

**A BIBLIOMETRIC ANALYSIS ON MATERIAL ADAPTATION/DESIGN FOR  
ELT CONTEXTS**

Lina María Gutiérrez

Juan Esteban Muñoz Rodríguez

Daniela Valencia Osorio

Universidad Tecnológica de Pereira

Facultad de Bellas Artes y Humanidades

Licenciatura en Bilingüismo con énfasis en inglés

Pereira

2021

**A BIBLIOMETRIC ANALYSIS ON MATERIAL ADAPTATION/DESIGN FOR  
ELT CONTEXTS**

Lina María Gutiérrez

Juan Esteban Muñoz Rodríguez

Daniela Valencia Osorio

Trabajo de grado presentado como requisito parcial para obtener el título de Licenciados en  
Bilingüismo con Énfasis en Inglés

Universidad Tecnológica de Pereira

Facultad de Bellas Artes y humanidades

Licenciatura en Bilingüismo con énfasis en inglés

Pereira

2021

## **Abstract**

The following bibliometric analysis seeks to review some of the works made in the field of the English Language Teaching material, specifically, on how English teachers adapt, design or evaluate their teaching aids. To assess the information, a rubric that compacts some specific features was implemented in order to filter the most suitable documents found in databases like BASE, Oxford, Taylor & Francis Online, in journals such as Profile: Issues in teachers' professional Development, HOW, and libraries from Colombian universities such as Repositorio de tesis UTP. On the other hand, the aspects included in the criteria are related to the type of documents analyzed, the minimum number of concepts that these contain, and the setting in which the studies were carried. The purpose of this monograph is to review and report existing information on material adaptation, development, and evaluation in ELT contexts, as well as their features, types, and guidelines; this literature might be helpful for English educators in their teaching exercise.

**Keywords:** Materials, material adaptation, material development, material evaluation, ELT.

## **Resumen**

El siguiente análisis bibliométrico busca revisar algunos de los trabajos realizados en el campo del material didáctico de la lengua inglesa, en concreto, sobre cómo los profesores de inglés adaptan, diseñan o evalúan sus materiales didácticos. Para evaluar la información, se implementó una rúbrica que compacta algunas características específicas con el fin de filtrar los documentos más adecuados que se encuentran en bases de datos como BASE, Oxford, Taylor & Francis Online, en revistas como Profile: Issues in Teachers' professional Development, HOW y bibliotecas de universidades colombianas como Repositorio de tesis

UTP. Por otro lado, los aspectos incluidos en los criterios están relacionados con el tipo de documentos analizados, el número mínimo de conceptos que estos contenían y el entorno en el que se realizaron los estudios. El propósito de esta monografía es revisar y exponer la información existente sobre la adaptación, el desarrollo y la evaluación de materiales en contextos de ELT, así como sus características, tipos y pautas; esta literatura puede ser útil para los educadores de inglés en su ejercicio de enseñanza.

**Palabras clave:** Materiales, adaptación de material, diseño de material, evaluación de material, ELT.

## **Presentation**

The following bibliometric analysis encompasses diverse information about the processes of designing, adapting, and evaluating English teaching materials as well as the inclusion of culture on these. It is divided into three chapters which are Theoretical Foundations, Practical Aspects, and Culture and ELT Materials. In the first chapter, the reader can find a vast amount of literature that defines types of materials, material development, adaptation and evaluation. In the second chapter, some considerations and suggestions for creating, adjusting, and assessing the teaching aids are spotlighted. Lastly, the third chapter addresses relevant concepts related to culture and its types, interculturality, stereotypes, and so forth. Additionally, there are some recommendations to overcome the challenges that including culture in materials may imply. Finally, we conclude that information collected through this analysis is helpful for the educators that are interested in improving the way in which they give their classes and decide to design, adapt, and evaluate their teaching materials.

## Table of Content

Justification	10
Objectives	15
<i>General Objective</i>	15
<i>Specific Objectives</i>	15
Theoretical Framework	15
Conceptual Framework	15
<i>Material Design</i>	16
<i>Considerations of Material Design</i>	17
<i>Types of Material Design</i>	19
<i>How to Design Material</i>	20
Material Adaptation	22
<i>Importance of Adapting Material in EFL Classes</i>	22
<i>How to Adapt Material in EFL Classes</i>	24
Literature Review	27
Methodology	32
Type of Research	32
Type of Study	32
Context	32
Technique	32

<i>Setting up the Premises</i>	33
<i>Searching for and Gathering Documents from Databases and Journals</i>	34
<i>Establishing Criteria for Filtering the Documents</i>	38
Pilotage Process	39
<i>Keywords for Doing the Search</i>	40
<i>Keywords to Consider from the Documents</i>	40
Chapter 1 - Theoretical Foundations	42
Materials	42
<i>Characteristics of Effective Materials</i>	43
Types of Materials	44
<i>Teaching Materials</i>	45
<i>Coursebooks</i>	45
<i>Authentic Material</i>	46
Material Development	49
<i>Limitations in Material Development</i>	50
Material Adaptation	52
<i>Limitations in Material Adaptation</i>	53
Material Evaluation	54
Chapter 2: Practical Aspects	55
Material Development	55

<i>Considerations for Developing Materials</i>	55
<i>Guidelines for Developing Materials</i>	58
Material Adaptation	60
<i>Considerations for Adapting Materials</i>	60
<i>Guidelines for Adapting Materials</i>	61
Material Evaluation	64
<i>Considerations and Criteria for Evaluating Materials</i>	64
<i>Guidelines for Evaluating Materials</i>	66
Chapter 3: Culture and ELT Materials	69
Relevant Concepts	69
<i>Types of Culture</i>	70
<i>Materials and Culture</i>	71
<i>Interculturality</i>	72
<i>Stereotypes</i>	73
Problematic Aspects of Including Culture in ELT Materials	74
<i>Stereotypes Predominance</i>	75
<i>Inner Circle</i>	76
<i>Challenges for Teachers</i>	77
Benefits and Recommendations for the Inclusion of Culture in the ELT Materials	77
<i>Benefits of Addressing Local and Foreign Cultures in ELT Materials</i>	77



<i>Recommendations to Include Culture in ELT Materials</i>	78
Conclusions	82
Implications	88
Limitations	88
References	89

## **Index of tables**

Table 1	33
Table 2	34
Table 3	35
Table 4	38
Table 5	41

## **Acknowledgements**

Sin duda alguna, este proceso no podría llegar a su culminación sin la compañía de Daniela y Lina. Con ellas, estoy totalmente agradecido, porque siempre me inspiran, y me motivan a ser un mejor estudiante, un buen profesional y una mejor persona. No pude haber tenido mejores amigas para trabajar en equipo en este proyecto. Ellas, y mi gran amigo Jhon Campaz, son las personas más talentosas, inteligentes y disciplinadas que he conocido estos años, y solo quiero que brillen, sigan soñando, y sean felices en sus futuros. Ellos hicieron de esta aventura, un mundo de inagotables experiencias. Gracias también a todos los docentes talentosos que me regalaron parte de su sabiduría. Finalmente, gracias también a mi familia por ser apoyo, refugio y soporte en cada uno de mis pasos.

