English Language Teaching Materials

EDU 3203 (Units 1-6)
Program Bacelor Pendidikan

Dr. Shameem Rafik Khan @ Rafik-Galea
Faculty of Modern Language Studies
Universiti Putra Malaysia
43400 UPM Serdang
Selangor Darul Ehsan
Hak Cipta Terpelihara. Tidak dibenarkan mengeluarkan ulang mana-mana bahagian artikel, ilustrasi dan isi kandungan buku ini dalam apa jua bentuk sama ada secara elektronik, fotokopi, mekanik, rakaman atau cara lain sebelum mendapat izin tertulis daripada Pengarah, Pusat Pendidikan Luar (PPL), Universiti Putra Malaysia, 43400 UPM, Serdang, Selangor Darul Ehsan. Penyelidikan tertulis kepada perakaran royalti atau honorarium.

MODUL PEMBELAJARAN : EDU 3283 ENGLISH LANGUAGE TEACHING MATERIALS disediakan dalam bentuk bahan pengajaran dan pembelajaran kenderi di bawah program Pendidikan Jarak Jauh, Universiti Putra Malaysia. Sebarang pertanyaan dan cadangan untuk memperbaiki gaya penyampaian dan isi kandungan modul ini bolehlah dikemukakan kepada penulis dengan menggunakan alamat Pusat Pendidikan Luar.

Penulis : SHAMEEM RAFIK KHAN, Ph.D
Fakulti Bahasa Melayu dan Komunikasi
Universiti Putra Malaysia
43400 UPM, Selangor Darul Ehsan

Alamat : Unit Modul dan Bahan Kendiri
Pusat Pendidikan Luar
Universiti Putra Malaysia
43400 UPM, Selangor Darul Ehsan
Tel: 03-89468830/03-89458904

Reka Bentuk Kulit dan Cetak oleh : PENERBIT
Universiti Putra Malaysia
43400 UPM, Serdang
Selangor Darul Ehsan
Tel: 03-89468851/8854
Faks: 03-89416172
Emel: penerbit@putra.upm.edu.my
# Contents

General Information ........................................... i  
Required Textbook ........................................... iii  
Suggested Readings and Reference Books .................. iii  
Course Preparation, Questions and Assessment ........... iv  
About Distance Education ................................... viii  
Introduction and Suggestions ............................... 1  

## Units

- **Unit 1**: Materials and Planning a Strategy ............ 7  
- **Unit 2**: Needs Analysis .................................. 13  
- **Unit 3**: Selecting Textbooks or Materials ............ 41  
- **Unit 4**: Evaluating Materials .......................... 78  
- **Unit 5**: Materials Adaptation .......................... 98  
- **Unit 6**: Materials Production .......................... 126  

## Appendixes

................................................................. 153
ELT Materials

General Information

I

The module EDU 3203 English Language Teaching Materials is a 4 credit hour course. It provides some principles and theories of materials selection, evaluation, adaptation and production as a guide for teachers to:

i) do a simple needs analysis.
ii) understand and develop skills in materials selection and evaluation.
iii) learn to develop evaluation checklist(s) according to one’s own situation.
iv) provide principles and pedagogical concerns about materials adaptation.
v) provide principles and pedagogical concerns for materials production.

II

The module does not go into too much depth (it acts only as a guide) as you will be able to read and carry out required activities from Alan Cunningsworth’s (1995) Choosing your Textbook which is a required text for this course. A list of other references will also be provided. From time to time you will be asked to refer to certain pages of Cunningsworth’s book.

III

This module is not meant to be a text in its own right. Topics, issues and examples may be presented at some length to help provide a framework for your studying.
ELT Materials

II This module only provides a framework of the important points which you should use to lead you in your study. Remember, it is only a guide to point out some of the important issues. This course demands knowledge of the text, this module and other directed readings.

II At the end of each unit there are Self Assessment Questions (SAQ). You should try to answer all of them. The answers are all found in the unit or in Cunningworth’s book.

II You will be required to do some practical activities. Some of these activities will be based on the module itself and some will be from the required text. This will be clearly indicated.

II Some assignments will require pair or group work and these will be clearly indicated.

II Assignments MUST be typewritten using Font size 12 with a 1” margin all round.

Reference Books


*This indicates highly recommended readings.*
ELT Materials

Course Preparation, Questions and Assessment

Checklist

Tutorials/Checkpoints

There will be three scheduled meetings during the semester for orientation, review, briefing and practice. During these sessions there will be adequate practice for selecting, evaluating, adapting and producing materials. These sessions are critical and your attendance is absolutely required.

Reading Assignments

The reading assignments are given in each unit in this module. Carefully review all assigned material and answer each of the study questions assigned. This exercise will be an important indicator of your comprehension and application of the material.

Activities

Every unit consists of several activities. You must do all the activities as they will give you the practice and experience needed for you to complete your graded assignments.

Questions

At the end of each unit in this module there is a “Self Assessment Questions” component. To fully understand the course material you should answer all the questions. Some possible answers to these questions are given at the end of the module.
ELT Materials

A good idea when studying and preparing to answer questions, is to read the questions before you read the material. In this way you are aware of what material needs special attention as you do your reading.

If you have difficulty in responding to the questions, review the related material in the text, and in the Module.

<table>
<thead>
<tr>
<th>Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>20%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Final Examination

There will be a two hour comprehensive final examination. This will be held during the period scheduled for exams. The exam will consist of an activity requiring you to evaluate, develop or adapt some materials or activities. Topics tested during the final examination will cover those we have covered throughout the semester.

Graded Assignment

There will be three graded assignments, worth 20% each of the overall evaluation. They will be given to you at the first, second and third meeting. Therefore attendance is compulsory at the scheduled dates. All your assignments are to be handed in to your respective tutorial centres. You must indicate the following on the first page of your assignment.

Course Code: EDU 3203
Course Name: English Language Teaching Materials
Instructor: Dr. Shameem Rafik-Khan @ Rafik-Galea
Your name: ________________________________

Student number: ________________________________

Tutorial Centre: ________________________________

Page vi
About Distance Education

Welcome to distance education.

Distance education is full of challenges and opportunities. The challenge is to commit yourself to a schedule of achievement and to maintain that schedule. The opportunities are many: to increase your knowledge and application of the material so that you add value to the various processes in your life; to increase your value to your employer; and to prepare you for the continuous changes you will be facing.

Participants in this process who are committed to their studies will be able to complete the program successfully.

One of the advantages is that you are able to study at your own convenience - at home, in the office, during your leisure time, on your way to work - anywhere you can concentrate for a period of time on the material.

It is important to keep in mind, however, that the total responsibility is in your hands, as you do not have regular weekly class sessions to push you into completing the assignments. Disciplining yourself therefore is an important aspect. Do not procrastinate.

I can be contacted by telephone, e-mail, fax and correspondence for any advice or consultation you feel you need. Remember, you will only get help if you ask for it.

My e-mail address is: shameem@fbm.upm.edu.my
Tel: 03-8946 8778
Correspondence address: Dr. Shameem Rafik Khan @ Rafik-Galea
Jabatan Bahasa Inggeris
Fakulti Pengajian Bahasa Moden dan Komunikasi
Universiti Putra Malaysia
43400 UPM Serdang, Selangor.
Introduction and Suggestions

The aim of this module, English Language Teaching Materials is to help English as a foreign or second language teachers to select and evaluate teaching learning materials or texts/coursebooks that will be most suitable for their purposes, adapt and produce text/coursebooks or materials if and when necessary.

It should be noted that a needs-analysis survey of teacher training in TEFL/TESL showed that materials selection, evaluation and adaptation courses were considered to be one of the most important components of a teacher training course (Rafik Khan, 1997; Henrichsen 1983). I hope that this module will provide some theoretical and practical input that will be useful for you as teachers when making decisions about materials.

The contents of the module are intended to be informative and practical in nature and where relevant reference to other or further readings are provided. For ease of use, the module begins with needs analysis followed by selection, evaluation then adaptation and production.

---

Page 1
Guidelines and some underlying principles or definitions for evaluation are discussed and several evaluation checklists are provided from various sources. This is to enable you to carry out effective evaluation. Effective evaluation depends on asking appropriate questions and interpreting the answers to them. This module therefore provides a wide range of evaluation questions for you to select from according to your individual situation and preferences. The final decision about a textbook or materials will ultimately depend on your own professional judgement and experience.

Most of the examples cited and referred to in the module are taken from the required text for this course "Choosing Your Coursebook", Allan Cunningsworth. Although a large number of examples are drawn from contemporary British coursebooks and supporting material, this does not mean that these examples cannot be applied to the Malaysian context as the underlying principles are the same. They are used to help to illustrate the points being made and suggest how the selection and evaluation criteria can be applied in practice. I should stress here, however, that this module is not intended as a comprehensive review or means to ESL materials selection, evaluation and adaptation. Its aim is to help equip you with basic knowledge and a way or method of evaluating, selecting and adapting your own materials. Where applicable you will be asked to refer to the appendix of this module for further work or references to local texts.

> Please note that most of the exercises and activities related to this course will be from the required coursebook “Choosing Your Coursebook” by Allan Cunningsworth.
Suggestion on how to approach the module

This is how you should use the module and think about ELT materials.

☐ Activity 1:

Step 1
Look at your own English Language Textbook in use.

Step 2
Make a list of what you like and do not like about it.

Step 3
Say why you like or dislike something.

Step 4
Now see if you can develop categories from your list of likes and dislikes (e.g. comprehension text dull; tasks too simple; tasks not challenging enough). From here likely categories could be: Tasks/Activities; Comprehension Text/Articles; Interest; Complexity of Tasks/Texts, etc.

Step 5
Perhaps now you are ready to start making a list from the above lists of strengths and weaknesses of the textbook in use.

Step 6
If you had your way what changes would you like to see in the textbook and why? Make a list of these.
Step 7
What kind of modifications or adaptations would you like to make to your textbook etc.

The above activity will help you to begin thinking about the type of textbook or materials which you are currently using. It will also allow you to follow this module easily as you will be able to identify with a number of aspects covered.

The following is a diagrammatic suggestion on how to use the module.

---

Page 4
Managing Your Time

You must remember that time is an important element. As the saying goes “Time waits for no man.” The following is a tentative guide to your work and study schedule.

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Unit 1: Planning</td>
</tr>
<tr>
<td></td>
<td>Read and do the activities</td>
</tr>
<tr>
<td>Week 2 and Week 3</td>
<td>Unit 2: Needs Analysis and Profiling: An Introduction</td>
</tr>
<tr>
<td></td>
<td>a) Develop needs analysis instruments</td>
</tr>
<tr>
<td></td>
<td>b) Carry out needs analysis</td>
</tr>
<tr>
<td></td>
<td>c) Analyse needs data</td>
</tr>
<tr>
<td></td>
<td>d) Develop learners’ profile</td>
</tr>
<tr>
<td>Week 4 and Week 5</td>
<td>Unit 3: Selecting Textbooks/Materials: An Introduction</td>
</tr>
<tr>
<td></td>
<td>a) Study all evaluation, checklists provided</td>
</tr>
<tr>
<td></td>
<td>b) Develop own checklist drawn from samples provided</td>
</tr>
<tr>
<td></td>
<td>c) Do the activities and do the case study in Cunningworth’s 1995 page 18</td>
</tr>
<tr>
<td>Week 6-8</td>
<td>Unit 4: Evaluating Materials</td>
</tr>
<tr>
<td></td>
<td>Unit 4 is a long unit so you will need approximately 3 weeks – 9 hours of work.</td>
</tr>
<tr>
<td></td>
<td>a) Carry out all related activities based on the module.</td>
</tr>
<tr>
<td></td>
<td>b) All activities and readings based on Cunningworth’s 1995.</td>
</tr>
<tr>
<td>Week 9-10</td>
<td>Unit 5: Adaptation. Read Unit 12 of Cunningworth’s 1995.</td>
</tr>
<tr>
<td>Week 11-12</td>
<td>Unit 6: Materials Design and Production</td>
</tr>
<tr>
<td>Week 13-14</td>
<td>Revision and completion of final project</td>
</tr>
</tbody>
</table>

Page 5
Unit 1: Materials and Planning a Strategy

Learning Objectives:

By the end of this unit you should be able to:

1] define and describe “materials”,

2] differentiate between commercially produced and teacher made/produced materials,

3] plan a strategy for thinking about materials,

4] distinguish between authentic and non-authentic materials/texts, and

5] develop a simple plan of action for yourself.

Materials - A Definition

English language teaching materials can be defined as anything (printed forms, audio-visuals or objects) used for teaching language learners. The materials can be in the form of printed textbooks, workbooks, cassettes, CD-Roms, videos, pictures, photocopied or written handouts, newspapers, magazines and labels. In short, materials for language teaching can be defined as any published or unpublished input in any medium or collection of media which is used for the purpose of language teaching.
Materials whether commercially produced or teacher-made are an important element within the curriculum or any teaching situation. Without materials it will be difficult to teach.

**Controversies - Commercially and Teacher-made Materials**

There is a certain amount of controversy associated with the use of commercially produced and teacher-produced/made materials. For example, some ELT practitioners feel that any or most commercially produced materials/textbooks will not be able to cater to the diversity of needs which exists in almost every language classrooms around the world. But on the positive side good commercially produced materials helps lessen the burden of the teacher as he/she does not have to constantly produce or adapt materials for use. Teacher-made or produced materials on the other hand according to some ELT practitioners may not go through the stringent quality control that most commercially produced materials go through and may consists of a number of inconsistencies and so on.

Another reason for such controversies is the question of authenticity. Preference for commercially produced materials are often based on the fact that the materials are more authentic than teacher-made/produced materials. An authentic text can be defined as texts or materials which are not generated specifically for language teaching purposes. In short, authentic texts/materials are not written or spoken for language teaching purposes. For example, a newspaper article, a radio interview, a lecture or a magazine article. There are others too. A text is no longer authentic when it is adapted for language teaching purposes. For example, if you take a newspaper article [an authentic (original form)] and adapt it for developing a lesson on reading comprehension and oral interaction the original/authentic
article is no longer considered authentic (see unit 6 for a further discussion of this).

When selecting commercially produced materials or opting for teacher-made/produced materials it is important to match the materials with the goals and objectives of the syllabus or language programme and they must be also be consistent with the teaching-learning situation. You would also need to consider the question of authenticity.

Thus, before you begin selecting, evaluating, adapting or producing materials it is essential that you draw up a strategy or a plan to operate from.

Planning a Strategy

Planning a strategy is a very important aspect of material selection, evaluation, adaptation and production.

As teachers of English as a second or foreign language (ESL/EFL), you will definitely have to deal with materials.

You will use materials everyday, be they just textbooks, articles, pictures or worksheets. Without materials it will be very difficult for you to teach.

Often you find yourself struggling to identify, select appropriate materials and adapt them for your class. Most often then not you do not have a say in what text you should use for your students. So how do you overcome such a situation?
A wise teacher will sit and plan what he/she wants to teach, the kind(s) of material(s) to be used, and the approach to be used and of course who the target audience will be.

So how do you plan? You should always begin with a strategy that first evolves around your students/learners and the required syllabus or curriculum.

