practice or in production, provides teachers with helpful hints to gauge the effectiveness of both the material in question and the performance of the teacher and his presentation. He adds that the procedure of the teacher is very

important because they can facilitate things that are difficult, as they can complicate simple ones.

Q11: How can teachers maximize the usefulness of the textbook?

He concluded by emphasizing implementing SARS (Select, Adapt, Reject, Supplement) so as to maximize the usefulness of coursebooks. He believes it is an excellent method of using them. He adds that it is highly effective.

3.4. Discussion of the Findings

First, Experience and professional development play a crucial role in teachers' understanding of the significance of materials. Based on the findings of the study, a significant proportion of educators (45.7%) have accumulated over a decade of English language teaching experience, indicating a considerable level of proficiency and knowledge in the domain. Moreover, a considerable proportion of educators (96%) indicated that they have undergone instructional materials training, demonstrating a commitment to continuous professional development. This training equips teachers with the knowledge and skills necessary to effectively evaluate, select, and adapt materials for their EFL lessons.

Second, the educators within this particular investigation held a notable appreciation for the textbook as a proficient means for pedagogy purposes. The significance of the aforementioned item was deemed noteworthy for a number of reasons, including its usefulness for both students and teachers, the quality of tasks and texts it offers, and its alignment with the syllabus. The favorable perception of the textbook, indicated by an agreement rate of 87%, is corroborated by prior research which underscores its significance as a valuable tool in the realm of language education. However, the study also revealed variations in teachers' reliance on the textbook. Which suggest that teachers recognise the need for flexibility and a diversified approach to materials use, incorporating a range of resources to cater to the diverse needs and learning preferences of their students.

Third, Materials evaluation is a common practice among secondary school teachers. 34.8% usually evaluate materials, while others do so often, sometimes, always, or rarely. Additionally, Teachers mainly evaluated materials before or after the lesson and students' needs were the main factor in material evaluation (58.7%), followed by teaching objectives (23.9%) and other factors (8.7%). All these findings indicate the

teachers' commitment to tailoring materials to meet students' specific requirements and align with instructional goals.

Fourth, when it comes to materials selection the research indicates that the teachers consider different aspects of materials when making selections and they also face many challenges when doing so such as limited options , lacking inclusivity , being uninteresting, and conflicting standards ,and in terms of teachers' assessment of materials' effectiveness, the study revealed that the teachers relied on different aspects when assessing materials such as student feedback ,Classroom observation, and assessment results . This finding highlights the importance of gathering multiple sources of data to evaluate the impact of materials on student learning and overall lesson effectiveness.

Moreover, the majority of teachers often adapted textbook materials, with reasons including content, context, learner needs, difficulty level, and language. In addition, they use strategies like modifying, adding, replacing, simplifying, omitting, and rendering. These findings highlight teachers' active engagement in modifying and customising materials to better suit the specific learning contexts and meet the diverse needs of their students. When it comes to the methods of materials adaptation, teachers reported using various strategies. Also, the study explored the frequency of non-textbook materials usage by teachers, revealing that 39.1% of teachers used non-textbook materials sometimes, and supplementary materials were found to be a valuable resource for teachers. This high- lights the importance of integrating a variety of materials beyond textbooks to enhance student engagement and promote effective language learning.

Furthermore, the majority of teachers believed that materials choice had a large extent of impact on lesson effectiveness, and in terms of student motivation, the findings indicated that teachers perceived students to be more motivated when using other materials adapting textbook materials or supplementing textbook materials. Besides, the teachers' perceptions of effective lessons aligned with the practices of adapting textbook materials, using other materials, and supplementing textbook materials. All these results indicates that secondary school teachers value selecting appropriate materials for effective language instruction, as it can positively impact student motivation and learning outcomes. This flexibility in tailoring and supplementing materials creates engaging and student-centered learning experiences.

To conclude with, the present investigation has illuminated the practices and beliefs of secondary school educators in the Ghardaia province with regard to materials evaluation, selection, and adaptation in English as a foreign language (EFL) pedagogy. The vast majority of educators have recognized the significant importance of instructional materials in language teaching, with a significant focus on textbook use. However, the study also revealed a recognition of the need for flexibility and the incorporation of supplementary and adapted materials to meet the diverse needs of students.