(Juan Esteban Muñoz Rodríguez)

Es bueno culminar este proyecto con una grandísima sensación de orgullo y satisfacción, la cual estoy segura que mis compañeros Lina y Juanes, también sienten. Dimos lo mejor de nosotros en este trabajo y entregamos lo más valioso que una persona puede tener: su tiempo. Agradezco inmensamente a ellos por hacer parte de mi vida y crear lazos que trascendieron lo académico, gracias por estar ahí para ofrecer una voz de aliento en los momentos difíciles y por celebrar con alegría en los momentos felices. Agradezco a mis padres y hermano por haberme brindado todo de ellos desde el minuto cero. Esto es por ustedes, gracias por forjar a la mujer que soy hoy día. A todos los profesores maravillosos con los que me topé: ¡Gracias! Finalmente, dedico este proyecto a mi abuela, quien siempre soñó con verme convertida en toda una profesional. Te juro, abuelita, que este es solo el primero de muchos pasos que daré, espero me veas orgullosa desde donde quiera que estes.

¡Gracias infinitas!

(Daniela Valencia Osorio)

Hoy me siento muy agradecida con la vida ya que me permitió culminar este proceso al lado de dos magníficas personas, Daniela y Juan. Les quiero agradecer por poner todo su esfuerzo en este proyecto y agradecerles por la amistad que trascendió este. Hemos pasado por muchos momentos juntos, de satisfacción y otros un poco más desafiantes, pero somos un gran equipo, gracias por eso. A cada uno de los profesores, quiero agradecerles por la pasión con la que me enseñaron, aprendí mucho de ustedes y algunos dejaron huellas muy lindas en mi vida, los admiro. Además, quiero agradecerle a mi mamá por siempre darme ánimo y escucharme cada que era necesario. Finalmente, gracias a Dios por darme la sabiduría necesaria para enfrentar cada nuevo reto. Bye-bye <3

(Lina Gutierrez)

### **Justification**

Materials are essential in EFL contexts since these help to boost students' learning and these are the main language input that they receive. Harwood (2010) claimed that materials “encompass both texts and language learning tasks: texts presented to the learner in paper-based, audio or visual form, and /or exercises and activities built around such texts” (p. 3). In order to successfully implement the resources that teachers select for their classes; it is necessary to adjust them. According to Tomlinson (2011) material adaptation is about “making changes to materials in order to improve them or to make them more suitable for a particular type of learner.” (p. xiv). The relevance of material adaptation was highlighted in the research study “*Adapting materials: Revisiting the needs of learners*” carried out by Halim & Halim (2016) in which they concluded that material adaptation is a practical procedure in the teaching exercise since educators' work is seen as relevant for the students. Additionally, there are no preconceived materials that are perfect for every context or every student population, thus, facilitators must be aware of the fact that adaptation must match students' and course needs.

As was mentioned before, there are not ideal materials when teaching. According to Cunningsworth (1995), teaching resources need to be adapted when these present too complicated exercises, too much emphasis on grammar, topics that are not authentic or interesting for students, no balance of skills, inappropriate cultural content, and layout that is unfriendly for learning. In order to avoid the previous difficulties, McDonough & Shaw (2013) established a list of techniques that can be applied when adapting materials, these are: *Adding*; extending and expanding, *deleting*; subtracting and abridging, *modifying*; rewriting and restructuring, *simplifying*, and *reordering*. Additionally, these techniques

should be applied taking into account factors such as learners' age, levels of proficiency, interests, aptitudes, mother tongue, academic and educational level, motivation, learning styles, and personality. Furthermore, Islam & Mares (2003) claimed that one of the most crucial aspects in material adaptation is that teachers should accomplish some specific objectives in terms of allowing real choice, catering all sensory learning styles, boosting learner autonomy, encouraging high-level cognitive skills, and making the language input accessible and engaging. Finally, when educators adapt material, they need to be careful about what to include in it according to the local context in which it is implemented.

Matsuda (2012) stated that educators should be aware of the fact that not all methodologies work the same in all places, not all places share the same values and beliefs, thus, the material adapted must respect that. Besides, it is crucial to avoid stereotyping representations in the teaching resources in order not to make students feel uncomfortable; lastly, it is pertinent to include content that is directly connected to the students' reality.

Delving into the previous assertions about connecting the material to the students' circumstances, the study conducted at Universidad Nacional de Colombia in Bogotá served as an example to highlight this aspect. In this study, the researchers used some materials that were adapted to the students' context, and it demonstrated that learners felt familiar and confident when working with them. Besides, the levels of motivation and engagement to participate in the proposed activities increased due to the consideration of learners' backgrounds and levels of proficiency when readjusting the materials. On the other hand, the Colombian Ministry of Education (2015) established some pedagogical principles and guidelines to select the supporting materials and resources for the successful implementation of the suggested English curriculum. This curriculum has four main general

topics that are open to possible readjustments according to schools' characteristics, the type of population, and the community in which it is embedded. In addition, it is recommended to evaluate the material to "select the most appropriate and suitable materials for the development of learning processes within the institution, based on the characteristics of the context, learning styles, the interest of the children, their language level, among others." (p. 51). In terms of the suggested materials for the development of the lessons, the Ministry of Education established some useful resources. English, please! is a material that is intended to be implemented in secondary school; on the other hand, teaching aids such as Bunny Bonita, My ABC English kit, and English for Colombia are designed for primary school. Finally, they proposed several virtual resources that are intended to boost language skills for all English levels.

Despite the fact that the Ministry of Education proposed several resources that appear to be ideal for the successful implementation of English lessons in Colombia, there are some issues that are present in the teaching exercise. As stated by Cárdenas (2006), cited in Fandiño (2012), there are few hours in the schools' schedules designated to teach English, lack of qualified teachers, and few chances to use the second language in authentic communication. In the case of the textbooks imported for Colombia, Duarte & Escobar (2008) pointed out that these materials are poorly chosen since they do not represent all the possible real-life situations and taboos in Colombia, which makes them more isolated for students. Additionally, materials used in the lessons are exclusively developed for testing knowledge, which may threaten learners' performance and motivation due to the pressure they feel for obtaining high grades.