A simple strategy could look like this:

1. Ask important questions.

**Example:**

1. What type of learners do I have?
2. What are their needs?
3. What type of materials/texts are in use?
4. What is the difficulty level?
5. Are the existing materials/texts suitable?
6. Do I need to adapt the materials or
7. How much time do I have and what is the cost involved?

2. The above questions will definitely lead to you doing a Simple Needs Analysis. Why? Why do you need to begin with a needs analysis? A
needs analysis will enable you as a teacher to profile your learners ability based on their varying needs and level(s) of proficiency.

**SAQ N Self Assessment Questions**

1. What is meant by commercially produced materials?
2. Why are some ELT practitioners against the use of commercially produced or teacher-produced materials?
3. Why do you need to plan before selecting or evaluating materials (Answers found in this unit)
4. What is meant by authentic and non-authentic materials?

**Activity 1**

Develop a simple planning strategy for yourself and provide a rationale for your strategy.
Unit 2: Needs Analysis and Profiling Ability

Learning Objectives:
By the end of this unit you should be able to:
1) understand and define Needs Analysis,
2) show an understanding of students’ profile,
3) develop a needs analysis survey and a profile of learners’ ability.

What is Needs Analysis? Needs Analysis (NA) can be broadly defined as:
“the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities... [it] makes use of both subjective and objective information.”

(Richards et al., 1992).

Needs analysis should be the starting point for selecting, evaluating, adapting and producing teaching - learning materials. The needs of students can be viewed from a number of “needs” perspective. These include: necessities, demands, events, likes, gender, lacks, deficiencies, goals, aims, purposes and objectives. Therefore a needs analysis survey is actually a fact finding exercise. The data about the student/learner can come from a variety of sources and can be collected by various methods. Thus, you as the teacher will have to ask some very sharp and relevant questions.
Example:

a) Why is the analysis required? (to determine the students’ level of proficiency in a skill or all four skills of reading, writing, listening and speaking.)

b) Whose needs are to be analysed, why? (students, etc.)

c) What is to be analysed? (deficiencies, proficiency level, strategies, lacks, events, etc.)

d) How is the analysis to be carried out (tests, questionnaires, interviews, observation, etc.)

e) When to carry out the analysis (before the start of a school term, beginning of a school term, after a test...)

Note: It is much easier to develop tests and questionnaires to identify your students needs.

Once you as the teacher have collected enough information about the learner through a needs analysis, you will then need to profile your learners ability.

Profiling Learners Ability

Learners ability can be profiled using different means. However, the best means will be through using a band scale and descriptors to describe what the learners can or cannot do for each of the skills of reading, writing, listening and speaking.

Example:
An example of how to do this is provided in the following example of learners’ profiles taken from a number of sources.
Sample of Learner’s Profile

The following is a profile from Certificates of Communicative Skills in English for Reading, Listening, Writing and Oral.

### Reading Profile

<table>
<thead>
<tr>
<th></th>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMPLEXITY</strong></td>
<td>Does not need to follow the details of the structure of the text.</td>
<td>The structure of a simple text will generally be perceived but tasks should depend only on explicit markers.</td>
</tr>
<tr>
<td><strong>RANGE</strong></td>
<td>Needs to handle only the main points. A limited amount of significant detail may be understood.</td>
<td>Can follow most of the significant points of a text including some detail.</td>
</tr>
<tr>
<td><strong>SPEED</strong></td>
<td>Likely to be very limited in speed. Reading may be laborious.</td>
<td>Does not need to pore over every word of the text for adequate comprehensions.</td>
</tr>
<tr>
<td><strong>FLEXIBILITY</strong></td>
<td>Only a limited ability to match reading style to task is required at this level.</td>
<td>Sequences of different text types, topics or styles may cause initial confusion. Some ability to adapt reading style to task can be expected.</td>
</tr>
<tr>
<td><strong>INDEPENDENCE</strong></td>
<td>A great deal of support needs to be offered through the framing of the tasks, the rubrics, and the contexts that are established. May need frequent reference to dictionary for word meanings.</td>
<td>Some support needs to be offered through the framing of the tasks, the rubrics and the contexts that are established, the dictionary may still be needed quite often.</td>
</tr>
<tr>
<td></td>
<td>Level 3</td>
<td>Level 4</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>COMPLEXITY</td>
<td>The structure of the text will generally be perceived and tasks may require understanding of this.</td>
<td>The structure of the text will be followed even when it is not signalled explicitly.</td>
</tr>
<tr>
<td>RANGE</td>
<td>Can follow the significant points of a text including most detail.</td>
<td>Can follow all the points in a text including detail.</td>
</tr>
<tr>
<td>SPEED</td>
<td>Can read with considerable facility. Adequate comprehension is hardly affected by reading speed.</td>
<td>Can read with great facility. Adequate comprehension is not affected by reading speed.</td>
</tr>
<tr>
<td>FLEXIBILITY</td>
<td>Sequences of different text types, topics cause few problems. Good ability to match reading style to task.</td>
<td>Sequences of different text types, topics and styles cause no problems. Excellent ability to match reading style to task.</td>
</tr>
<tr>
<td>INDEPENDENCE</td>
<td>Minimal support needs to be offered through the framing of the tasks, the rubrics and the contexts that are established. Reference to dictionary will only rarely be necessary.</td>
<td>No allowances need to be made framing tasks, rubrics and establishing contexts. Reference to dictionary will be required only exceptionally.</td>
</tr>
</tbody>
</table>
## Profile on Listening

<table>
<thead>
<tr>
<th></th>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMPLEXITY</strong></td>
<td>Does not need to follow the details of the structure of the text.</td>
<td>The structure of a simple text will generally be perceived but tasks should depend only on explicit markers.</td>
</tr>
<tr>
<td><strong>RANGE</strong></td>
<td>Needs to handle only the main points. A limited amount of significant detail may be understood. Most non-standard accents will cause confusion.</td>
<td>Can follow most of the significant points of a text including some detail. Many non-standard accents will still cause confusion.</td>
</tr>
<tr>
<td><strong>SPEED</strong></td>
<td>Normal rate of delivery needs to be understood only generally. Slower, more deliberate tempo may lead to more detailed comprehension.</td>
<td>Normal rate of delivery. Imposes strain after a fairly short time.</td>
</tr>
<tr>
<td><strong>FLEXIBILITY</strong></td>
<td>Rapid sequences of different text types, speakers, or topics may cause problems. Background noise of any sort may hamper comprehension.</td>
<td>Sequences of different text types, speakers, topics impose strain after a fairly short time. Background noise influences considerably the ability to understand.</td>
</tr>
<tr>
<td><strong>INDEPENDENCE</strong></td>
<td>A great deal of support needs to be offered through the framing of the tasks, the rubrics, and the contexts that are established. Repetition of the text/input will normally be allowed.</td>
<td>Some support needs to be offered through the framing of the tasks, the rubrics and the contexts that are established. This may involve repetition.</td>
</tr>
<tr>
<td></td>
<td>Level 3</td>
<td>Level 4</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>COMPLEXITY</strong></td>
<td>The structure of the text will generally be perceived and tasks may require understanding of this.</td>
<td>The structure of a text will be followed even when it is not signalled explicitly.</td>
</tr>
<tr>
<td><strong>RANGE</strong></td>
<td>Can follow the significant points of a text including most detail. Common non-standard accents do not cause confusion.</td>
<td>Can follow all the points in a text including detail. Only extreme non-standard accents cause confusion.</td>
</tr>
<tr>
<td><strong>SPEED</strong></td>
<td>Normal rate of delivery imposes strain only after a considerable time.</td>
<td>Normal rate of delivery does not impose strain.</td>
</tr>
<tr>
<td><strong>FLEXIBILITY</strong></td>
<td>Sequences of different text types, speakers, topics impose strain only after a considerable time. Only extreme background noise.</td>
<td>Sequences of different text types, speakers, topics do not impose strain. Background noise does not significantly hinder comprehension.</td>
</tr>
<tr>
<td><strong>INDEPENDENCE</strong></td>
<td>Minimal support needs to be offered through the framing of the tasks, the rubrics and the contexts that are established. Repetition will only rarely be necessary.</td>
<td>No allowances need to be made in framing tasks, rubrics and establishing contexts. Repetition will be required only exceptionally.</td>
</tr>
</tbody>
</table>
### Profile on Writing

<table>
<thead>
<tr>
<th></th>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCURACY</strong></td>
<td>Grammar, vocabulary, spelling and punctuation may be uncertain but what candidates write is intelligible and unambiguous.</td>
<td>Generally good control of grammar, vocabulary spelling and punctuation though some errors which do not destroy communication are acceptable.</td>
</tr>
<tr>
<td><strong>APPROPRIACY</strong></td>
<td>Use of language is broadly appropriate to the task, but no subtlety is expected. The intention of the writer can be perceived without excessive effort. Layout is generally appropriate but may show marked inconsistencies.</td>
<td>Use of language is in most respects appropriate to the task, and some adaptation of style to the particular context is demonstrated. The overall intention of the writer is clear. Layout, including handwriting, is generally appropriate.</td>
</tr>
<tr>
<td><strong>RANGE</strong></td>
<td>Severely limited range of expression is acceptable. Candidates may have laboured to fit what they want to say to what they are able to say.</td>
<td>A fair range of language is used. Candidates are able to express themselves without gross distortion.</td>
</tr>
<tr>
<td><strong>COMPLEXITY</strong></td>
<td>Texts may be simple showing little development. Simple sentences with little attempt at cohesion are acceptable.</td>
<td>Texts will display basic organisation with themes and topics linked in a simple way.</td>
</tr>
<tr>
<td></td>
<td>Level 3</td>
<td>Level 4</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>ACCURACY</strong></td>
<td>Good control of grammar, vocabulary, spelling and punctuation. Any errors must not interface with communication</td>
<td>Standards of grammar, vocabulary, spelling and punctuation are consistently of a very high level.</td>
</tr>
<tr>
<td><strong>APPROPRIACY</strong></td>
<td>Use of language is in almost all respects appropriate to the task. There is clear evidence of the ability to adapt style to the particular context. The intention of the writer, both overall and in detail, is generally clear. Layout, including handwriting, is generally appropriate.</td>
<td>Use of language is consistently appropriate to task, context and intention. Layout is consistent and appropriate. Handwriting does not interfere with communication.</td>
</tr>
<tr>
<td><strong>RANGE</strong></td>
<td>An extensive range of language is used. Candidates are able to express themselves clearly and without significant distortion.</td>
<td>Few limitations on the range of language available to candidates are apparent. There is no distortion of communication in order to fit known language.</td>
</tr>
<tr>
<td><strong>COMPLEXITY</strong></td>
<td>Texts can be organised with themes and topics appropriately linked and sequenced. There will be a clear structure to the text where appropriate.</td>
<td>There is clear and consistent evidence of the ability, to produce organised coherent and cohesive discourse where appropriate.</td>
</tr>
</tbody>
</table>
## Profile on Oral Interaction

<table>
<thead>
<tr>
<th></th>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCURACY</strong></td>
<td>It is acceptable for pronunciation to be heavily influenced by L1 if it is generally intelligible. With support, the candidate must be able to clarify any confusions caused by lexical or grammatical errors.</td>
<td>Pronunciation must be clearly intelligible even if still obviously influenced by L1. Grammatical/lexical accuracy is generally high though some errors which do not destroy communication are acceptable.</td>
</tr>
<tr>
<td><strong>APPROPRIACY</strong></td>
<td>Use of the language must be broadly appropriate to function though it may not correspond to native-speaker expectations. The intention of the speaker can be perceived by a sympathetic listener.</td>
<td>The use of language must be generally appropriate to function. The overall intention of the speaker must be generally clear.</td>
</tr>
<tr>
<td><strong>RANGE</strong></td>
<td>It is acceptable for the candidate to have a severely limited range of expression and to have to search often for a way to express the desired meaning.</td>
<td>A fair range of language must be available to the candidate. Only in complex utterances is there a need to search for words.</td>
</tr>
<tr>
<td>FLEXIBILITY</td>
<td>The candidate is not expected to take the initiative in conversation, or to respond immediately to a change in topic. The interlocutor may have to make considerable allowances and often adopt a supportive role.</td>
<td>There must be some evidence of the ability to initiate and concede a conversation and to adapt to new topics or changes of direction.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>SIZE</td>
<td>Contributions limited to one or two simple utterances are acceptable.</td>
<td>Must be capable of responding with more than short-form answers where appropriate. Should be able to expand simple utterances with occasional prompting from the interlocutor.</td>
</tr>
<tr>
<td></td>
<td>Level 3</td>
<td>Level 4</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>ACCURACY</strong></td>
<td>Pronunciation must be clearly intelligible even if some influences from L1 remain. Grammatical/lexical accuracy is high though occasional errors which do not impede communication are acceptable.</td>
<td>Pronunciation must be easily intelligible though some residual accent is acceptable. Grammatical lexical accuracy must be consistently high.</td>
</tr>
<tr>
<td><strong>APPROPRIACY</strong></td>
<td>The use of language must be generally appropriate to function and to context. The intention of the speaker must be clear and unambiguous.</td>
<td>The use of language must be entirely appropriate to context, function and intention. There is nothing to cause confusion.</td>
</tr>
<tr>
<td><strong>RANGE</strong></td>
<td>A wide range of language must be available to the candidate. Any specific items which cause difficulties can be smoothly substituted or avoided.</td>
<td>There must be only occasional obvious limitations on the range of language. Few allowances have to be made for the fact that the candidate is not a native-speaker.</td>
</tr>
<tr>
<td><strong>FLEXIBILITY</strong></td>
<td>There must be consistent evidence of the ability to “turn-take” in a conversation and to adapt to new topics or changes of direction.</td>
<td>The candidate must be able to “turn-take” and “direct” an interaction appropriately and keep it flowing.</td>
</tr>
<tr>
<td><strong>SIZE</strong></td>
<td>Must be capable of making lengthy contributions where appropriate. Should be able to expand and develop ideas with minimal help from the interlocutor.</td>
<td>Must be capable of making lengthy and complex contributions as appropriate. The interlocutor does not need to support the candidate.</td>
</tr>
</tbody>
</table>

IELTS Band Scale

The following is a nine Academic Bands scale and their descriptive statements.

*IELTS – International English Language Testing System. Cambridge University*

**Band 9**

*Expert User.* Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

**Band 8**

*Very Good User.* Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.

**Band 7**

*Good User.* Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
Band 6

Competent User. Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

Band 5

Modest User. Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.

Band 4

Limited User. Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.

Band 3

Extremely Limited User. Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
Band 2

*Intermittent User.* No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.

Band 1

*Non User.* Essentially has no ability to use the language beyond possibly a few isolated words.

*Did not attempt the test.* No assessable information.

This is another profile from the Royal Society of Arts.