Conclusion

The present chapter introduces the research design and methodology that have been employed in the current study. In addition, the research instruments for data collection and the selected sample have been identified to serve the primary objectives of the study. Additionally, the questionnaire that was distributed among teachers and the interview as they illuminated various issues and aims linked to teaching materials evaluation, selection and adaptation.

GENERAL CONCLUSION

GENERAL CONCLUSION

In the domain of English as a Foreign Language (EFL) pedagogy, the identification and utilization of suitable educational materials hold significant importance. Materials evaluation, selection, and adaptation are critical components of the instructional process, as they directly impact the quality of classroom instruction and students learning outcomes. The present research aims to investigate the extent to which materials evaluation, selection, and adaptation enhance the effectiveness of EFL lessons in Algerian secondary schools. It also aims to shed light on teachers' attitudes towards materials, how they approach them and how this contributes to the success of their teaching.

The stated hypothesis has been validated through the implementation of research instruments comprising a questionnaire and an interview. The data indicated that teachers who engaged in the thorough evaluation, purposeful selection, and strategic adaptation of instructional materials experienced improved outcomes in their EFL classrooms. These findings hold implications for both teachers and policymakers in the Algerian educational context.

Secondary school teachers can benefit from implementing systematic materials evaluation processes. They ought to do it with regards to the specific needs of their students and they should align materials with the curriculum. It is highly recommended that pre-service teachers receive adequate training about teaching materials. Similarly, also teachers have to get regular training regarding materials as part of their professional development. In addition, they must hold meetings about the topic so as to coordinate, collaborate and exchange experiences and viewpoints. Moreover, they have to read a lot about the issue and about pedagogy in general because it is very helpful to get insights from experts and specialists.

The role of the English inspectors of national education is also highlighted. Their role is indispensable. This is due to the fact that they can intervene at many levels, from the classroom up to the ministry of national education. They have to bear the responsibility of training teachers, especially the novice ones, and accompanying them. They should play an important role in the processes of materials evaluation, selection and development. They should also do their best to bridge the gap between teachers and education authorities.

Bibliography

Bibliography

- [1] Ahmet, A. C. A. R. (2019). Selecting and Evaluating ELT Textbooks. *Turkish Studies*, 14(2), 1-14
- [2] Cunningsworth, A. (1995). *Choosing your coursebook*. Macmillan.
- [3] Skierso, A. Textbook selection and evaluation. In Marianne Celce Murcia. *Teaching English as a Second and Foreign Language*. Heinle and Heinle Publishers, Boston, 1991.
- [4] Tomlinson, B. & Masuhara H. (2017). *The complete guide to the theory and practice of materials development for language learning*. John Wiley & Sons.
- [5] Tomlinson, B. (2003). *Developing materials for language teaching*. A&C Black,
- [6] Tomlinson, B. (2011). *Materials development in language teaching*. Cambridge University Press.
- [7] Cambridge University Press & Assessment. EFL, n.d. Retrieved from: <https://>
- [8] Chakravanti Rajagopalachari Kothari. *Research methodology*. 2004.
- [9] Numan, D. (1991). *Language teaching methodology: A textbook for teachers*. Prentice Hall.
- [10] Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge university press.
- [11] Madsen, H. S. & Bowen, J. D. (1978). *Adaptation in language teaching*.
- [12] Jack C Richards. *Curriculum development in language teaching*. Cambridge university press, 2001.
- [13] Richards, J. C, Richards, J. C. & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge university press,.
- [14] Harmer, J. (2007). *The Practice of English Language Teaching*. Pearson, 4th edition,.
- [15] Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson, 5th edition.
- [16] McDonough, J., Shaw, C. & Masuhara, H. (2013). *Materials and methods in ELT: A teacher's guide*, volume 2. John Wiley & Sons,.
- [17] Swales, J. (1980). ESP: The textbook problem. *ESP Journal*, (126),
- [18] L. E. Sheldon. *Elt textbooks and materials: Problems in evaluation and development*. In L. E. Sheldon, editor, *ELT Textbooks and Materials: Problems in Evaluation and Development*, number 126 in ELT Document. MODERN ENGLISH PUBLICATIONS and British Council, 1987.
- [19] Mariani, L. (1980). Evaluating coursebooks. *Modern English Teacher*, (126).
- [20] Breen, M., & Candlin, C. N. (1987). Which materials? A consumer's and designer's guide. *ELT textbooks and materials: Problems in evaluation and development*. *ELT Documents*, 126, 13-28.
- [21] Oxford University Press. (2010). *Textbook*. In Oxford Advanced Learners' Dictionary (8th ed., p. 1600)