From a closer place, Gobernación de Risaralda offered a radio program and a website for the first semester of 2020 in which students from primary and secondary levels can attend lessons of mathematics, Spanish, English, and natural and social sciences. *La hora de aprender*, as it is called, started on the 14th of May, and its last modification was on the 19th of June. During that time, it seems that several guides were developed for most of the subjects, except for social sciences and English, which only have two lessons (one for each school level). Speaking about the English section, every school grade had a different guide, but the designs were way simpler than any other subject, without using colors or images, and mainly focused on the written and grammatical aspect of the language. First, the way that material is presented will affect the motivation and the performance of the learners. In the research study “*adapting and implementing semi-authentic material on primary students from a public school of Pereira*”, Arias et al. (2017) evidenced that students’ excitement, curiosity, and participation was notorious when they were exposed to attractive videos, voice recordings, songs, and tasks. Additionally, an important consideration is the accessibility of the content in the materials for an EFL context. For instance, Dr. Arias (2017) pointed out that there is plenty of information in printed material, or in a source like the internet; however, that content is intended to be taught in English in monolingual scenarios. Thus, teachers from foreign countries like Colombia need to adjust -or even create- their own versions to teach a second language and fill students’ context, goals, and needs.

All in all, the principal problems that were found in terms of material adaptation in the national and regional contexts are related to the selection of teaching aids considering only the grammatical forms to prepare students for tests while excluding communicative



functions of the language. Besides, the implementation of teaching resources that do not contemplate all learning styles, that do not respect cultural aspects, that do not address real-life situations, and that do not have a friendly and attractive layout for students is quite common. Finally, educators are not qualified to adapt materials to the students' needs, thus, they use monolingual, non-meaningful, and decontextualized ones. In light of this, there is a need to develop research studies that focus on material adaptation, and particularly how English teachers adapt material to learners' context. Therefore, the purpose of this documental monography study is to analyze if teachers adapt or design material for students and course context. At this stage in the research, material adaptation is generally defined as the process of making changes or adjustments to the teaching aids so as to improve them while fitting the students' needs. (Tomlinson, 2011).

In terms of our professional growth, we consider that this study provided us the basis for our future teaching since we can implement materials that address the necessary aspects to be covered such as students' context and background, course goals, and varied levels of proficiency found in the classroom. In addition, we are now aware of the fact that material adaptation is indispensable if we look forward to achieving lessons that can be meaningful and successful for both us and our future students. On the other hand, teachers from Colombia can find different guidelines and techniques related to material adaptation, and design that may help them to improve the development of their classes by using attractive, authentic, and contextualized teaching aids. Finally, the practitioners from UTP, as the future of teaching, could be more familiarized and prepared with the process of adapting material to success in their initial attempts to teach the English language.

## **Objectives**

### ***General Objective***

- To exploit the insights and findings from documents that address different scopes related to materials in the English classes.

### ***Specific Objectives***

- To review authors' work in the field of material adaptation and material design in the ELT context.
- To inform about the guidelines that work in ELT contexts and that are suggested for teachers when adapting, designing, and evaluating the materials.
- To present some recommendations, as well as the benefits and the challenges of including culture in ELT materials.

## **Theoretical Framework**

### **Conceptual Framework**

In the following paragraphs, all the theories and concepts that are the base of this study will be exposed. In the first instance, material design is defined, and concepts such as considerations for material development, its types, and how to design them are explained in detail since these are essential to understand what this construct is about. On the other hand, we must know what material adaptation is about and its role in the teaching exercise. Consequently, it is necessary to comprehend the importance of material adjustment, and the suggested steps to adapt it. In essence, both constructs and their respective concepts will help us understand that the processes of design and adaptation are executed based on aspects such as course goals and learners' needs, contexts, and levels of proficiency.

### ***Material Design***

Material development is a fundamental aspect of the teaching and learning field. The teachers are frequently interacting with materials, and it is known that these have several formats. As stated by Harwood (2010), materials “encompass both texts and language learning tasks: texts presented to the learner in paper-based, audio, or visual form, and /or exercises and activities built around such texts” (p. 3). In this sense, the materials provided to the students, in most language teaching cases, are the main target language input that they receive. Following this idea, it is pertinent to know that there are several stages when designing the materials. Tomlinson (2012) claimed that it involves several procedures that educators must follow, such as material evaluation, adaptation, design, production, exploitation, and research to teach a language. The previous information means

that designing materials is not a one-step process when the purpose is to offer a high-quality teaching tool that positively impacts the target language learners.

Similar to the idea presented above in terms of designing material, Cotton & Oliver (1992) had also gone deep in some considerations to present accessible information for learners; they pointed out that the process of designing material is governed by aspects such as colors, textures, graphic features, layouts, and text conventions (tables, glossaries, and arrangements). Based on this, it is essential to be aware that although the material is attractive, it is not always accurate since even little aspects such as the type of letter, the colors, and the pictures used can influence students' perception and predispose them positively or negatively to the content. With this in mind, Tomlinson (1998) complemented what Cotton & Oliver stated when he expressed that, as principles, materials should be uncommon and attractive for students by using different types of activities, themes, and resources. Besides, there should be a relation between the textbook and the L1 culture to foster comfort and support in the classroom. The consideration of these elements is what makes the content of the classes legible and readable for learners, and educators -designers in this case- must accept the challenges that it implies. Therefore, it is necessary to understand some considerations in material design.

### ***Considerations of Material Design***

According to Ramos & Aguirre (2014), there are some favorable and challenging considerations at the moment of developing materials by teachers. When educators design their own resources, they prove what theories on language acquisition are favorable or not for increasing students' motivation while creating a friendly environment for learning. Additionally, when teachers listen to the students' voices, it is easier to contextualize the

content with their background and culture, fit with their linguistic and emotional needs, and create a student-centered learning atmosphere. Finally, when teachers are involved in these previous processes, they develop a holistic view of education that makes them aware of the possible challenges to be faced in material design. Based on this theory, it can be said that material development is a complex process in which a lot of work must be done; however, it has enriching outcomes for facilitators and learners.