**Tests of Reading Skills (RSA 1980)**

<table>
<thead>
<tr>
<th></th>
<th>Basic Level</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SIZE</strong></td>
<td>Needs to understand only the main point(s), of short examples of the limited range of text types specified at this level. A restricted amount of detail may be extracted if attention is directed to it in advance.</td>
<td>Can follow the significant points of longer texts of the range of types specified at this level. Detail may also be extracted if attention is directed to it in advance.</td>
<td>The only restriction on the size of text is the time constraint in the examination context. The totality of all text types specified at this level can be understood.</td>
</tr>
<tr>
<td><strong>COMPLEXITY</strong></td>
<td>Does not need to follow the detail of text construction. Major and subsidiary points need not be differentiated.</td>
<td>Major and subsidiary points will generally be distinguished. The structure of the text will usually be perceived, though questions on this should relate only to explicit markers.</td>
<td>Can handle texts and sequences of texts containing a number of major and subsidiary points. Can perceive the relationships between all of these and the overall structure of the text(s) even when they are not signalled explicitly.</td>
</tr>
<tr>
<td><strong>RANGE</strong></td>
<td>Can handle the range of text types and most of the</td>
<td>Can handle the range of text types and perform most</td>
<td>Can handle the range of text types and</td>
</tr>
</tbody>
</table>

Page 25
<table>
<thead>
<tr>
<th></th>
<th>Operations specified in this level.</th>
<th>Perform all the operations specified at this level.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPEED</strong></td>
<td>Very limited in speed, possibly as low as 60 w.p.m. Probably resorts to internal translation.</td>
<td>Can read with comprehension at speeds of 100-200 w.p.m.</td>
</tr>
<tr>
<td></td>
<td>Can read with comprehension at speeds of 200+ w.p.m.</td>
<td></td>
</tr>
<tr>
<td><strong>FLEXIBILITY</strong></td>
<td>May have basically only one reading style. Switches of topic within the text may not be detected immediately; switches of text type or style may cause confusion.</td>
<td>Can adjust focus of approach to suit the task set - intensive or rapid. Switches of topic within a text can be detected easily. Sequence of text types, topics or styles may cause initial confusion but can be sorted out.</td>
</tr>
<tr>
<td></td>
<td>Adopts suitable reading strategies to the task set. Can switch from one reading style to another. Switches of topic, text type, style can be detected and assimilated without confusion.</td>
<td></td>
</tr>
<tr>
<td><strong>INDEPENDENCE</strong></td>
<td>May need frequent reference to dictionary for word meanings.</td>
<td>Should not need to make much use of reference sources in dealing with ordinary texts at this level.</td>
</tr>
<tr>
<td></td>
<td>Reads ordinary texts with little reference support.</td>
<td></td>
</tr>
</tbody>
</table>

This is an example of a Vocabulary Profile.

### Scales of Ability in Vocabulary and Cohesion

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Cohesion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely limited vocabulary</td>
<td>No cohesion</td>
</tr>
<tr>
<td>A few words and formulaic phrases. Not possible to discuss.</td>
<td>Utterances completely disjointed, or discourse too short to judge</td>
</tr>
<tr>
<td>Small vocabulary</td>
<td>Very little cohesion</td>
</tr>
<tr>
<td>Difficulty in talking with examinee because of vocabulary limitations.</td>
<td>Relationship between utterances not adequately marked; frequent confusing relationship among ideas.</td>
</tr>
<tr>
<td>Vocabulary of moderate size</td>
<td>Moderate cohesion</td>
</tr>
<tr>
<td>Frequently misses or searches for words.</td>
<td>Relationship between utterances generally marked; sometimes confusing relationship among ideas.</td>
</tr>
<tr>
<td>Large vocabulary</td>
<td>Good cohesion</td>
</tr>
<tr>
<td>Seldom misses or searches for words.</td>
<td>Relationship between utterances well-marked.</td>
</tr>
<tr>
<td>Extensive vocabulary</td>
<td>Excellent cohesion</td>
</tr>
<tr>
<td>Rarely, if ever, misses or searches for words. Almost always uses appropriate word.</td>
<td>Uses a variety of appropriate devices; hardly ever confusing relationship among ideas.</td>
</tr>
</tbody>
</table>

(Source: Bachman and Palmer 1983 cited in Bachman 1989a)
Now that you have profiled your learners, you are now ready to begin selecting and evaluating the appropriate text/course book or materials.

Below is an example of my own hypothetical situation.

Example:

Hypothetical Situation.
Analysis of Form 1C Students English Language
Ability for Reading and Writing

Name of School: Sek. Menengah ABC, Gurun, Kedah
Type of School: Rural Co-educational Secondary School
Students age: 13 years old
Form: 1C
Text currently in use: KBSM New Way English Form 1
by Tan Bee Yong

Type Of Analysis Carried Out
Diagnostic Test Of Reading Comprehension And Guided Writing
1. Reading comprehension test consisted of both linear and non-linear text (non-linear indicates use of flow charts, diagrams, etc.)
2. Vocabulary development - filling in blanks with appropriate words from passage and marking meanings of words.
3. Guided writing: A number of words and phrases were given with a title: My favourite fruit.
Based on the results 90% of the students failed to achieve even 40% out of 100%. They were thus considered weak and of low proficiency level. My description of them are as follows:

**Specifications for Learners' Levels of Ability**

**Reading:**
Learners able to comprehend unsimplified text only in highly familiar contexts. Can comprehend mainly simple texts in unfamiliar contexts. Able to extract major points when attention is drawn to them. Can identify some of the relationships between major and minor points. Has difficulty with different types of textual features and complex lexical items. Has many problems with technical and non-technical vocabulary. Has difficulty transferring information from linear to non-linear text and vice versa. Needs a great deal of support in understanding content and tasks. Able to make inferences only at a lower level. May need to use dictionary all the time and support.

**Writing:**
Able to write with relevance to task but the writing has few ideas and no apparent development. Unable to use cohesive devices satisfactorily. Very limited use of vocabulary. Has very little control of sentence structure. Production of sentences are not necessarily linked. Can write brief notes and explanations only at sentence level. Attempts at communicating. Needs plenty of support in understanding structures of most discourse types. Can work quite well within a structured guideline.
The comprehension texts used was that of an intermediate level. See the sample given below. Thus it can be said that the students need a very simple text to begin with.

Example of text used

Section 1

Instruction: The words and phrases listed below are taken from the passage you are about to skim, entitled “The Effect of Oil on Marine Organisms.” In the spaces in parentheses beside each word or phrase, write the number of the first sentence in which they occur. Try to complete this exercise in two minutes.
(Note: remember, you are not required to read the passage carefully, but to skim it.)

1. oil spills ( )
2. marine organisms ( )
3. four possible ways ( )
4. direct lethal toxicity ( )
5. physiological processes ( )
6. smothering ( )
7. insulative properties ( )
8. contaminations ( )
9. hydrocarbons ( )
10. physical and chemical environment ( )

Linear text

The Effects of Oil on Marine Organisms

(1) In recent years the number of oil spills has been increasing. (2) These spills, some of which have occurred directly at the site of extraction and others during transportation, have had an adverse effect on marine organisms. (3) Because of the importance of these organisms in the life cycle, research has been carried out in order to identify more accurately the reactions of these organisms to oil. (4) A recent study
has revealed that it is essential to understand that there is not one, but rather at least four possible ways in which oil can affect an organism.

(5) First, as a result of an organism’s ingestion of oil, direct lethal toxicity, that is, death by poisoning, can occur. (6) However, in cases where the effect is less extreme, sub-lethal toxicity occurs. (7) While cellular and physiological processes are involved in both cases, in the latter the organism continues to survive. (8) Second, in some cases, oil forms a covering on the organism. (9) This covering, referred to as coating, can result in smothering, that is, death of the organism due to lack of air. (10) In instances where the effects of coating are less severe, interference with movement and loss of insulative properties of feathers or fur may occur. (11) The third effect of oil on marine organisms is the tainting or contamination of edible organisms. (12) This results from the incorporation of hydrocarbons into the organism, thus making it unfit for human consumption. (13) The final effect which this study has revealed is that of habitat changes. (14) The alteration in the physical and chemical environment brought about by oil spills result in a change in the species composition of a region.

(15) The implications of this most recent study are far-reaching. (16) An oil spill in a particular region could critically upset the balance of nature, the total effect only becoming apparent after many years.
Section 2: Comprehension

**Instruction:** Reread the passage above and find out what the following words and expressions refer to.

1. In sentence (2), *some of which* refers to ________________.
2. In sentence (2), *others* refers to ________________.
3. In sentence (3), *these* refers to ________________.
4. In sentence (7), *both cases* refers to ________________.
5. In sentence (7), *the latter* refers to ________________.
6. In sentence (12), *this* refers to ________________.
7. In sentence (12), *it* refers to ________________.
Non-linear text

**Instruction:** Complete the following diagram showing the possible sequences of events involving oil spills. Use the information in the reading passage.

![Diagram showing sequences of events involving oil spills]

Source: Reading English for Academic Study. (Long et al., 1990, Newbury House)
SAQ N Self Assessment Questions

All answers can be found in this unit.

1. What do you understand by the term “Needs Analysis”?
2. Why is it important to carry out a Needs Analysis?
3. How can profiling learner’s ability help in making decisions about texts or materials?

Activity

1. Do a simple needs analysis of your students and your situation by giving them a test and a questionnaire.
2. Your test can be a simple diagnostic test covering reading and writing skills.
3. Evaluate the results and based on the results of both the text and questionnaire develop a profile of what your learners can or cannot do and what they like or dislike for both these skills. (Please submit test and spread of scores for each section of your text.)
4. The likes and dislikes could be asked through the questionnaire about the type of tests they like to read; whether they like doing vocabulary work; type of topics they like for composition etc.
4. Tabulate all your profiles in table form giving clear descriptors.
Suggested Readings:


Unit 3: Selecting textbooks or materials

Learning Objectives:
By the end of this unit you should be able to do the following:

1] Select relevant textbooks, units or materials based on your learner’s needs,
2] develop or adapt an evaluation checklist,
3] understand the importance of selection and evaluation checklists.

Today there are a great deal of published materials for English language teaching (ELT) available in the market. It is no wonder that teachers face great difficulties in selecting the right material. At the end of the day it becomes a challenging task. As teachers you will need to be able to make informed and appropriate choices when selecting textbooks and any other supporting materials. Due to the large number of a variety of ELT books available this task becomes a lot more difficult to the point where it is easy to become thoroughly confused about what might be appropriate and useful.

Learners today are becoming more sophisticated and intelligent besides being well informed due to the many different types of exposure. They thus expect textbooks to make learning easier and more enjoyable and can be quick to lose interest in dull and uninspiring material. Faced with the rich variety of ELT materials in the market, how do we make our choices? Should we choose the books with the most attractive and colourful illustrations? Do we select materials
which appear to be durable or those that are reasonably priced? These are just a few of the factors that need to be considered as there are also other more important ones. Like any other decision-making task, asking the right questions first and then evaluating the answers is crucial.

Evaluation

How do we in fact decide what books or materials to use? Can we just make decisions because someone has recommended them or someone swears by a particular book or can we form a general impression of a textbook quickly, just by looking through it and getting an overview of its possibilities, its strengths and weaknesses, making a quick mental note of significant features which stand out.

This is what most teachers do when they receive sample copies from publishers. We will be able to see what various features of the textbook are like, such as the quality of the visuals, how attractive and clear the layout is, what the whole course package is made up of, how the items included in the textbook are sequenced, etc. That is we are forming an impressionistic evaluation. Impressionistic evaluation is useful and allows us to do a quick preliminary evaluation besides giving us a general introduction to the material. It provides a base for teachers to begin a more detailed analysis in order to short list new materials. But it should be noted that an impressionistic overview will not necessarily identify any significant weaknesses, shortcomings or omissions in the textbook. As a teacher you cannot rely on this type of evaluation as it will not provide adequate details or information about textbooks or materials in relation to the students needs and the context of the teaching learning situation.

If you want to match the textbooks or materials according to the learners needs, ability, interest and teaching-learning situation you will have to do a thorough analysis of a book or material known as an in-depth evaluation. This can be done by using an evaluation checklist.

Often teachers will make use of their own individual checklist based on a number of criteria when selecting a text or material. They could look like this:

How does the textbook present the explanation of parts of speech?
Are the activities relevant and follow a particular sequence? 
Are there enough examples? 
Are there suggestions on how to approach the lessons in the texts? 
Is there a teacher’s manual? ETC.

The types of indicators or criteria which you might use will depend on how you would like to analyse the materials and what you are looking for based on the type of learners you have and the teaching learning situation you are in. (see Cunnigworth page 2).

The in-depth approach is a more active approach and involves a detailed analysis of texts based on standardised criteria. The impressionistic approach is more receptive in that we look for anything that we think might be useful and interesting. Both approaches can be effectively used together.

**How to select an evaluation checklist**

You can use a number of different criteria to evaluate texts or materials. You may get together with other teachers and brainstorm the relevant criteria to be adopted in making the necessary choices about the texts/materials. There are many evaluation criteria that can be used for evaluating textbooks and these will be presented in this module. You will need to decide which checklist might be appropriate for you and perhaps you might even want to develop your own by adapting some of the available checklists which are more applicable to your own situation.

**Selecting the best available Materials**
Materials selection involves matching the materials against the context in which it is going to be used. You must remember that there will never be a textbook or materials which will be absolutely ideal for use in your context and for the different types of learners you have. What you may find will be some aspects which appear to be the perfect fit and others not so suitable or inadequate. This therefore allows you to make a decision perhaps to adopt the text but subjecting some sections in the text to adaptation/modification or supplementing parts of the material where it is inadequate or unsuitable.

A good way to approach the selection of texts/materials is to firstly identify the aims and objectives of your syllabus and secondly to analyse the teaching-learning situation in which the material will be used. You will also need to consider time available. This will give you a description of the situation for which you are selecting the materials and some of the requirements that the materials will have to meet.

Once you have identified your aims and objectives and the teaching learning situation you will next need to make a list of potential books/materials, using information from publishers, tips from colleagues and your own previous experience.

What do you do once you have all those books in front of you? You should first subject the books/materials to an impressionistic evaluation so that you can make a quick decision as to which of the texts would be more suitable and to eliminate those that are inadequate or obviously unsuitable. Once you have shortlisted the potential books/materials you will next need to conduct an in depth analysis based on an agreed upon criteria relevant to your needs and situation. These criteria can be selected and adapted from the list provided at the end of this unit as well as those from the required textbook on pages 3, 4 and 6. Please note that which ever
criteria used, selected or adapted these must be manageable and relevant in order to avoid unnecessary analysis.

Once you have decided upon the criteria you should then get a few people (other teachers) to help carry out the evaluation. As the saying goes two heads are better than one. After gathering all the feedback it will be appropriate to develop a table or framework of all the feedback received in order to tabulate the analysis and to agree upon the next step. The next step would be to identify the appropriate text/materials and then areas that may need supplementary materials or complete adaptation.

**SAQ N Self Assessment Questions:**

Questions are found in this unit and also in Cuningsworth’s book 1-7.

What is meant by “selection”?

Why is “selection” important?

What is the difference between in-depth evaluation and impressionistic evaluation?

How different are all the evaluation checklists? What do they have in common?

**Activity 1**

c two evaluation criteria provided 1) Skierso 2) Dougill and those in Cuningsworth on pages 3, 4 and 6.

different types of criteria provided. Next decide which criteria will be most appropriate for your situation. Then make a list of them. An example of how you may go about doing this is provided. Remember this is only a suggestion. You will need to develop your own later.