Bibliography

- [22] Byrd, P. Textbooks: Evaluation for selection and analysis for implementation.
- [23] Castro, P. G. (2015). DESIGN OF ENGLISH LANGUAGE TEACHING MATERIALS [bachelor's dissertation, University of Lagoon]. uLL.es. <https://riull.ull.es/xmlui/bitstream/handle/915/1270/DESIGN+OF+ENGLISH+LANGUAGE+TEACHING+MATERIALS.pdf;jsessionid=C32853D1F90CF2F8CDC19000F2EFF21C?sequence=1>
- [24] Kumar, R. (2018). *Research methodology: A step-by-step guide for beginners*. Sage,.
- [25] Richards, J.C., Course book versus Textbook, Professor Jack C. Richards, <https://www.professorjackrichards.com/2075>
- [26] Greenall, S. (2001). The coursebook credibility gap. *EFL Gazette*, (126), 1984. *Teaching English as a second or foreign language*, 3:415–428.
- [27] Hutchinson, T. & Waters, A. (1987). *English for specific purposes*. Cambridge University Press.

Appendices

APPENDICES

Appendix A

Questionnaire:

This questionnaire is directed to teachers of English at the secondary school as a data collection instrument for research work which aims to determine the impact of the teachers' evaluation, selection, and adaptation of materials on the effectiveness of EFL lessons. We really appreciate your contribution because it will help a lot for the completion of our work and be sure that none for personal information will be shared.

Section One: Personal information

Read the questions carefully and tick (×) the appropriate box or write the answer in the provided space

- **Q1** Gender: Male Female
- **Q2** Age.....
- **Q3** How long have you been teaching English?
 - a- Less than 5 years
 - b- From (5-10) years
 - c- More than 10 years

Section Two: Materials Evaluation, Selection, and Adaptation

- **Q4-** Did you receive any training concerning teaching materials?
 - a- Yes b- No
- **Q5-** If YES, what kind of training have you received?
 - a- Seminars/workshops
 - b- Self-training by internet
 - c- Course
 - d- From colleagues
 - e- Others.....

- **Q6-**Do you consider textbook important?
 - a- Yes b- No

Why.....

- **Q7-**How often do you rely on the textbook?
 - a- Rarely
 - b- Sometimes
 - c- Often
 - d- Usually
 - e- Always

APPENDICES

- **Q8-How often do you evaluate the materials?**

a- Rarely
b- Sometimes
c- Often
d- Usually
e- Always

- **Q9-When is your evaluation carried out?**

a- Before the lesson
b- During the lesson
c- After the lesson

- **Q10-What do you consider first in your evaluation?**

a- Your student's needs
b- Your teaching objectives
c- The clarity of materials' suitability
d- Others.....

- **Q11- To what extent do you think textbook materials suit your learners' needs and different learning situations?**

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

- **Q12- What factors do you consider when selecting teaching and learning materials for your classroom?**

a- Interactivity and engagement level for students
b- Flexibility for differentiation and modification
c- Quality and accuracy of information presented
d- Support for students with diverse learning needs
Others.....

- **Q13- What challenges have you faced when selecting teaching and learning materials for your classroom?**

a- Limited variety of materials available
b- Lack of diversity and inclusivity in available materials
c- Materials not engaging or interesting for students
d- Conflicting or unclear curriculum standards
e- Others.....