On the opposite view, Ramos & Aguirre (2014) called out some of the difficulties that need to be considered when developing teaching aids. Firstly, it can be complex to create a balance among what the teacher needs to teach, what the students need to learn, and the administrative requirements for material design. Secondly, there is the possibility that teachers do not have a clear understanding of what interculturality, and cultural awareness are, and owing to this, they can forget to include these meaningful aspects in the learning resources' content. Thirdly, as creating material for developing critical thinking skills requires a lot of effort, many teachers avoid going deep in that field and opt to create simple material that does not include controversial topics in the content. Besides, the academic institutions' support and sponsorship tend to be null; thus, the teachers present a lack of time to design their materials and have to pay with their own money the photocopies or other resources that they want to implement. Given this, they are obliged sometimes to use already designed materials from the Internet and face plagiarism when they forget to provide credits to the actual designers. Also, there are cases in which the educators create material that students are comfortable with, but that does not present positive results in language proficiency growth. Lastly, there is little expertise on how to design high-quality teaching aids, which is evident when the low quality of language and layout are present in

the design. The previous statement means that English teachers are not always capable of developing their material inasmuch as they do not identify these problems, and all the efforts to design successful and meaningful teaching resources can be wasted.

Following a similar but more limited perspective, Richards (2005) cited in Martinez (2015) claimed that “effective instructional materials in language teaching are shaped by the consideration of some factors, including teacher, learner, and contextual variables” which can affect the implementation and the design of them. The external factors - such as the school culture, classroom size, and status - must be considered in the designing process since they will influence the implementation of language learning materials (Richards, 2005, p.1). In terms of teachers’ factors, Moon (2000) mentioned in Martinez (2015) stated that committed teachers are the ones who are responsible for selecting appropriate activities to fill the course goals and its needs. Furthermore, Richards (2005), in Martinez (2015), pointed out that the learners’ factors “includes learners’ learning style preferences, their language learning needs, interests, and motivations” (p.1). These three variables must be on the scope of every teacher who has the purpose of offering the best means for learning while they are administering their authentic instruments.

### ***Types of Material Design***

As the purpose of this study is to know how English teachers design or adapt the material that they implement in their classes according to several considerations, it is pertinent to recognize the different types of teaching resources that can be implemented. Tomlinson (2011) claimed that materials “can be instructional in that they inform learners about the language, they can be experiential in that they provide exposure to the language in use, they can be elicitive in that they stimulate language use, or they can be exploratory

in that they facilitate discoveries about language use” (p. 2). To this extent, the different types of material have several purposes that cause distinct effects on the students’ learning process. In view of this, the selection of the kind of material must be linked to the academic aim to be accomplished.

In contrast to the definition provided by Tomlinson (2011), Martinez (2015) provides a wider and more specific perspective regarding the types of teaching materials. The author cited the arguments of Muñoz (2009) who pointed out that instructional materials are all the channels that teachers use to expose and lead students to language learning. Which means that the teaching resources are seen as the most direct assistants that facilitators have to guide their lessons. To complement this idea, Martinez (2015) stated that these need to combine pedagogical intentions with the objective of catching students’ attention and interests. Besides, the authentic materials are the ones that “include the language used in real settings as they expose learners to idiosyncratic expressions and cultural differences” (Martinez, 2015, p. 12), some examples of this type of material are songs, magazines, newspapers, brochures, and ads. In terms of commercial materials, the writer defines them as the ones that are designed, created, and commercialized by publishing corporations. Finally, the author describes the materials created by the educators as the teaching aids that are designed taking into consideration aspects such as teachers’ creativity, beliefs about teaching and learning, and knowledge of the learners’ characteristics and needs. In simpler words, each type of material has particularities that help students to boost their knowledge in specific areas. For example, the authentic materials are known to include cultural aspects of the target language, the commercial materials tend to develop competences in the four skills, and the materials designed by the

facilitators seek to combine the previous ones while the students are at the center of their purposes. As this passage explained in detail the types of materials, it is quite pertinent to be aware of some notions on how to design them, which will be explained in the following paragraphs.

### ***How to Design Material***

As a starter point, it must be established that the process of preparing language learning material requires creativity, experience, and knowledge (Martínez, 2015, p. 22). In a rescue attempt for the ones that decided to be designers in the classroom, Tomlinson (2011) proposed some principles to be considered when creating materials. The author suggested a total of sixteen ideas, and they have been recognized in different research works in second language learning due to their theoretical foundations, and how the learners are considered the center of the designing procedure. However, Tomlinson (2011) clarified that “such a list should aim to be informative rather than prescriptive and should not give the impression that its recommendations are supported by conclusive evidence and by all teachers and researchers.” And it is true, there is not a single set of rules that governs the styles in which the content must be presented in the class, but the theory developed by Tomlinson (2011) represents how necessary is to pay special attention to the impact caused by activities, tasks, worksheets, and also to take care of the involved aspects such as the instructions, learning styles, affective attitudes, learning potential, the authentic use of the target language, and the outcome feedback.

To complement the previous idea, Howard & Major (2015) rectified that the recommendations made in their paper “act as a useful framework for teachers as they navigate the range of factors and variables to develop materials for their own teaching



situations. The guidelines are offered as just that - guidelines - not rules to be rigidly applied or adhered to.” (p. 104). Similar to what was presented in the previous paragraph, this work shared a ten guidelines list about offering contextualized teaching material, which fosters interaction, and the development of learning skills. Besides, the authors remarked on the importance of having opportunities for language use (focus on form and function), and on how authentic, clear, and attractive it must be for learners. “While not all the guidelines will be relevant or applicable in all material design scenarios, overall, they provide for coherent design and material will enhance the learning experience.” (Howard & Major, 2015, p. 104). It can be said that these guidelines are not strict rules that must be followed every time an educator wants to design teaching aids; these can be advice that the designers can take advantage of depending on their educational contexts. Therefore, the document analysis that is going to be done in this study will examine if the teachers’ designed materials reflect any of these tips or similar ones.

### **Material Adaptation**

As it was said before, the design of teaching materials implies taking into account some considerations to create a specific type of content that is intended to guide the students’ learning process. However, when educators want to use already designed teaching aids, they realize that there are more specific factors such as students’ needs, levels, backgrounds, cultures, among others that turns adaptation into a requirement to achieve successful learning. As stated by Tomlinson (2011), material adaptation is about “making changes to materials in order to improve them or to make them more suitable for a particular type of learner.” (p. xiv). Which means that it is crucial to have in mind all the possible particularities of the learners’ population to readjust the learning resources in order

to make these meaningful for them. In another sense, Halim & Halim (2016) provide a more mechanical connotation to the definition of adaptation than the one presented by Tomlinson (2011) since they claimed that it requires “the application of some strategies to make the textbook more effective and flexible” (p. 634). Based on this, it can be inferred that it is necessary to follow some specialized steps depending on the particular educational context.