Once you
Evaluation Checklist


*(Reminder: This is a comprehensive checklist, not necessarily intended to be used in its entirety. Custom-make your own evaluation checklist by selecting the items which pertain to your program and situation as per the information collected)*

<table>
<thead>
<tr>
<th>Rating</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Excellent</td>
<td>A Required</td>
</tr>
<tr>
<td>3 Good</td>
<td>B Preferred</td>
</tr>
<tr>
<td>2 Adequate</td>
<td>C Not Applicable</td>
</tr>
<tr>
<td>1 Weak</td>
<td></td>
</tr>
<tr>
<td>0 Totally Lacking</td>
<td></td>
</tr>
</tbody>
</table>

The Textbook

A. Bibliographical Data

1. *Author qualification:* To what extent are the authors professionally qualified to write a foreign/second language textbook for your particular educational system and student population?

2. *Availability of accompanying materials:* To what extent are accompanying materials (e.g. workbooks, audio-videotapes, a teacher’s edition, a teacher’s guide, sample tests) available?
3. **Completeness:** To what extent can the course be taught using only the student’s book, or must all the attendant aids (e.g. cassettes) be used?

4. **Quality of supplementary materials:** If there are workbooks and audio-videotapes.
   a. to what extent is the material truly supplementary (and not mere duplications of the main text)?
   b. to what extent are the tapes of professional quality (i.e. use authentic native or near-native speakers representing male and female adult as well as children’s voices and/or actors, use voices speaking at an appropriate rate, with accurate intonation, avoiding extremes of high and low pitch, and reproduced with high fidelity?)

5. **Cost-effective:** To what extent does the price of the text (plus accompanying materials) seem reasonable and cost-effective (i.e. in terms of saving time, labor, and money)?

B. **Aims and Goals**

   Regarding Language Skills and Cultural Understanding

   1. **Targeted students specifications:** To what extent do the specifications of the text’s targeted audience (age range, culture, assumed background, grade level and background knowledge) match those of the students?
2. **Matching to student needs:** To what extent do the aims and objectives of the text correspond to the needs and goals of the students?

3. **Matching to syllabus requirements:** To what extent do the aims and objectives of the text correspond to those delineated in the syllabus (if there is one)?

4. **Compliance with overall educational concerns:** To what extent does the text seem to be in tune with the broader educational concerns of the school system?

5. **Feasibility:** To what extent are the amount and type of material to be covered realistic and adaptable toward the pace and time allotted for the course?

### C. Subject Matter

1. **Suitability and interest level:** To what extent does the subject matter cover a variety of topics suitable to the interests of the intended audience, as determined by age (youth, teenager, young adult, middle age, old age), sex, socioeconomic levels (upper, middle, lower), environment (urban, rural, small town), and cultural orientation?

2. **Ordering:** To what extent is the ordering of materials by topics or themes arranged in a logical fashion?
3. Variety of text types: To what extent does the textbook contain an assortment of suitable text types (e.g., dialogs, essays, poetry, drama, folk tales)?

4. Content grading: To what extent is the content graded according to the needs, background knowledge, and life-style of the students or the requirements of the existing syllabus (if there is one)?

5. Level of abstractness: To what extent is the level of abstractness appropriate?

6. Register: To what extent does the text teach the register appropriate for the needs of the students (e.g., formal or literary style vs. conversational style vs. technical style)?

7. Cultural sensitivity: To what extent are ideological, political, and religious constraints taken into consideration.

8. Content accuracy, authenticity, currency: To what extent is the material accurate, authentic, and current? How well are stereotypes, factual inaccuracies, oversimplification, and omissions avoided? How appropriate is the language used to the setting, characters, and relationships portrayed?

9. Cultural integration: To what extent is the cultural content integrated in the texts, dialogs, and exercises?
D. Vocabulary and Structures

Grammar

1. **Number and sequence appropriacy:** To what extent is the number of grammatical points appropriate and how appropriate is their sequence?

2. **Accuracy:** To what extent are the linguistic data accurate?

3. **Clarity and completeness:** To what extent are the presentations clear and complete enough for the students to have available a concise review outside the classroom (e.g., models)?

4. **Meaningful context:** To what extent are the linguistic items introduced in meaningful contexts?

Vocabulary

1. **Load suitability:** To what extent does the vocabulary load (i.e., the number of new words introduced every lesson) seem to be reasonable for the students of that level?

2. **Appropriate context:** To what extent is vocabulary introduced in appropriate contexts?

Vocabulary and Structures

1. **Suitable readability level:** To what extent does the text’s level of readability match that of the class?

2. **Inclusiveness per text:** To what extent does the text include the basic patterns and vocabulary necessary for using the language up to the level of complexity/mastery the book achieves?
3. **Inclusiveness per syllabus:** To what extent does the text include the basic patterns and vocabulary necessary for using the language up to the level of mastery required by the syllabus (if there is one)?

4. **Suitable sequence of progression:** To what extent does the presentation of vocabulary and structures move gradually from the simple to the more complex, except where functional load would indicate otherwise?

5. **Adequate control of presentation:** To what extent are new structures controlled to be presented and explained before they appear in drills, dialogs, or reading material?

6. **Balanced distribution:** To what extent is there an even distribution of grammatical and vocabulary material among the chapters (i.e., do some chapters present too much material and others too little)?

7. **Presentation, practice, and recycling suitability:** To what extent does the presentation, practice and recycling of new linguistic items seem to be appropriate for the level of language mastery (in L1 or L2) of the students?

8. **Recycling for reinforcement and integration:** To what extent are new vocabulary and structures recycled in subsequent lessons for reinforcement, and integrated in varying contexts and situations in order to portray their range of applicability in English?

9. **Standard language:** To what extent is standard English (sentence structures that follow normal word order - including idioms - sentences, and paragraphs which follow one another in a logical sequence) used?
10. **Suitability of sentence length and syntactic complexity:** To what extent does the sentence length and syntactic complexity seem reasonable for the students of that level?

11. **Cultural presentation:** To what extent does the text distinguish between British and American English with regard to vocabulary and grammatical structures?

12. **Accessibility:** To what extent does the text make the structures and vocabulary presented easily accessible to the learner (e.g., summaries of verb forms via paradigms and conjugations, and summaries of new words and phrases via a foreign-language dictionary section or bilingual list)?

**E. Exercises and Activities**

1. **Satisfaction of syllabus objectives:** To what extent do the activities meet the behavioral objectives delineated in the syllabus, curriculum?

2. **Fulfilment of student objectives:** To what extent do the activities meet the behavioral objectives of the students?

3. **Effectiveness:** To what extent are the activities provided the best calculated to achieve the stated objectives?

4. **Sequencing toward communication:** To what extent does the text develop a progression from manipulative to communicative exercises?

5. **Meaningful communication:** To what extent do the exercises promote meaningful communication by referring to realistic activities and situations?
6. **Communicative development**: To what extent do the exercises involve vocabulary and structures which build up the learner’s repertoire and develop his/her ability to communicate increasingly independent of text or teacher direction?

7. **Internalization via active participation**: To what extent do the exercises and activities promote internalization of learned material by providing exercises which encourage a student’s active participation?

8. **Promotion of critical thinking**: To what extent do the exercises and activities promote critical thinking (i.e., interpretation, application, analysis, synthesis, and evaluation)?

9. **Instructional clarity and appropriacy**: To what extent are the instructions to the exercises and activities clear and appropriate?

10. **Stereotype-free content**: To what extent are the exercises and activities free of stereotypes?

11. **Suitability and interest level**: To what extent do the exercises and activities match the age, level, background, and interests of the students?

12. **Provision for review**: To what extent does the book provide a pattern of review within lessons and cumulatively test new material?

13. **Development of study skills**: To what extent do the activities provide for the development of study skills, such as skimming, note taking, outlining, looking up words in the dictionary?
F. Layout and Physical Make-up

1. Motivational attractiveness: To what extent is the text attractive and appealing to the intended student population?

2. Suitability and durability, book and type dimensions: To what extent is the size convenient enough, and the type size appropriate for the learners?

3. Organizational clarity and function: To what extent is the material clearly organized (i.e., with functional typefaces, a detailed table of contents - which includes location of structures and their respective exercises - an index of new vocabulary items and their location, appendices and other end matter with maps, verb summaries, a glossary, etc.

4. Effectiveness in presentation: To what extent are simple graphic devices (e.g. boxes, shading, color, arrows) effectively used to clarify the presentation of grammatical structures?

5. Relativity, linkage, and integration: To what extent is the artwork directly related to the subject matter and printed near enough to it to assist the learner in understanding the printed text?

6. Stereotype-free, accurate, authentic portrayal: To what extent is the artwork unbiased (free of stereotype), yet accurately and authentically conveying the culture content?

7. Suitability of artwork: To what extent is the artwork geared to the age level and interests of the students?

---

Page 49
8. *Illustrative clarity and simplicity:* To what extent are the illustrations clear, simple and free of unnecessary details that may confuse the learner?

9. *Motivational atmosphere:* To what extent do the illustrations create a favorable atmosphere for practice in reading and speaking by depicting realism and action?

## The Teacher’s Manual

### A. General Features

1. **Guide to rationale:** To what extent does the manual help the teacher understand the rationale of the textbook regarding the text’s objectives, methodology, subject matter, sequence of grammar points, etc.?

2. **Guide to syllabus:** To what extent does the manual guide the teacher to any set syllabus for that level?

3. **Guide to contents:** To what extent does the manual guide the teacher to the contents and location of the new vocabulary, structures, and topics found in the text via indexes?

4. **Answer guide:** To what extent does the manual provide correct or suggested answers for the exercises in the student’s text?

5. **Guide for new and nonnative English-speaking teachers:** To what extent does the manual provide information for the new and nonnative English-speaking teacher?
### B. Supplementary Exercises for Each Language Skill

1. *In aural skills, effective listening, and comprehension practice:* To what extent does the manual provide effective material for training the students in listening and understanding the spoken language?

2. *In oral skills, adequate, effective, and appropriate presentation and practice in pronunciation and intonation:*

   a. To what extent does the manual provide effective material for training the students in pronunciation and oral expression? Is there enough practice? In addition to descriptions of how sounds are produced, are there practice exercises using the sounds in isolated words, in expressions, and in sentences?

   b. To what extent is the presentation of the sounds of the foreign language complete? Does it include intonation patterns as well as presentations on the individual sounds?

   c. To what extent is the presentation appropriate for the students? Is it not too technical?

3. *In grammar, adequate integrative reinforcement via varied oral exercises:* To what extent does the manual suggest adequate and varied oral exercises for reinforcing points of grammar presented in the textbook?

4. *In grammar, practice in meaningful situations:* To what extent does the manual offer meaningful situations and a variety of exercises for teaching
structural units (grammar)?

5. *In vocabulary development, effective drills and exercises:* To what extent does the manual provide effective drills and exercises that enable the teacher to assist the students in building up their vocabulary?

6. *In reading skills, effective questions testing comprehension:* To what extent does the manual provide effective questions to help the teacher test the students’ reading comprehension?

7. *In reading, adequate graded material for practice:* To what extent does the manual provide adequate graded material for additional reading practice?

8. *In writing, adequate graded material for practice:* To what extent does the manual provide adequate graded material for additional writing practice?

9. *In all materials, authenticity, accuracy, and stereotype-free content:* To what extent are the supplementary materials authentic, accurate, and free of stereotypes and biases for the teaching of:
   
a. listening comprehension
b. speaking
c. reading
d. writing

10. *In all materials, suitability, interest level, and goal fulfillment:* To what extent do the supplementary materials match the age, level, background
interests, and aims of the students?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. *In aural/oral skills, contrastive analysis (if applicable):* If the text is written for students of a particular language background, to what extent does it provide a variety of aural/oral exercises to help the students practice hearing and speaking the sounds most difficult for them to distinguish and pronounce?

12. *In all materials, sample achievement tests:* To what extent does the manual provide ready-to-give achievement tests (with answers) for the convenience of the teacher?

C. **Methodological and Pedagogical Guidance**

1. *General:* To what extent does the manual provide guidance for the teacher on the teaching of language items and skills? Is the teacher expected to be experienced in language teaching or does the text offer clear and detailed advice for the novice to follow?

2. *Per lesson type:* To what extent does the manual help the teacher with each new type of lesson introduced?

3. *Per lesson:* To what extent does the manual provide lesson summaries and suggestions to help the teacher review old lessons and introduce new lessons?

4. *Flexibility in lesson presentation:* To what extent does the manual advise about how to present the lessons in different ways?

5. *Speaking skills:* To what extent does the manual
provide practical suggestions for teaching pronunciation and intonation?

6. **Prereading skills:** If it is for a beginning text, to what extent does the manual provide guidance to the teacher in presenting practice in prereading skills, such as visual identification of alphabet letters (especially those symbols which may be confused or not known by the students), identification of the sounds represented by the letters (with special attention to the sounds which may be troublesome), reading in left-to-right directionality (if applicable)?

7. **Vocabulary development:** To what extent does the manual provide guidance to the teacher in presenting practice in word identification skills and vocabulary development (e.g., identifying roots, inflectional endings, cognates, synonyms, antonyms, and theme groupings)?

8. **Grammar in context:** To what extent does the manual offer a variety of techniques for teaching structural units in meaningful situations (e.g., notional/functional and sematicogrammatical categories)?

9. **Reading and writing comprehension (R/WC): connectives:** To what extent does the manual provide suggestions for the teaching of connective words (e.g., conjunctions such as “if,” “but,” “and,” prepositions such as “to,” and markers of time, cause and effect, or consequence, such as “however,” “moreover,” “thus”)?

10. **R/WC: figurative, idiomatic, similar expressions:** To what extent does the manual provide guidance for the teacher in the presentation of figurative language, idiomatic expressions, and words and
expressions similar to ones in his/her native language?

11. **R/WC: Punctuation, stress, intonation:** To what extent does the manual provide guidance to the teacher in presenting punctuation and how changes in stress and intonation may alter meanings?

12. **Reading methods:** To what extent does the manual provide suggestions to help the teacher introduce new reading passages?

13. **Writing skills:** To what extent does the manual provide guidance to the teacher for introducing various types of written work?

14. **Evaluation of written work:** To what extent does the manual provide guidance to the teacher for evaluating written work and identifying their students’ most serious mistakes?

15. **Integration of language skills:** To what extent does the manual provide suggestions to the teacher for presenting exercises and activities which integrate all four language skills?

16. **Adopt- or adaptability of methodology:** To what extent does the manual conform to the methodological requirements determined to be suitable by the administrators or the teachers themselves; and, if not, to what extent can the material be exploited or modified as required by local circumstances?

17. **Flexibility (Eclectic) in approach:** To what extent is the manual meaningful and helpful to the teacher without being too confining? Is it eclectic in approach?
18. **Individualizing instruction:** To what extent does the manual provide guidance for the teacher on individualizing instruction?

19. **Contrastive analysis (if applicable):** If the text is for students from a homogenous language background, to what extent does the manual present a contrastive analysis of the sound system and word usage of English and the native language?

20. **Cultural presentation:** To what extent does the manual provide guidance on the distinctions between British and American English with regard to pronunciation, vocabulary, and grammatical structures?

21. **Audiovisual aids:** To what extent does the manual advise the teacher on the use of audiovisual aids, and suggest creative substitutions for situations where audiovisual equipment is unavailable?