APPENDICES

- **Q14-** How do you assess the effectiveness of teaching and learning materials in your classroom?
 - a-** Student feedback
 - b-** Classroom observations
 - c-** Assessment results
 - d-** Others.....

- **Q15-**How often do you feel that you need to adapt textbook materials?
 - a-** Rarely
 - b-** Sometimes
 - c-** Often
 - d-** Usually
 - e-** Always

- **Q16-**Why do you need to adapt the textbook materials?
 - a-** Learners' consideration
 - b-** Language consideration
 - c-** The level of difficulty
 - d-** Content and context consideration
 - e-** Others.....

- **Q17-**How do you adapt textbook materials?
 - a-** Adding
 - b-** Omitting/deleting
 - c-** Replacing
 - d-** Rewording
 - e-** Simplifying

- **Q18-**How often do you use materials to supplement the ones provided in the textbook?
 - a-** Rarely
 - b-** Sometimes
 - c-** Often
 - d-** Usually
 - e-** Always

APPENDICES

- **Q19-** How often do you use materials other than those provided in the textbook?

- a- Rarely
- b- Sometimes
- c- Often
- d- Usually
- e- Always

- **Q20-** To what extent do you think that your choice of materials contributes to the effectiveness of the lesson?

- a- To a large extent
- b- To a moderate extent
- c- To a small extent
- d- undecided
- e- not at all

- **Q21-** when do your students feel more motivated and engaged in lessons?

- a- When using textbook materials as they are
- b- When adapting them
- c- When supplementing them
- d- When using other materials
- e- Others.....

- **Q22-** When do you think that your lesson is effective most?

- a- When using textbook materials as they are
- b- When adapting them
- c- When supplementing them
- d- When using other materials
- e- Other.....

- **Q23-** In your opinion, how can we maximise the usefulness of the textbook?

.....

.....

.....

.....

.....

APPENDICES

Appendix B

Interview:

This interview is directed to Mr Mohammed HEROUINI, inspector of national education, as a data collection instrument for research work which aims to determine the impact of the materials' evaluation, selection, and adaptation of on the effectiveness of EFL lessons in Algerian secondary schools. We really appreciate your contribution because it will help a lot for the completion of our work.

Q1-Do you consider the textbook important?

a-Yes

b-No

Q2-To what extent do teachers rely on the textbook?

Q3-To what extent do you think textbook materials suit learners' needs and different learning situations?

Q4-Do you think that teachers evaluate materials? If yes, when do they do it and what do they consider in their evaluation?

Q5-What factors should teachers consider when selecting teaching and learning materials?

Q6-What are the challenges that teachers face when selecting teaching and learning materials?

Q7- To what extent do you think that teachers have to adapt textbook materials?

Q8-Why do teachers need to adapt textbook materials?

Q9-To what extent do you think that the choice of materials contributes to the effectiveness of the lesson?

Q10-How can teachers assess the effectiveness of teaching and learning materials in their classroom?

Q11- How can teachers maximise the usefulness of the textbook?

ملخص الدراسة:

تسعى هذه الدراسة إلى استكشاف كيفية تأثير تقييم المواد واختيارها وتكييفها على نجاح دروس اللغة الإنجليزية كلغة أجنبية في المدارس الثانوية في الجزائر. الهدف هو التحقيق في الدرجة التي تؤدي بها هذه الممارسات إلى تحسين فعالية تعليم اللغة الإنجليزية كلغة أجنبية. نُهج البحث وصفي في المقام الأول، ويستخدم أساليب مختلطة لجمع البيانات، بما في ذلك استبيان لمعلمي اللغة الإنجليزية بالمدارس الثانوية في ولاية غرداية ومقابلة أجريت مع مفتش التربية الوطنية. عند دراسة البيانات التي تم جمعها، أصبح من الواضح أن التقييم الصحيح واختيار وتعديل المواد التعليمية لها تأثير مفيد على فعالية فصول اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: تقييم المواد، اختيار المواد، تكييف المواد، دروس الإنجليزية كلغة أجنبية