### ***Importance of Adapting Material in EFL Classes***

The previous assertions highlighted the fact that adaptation in the teaching materials is crucial if educators intend to make learning a meaningful process for the students, and this passage seeks to deepen in the factors that make this a necessary procedure in the EFL classrooms, factors that will be considered in this document analysis project. In the teaching exercise, it is quite common that facilitators use preconceived materials to guide their lessons; nonetheless, this type of resources can be perceived as un-purposeful by the learners. Saraceni (2003) provided an example of this situation regarding the commercial materials when she claimed that they can be trivial, stereotypical, and unmotivating. Consequently, the author stated that materials must have in mind the learner as the center of the adaptation, making it flexible, open-ended, relevant, universal, and authentic. According to this, it can be assumed that it does not matter if the material was designed by a prestigious company, a revision and readjustment is pertinent when the intention is to implement successful lessons. In accordance with Saraceni (2003), Richards & Renandya (2000), mentioned in Halim & Halim (2016), also emphasized on other weaknesses that designed materials can present, in this case, textbooks. They pointed out that this kind of material may not contemplate the learners’ needs, do not present authentic language, and

provide situations that do not fit with real-world issues. Additionally, despite the fact that the authors underlined that textbooks are helpful learning and teaching tools, they stated that these should be adapted taking into account the students' necessities. In essence, these contributions mean that even though the textbooks do not match the students' context, it does not make them useless, these only require a readjustment.

After considering the problematic aspects in the use of designed material in the previous lines, it is convenient to highlight how adaptation gives a solution to these problems while teachers obtain some benefits. Madsen & Bowen (1978), cited in Tomlinson (2012), pointed out some gains such as appropriate congruence between material, methodology, learners, objectives, the target language, and teachers' personality and style when facilitators adapt the material to the context in which they are implementing it. In other words, adaptation is a process that encompasses several advantages that help to avoid possible difficulties regarding the material's effect in the students' learning progress. The argument stated by Madsen & Bowen (1978) about the positive aspects of adapting materials makes evident that some obstacles can be tackled and Halim & Halim (2016) list some of them. Content that does not fit with the students' level of proficiency, not enough grammar inclusion and not enough practice of difficult structures for learners, grammatical aspects presented with no logical order, readings with too much unfamiliar vocabulary, comprehension questions that do not require effort to answer, content that is unsuitable for age, culture, and intellectual level, inadequate visual aids, and dialogues that do not represent everyday speech were some of these. In light of this information, it is seen that adaptation supports teachers when overcoming the complications that can be part of the teaching and learning aids implementation.

### *How to Adapt Material in EFL Classes*

After recognizing the significance of adapting materials, Halim & Halim (2016) cited the list of techniques offered by McDonough & Shaw (1993) and Cunningsworth (1995) to success at the implementation of the teaching instrument. The first technique, addition, is proposed to supplement the existing material, and it can vary from extending or expanding. Therefore, if teachers add more of the same activities presented in the coursebook, it will be a quantitative change (extending). In a different case, when that coursebook is seen as an opportunity to bring similar activities and content, the change is qualitative (expanding). From a very distant point, deleting is the strategy in which teachers avoid using all the published material depending on what they consider valuable or not for the students. Material can be quantitatively deleted when the content is selected from the learning source, but just a certain amount of the activities is used for the class, and it is known as subtracting. However, when a teacher considers that the content presented in textbooks, tasks or answer-sheets will affect the learning development, and he or she decides to reject that content; the material will be qualitatively deleted (abridging). For the other three techniques, McDonough & Shaw (1993) and Cunningsworth (1995) pointed out that the adjustments in the material could be done by making them simpler for students (simplifying), or by altering the sequences in which the content is presented (reordering), and by changing images or texts attached in the material to make it more suitable (replacing material). Without doubt, this list guides teachers when adapting teaching resources since they can have alternatives to present the content suggested in texts, worksheets, and tasks for ESL learners.

As it is necessary to have the means for adapting material, like the ones recommended by McDonough & Shaw (1993) and Cunningsworth (1995), Islam & Mares (2003) proposed some objectives that are also crucial when teachers are trying to adapt the way the content is presented and how the language learning goals will be achieved. These objectives are real choice, sensory learning styles, learner autonomy, high-level cognitive skills, and engaging input. At first, Islam & Mares (2003) associate the term “real choice” to “learners deciding how they want to learn rather than what they want to learn”. (p.89) Secondly, they propose a “cater” that could supply and cover learning styles, specifically sensory learning. Finally, Islam & Mares (2003) claim that the texts offered in the classroom should be rewritten or re-recorded to be authentic, and teachers should vary the nature of the tasks with games, activities, and different focuses. By that, learners have the chance to be autonomous since they are engaged with the class, and that feeling of responsibility will set a scenario in which students can be challenged to hypothesize, predict, infer, make connections, associate, and visualize. In this respect, having learning objectives in mind will establish the route to follow in the classroom, and -in concordance with the techniques used to present the content- the adapted materials will fit into the actual context while filling course needs and achieving learning goals. All in all, these guidelines on how to adapt the material will help this study to understand how EFL teachers face the use of already designed materials and if they readjust them guided by the techniques and objectives previously presented.

In brief, to fill the needs of the classrooms and the language learning goals in ELT contexts, teachers must be aware of the complex processes that imply designing their own material and adapting already designed resources. In the first instance, material design

encompasses different types that are linked to some considerations such as context, students' level, and course goals. Secondly, material adaptation invites teachers to follow techniques, guidelines, and strategies to present the language content. The concepts presented above serve as theoretical support for the readers of this project and as recommendations that educators can follow when they want to design or adapt their teaching aids so as to successfully achieve the proposed learning objectives.

## Literature Review

Teaching materials play an essential role in the learning process since these can motivate or demotivate learners. For this research project, it is relevant to analyze the literature related to the textbooks, worksheets, tasks, and activities that teachers use when tutoring and if they take into consideration the students' needs and likes when adapting and creating these. Therefore, this literature review considers and explores in detail the findings provided by three different studies. The first study called *Adapting cultural materials to meet student needs* was conducted by Staley (2014), and it highlighted the relevance of adjusting the material to include students' needs, likes, and backgrounds in the Colombian and Indonesian contexts. The second study “*Adapting materials: Revisiting the needs of learners*” carried out by Halim & Halim (2016) analyzed if teachers in Abha, Saudi Arabia prefer adopting material instead of adapting. Finally, Sevy (2016) stated that the use of activities must be connected to learners' major and levels of proficiency to enhance motivation in the classroom in her article “*Teaching a Large Multi-Level Class Using Different Strategies and Activities to Motivate English Language Learning*”.