22. **Teacher’s aids:** To what extent are teacher’s aids such as tapescripts (if applicable) and suggestions for their effective use, “technical notes” (especially in the case of ESP textbooks), vocabulary lists, and structural/functional inventories provided in the manual?

D. **Linguistics Background Information**

For the Nonnative-speaking Teacher

1. **Contrastive analysis for pronunciation:** To what extent does the manual provide contrastive information for the teacher on likely pronunciation
problems?

2. **Explanation on vocabulary and structures**: To what extent does the manual provide understandable explanations for the teacher on English vocabulary items and structures?

3. **List of cognates**: To what extent does the manual provide lists of cognate words (true and false cognates) for the teacher?

4. **Denotation of likely grammatical problems**: To what extent does the manual provide information on grammar to help the teacher explain grammatical patterns presented in the lessons and anticipate likely problems (i.e., data from contrastive analysis and error analysis?)

5. **Cultural information**: To what extent does the manual provide information on cultural items of interest?

**Overall Value**

*Overall suitability, appropriacy, adequacy and effectiveness*: In light of the needs of the students, the objectives of the syllabus, the given educational setting and time constraints, the funding, the broad educational concerns, the principles of modern language teaching, and the background and experience of the teacher, to what extent is the textbook, teacher’s manual, or other items suitable, appropriate, adequate, pedagogically effective, and cost-effective?

Evaluation Checklist by John Dougill (1987)

Framework

Syllabus
- The type (e.g. structural/functional/multi-syllabus etc.)
- How comprehensive is it?
- How relevant to the stated aims?

Progression
- Is the course linear or cyclical?
- How steep or shallow is it (compared to other courses)?

Revision and recycling
- To what extent is this built-in or provided for?

Skills
- Is there an integrated skills approach?
- To what extent are all four skills catered for?

Cohesion
- Does the course hang together as a whole or is there an imbalance?
- Is there undue weighting on certain aspects?
The Units

Length of Unit
- Is the amount of material commensurate with the intended amount of contact time?
- Does the unit seem forbidding or inadequate?

Presentation
- Is the language presented in a clear manner and in an interesting way?
- Is there an inductive or deductive approach?

Practice
- Is it sufficient?
- Does it allow for free production?
- Is it meaningful or personalized? (In other words, does it involve the students in any way other than just as a mechanical exercise?)
- Does it ensure that students will be able to generate language on their own outside the classroom?

Variety and regularity
- Does each unit follow the same format? If so, is there sufficient variety to maintain student interest?
- If not, is there sufficient regularity for teacher and students to establish a working pattern?
## Clarity of purpose
- How clear is it what students are expected to do?
- How easy is it for students to carry out what they are supposed to do?

## Subject Matter
### Interest
- How likely is the subject matter to hold the students’ interest?
- Is there a fact or fiction bias?
- Is it intrinsically interesting, or does it merely serve as a vehicle for the language work?

## Culture - or age-bound
- Is the material culture specific?
- Is it too childish or too sophisticated for the target-group
- Is it sexist or racist?

## Form

### Visual appeal
- Are the pages too dense or unappealing?
- Do the layout and typeface aid or hinder the purpose of the material?

### Motivating
- Is the book likely to have a motivating effect or to put students off?
Illustrations
- Do they serve a function or are they decorative?
- Are they clear enough for their intended purpose?
- Are there too many of too few?
- Are they childish, sexist or culturally offensive?

Other features
- Are they any extra tables, lists or explanations for the students?
- How useful are they?
- How useful is the book for the student outside the class? Is there a key?

Course Components
The cassette
- How clear is it?
- How natural? To what extent is it authentic?
- Does it necessitate a tapescript? If so, is it available?
- Is it sufficiently demanding?
- Are the passages too long to hold the students’ attention?

The teacher’s book
- Is it aimed at experienced or inexperienced teachers?
- Is it foolproof (i.e. sufficiently methodical to guide the inexperienced teacher through a lesson)?
- Does it provide (imaginative) alternatives?
- Is it easy to follow visually? Is it interleaved? If not, is it manageable when used in conjunction with the students' book?
- Does it leave the teacher with a lot of preparing to do?

Tests, laboratory drills and workbooks
- Do they accomplish what they set out to do?
- How far are they communicative?
- Do they provide a worthwhile investment, or would teachers be better advised to do so without or make up their own?


Below is an example of how you ought to carry out your own selection on evaluation of materials.

Example:
Refer to my students profile in Unit 1 to enable you to follow this example.

Situation: My hypothetical situation
Type of School: Rural Co-educational Secondary School
Students Age: 13 years old
Form: 1C
Level: Low proficiency level (refer to my students' profile)
Weak at: Reading Comprehension, Writing, Vocabulary

Page 62
Able to handle only simple text(s)

Text to be evaluated: KBSM Form 1 text Unit 4 pages 36-46
(see appendix)

After reviewing Skierso’s, Dougill’s and Cunningworth’s evaluation checklist, I decided that the following guidelines will be used to evaluate the entire text or just one chapter or unit of the KBSM Form 1 Text (Newway English, Form 1 by Tan Bee Yong, ed. Simon Wong, Jacaranda Buku Sdn. Bhd. 1987.

My Criteria Selected/Adapted for Use

<table>
<thead>
<tr>
<th>Good - G</th>
<th>Fair - F</th>
<th>Poor - P</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>F</td>
<td>P</td>
</tr>
</tbody>
</table>

Aims and Approaches

1. Do the aims of the unit correspond to the needs of the learners(s)?
2. Does it allow different teaching and learning styles?
3. Is the unit suitable for the level of the learner(s)

Content

1. Does the unit cover all the necessary language components? Is there anything lacking?

2. Is the content clearly introduced?
3. Are the following components adequately covered (in terms of depth)?
   Reading Comprehension
   Vocabulary Development
   Listening and Speaking
   Writing
   Grammar

Tasks/Activities

1. Are the task/activities appropriate for the level of the learner(s)?
2. Are the tasks/activities appropriate to understanding a given text (comprehension passage)?
3. Are the tasks/activities broken down into manageable stages?
4. Are the tasks/activities sequenced according to levels of complexity?
5. Are the tasks/activities meaningful and relevant to the learners' level of ability?
6. Are the tasks/activities substantial and challenging enough?
7. Is there a variety of task types/activities ranging from higher order skills to lower order skills?
8. Are new terms, vocabulary and concepts sufficiently developed in/through the tasks/activities?

G F P

9. Do the tasks/activities include visuals/illustrations?
10. Are the tasks/activities instructions clear?

**Topic**

1. Are the topics of interest to learners?
2. Is there enough variety and range of topic?
3. Are the topics culturally appropriate?

**Methodology**

1. Do the units allow for the use of a number of methods?
2. Does the material include any support or guidance to students on study skills and learning strategies?
Activity 2

(Pairwork Activity. May be done individually)

Your Task

1. Study any text in use in your school. Then identify 2 units which are in sequence.

2. State what you like and dislike about them in tabular form.
   e.g.

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Title of Text: Form:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Like</td>
<td>Dislike</td>
</tr>
</tbody>
</table>

3. a) You must state:
   i) Name of text and name of unit and page numbers, publisher, authors.
   ii) For which form
   iii) Name of school
   iv) Type of school - coed or girls or boys school
   b) Develop your students profile as in Unit 2.
4. Next identify categories from your list of likes and dislikes and tabulate them in table form.

   e.g. Tasks/Activities
        Reading text
        Vocabulary development
        Complexity/Difficulty level
        ETC

5. Now based on your understanding of how text evaluation should be done, identify the most appropriate criteria to evaluate the list in 4 above (See my example).

   ⇒ Note: Remember to use the guidelines provided in the evaluation checklist in Unit 3 and evaluate the units based on your learners’ profile.

6. Now make a list of the strengths and weaknesses of the units. Tabulate them in diagrammatic form. State where you might want to supplement and where you might want to adapt based on your learners profile and your own situation.

   Format: There is no fixed format. Develop your own. One in which you will be comfortable with. Please attach the units you evaluated.
Activity 3

Activity 3 involves the use of Cunningsworths 1995. Study item 8 "The Guidelines in Practice: a case study" – pages 18-24 (Unit 3 Faraway Places)

Suggested Readings

Unit 4: Evaluating Materials: A Rationale And Some Guidelines

Learning Objectives:
At the end of this unit you should be able to:
1] identify the different types of “evaluation” and their purposes,
2] define and understand the term “evaluation”, and
3] develop subjective evaluation strategies/criteria.

Selecting materials/textbooks means making planned and informed decisions. It needs careful strategic planning as it involves decisions which can affect the teaching learning situation either positively or negatively. If a textbook or a set of materials have been carefully selected and the students and other teachers endorse them as being very effective then you have clearly found the best fit (see Chapter 2 - Item 1 and 2 pages 8-11 of Cunningsworth's; 1995 book).

Once you have made a decision and have selected the appropriate textbook or materials, it will mean that the book could be used for several years. Thus, if the selection and evaluation of textbooks and materials have not been thoroughly carried out this will result in a lot of unhappiness among teachers and learners and they will have to bear with this decision until the contract of the use of the texts expires.

Activity 1
For this activity you will need to refer to Item 3 pages 11-13 of Cunningsworth's; 1995 book). Study item 3 entitled "What the coursebooks claim" and answer the five questions provided. Once you have done that use the
same set of questions and do the same for the textbooks currently in use in your
own schools.

Types Of Materials Evaluation
You do not have to carry out an evaluation only when a textbook has been
purchased. As a teacher you can do an evaluation even before a textbook is used
or purchased. Very often the evaluation is done during its use and after its use,
depending on your own situation or circumstances and the purposes for which the
evaluation is being carried out.

There are three types of evaluation. Pre-use evaluation; In-use-evaluation and
post-use evaluation. (Read Item 4 page 14 of Cunningsworth, 1995).

Pre-use evaluation is not encouraged as you will need to have some experience
in using the book. You will only be basing the evaluation on what you think may
be the strength or positive aspect of the text.

In-Use evaluation is carried out as a monitoring process or for feedback
purposes while a textbook is in use.

Post-use evaluation provides essential feedback on the strengths and weaknesses
of the text in use and whether the text can be utilised again.
Why Evaluate Materials?

Evaluation is a matter of judging the fitness of something for a particular purpose or situation after a needs analysis has been carried out and a textbook or a set of materials have been selected. Given a certain need, and in the light of the resources available, time available, a set syllabus, how can one identify the best solutions in identifying the best fit? Evaluation is then, concerned with how well a set of materials or text meets your learners needs and teaching learning context. You must remember that there is no definite good or bad - only degrees of fitness for the required purpose.

When you carry out any kind of evaluation, the decision which you finally make is likely to be more appropriate as it will be based on a systematic check of all the important criteria. In order for you to not waste a lot of time and energy it is pertinent that you carry out your evaluation thoroughly and completely based on the criteria provided in unit 3. (Read Item 5 and 6, Chapter 2, pages 14 and 15 of Cunningsworth; 1995 book).

How Do You Evaluate Textbooks/Materials?

Evaluation is a process involving matching something with something. That is, matching needs to available solutions. If this matching is to be done as objectively as possible, it is best to look at the needs and solutions separately.

In the final analysis, any choice will be made on subjective grounds. If you were choosing a washing machine for example, you might just as easily choose it because you like the look of it as because it has many sophisticated functions or because it is an imported one and is very expensive. It depends on what you consider to be important. The problem arises when subjective factors are allowed to influence your judgement. It may blind you from selecting better possible alternatives. You might not look at washing machines from Malaysia because you have a prejudice against made in Malaysia products and you believe that imported ones from Japan or the United Kingdom are better. Similarly you might reject a particular textbook or a set of materials, because you don’t like the picture on the cover, or because you dislike the communicative syllabus or even the writer. It is therefore important for you to ensure that the subjective factors will not be allowed to obscure objectivity in the early stages of your selection and evaluation.
Additional Reading (compulsory)

Read Chapters 2 and 3 of Cunningworth’s 1995 – pages 8-30. Study the guidelines, principles and checklists thoroughly. Follow all the case studies as they are excellent examples before going on to Hutchinson’s and Water’s 1987 evaluation procedure.

Let us now take a look at yet another example of an evaluation procedure by Hutchinson and Waters(1987). They suggest that the evaluation process can be divided into four major steps.

i. Defining criteria.
ii. Subjective analysis.
iii. Objective analysis.
iv. Matching.

The following is an example of their criteria.

You will need to follow the following steps:
1. Answer the A questions first.
2. Analyse the materials /textbook you have selected using the B questions.
Compare the A and B findings. You can do it impressionistically or by allocating points:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>not appropriate</td>
</tr>
<tr>
<td>1</td>
<td>only partly appropriate</td>
</tr>
<tr>
<td>2</td>
<td>almost/closely appropriate</td>
</tr>
</tbody>
</table>

Total your points and look for the widest spread of desired features/elements in the areas you consider most important. (Note that the highest number of points does not mean that the text will be the most suitable as the scores may be clustered only in one area.)

<table>
<thead>
<tr>
<th>Subjective Analysis</th>
<th>Objective Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i.e. analysis of your course, in terms of materials requirements)</td>
<td>(i.e. analysis of materials being evaluated)</td>
</tr>
<tr>
<td><strong>Audience</strong></td>
<td></td>
</tr>
<tr>
<td>1A Who are your learners?</td>
<td>1B Who is the material intended for?</td>
</tr>
<tr>
<td>e.g.</td>
<td></td>
</tr>
<tr>
<td>- ages</td>
<td></td>
</tr>
<tr>
<td>- sex</td>
<td></td>
</tr>
<tr>
<td>- nationality/ies</td>
<td></td>
</tr>
<tr>
<td>- study or work specialism(s)</td>
<td></td>
</tr>
<tr>
<td>(e.g. banking, medicine etc.)</td>
<td></td>
</tr>
<tr>
<td>- status/role with respect to specialism (e.g. trainee cashier, qualified anaesthetist etc.)</td>
<td></td>
</tr>
<tr>
<td>- knowledge of</td>
<td></td>
</tr>
<tr>
<td>(i) English</td>
<td></td>
</tr>
<tr>
<td>(ii) specialism</td>
<td></td>
</tr>
<tr>
<td>(iii) other (e.g. knowledge of ‘the world’ etc.)</td>
<td></td>
</tr>
<tr>
<td>- educational backgrounds interests (etc.)</td>
<td></td>
</tr>
<tr>
<td><strong>Aims</strong></td>
<td></td>
</tr>
</tbody>
</table>

---

Page 73
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2A</td>
<td>What are the aims of your course?</td>
<td>2B</td>
</tr>
<tr>
<td>3A</td>
<td>What kind of <em>language description</em> do you require? Should it be structural, notional, functional, discourse-based, some other kind, a combination of one or more of these?</td>
<td>3B</td>
</tr>
<tr>
<td>4A</td>
<td>What <em>language points</em> should be covered? (i.e. What particular structures, functions, vocabulary areas etc.)</td>
<td>4B</td>
</tr>
<tr>
<td>5A</td>
<td>What proportion of work on each <em>macro-skill</em> (e.g. reading) is desired? Should there be skills-integrated work?</td>
<td>5B</td>
</tr>
<tr>
<td>6A</td>
<td>What <em>micro-skills</em> do you need? (e.g. deducing the meanings of unfamiliar words?)</td>
<td>6B</td>
</tr>
<tr>
<td>7A</td>
<td>What <em>text-types</em> should be included? e.g. - manuals? - letters?</td>
<td>7B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>8A</td>
<td>What subject-matter areas(s) is/are required (e.g. medicine, biology etc.)?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What level of knowledge should be assumed (e.g. secondary school, first year college/university, post-graduate etc.)?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What types of topics are needed? (e.g. in medicine: hospital organisation, medical technology etc.)?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What treatment should the topics be given (e.g. ‘straightforward’, factual; ‘human interest’ angle; humorous; unusual perspective; taking into account issues, controversy, etc.)</td>
<td></td>
</tr>
<tr>
<td>8B</td>
<td>What is/are the subject-matter area(s), assumed level of knowledge, and types of topics in the materials?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What treatment are the topics given?</td>
<td></td>
</tr>
<tr>
<td>9A</td>
<td>How should the content be organised throughout the course?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- around language points?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- by subject-matter?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- by some other means (e.g., study skills)?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- by a combination of means?</td>
<td></td>
</tr>
<tr>
<td>9B</td>
<td>How is the content organised throughout the materials?</td>
<td></td>
</tr>
</tbody>
</table>
| 10A | How should the content be organised within the course units?  
- by a set pattern of components?  
- by a variety of patterns?  
- by some other means?  
- to allow a clear focus on e.g. certain skill areas, a communication task etc.? |
| 10B | How is the content organised within the units? |

| 11A | How should the content be sequenced throughout the course?  
  e.g.- from easier to more difficult?  
  - to create variety?  
  - to provide recycling?  
  - by other criteria?  
  Should there be no obvious sequence? |
| 11B | How is the content sequenced throughout the book? |

| 12A | How should the content be sequenced within a unit?  
  e.g.- from guided to free?  
  - from comprehension to production?  
  - accuracy to fluency?  
  - by some other means?  
  Should there be no obvious sequence? |
| 12B | How is the content sequenced within a unit? |

**Methodology**

| 13A | What theory/ies of learning should the course be based on? Should it be behaviourist, cognitive, affective, some other kind, a combination of one of more of these? |
| 13B | What theory/ies of learning are the materials based on?  
  (Check carefully - don't just take the author's or publisher's word for it!) |
### Unit 4: Evaluating Materials: A Rationale and Some Guidelines

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th></th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>14A</td>
<td>What aspects of the learners' attitudes to/expectations about learning English should the course take into account?</td>
<td>14B</td>
<td>What attitudes to/expectations about learning English are the materials based on?</td>
</tr>
<tr>
<td>15A</td>
<td>What kinds of exercises/tasks are needed?</td>
<td>15B</td>
<td>What kinds of exercises/tasks are included in the materials?</td>
</tr>
<tr>
<td></td>
<td>e.g.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- guided ✓ free?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- comprehension ✓ production?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- language/skills practice ✓ language/skills use?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- one right answer ✓ many possible right answers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- whole class ✓ group ✓ individual?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- language-skills-based ✓ content-based?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- ‘mechanical’ ✓ problem-solving?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- role-play, simulation, drama, games?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- ones involving visuals?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- self-study?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- some other kinds?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16A</td>
<td>What teaching-learning techniques are to be used?</td>
<td>16B</td>
<td>What teaching-learning techniques can be used with the materials?</td>
</tr>
<tr>
<td></td>
<td>e.g.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- &quot;lockstep&quot;?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- pair-work?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- small-group work?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- student presentations?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- work involving technical subject-matter?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- other-kinds?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 17A | What *aids* are available for use?  
     | e.g.  
     | - cassette recorders?  
     | - overhead projectors?  
     | - realia?  
     | - wallcharts?  
     | - video?  
     | - other? | 17B | What aids do the materials require?  
| 18A | What *guidance/support for teaching the course* will be needed?  
     | e.g.  
     | - statements of aims?  
     | - lists of vocabulary and language-skills points?  
     | - language guidance?  
     | - technical information?  
     | - methodological directive or hints?  
     | - suggestions for further work?  
     | - tests?  
     | - other kinds? | 18B | What guidance do the materials provide?  
| 19A | How *flexible* do the materials need to be? | 19B | In what ways are the materials flexible?  
     | e.g.  
     | - can they be begun at different points?  
     | - can the units be used in different orders?  
     | - can they be linked to other materials?  
<pre><code> | - can they be used |
</code></pre>
<table>
<thead>
<tr>
<th></th>
<th>without some of their components (e.g. cassettes)?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other Criteria</strong></td>
<td></td>
</tr>
<tr>
<td>20A</td>
<td>What price range is necessary?</td>
</tr>
<tr>
<td>21A</td>
<td>When and in what quantities should the materials be available? etc.</td>
</tr>
</tbody>
</table>

Activity 2

Based on the above checklist use the following steps to guide you along in doing a subjective analysis of materials. Do this while you are teaching in school.

1. Answer the A questions first to identify your requirements (only those relevant to you). You can then use this information either as a basis for writing your own materials or as input to the later stages of materials evaluation.

2. Analyse the materials you have selected by answering the B questions. If possible, test your ideas by teaching extracts from the materials.

3. Compare the A and B findings. This can be done impressionistically or by awarding points:
   - 0 = does not match the desired feature
   - 1 = partly matches the desired feature
   - 2 = closely matches the desired feature

How does the above evaluation procedure differ from those already covered in Unit 3 and Cunningsworth’s 1995 Chapters 2 and 3? The approach may be different but there are a fair number of similar criteria. As a teacher you can easily combine a number of different criteria from the different checklists available or even develop your own.
It will be useful, however, to set out your own preferred criteria in a form which would make it easier for you to compare different sets of textbooks or materials. You must not see your own analysis as a fixed set of requirements. You should use the materials evaluation process as a means of questioning and developing your own ideas as to what is required based on your needs analysis, own experiences and teaching-learning situation.

It is also very important that you have some kind of rank order of factors/criteria. You will also definitely encounter a number of conflicts. Example: one textbook might match your criteria in terms of content and language areas, but another might have the more appropriate methodology. How will you make a choice? You will need to decide which you think is more important to other teachers and students and the purpose for which the text or materials are to be used. You should also consider which unsatisfactory aspects or elements are easier to overcome or modify. Is it, for example, easier to adapt content or methodology? You might find it difficult to find alternative texts, while it may be relatively easy to change the exercises based on the texts etc. I hope that you now have a clear understanding of the evaluation process.

You must bear in mind that all the sample evaluation checklists provided is not an exhaustive one. You may find other criteria which you feel are more important and useful.

---

Activity 3
1. What have you learnt from evaluating texts/materials based on units 3 and 4?

2. a) What criteria would you consider as the most important in evaluating texts/materials?
    b) Place the categories or criteria in a rank order of importance.
    c) State why you have ranked them in that order.

Activity 4

PAIRWORK OR GROUP WORK
(Not more than 4 people in a group)

3. Try out the checklist (by Hutchinson and Waters, 1987) for your own text(s). Fill in the objective of the analysis for your particular situation or level. Then based on a similar procedure in the activity carried out in UNIT 3, choose a different textbook or units and do a subjective analysis. Prepare a report on why you would choose or reject the text or material.

Additional Reading Activities
(Self-Study and Group discussion)
Read Chapter 4-10 of Cunningsworth’s 1995. These chapters provide detailed discussion of language content, selection and grading based on syllabus type, skills of listening, speaking, reading and writing, topic, content and values, methodology, teachers’ books and books/materials based on the communicative approach.

Make relevant notes and pay particular attention to the suggestion for evaluating the different aspects. You should read these chapters before moving on to Activity 5 and 6 and before beginning unit 5.

**Additional activities** (will be tested in the examination). You must do all these.

### Activity 5

Activity 5 requires you to discuss in pairs the evaluation of the following: (Refer Cunningsworth’s 1995).


### Activity 6

This activity is related to chapter 5 of Cunningsworth’s “Selecting and Grading” - pages 54-63.
A. (i) Read and understand Items 1, 2, 3 and 4 pages 54-59. Discuss in pairs the following topics: 1) Syllabus base; 2) Content-based syllabuses; 3) Structural and functional syllabuses; 4) Situational and topic-based syllabuses.

(ii) After reading summarise the above information according to strength and weaknesses, or advantages and disadvantages.

B. (i) Read and understand “Grading: sequencing and staging” pages 59-63. What are the important aspects which need to be considered? List them in note form.

(ii) In pairs discuss the “case-study: selection and grading (page 61).

---

**Activity 7**

This activity relates to chapters 6 “Skills” and chapter 7 “Topic, subject content and social values.”
(i) Study all the checklists for all the four skills of listening, speaking, reading and writing – pages 64-85 and discuss them as a group.

(ii) Discuss chapter 7 and then do the case study on page 92. You may want to do this as a group activity then draw up a list of important aspects or notes for consideration.

Activity 8

Activity 8 involves your reading, discussing and understanding chapter 8 and 9 of Cunningsworth’s 1995 – pages 97-112. Pay particular attention to the following aspects:
1. Checklist for learners needs.
2. Checklist for principles and approaches.
4. Checklist for the students’ role.
5. Checklist for study skills.
6. Checklist on teacher’s role.
7. Checklist for teacher’s books.

Note:
1) You are advised to read all of Chapter 2 and 3 of Cunningsworth’s book.
2) Please read Chapters 4-10 of Cunningsworth’s (Choosing your Coursebook) before moving on to unit 5. Make relevant notes for each chapter. This will be helpful for units 5 and 6.

SAQ N Self Assessment Questions:

1. What do you understand by the term “evaluation”? (Refer pg. 72)
2. How many types of “evaluation” are there?
3. Why do you need to evaluate materials?

Suggested Readings

Unit 5: Materials Adaptation

Learning Objectives:

By the end of this section, you should be able to demonstrate an adequate understanding of:

1] the meaning of adaptation;
2] why adaptation is carried out;
3] techniques of adaptation and
4] how to adapt materials.

You have now been exposed to needs analysis, materials selection and evaluation. The activities which you have completed will have given you an insight into the strengths and weaknesses of the textbooks and materials currently in use. Does it mean that you will need to ignore or discard units, activities, tasks or exercises which have been found to be unsuitable, too difficult, too simple or inadequate or even not culturally appropriate? The answer to that is certainly no.

What you may want to do then is to adapt or make some modifications where appropriate and necessary to the texts as you probably may have found a number of plus points in the text selected. On the other hand you may want to adapt selected materials from elsewhere (eg. brochures) to add to or supplement the existing texts.
What is Adaptation

A good point to begin with when considering the relationship between evaluation and adaptation is to think of the terms ‘adopting’ and ‘adapting’. The previous Units on selection and evaluation gave you practice on how to make a decision about whether a particular textbook should be used in a specific teaching learning situation was taken on the basis of a number of evaluative criteria. These criteria were formulated as a set of questions to ask about the materials, provide answers that will lead to acceptance or perhaps rejection. For instance, typical questions concerned aspects of ‘skills’, the different ways in which the content is approached and dealt with and the authenticity of both the language and tasks etc. However, it does not mean that if we make a decision to adopt a text or a set of materials initially that we do not need to do any adaptation. As you already know by now, realistically no matter how careful the design of the materials and the evaluation process, may appear to be some changes or adaptation will have to be made at some level in most teaching contexts. Adaptation, then, is a process whereby certain parts of a whole textbook or a set of materials need to be modified to meet the needs of a specific teaching learning situation. Adaptation is recommended over developing or producing new material as it is considered to be less time consuming and more effective than writing materials from scratch.

Adaptation is a more widespread activity among teachers because the smaller-scale process of changing or adjusting the various parts of a textbook or other materials is more closely related to the reality of dealing with learners in the dynamic and ever changing classroom.
You may be asking yourself why should I even evaluate let alone adapt materials when I am not involved in any decision making as far as texts and materials are concerned? I have to use what the school wants me to use or I am forced to use whatever texts the Ministry places in my zone.

It would be good to remind yourself that evaluating textbooks/materials in a context where teachers have little direct say in decision-making is an exercise which can help you to develop insights into different views of language and learning and into the principles of materials design. It is some thing you can consistently do against the background of knowledge of your learners and of the demands and potential of your own teaching situation. You must understand the process of selection and evaluation in order for you to be able to carry out adaptation activities. How can you change something unless you are clear about what it is you are changing?

**How To Adapt?**

A useful starting-point for thinking about the process of adaptation, will be for you to make a list of the areas or aspects which need to be adapted and why within the context of your needs (or the needs analysis carried out for your particular situation). McDonough and Shaw (1993) suggests that teachers should categorise their evaluation and adaptation plans according to *external* and *internal factors*.

*External factors* comprise both the overt claims made about the materials or textbook, the approaches used and the characteristics of particular teaching situations. *Internal factors* are concerned with content, organisation and consistency. These can be presented as follows:
The above diagram presents only part of some of the external and internal factors. You can develop a great deal more. The point to remember here is how these individual elements can be brought together as a combination or as matching pairs to achieve the principle of 'congruence' as suggested by Madsen and Bowen (1978). In the example above the link between learner characteristics and choice of topics, proficiency level, and grading of tasks/activities are obvious matches and an example of the principle of 'congruence'. Effective adaptation means achieving 'congruence'. An effective teacher is constantly striving for
congruence among several related variables: teaching materials, methodology, students, course objectives, the target language and its context, and the teacher's own personality and teaching style' (Madsen and Bowen, 1978: ix). In general, then, teaching materials may be internally coherent but not totally applicable in context; alternatively, they may be largely appropriate at the same time as they show signs of an inconsistent organisation (McDonough and Shaw, 1993:83). You would have discovered this through your practice exercises in units 3 and 4.

I am sure most of you view adaptation as a rather formal process in which you as the teacher have to make decisions about, say, an exercise that needs modification or changing, and then write out a revised version for your different proficiency level classes. Although the concept of adaptation involves such activities, it is in fact also broader than this.

You must not consider adapted material as a permanent feature as the same materials can be further adapted for another level of students within another context. It also does not mean that the adaptation has to be written down or made permanent. It can be one where you have to make an on the spot change during a lesson. For example, when you are faced with a group of learners who are unable to understand a paragraph from a text, you do a quick simplification of the paragraph verbally in order to allow students to understand you. You may also reword certain parts of an activity, provide additional examples or explanation, produce a supplementary picture or draw a picture to illustrate an idea which is not clearly stated in a text or even rephrase tasks or instructions and the likes. So what are you actually doing here? What you are indeed doing is to make on the spot decisions about simple adaptations. These examples clearly show you that
you have always been adapting materials and adaptation is not something virtually new to you. But you need to remember that there are other more formal means of adapting materials.

Before we go on let us take a break from theory and do a simple activity to get you thinking about materials adaptation.

**Activity 1**

**A.**
1. Identify a textbook in use or one which you are currently using.
2. To what extent do you feel that the book or materials need to be adapted?
3. Make a note of the aspects of changes or adaptation which you think need to be made.
4. State why the changes/adaptation are necessary.
5. Also state who published the book or materials, the writers, and were the books specifically written for the Malaysian situation etc.
6. Will the adaptation match the needs of the learners?