In the first place, the research study *Adapting cultural materials to meet student needs* was conducted by Staley (2014) in three universities, one in Colombia and two in Indonesia. It was focused on examining the relevance of adapting cultural materials to the students' needs and course objectives since “teaching students from different language and cultural backgrounds affects how students will perceive and connect with the material in the classroom.” (Staley, 2014, p. 146)

Through a process of observation and examination, the author collected data from the Universitas Negeri Malang (UM) and the Universitas Islam Negeri Malang (UIN) in Indonesia. The results showed that most of the students were interested in knowing features about the lifestyle of other Muslim people around the world. However, before adapting the material to fit the eastern context, the population from UIN was more resistant to boost their critical thinking skills due to their rooted belief of being passive and submissive to the opinions of people that are seen as an authority for them. Additionally, they were defensive and felt criticized by the teacher and her western class materials due to the taboo topics presented there.

On the other hand, in the Universidad del Norte in Colombia, the students were more open to the material presented by the teacher; thus, she was able to challenge them to objectively analyze the content provided. Besides, as the TOEFL exam was a requirement for their next English course, and they were not familiarized with its structure, the teacher had the ability to adapt cultural content with the format of this standardized test.

All in all, the author concluded that adapting materials to fit students' needs can vary depending on the student population and program goals since there is not a single material that matches with all contexts to teach English. Moreover, the investigator claimed that the material used in the Indonesian context required editing in order not to violate cultural and religious norms. On the other hand, the course content used in the Colombian context demanded the inclusion of additional material about major world religions as well as TOEFL-pre activities that were created based on past student papers.



Following the same focus of the exploration made by Staley (2014), “*Adapting materials: Revisiting the needs of learners*” aimed to explore the context of adaptation, the existing process or methods of adaptation, and the need of adapting teaching materials. The research study was published by Halim & Halim (2016) and it took place in Abha, Saudi Arabia at the Department of English, College of Arts. A group of fifteen teachers, experienced as well as new in the field of teaching, were selected as participants in the study.

In order to solve the doubt of why and how some teaching materials should be adapted for students; the research workers designed an informal interview and a questionnaire trying to know why some educators prefer adopting rather than adapting materials for their classes. The teachers had ten minutes to answer the closed-type questions. The findings revealed that most of the teachers did not know about adaptation and that they preferred to adopt materials for teaching rather than adapting (8 out of 15) and the remaining teachers (7 out of 15), on the contrary, claimed that they were familiarized with the concept of adapting. Finally, the educators concluded that material adaptation is difficult due to the lack of experience, motivation, and time.

In the final analysis, the inquirers stated that it is necessary to apply important principles of adapting such as adding new material, deleting the uncontextualized topics, modifying, simplifying, and reordering the content of the course books to improve it. Additionally, the authors pointed out that adapting materials helped teachers to make their work significant for the learners and more suitable to the course needs.

Similar to Staley's (2014) and Halim & Halim's (2016) investigations, the article conducted by Sevy (2016), called "*Teaching a Large Multi-Level Class Using Different Strategies and Activities to Motivate English Language Learning*" at the Universidad Nacional de Educación in Azogues – Ecuador, had as purpose to combat problems like large class size with mixed ability or multi-level English language learners. This was done through the implementation and adoption of some strategies that help students when working together and intrinsically motivate them to learn different English language skills. In order to achieve this goal, thirty students studying to be elementary school teachers were tested to see how to manage those specific problems in education.

The methods that the researcher used to obtain the results for this qualitative study were a review of the syllabus that included passive voice as the last term for the intermediate level students of the third semester. Furthermore, the use of strategies to create activities that incorporate all the levels without making the students feel that these tasks were too easy or too difficult for them were explored. Additionally, some professors were interviewed in order to find the best strategies to ensure that all the students learn no matter their English level. Finally, after implementing the specific plan with its respective activities and strategies, the students were part of a question-and-answer session in which they evaluated if those were accurate or not.

The strategies used in class to obtain the results were group work, inverted or flipped classrooms, task-based activities, and role plays. According to the students' perceptions of these procedures, about 90% agreed on the fact that the strategies were useful for them to learn more, to be more interested in the subject, and to easily participate when the material was related to their needs and levels. 100% of them claimed that when

the tasks were connected to their careers, they felt motivated to learn. Ultimately, 10% of the learners expressed that they had difficulties when being involved in the class activities since they did not complete the individual exercises proposed by the teacher.

All in all, the author concluded that the strategies discussed in the paper are helpers for the teachers to create a classroom atmosphere in which students will be active, interested, and motivated while completing the proposed tasks and participating in class. Besides, the investigator suggested that it is important to use many teaching strategies that are according to the students' needs. Lastly, it is crucial to design activities that students feel confident with, this will motivate them to improve their language knowledge and their language skills.

Knowing that there is not such a thing as a perfect coursebook for all the lessons, teachers must be aware that the activities they take from other educators must be adapted according to the needs of their current classroom. Besides, the strategies used can help them to create an ideal learning atmosphere. The studies presented in the paragraphs above shed light on our ideas on how the classes can improve when the cultural differences, the learning goals, the students' needs, and their levels of proficiency are considered at the moment of designing the material and guiding the sessions. After analyzing the information provided by the articles, we compare those situations with our context, and it is perceived that Colombian teachers must have in mind that for teaching English successfully, the methods, the recommendations, and the concepts proposed in them should be adapted and applied in their classes. Overall, the findings of these inquiries will be our base to carry out our investigation.

## **Methodology**

In this chapter, our aim is to put into practice all the theoretical aspects of material adaptation that were previously explained to accomplish the objectives that were settled. This section seeks to make clear some important features of our project such as the type of research and study, the context, and the techniques to be followed to carry it out.

### **Type of Research**

As this bibliometric analysis aims at reviewing information on how English teachers adapt or design material based on the students' context; this qualitative inquiry involves an interpretative analysis to this matter, which according to Denzin & Lincoln (2017) is the main focus of this type of research.

### **Type of Study**

This monograph is specifically a bibliometric analysis of some of the literature that has been published related to material adaptation or design for teaching English as a Foreign Language. Polanco (1995) defines this kind of project as a method to describe, evaluate, and monitor research in a particular field.

### **Context**

As our aim is to review ELT literature related to material adaptation and design, the documents that will be analyzed in this monograph were published around the world. They were mainly developed in England, Indonesia, and Colombia.

### **Technique**

This bibliometric analysis will encompass articles, thesis projects, and books that are related to the topic of material adaptation or design in the context of English language

teaching. In that sense, as bibliometrics is a field to study publishing and communication patterns in the distribution of information (Diodato, 2012, p.7), there are some principles that will help us to choose the most suitable literature for doing so.

### ***Setting up the Premises***

This section sets the most important aspects to carry out our review. Aspects such as the languages to be used to search the information, the databases to be used to do the search, the types of documents to be analyzed, and the topic to be studied are included.

**1.1.** The languages used for the search are English and Spanish.

**1.2.** The types of documents that will be reviewed encompass articles, thesis projects, and books.

**1.3** The topic to be searched is material adaptation/design in the English language teaching context.

**1.4.** The databases to be used in this work are listed on the tables below.

### **Table 1**

#### *Databases and journals*

Databases	Journals
Oxford ERIC (Educational resource information center).	How: A Colombian journal for teachers of English. Profile: Issues in teachers' professional development.

Taylor & Francis online.	
BASE.	

Source: Own.

**Table 2**

*Virtual libraries from universities*

Virtual library	University
Repositorio de tesis UTP	Universidad Tecnológica de Pereira

Source: Own.

***Searching for and Gathering Documents from Databases and Journals***

The most important concepts to be used for the search are established in this section.

**Concepts.** The following concepts are the keywords that will be used for doing the search of all the documents related to our project.

- Material adaptation in Colombia.
- Material design in Colombia.
- English language teaching.
- Learners' needs.
- Learners' context.
- Levels of proficiency.

**Documents Organization on a Table.** The following table presents the name of the databases in which the documents were found, information about the databases, the keywords used for the search, and the number of results.

**Table 3**

*Number of results obtained in databases and journals*

<b>Database</b>	<b>Database features</b>	<b>Keywords used</b>	<b>Number of results</b>
Scopus	Expertly curated abstract and citation database.	Adapting English teaching material in Colombia	77
Profile: Issues in teachers' professional Development.	This database shares results of classroom research projects undertaken by primary and secondary school teachers of English as well as adult teachers while taking part in the Professional Development	Material adaptation in Colombia.	14

	<p>Programs carried out by the Foreign Languages Department at the Universidad Nacional de Colombia.</p>		
HOW	<p><i>HOW Journal</i> is a biannual publication by and for teachers of English who wish to share outcomes of educational and research experiences intended to add understanding to English language teaching practices (ELT).</p>	<p>Material adaptation in Colombia. English language teaching.</p>	18
ERIC	<p>It is an online library of education research and</p>	<p>Material adaptation in Colombia.</p>	2.328



	information, sponsored by the Institute of Education Sciences (IES) of the U.S. Department of Education.	Material design in Colombia.  English language teaching.  Learner's needs and context.	
Academia	It is an online library that publishes documents such as books, articles, conference papers, etc.	Material adaptation in Colombia.  English language teaching.  Learners' needs.	55.740
Oxford	The collection of 357 magazines focused on multiple disciplines.	Adapting teaching English material.	14.313
Taylor & Francis online	British company that publishes books and academic journals.	Teaching English material adaptation in Colombia	1.827

Source: Own.

### *Establishing Criteria for Filtering the Documents*

The criteria to select the documents to be reviewed are established here.

**Criteria to Include Documents.** It is pertinent to have clear which articles and thesis projects are accurate according to the objectives of this study. Consequently, this step seeks to contract the main features of the documents to be searched in order to include them in our review.

### **Preliminary Rubric to Filter Information.**

**Table 4**

*Information filter rubric*

Resource's name	
Author's name	
Type of document	

Dimensions	Yes	No
Research articles or thesis projects related to material adaptation/design.		

Addresses at least two concepts of the ones reviewed in this monograph.		
Studies carried out in Colombia or other Latin American countries.		

Source: Own.

Finally, once we have all the articles that fulfil the requirements established in the criteria, we will analyze these articles, and thesis, and write the results and conclusions of our monograph.

### **Piloting Process**

We focused the search on writing keywords related to our topic, and we just reported the number of results obtained in several databases. Then, we ascertained that the keywords were too general for the search and most of the amount of information was unrelated to our scope. For example, when we used the keyword “material adaptation”, the outcomes were about adaptation to climate change. Therefore, this time we go deeper into those resources in order to select the databases that offer the most accurate and useful documents and eliminate the ones that do not provide anything related to this bibliometric analysis. Besides, we noticed that the search cannot be limited exclusively to Colombia

and Latin America since the amount of information is not enough, and we realized that it is pertinent to consider various perspectives about designing and adapting materials. In this sense, we are aware of the significance of including new concepts such as interculturality, ICTs among others that will be developed through future chapters in order to complement the understanding of the topic. Based on the previous reflection, we readjusted the keywords by establishing some of them to do the respective search in databases and others that should be found in the articles and thesis projects. Additionally, table 5 (new rubric) is used to filter information with new criteria and it is presented below.

### ***Keywords for Doing the Search***

- Material adaptation to teach a language.
- Material design to teach a language.
- English teaching materials.
- Materials development in ELT.

### ***Keywords to Consider from the Documents***

- Material development.
- Material design.
- Material adaptation.
- English teaching.
- Teaching strategies.
- ELT context.
- Authentic materials.
- Contextualized materials.
- Instructional materials.

- Foreign language.

**Table 5***New rubric*

Resource's name	
Author's name	
Type of document	

Dimensions	Yes	No	Description
Research articles or thesis projects related to English teaching material adaptation/design.			
Address concepts that were reviewed in this monograph.			

Studies carried out in the ELT context.			
The title and keywords of the documents include at least two of the ones that are established for our study.			

Source: Own.