**B.**
1. Now ask yourself whether it is worth adapting, do you have the time?
   Can you adapt it yourself? Do you need help?
2. In what way would adapting the materials be useful to the learners?
3. Will it be acceptable to your own teaching learning situation?
4. Does your syllabus or curriculum encourage you to adapt materials?
Now share your comments with other teachers in your group. Make a list of all the comments by other teachers using other books or the same books.

I have just asked you to consider your reasons for needing to adapt your own materials, and why some of the changes have to be made.

**Reasons for Adapting**

You should now have a rough idea of what adaptation is and you will have realised that there are reasons why adaptation has to be carried out. What you need to bear in mind is that the reasons for adapting materials or parts of texts will differ from one context to another. For example you may adapt parts of a text because your students are very weak and cannot follow the materials or because it is not culturally appropriate for your rural, religious students and so on. But a teacher in another context may not need to do so.

Below is a list of some of the reasons as to why you may have to adapt parts of a text or materials. Compare these to the list that you have made in activity 1. This list is not meant to be comprehensive. They are just examples.

- Inadequate grammar coverage
- Grammar activities not graded according to level of difficulty or according to the more common ones first.
- Not enough practice of grammar points of particular difficulty to these learners
- Grammar rules/lessons are presented unsystematically
- Reading passages contain too much unknown (low frequency) vocabulary
Comprehension questions are too easy. Only literal questions asked
(answers can be lifted directly from the text with no real understanding).

Listening passages are inauthentic, because they sound too much like written material being read out

No pronunciation practice activities

Subject-matter of reading text inappropriate for learners of this age and intellectual level

Many reading comprehension texts dull and not challenging enough

Inadequate/no illustrations available

Photographs and other illustrative material not culturally acceptable

Amount of material too great/too little to cover in the time allocated to lessons

No teachers guide

No guidelines provided on how to manage activities/tasks with large/small classes or mix ability classrooms

Dialogues too formal, and not really representative of everyday speech

No instructions/guidelines on how to carry out tasks/activities with the learners.

Task based activities not challenging enough and not graded according to learner's ability

Too much or too little variety in the activities

No vocabulary list

ETC.
The above list serves as an illustration of the type of inadequacies that may exist in your materials and will need adaptation. Much more could be added to this list. You will notice that all aspects of the language classroom can be covered. The examples above include:

(a) aspects of language use
(b) skills
(c) classroom organisation and
(d) supplementary material.

Thus you should now be able to see that adapting involves some form of modification to content, activities, instructions and so on. You are actually focusing on what the materials contain and the claims they make measured against the requirements or needs of a particular teaching-learning environment.

**Techniques of Adaptation**

Once you have identified the reasons for adapting some of your materials and the aspects of the materials which require changing. The reasons for which you may need to adapt or make changes will lead to better or more effective and appropriate materials. Thus your reasons for adaptation could be because you need to personalise, individualise or localise the content according to your own teaching-learning environment. This can be explained as follows:
Now that you are aware of some of the reasons why we adapt a text, you are ready to look at some common techniques used in modifying or adapting texts/materials. The following techniques have been identified to be the more common techniques employed by teachers all over the world.

1. **Adding**: includes expanding and extending
2. **Deleting/Omitting**: includes reducing or subtracting and abridging
3. **Modifying**: includes rewriting, restructuring and
4. **Simplifying**: includes rewriting and restructuring, replacing words, expanding and extending.

5. **Reordering**: includes reorganising and restructuring, adjusting the level of difficulty

1. **Adding**

Adding simply means increasing the amount of materials, reading articles, exercises, activities tasks, pictures and so on. In short you are supplementing the materials through the process of extending or expanding.

**Example:**

The following examples on extending and expanding as a techniques of adaptation are based on a hypothetical unit of a text.

You can extend materials by doing some of the following:

- The explanation to a new grammatical point is rather difficult for low proficiency learners. So as a teacher you provide more examples or illustrations and exercises before they move on.

- A reading passage which includes the above grammatical points is supplemented to the original reading passage used in that particular unit.

- The reading passage has no pre-reading and while - reading questions. You therefore extend the reading passage to include these questions.
The reading passage contains only literal level questions and does not test understanding. So you develop more questions to include; making inferences, evaluating, making judgement or synthesising information.

The point for you to remember here is that what you are doing is extending the materials. So you are in fact supplying more of the same without making any changes to the original materials.

You may also expand the use of the original materials. How would you do this?

Study the following examples:

Your language unit has no listening comprehension activities. Therefore you expand the use of your reading comprehension passage as a listening activity at the same time giving your learners practice in pronunciation, stress and intonation patterns. You have made no internal changes.

Your lesson has no oral interaction activities but there are a lot of very good pictures in the unit. You turn the pictures into oral interaction activities and get your students to talk about the pictures.

Next using the same pictures after the oral interaction activity you ask the learners to write a short dialogue or story. So now you have expanded this activity further.

Page 98
2. Deleting or Omitting

Deletion is the opposite process to that of addition. It is a process whereby materials are "taken out" or simply omitted. You are in fact reducing the amount of content or activities in a lesson, unit or chapter. The following examples will help to explain the process.

Example:

- The explanation to a new grammatical point is rather difficult for low proficiency learners and the explanation to general. There are far too many grammatical points for your learners to absorb. So as a teacher you remove all unnecessary grammatical points which you consider too complex. You also remove any form of illustration which you think may confuse the learners.

- A reading passage contains too many inferential questions and you feel that your learners are not ready to work with them. So you remove or omit the use of such questions.

- The unit contains culturally inappropriate pictures. As a teacher you decide to omit the use of these pictures

You will notice that deletion or omitting parts of an exercise and so on does not affect the overall methodology of the unit. However if you reduce and abridge some materials, passages or exercises than this will have some significant changes. This is exemplified in the following examples.

Page 99
A reading passage is too difficult for your learners and contain too many unfamiliar vocabulary. You therefore find an abridged reading passage or you substitute the vocabulary with other words or omit some words altogether or even reduce the amount of content to make it easier for the learners.

It is important for you to note that addition and deletion can be combined together for adaptation purposes and it will not significantly affect the methodology of the unit and so on. But there can be a significantly greater methodological change when addition and deletion are not appropriately carried out. For example, when a reading passage meant for teaching specific reading comprehension skills is substituted with a listening passage.

3. Modifying

Modification means making any kind of changes. Usually most of the changes will affect the original approach to a unit and so on. Modification can be further defined as external and internal changes. For the purpose of this module we will only focus on internal changes. Internal changes or modifications is a rather important and frequently used technique. It can be applied to any aspect of content in any material just like the other techniques discussed so far. According to McDonough and Shaw (1993), modification can be classified into two categories (a) rewriting and (b) restructuring and I would also like to add another category that is of (c) reorganising.

Rewriting refers to making modifications to the linguistic content. Restructuring refers to classroom management and reorganising refers to linguistic content in
terms of what should be taught first, with reference to learners’ levels of proficiency. We shall now look at some examples of these below.

Example

The following is an example of *rewriting* as a modification process.

- You have a reading passage with foreign names and they are inappropriate. So you rewrite the passage by using local names -of people, places, location, description and so on without affecting the intended message.

- Your vocabulary exercises do not have enough context for students to guess the meanings of words. So you modify it by rewriting the sentence to include more context.

Below is an example of *restructuring*: I am sure you can think of many more.

- You have a class of forty students and a text unit which requires you to practice oral interaction activities "Asking and Giving Directions". It is only meant for a group of 10-15 people and is meant as a whole class activity. But you want the whole class involved. So what do you do? You assign roles to as many learners as possible and then perhaps get them to reverse the roles. At the same time you get other students to assess the appropriateness of the interaction. What you have done then is to restructure the logistic of managing large classes for such activities.

The following is an example of *reorganising*. This form of modification is a simple one and is dependent on learners’ ability. Can you think of others?
You are using a unit which you had nosay in selecting. Your learners are very weak and can be likened to beginning level. However, the unit is more appropriate for upper intermediate learners. You have spend much time adapting (as discussed above) a number of linguistic aspects of the unit. Yet you have still not found a balance. So you decide to reorganise the content by first introducing grammar rather than reading comprehension, then vocabulary then only reading comprehension and so on.

What you have learnt then is that modifying materials in the most restricted manner is a technique which has a wide range of applications from a focused change of an activity or task, or text, or classroom activity or to organisation of linguistic content.

4. Simplifying

Simplification is an adaptation technique not widely encouraged unless the teachers are highly competent and very experienced in carrying out simplification of materials. This is because if not carefully done it will lead to distortion of natural language. For example if you simplify a grammar point on ADVERBS - and tell your learners that adverbs are always formed by adding -ly what will happen when they come across words like friendly or sisterly? So you can now understand why simplification should be left to those who are very experienced and very competent. But there is nothing to stop you from doing very simple and basic simplification activities.
Simplification involves rewriting whole sections or part of a section of any material. Many elements of a language course can be simplified. These includes the instructions and explanations accompanying exercises, tasks, activities and reading passages. Even the visual layout of any materials can be simplified to make it more presentable. Simplification has been frequently applied to texts that is to reading passages. Simplification can be applied to sentence structure, lexical content or grammatical structures.

❖ Example

You have a reading passage and you find that it consists of too many complex sentences, complex vocabulary, difficult grammatical structures and it is too long for your low proficiency learners. So what can you do? You will simplify the reading passage.

❖ The reading passage is simplified by reducing the overall length of the passage (through some form of summary). Or complex sentences are rewritten to form a number of simpler ones. For example, complex sentences broken up into compound sentences and replacing relative pronouns with nouns and pronouns followed by a main verb and so on.

❖ The lexical content of the reading passage is simplified by either removing them or using longer sentences to explain them or replacing the vocabulary with familiar words.
Rewriting the grammatical structures of the reading passage. For example, simple past tense changed to simple present tense, reported speech into direct speech and so on.

As teachers you should be aware of the implications of the process of simplification. Any linguistic, lexical or grammatical change will affect the style of the original writing. The originally intended meaning or intention of the original text is changed. Sometimes if the subject matter or content is changed to meet the needs of the learners it will also affect the original intention of the text. This will also affect all the other activities within the unit which will have to be further modified to accommodate the simplification. Simplification is not only restricted to just reading passages. It can also be applied to task based activities where the grading of the tasks may be a problem and have to be simplified to meet the needs of different learners.

5. Reordering

This is a technique which involves reordering the parts or contents of a textbook, or chapters or units. This will involve adjusting the sequence of activities or presentation within a unit. There is a limit to what you can do as too much reordering could create problems. Therefore before you embark on reordering the content you will need to justify why you are doing so.

Example

Your text introduces the use of verbs and adverbs first. So you decide that it is important for students to understand nouns, verbs then adjectives and adverbs.
Therefore you reorder the presentation of these grammatical points in the units.

The textbook contains too many units and you will not be able to cover them all. So you decide to select the more important ones and reorder the sequence of the units concern.

What have you noticed about all these techniques? They all overlap don’t they? It is beyond the scope of this module to provide all the different combinations of adaptation. What I have tried to do for you is to develop a framework which will be manageable for you.

**SAQ - Self Assessment Questions**

The answers to all these questions can be found in this unit and also in Cunningsworth’s book page 136-147.

1. What is adaptation?
2. How can you adapt materials?
3. Why would you adapt materials?
4. What are the different techniques of adaptation? Define each one of them.

Read Chapter 12 (Cunningsworth, 1995) before doing the activities.
Activity 2

1. Identify a reading passage from a magazine or any other book other than a school textbook. Based on your syllabus for the form that you are teaching adapt the passage to meet the needs of your students.

2. State your students level of ability.

3. Underline all the vocabulary you wish to replace or simplify. Highlight the aspects of the passage which you wish to change. Now you are ready to make the changes.

4. Make the necessary modifications and show how different it is from the original version.

Can you see what happens when simplification or modification is carried out to an original text not meant for teaching-learning purposes to that for teaching purposes. List the differences.
Activity 3

Pair or Group Work

When you have finished reading through the discussion of techniques, select one or two of them and consider their application to any materials with which you are familiar.

It will be useful at this stage to work on a small scale, taking single content areas, such as an exercise, a set of tasks, a reading passage, or a set of comprehension questions.

Activity 4

GROUP WORK (NOT MORE THAN 4 IN A GROUP)

1. Study the units provided in appendix 2. Based on the needs analysis which you carried out earlier and the evaluation activity you have done, identify the aspects which you wish to adapt and why. Make a list of these and state your reasons (objectives) for wanting to adapt each of the aspects of the unit. State what type of adaptation it is (see techniques of adapting) you used for each adaptation or modification you carried out.
2. You must clearly show how the adaptation was carried out and what the new adapted version is. What was the previous version and what the new version is.

Note: Please review Chapters 4-10 and Chapter 12 of Cunningworth’s book – Choosing your Coursebook before going on to Unit 6. Review the notes you made earlier on in Unit 4.

Suggested Readings

Unit 6: Materials Design and Production

Learning Objectives:
By the end of the unit you should be able to:
1] distinguish between materials adaptation and materials production
2] carry out materials production
3] analyse your own ability to understand the process of materials production.

The purpose of this unit is to consider the feasibility of teachers producing their own materials for teaching. This may be done because there are no suitable books, or to supplement existing books. There may also be other reasons.

This unit will not provide you with an in-depth “How to” design and develop your own materials. I will only be providing very basic information and guidance. So please do not expect a step by step “how to” but frameworks that will guide you along. In the unit we will focus on teacher made materials.

You should be aware of the fact that there are many people in the field of English Language teaching who are for and against teachers developing materials.
Differing Views
As teachers you need to be aware that materials production is not an easy task and is certainly not recommended for the novice or inexperienced teacher. Therefore it is not surprising that some ELT professionals are against teacher-made materials. Hutchinson and Waters (1987) maintain that ‘materials writing is best regarded as the last resort, when all other possibilities of providing materials have been exhausted.’ Sheldon (1988) also holds a similar view. However, Block (1991) argues that teachers should produce materials and ‘that, for at least part of the time, teachers should replace the commercial course book with a contribution of their own’. Rafik-Khan (1997) suggests that developing teacher-made materials will help teachers ‘to learn to integrate theory and practice through practical experience in order to say what they know and what they lack’. It is thus clear that those who oppose the idea of developing teacher-made materials are against it because materials writing is a skill or rather a craft that only perhaps an expert or highly experienced and competent teacher can do. But on the other hand there are those who strongly feel that at some point teachers must learn to develop their own materials.

Team Writing
Materials writing or production should always be undertaken by a team of teachers. I will not recommend producing materials on your own when you have little or no experience. Dubin and Oishtain (1986) point out that the task of developing materials is an enormous one even if it looks simple.

When you work as a team it becomes a collaborative effort. There will also be a mixture of talents, skills, ideas, opinions which will all be useful towards
developing good materials. Rafik Khan (1997) research findings suggests that when teachers work as a collaborative group to develop materials they learn from each other and are better able at handling a variety of problems which occur while developing the materials.

The following is a suggested guideline on how to work in a team.

1. Members should work together as a collaborative group guiding, brainstorming and sharing ideas besides being critical.
2. There should be a team leader who keeps track of time and the allocation of tasks etc.
3. Members should develop an agreed upon framework to work from.
4. An agreed upon procedure should be developed for making final decisions.
5. Agree upon an “external” group to comment on/evaluate the materials.

Guidelines for Developing Materials

In unit 1 of this module you learnt about planning a strategy and in unit 2 you learnt about needs analysis and profiling your learners. These two strategies form the basis of materials production.

The following is a suggestion of a route you may want to take to plan the production of your materials.
1. Mapping a Strategy

**Step 1**

- Planning for Production
  - Profile your learners
    - Identify and agree aims and objectives
    - Needs survey (identify areas for content development)
    - Outline the content
    - Choose your media (computers, textbooks, modules, worksheets, videos)
    - Plan teachers + learners manual
    - Study and consider existing materials

**Step 2**

- Preparing for Production of Materials
  - Identify resources and constraints [identify the problems (+ and -)]
  - Sequence your ideas - formulate your chapters/units
  - Develop activities/tasks and feedback
  - Evaluate activities
  - Identify & plan physical format
  - Identify/develop graphics/visuals
  - Plan assessment materials

**Step 3**

- Writing Up Trialling Materials and Proofreading
  - Complete your teacher & learner manuals
  - Improve & submit your materials
  - Begin your first draft
  - Complete and edit your first draft
  - Send first draft for proofreading and evaluation
  - Pilot evaluated first draft + assessment materials
  - Write assessment materials
  - Print your evaluated first draft
  - Complete and tidy up your materials
The above strategy is one suggestion you may develop your own.

2. Developing a Framework for Input/Content
   
   Once you have formulated a strategy you next need to develop a framework. This framework will provide a useful guide as to what to include in your materials and the various types of considerations you will have to make.

   The following are some suggestions which you might like to consider. These are also drawn from the evaluation checklists and from your learners profiles. Evaluation checklists and learners profiles provides a platform from which you can begin constructing a framework.

   1. Identification of Needs
      
      Identify why you need to develop the materials; what type of materials do you need and for what type of learners.

      ![LEARNERS' NEEDS Diagram]

      - Type of learners (Ability/proficiency profile)
      - Type of materials suitable. Reading, Writing, Listening, Speaking
      - Why only some type of materials? Which one’s?
2. Look at the needs in greater detail. The 5 W’s and a H.

- **Why** - Why are the materials needed?
  (in relation to learners and teaching learning situation) Define clear objectives and break down your objectives.

- **Who** - a) Who are the audience/students?
  - age, maturity, cultural background, proficiency level/ability, preferred learning styles/strategies, numbers etc.

  b) Who are the teachers/instructors?
  (those who are going to use and teach the materials)
  - experience, competence/proficiency, level of independence and creativity.

- **What** - What type of materials needed? How relevant would it be to the syllabus/curriculum? etc.
  - Concentration on: receptive or productive or integrative skills?
- Approaches: communicative approach, integrative approach, task-based approach.
- Define and plan content based on the “why” questions and based on objectives.
- Language/grammar and vocabulary content?
- Medium: printed materials (texts) or video, computers etc?
- Type of graphics, visuals to use?
- Approach – Who: classroom, groups, or self-access or mix ability.
- Type of practice activities, exercises, tasks:
  (includes grading, complexity, sequencing and length)
- Learning styles/strategies - What are the projected styles and strategies? How to incorporate into the materials?
- Type of thinking - learning strategies to include.
- Instructors/learners manual, answer keys/notes/guides etc.
- Variations in presentation?

Where
- Where will the materials be used?
  - facilities, equipment and resources available.
  - rural/urban set up etc.

When
- When will the materials be used? (supplementary, additional classes etc.)
  - When will it be produced?
  - Time scale/schedule needed for producing the required materials.
How
- How will all the materials be produced? Individually, group of teachers etc?
- How will management of the materials be conducted.
- Evaluation, trials/pilot studies for quality control?
- How will the final product be presented (video, computer, books, modules, handouts etc.)
- How will these be financed?

You are now able to see that there are a number of variables involved. If we summarise the above, this is what we have.
3. Another possible framework will be one which considers task-based activities. Task(s) are an important part of materials as they provide learners with a wide variety of practice.

A good reference guide to task-based activities and learning styles are:

4. Approaches

You will also need to identify the approaches you are going to be suggesting in the production and use of your materials. What approaches may be appropriate to your context? This would depend very much on the suggestions or the preferences of your national curriculum or your school, teachers and so on.

In making decisions about approaches, you need not stick to one. You may want to use a combination of approaches. Remember there is no best method or approach. It all depends on your teaching - learning situation and what works best for your learners.
A good source of reference for approaches would be:


Thinking - Learning Materials

The current trend in ELT and education across the curriculum places great emphasis on the development of thinking - learning materials. It is therefore crucial that as teachers you develop such skills through your materials.

How can you develop such skills in your materials? One good way is to use graphics or visuals. Graphics here can be defined as any form of diagrams, graphs, concept maps, charts, grids, tables, diagrams and so on. The use of graphics/visuals is a powerful way of developing cognitive and thinking abilities. They help to develop both sequential and lateral thinking. As a teacher you should be aware of the fact that well planned and developed graphics/visuals will help to enhance reading, show meaning and aid the learner in drawing conclusions besides enhancing and developing concepts. Practice and guidance in using visuals ultimately enables the learner to extract meaning and show understanding when they have found significant relationships in the material. Graphics used in language teaching aids in communicating the structure of knowledge and allows teachers or students to develop probing questions alongside the graphics.

Thus, various types of graphics develop not only learners’ knowledge but also thinking processes which are part of cognitive ability and helps to develop different types of thinking skills. Below is a listing of the common types of graphics which you can use.
<table>
<thead>
<tr>
<th>Type of Visual/Graphics</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hierarchical or Series of Events Chain</td>
<td>Used to describe the stages of something (e.g. Life cycle). Steps in linear procedure; a sequence of events; goals, actions, outcomes.</td>
</tr>
<tr>
<td><strong>Key Frame Questions:</strong></td>
<td><em>What is the object, procedure, step or event? What are the steps or stages? How do they lead to one another? What is the final outcome?</em></td>
</tr>
<tr>
<td>2. Continuum Scale/Time Lines</td>
<td>Used for timelines, degrees of something, shades of meaning or rating scales.</td>
</tr>
<tr>
<td><strong>Key Frame Questions:</strong></td>
<td><em>What is being scaled? When did it begin/end? What are the end points? etc.</em></td>
</tr>
<tr>
<td>3. Compare/contrast Matrix</td>
<td>Used to show similarities and differences between two things.</td>
</tr>
<tr>
<td><strong>Key Frame Questions:</strong></td>
<td><em>What things are being compared? How are they similar/different?</em></td>
</tr>
<tr>
<td>4. Problem-Solution Outline</td>
<td>Used to represent a problem, attempted solutions, and results.</td>
</tr>
<tr>
<td><strong>Key Frame Questions:</strong></td>
<td><em>What was the problem? Who had the problem? Why was there/it a problem? What attempts were made to solve the problem? How was the problem solved? Were they successful?</em></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>5. Fish Bone Map</td>
<td>Used to show causal interaction of a complex event (an election, an accident) or complex phenomenon (learning disabilities). <strong>Key Frame Questions:</strong> What are the factors that caused X? How do they interrelate? Why did it happen so? Are the factors that cause X the same as those that caused X to persist?</td>
</tr>
<tr>
<td>6. Cycle</td>
<td>Used to show how a series of events interact to produce a set of results again and again. <strong>Key Frame Questions:</strong> What are the critical events in the cycle? How and why are they related? In what ways are they self-reinforcing?</td>
</tr>
<tr>
<td>7. Concept/Semantic Mapping</td>
<td>Used for getting students to show the relationship between and among ideas, topics, and words. <strong>Key Frame Questions:</strong> What is the main issue word? How are they related? In what way are they related? Etc.</td>
</tr>
<tr>
<td>8. Tables and Grids</td>
<td>Used widely for categorizing, listing, clustering and organizing information, outcomes and results. <strong>Key Frame Questions:</strong> All “WH” questions and “How” questions.</td>
</tr>
</tbody>
</table>
### Unit 6: Materials Design and Production

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9. Flow Charts</strong></td>
<td>Used to show temporal or causal sequences and also processes/procedures.</td>
</tr>
<tr>
<td><strong>Key Frame Questions:</strong></td>
<td>What is the central focus in relation to the central issue? What are the main points, sub points? What is the superordinate category? What are the subordinate categories? How and why are they related? How many levels are there?</td>
</tr>
<tr>
<td><strong>10. Tree Diagrams</strong></td>
<td>Used to show classification of ideas, chain of event, hierarchy.</td>
</tr>
<tr>
<td><strong>Key Frame Questions:</strong></td>
<td>What is the central idea, object, procedure, step or event; what are the processes? How do they lead to one another? How are they connected/related? What is the final outcome?</td>
</tr>
<tr>
<td><strong>11. Drawings</strong></td>
<td>Used to show understanding of events, situations, or processes that are sequential in nature, show relationships through association of ideas, develop higher order skills.</td>
</tr>
<tr>
<td><strong>Key Frame Questions:</strong></td>
<td>Any or all of the “WH” questions and “How” questions.</td>
</tr>
<tr>
<td><strong>12. KWHL Diagram</strong></td>
<td>Used to activate prior knowledge for group activities.</td>
</tr>
<tr>
<td><strong>Key Frame Questions:</strong></td>
<td>What they know about the subject? What they want to learn? What they learn as they read. How can they learn more?</td>
</tr>
</tbody>
</table>

---

*Page 123*
Evaluation and Feedback

Once the materials are ready it is best that they are subjected to some small scale trial or pilot studies. This would be a good practice to follow as such studies will provide very good feedback about the effectiveness of the materials, their strength and weaknesses. Then before the final printing a revision of the earlier drafts can be made before subjecting them to a final evaluation and pilot study with the students who will be using the materials. Once all these have been carried out you are now ready to print and use your materials.

> **Note:** Feedback should also be provided by other teachers too, not only by learners. Teacher’s guides/manuals/learner’s guides/manuals should also be subjected to the same type of evaluation as the materials.

You may want to review or use Bloom’s Taxonomy of Learning as a guide to developing effective cognitive-based materials. Below is an outline of the taxonomy.

```
Level 1
Knowledge: (literal comprehension)
- Begins with students recall and recognition

Level 2
Comprehension - understanding of ideas and information is demonstrated
```
Level 3
Application: of knowledge the learner comprehends. Students learn to decide what information to use, then use it to solve problems.

Level 4
Analysis – Is the basis of ‘why’ questions. Wanting to know the answers to ‘why’ questions is an essential part of learning.

Level 5
Synthesis – Synthesis refers to the act of creating something.

Level 6
Evaluation – Here judgements are formed.

Activity 1
A. Develop a reading comprehension lesson including comprehension questions; Task based activities – problem solving; vocabulary development, non-linear texts (that is graphics)
B. Using the same reading text as above, develop a listening comprehension lesson incorporating note taking.
C. You may want to refer to texts on the teaching of reading and listening.
SAQ N Self Assessment Questions

(Please refer to this unit for answers)

1. Why is materials production not encouraged?
2. Why should teachers work as a team when developing ELT materials?
3. Why are graphics an important aspect of ELT materials?

Suggested Reading


Conclusion

We have covered a variety of aspects with regard to ELT materials. As mentioned earlier on in this module, it is not intended to be a “How to” module but a guide. Suggestions on some aspects of “How to” examples for adaptation and materials development will be provided in a separate appendix to be distributed during the face to face sessions.
Answers to Self Assessment Questions

Unit 1

1. Commercially produced materials are materials which are published for a worldwide market, often they are commissioned by reputable publishers or may have been developed through other projects than only commercially produced.

    Teacher-made/produced materials are materials designed and developed by teachers as in-house materials and are not marketed outside their own classroom or institution.

2. a) Commercially produced materials may not be suitable for different types of students and for different teaching learning situations.

    b) Teacher produced materials may be useful for individual teaching situation but may not be well developed as commercially produced materials.

3. Planning is important because it provides a systematic guideline for a plan of action to be implemented or carried out.

4. Authentic materials/texts are materials in their original form, example an article from Reader’s Digest. They are not developed/written for teaching purposes. Non-authentic materials/texts are those which are specifically written/developed for teaching-learning purposes.
Unit 2

1. Needs Analysis is the process of identifying and determining the needs for which a learner or a group of learners require in terms of language ability (strength and weaknesses) skills as well as what they are deficient at. These needs are arranged according to priorities and makes use of both subjective and objective information.

2. Needs Analysis need to be carried out in order to enable a teacher to have a detailed and thorough picture of the learners’ needs and ability. This would enable the teacher to select, evaluate, adapt and produce appropriate materials.

3. Profiling learners’ ability will enable a teacher to have a clearer picture of the type of learners he/she has. This profiling is only done after a needs analysis has been carried out. So the teacher will know the learners’ strengths and weaknesses across the four skills. The teacher will then be able to plan the type of text to use, how much more activities and exercises the students will need, how to grade/sequence the materials, what aspects to adapt, type of supplementary materials needed and perhaps there is a need to produce materials.
Unit 3

1. Selection is the process of identifying materials based on some predetermined criteria. Selecting from a number of different sources (publishers, writers etc.) to identify the best fit/choice. (Read Cunningsworth’s 1995 - page 5).

2. Because a teacher cannot simply use any text or material without first identifying the type of learners who are going to use the text/material. It is also important to meet the learners’ needs and to give the learners the best possible in order to make learning more interesting and effective.

3. In-depth evaluation is a detailed and thorough evaluation based on a set of criteria or checklist. Impressionistic evaluation is evaluation which is done without the use of any selected criteria or checklist. The evaluation is done very quickly just by ‘running’ through the textbooks or materials to get a quick general overview.
   (Refer pages 1 and 2 of Cunningsworth, 1995)
Unit 4

1. Evaluation is the process of making a judgement or value judgement with regard to how well a set of materials fit or matches a particular teaching learning situation.

2. There are approximately three types of evaluation procedures. They are pre-use evaluation, in-use evaluation and post-use evaluation.

3. Materials need to be evaluated in order to determine to what extent or how suitable they are for a particular teaching-learning situation. It is needed in order to determine how effective the materials will be for a particular teaching-learning situation in the long term.
**Unit 5**

1. Adaptation is the process of making changes or modifying a text, a unit or a set of materials to meet the needs of a specific teaching-learning situation.

2. Materials can be adapted by first identifying the internal and external factors of the texts/materials to be adapted. Then either reduce, add, replace or supplement the said texts/materials according to the context.

3. Materials may need to be adapted because certain aspects or content of the materials is inadequate or not culturally appropriate. It may also need to be personalized, individualized or localized.

4. The different techniques of adaptation are: adding, deleting/ omitting, simplifying and reordering.
Unit 6

1. Materials production is not encouraged as it is considered to be a very complex activity which requires a great deal of experience, expertise and competency besides creativity.

2. Teachers should work as a team in producing ELT materials because it becomes a collaborative effort and there will be a mixture of talents, ideas, opinions, creativity etc.

3. Graphics are an important aspect of ELT materials because they enhance teaching and learning. Graphics also help in developing thinking skills.