## Chapter 1 - Theoretical Foundations

### Materials

The term material has been defined through time from different scopes. From the point of view of Tomlinson (2011), materials are “anything which is used by teachers or learners to facilitate the learning of a language” (p.2). According to this, the author proposed videos, DVDs, emails, YouTube, dictionaries, grammar books, reading passages, workbooks, or worksheets as examples of materials. Additionally, he stated that “It can be everything, which is deliberately used to increase the learners’ knowledge and/or experience of the language” (p.2), which means that newspapers, food packages, photographs, native speakers’ live talks, teacher’s instructions, writing tasks, or conversations are also part of these resources. From another perspective, Kitao & Kitao (1997) pointed out that materials help to systematize courses and lessons and serve as teaching tools and sources of information. Complementing this idea, Cunningsworth (1995) also classified the materials as sources of activities that allow learners’ practice and communication, and as sources of reference inasmuch as students are in contact with grammar, vocabulary, and pronunciation features of the language.

Xiaotang (2004) cited in Nuñez & Tellez’s paper (2015) defined materials with a different focus since the author did not perceive these just as teaching tools, but also as representations of learning goals, values, and language teaching techniques. Therefore, the study mentioned that materials are crucial to spread innovative methodologies and build teaching and learning practices. McGrath (2013) conceived in his book materials from two different outlooks; materials that enforce written and spoken language production and that allow students to connect words, objects, and meanings are determined as materials-as-

content; dictionaries and grammar books are examples of these resources. Additionally, the teaching aids that present target language input and examples of real use of the language are designated as materials-as-language; some samples of these are exercises, workbooks, and textbooks. In this sense, Tomlinson (2013) contended that materials are instructional if these provide information about the language, experiential if these allow contact with the language in use, elucidative if these encourage interest for using the language, and exploratory if these guide students to uncover language aspects on their own.

### ***Characteristics of Effective Materials***

In the teaching exercise, educators normally are willing to find the most appropriate materials for conducting their lessons. Some authors have set some specific attributes that compose efficient materials. In the first place, Hutchinson & Waters (1987) claimed that materials must prompt learning, help to comprehend, and reflect the nature of the language and the tasks, boost teachers' self-growth, and present accurate language use exemplifications. In the second place, Tomlinson (2003) cited in Akintunde & Famogbiyele's (2018) review document, provided a wider view of the characteristics that materials should have to be considered as good. Some of the most relevant are listed as follows:

- Materials should cause an impact on the learners.
- Materials should make students feel comfortable and develop confidence.
- Materials should be perceived as relevant and useful for the learners.
- Materials should require and facilitate learner's personal enrichment.
- Materials should promote spaces to use the target language in a meaningful and realistic manner.



- Materials should consider students' learning styles.
- Materials should boost learning through intellectual, aesthetic, and emotional involvement tasks to stimulate right and left-brain activities.
- Materials should not be focused on controlled practice. Instead, these should provide opportunities for students' production.

### **Types of Materials**

To expand the definition of materials, it is pertinent to this project to explore conceptual information related to teaching materials, coursebooks, and authentic materials. The idea of deepening these particular materials is due to the relevance and amount of information found in the analyzed articles. In this sense, each of them will be explained in detail.

### ***Teaching Materials***

To define teaching materials, Brown (1995), cited in Vega (2021), pointed out that “in general terms, teaching materials are considered as a technical description and activities that the teacher uses in class for the purpose of teaching.” (p.10). Simply, these are every resource that educators utilize to ease students' learning. In the same line, these materials are seen as a bridge which facilitates the access to dimensions of the language such as grammar, syntax, phonetics, culture, etc.; with the goal of presenting and developing input learning (Araya, 2007). As it is mentioned in Hernandez's article (2006), cited in Akintunde & Famogbiyele (2018), the instructions given by the facilitators while using their materials provide variety, better comprehension, joy, involvement, and success in the teaching/learning process. Finally, for Tomlinson (2001), material is any medium used in learning languages, as are the coursebooks which are still implemented in ELT scenarios.

### ***Coursebooks***

The term coursebook is defined by Ur (1996) as a textbook that usually every member of the class possesses, and its principle is to be followed systematically as the basis for a language course. It is said in Tomlinson (2011) that textbooks serve as the essential instruments for a language course, and they would be so practical that the learners do not have to use another book. As cited in Akintunde & Famogbiyele (2018), McGrath (2013) emphasizes that the teachers, learners, and textbooks are the most common components in language teaching classrooms, and that is why it is relevant to revise how suitable and effective they are while teaching.

From one point of view, Baustista (2013) stated that coursebooks may be perceived as part of traditional practices in the teaching exercise, but McGrath (2013) highlighted that teachers still use coursebooks since the time consumption is low when they follow the lesson presented in the pages of the book, and those are visually appealing, coherent, culturally rich, and convenient for learners. Other benefits of these types of resources are to promote learners' autonomy when using them to refer to the outside world; as they are developed by experts, coursebooks are reliable for education; also, they focus on a variety of cultures and places which offer different perspectives (Garton & Graves, 2014). Speaking of varied dimensions, Hall's (2011) declarations spotlighted that the barriers between textbook and technology are vanishing. Despite the bright side described previously, facilitators should be aware that some of the tools used in the classroom have strengths and weaknesses as observed in Jaime & Coronado's text (2018) when textbooks did not seem to provide sufficient examples of cultural differences or updated thematic units.

### *Authentic Material*

As it has been mentioned in the previous affirmations, there are types of materials whose main focus is on teaching and learning purposes. However, there are resources that are created for social functions -authentic materials- but depending on the way these are used, these can serve as instruments in educational environments. Bacon & Finnemann (1990), cited in Jaime & Coronado (2018), stated that authentic materials are the ones created by native speakers with non-pedagogical purposes. Complementing this idea, Underwood (1990), quoted in Morales & Beltran (2006), considered that sources are authentic if these are created to fulfill communicative needs instead of simulating them. Additionally, in Castillo et al. (2017), it was pointed out that these “emerge from the producer’s own first language, culture, and needs for communication.” (p.92). From a wider vision, materials are considered authentic if these address the language used in real-life interactions and reflect the culture and specific contexts in written and spoken formats (Rogers & Medley, 1988, in Akintunde & Famogbiyele, 2018) since these resources encompass cultural aspects of the target language such as expressions, idioms, and jargon. (Quamaria & Prodi, 2016, as cited in Vega, 2021).

A particularity of the authentic materials according to Grellet (1981) mentioned in Akintunde & Famogbiyele (2018) is that the content and the format do not present any changes when implemented. In this sense, some examples of these instruments that help to develop specific language skills are **a) Listening:** Hedge’s (2003) declarations mentioned in Akintunde & Famogbiyele’s (2018) document, proposed radio plays and talks, news items, weather reports, debates, interviews, children’s stories, among others as samples of these authentic resources. In a more specific view, the most suitable authentic materials for developing listening comprehension according to Morales & Beltran’s (2006) ideas are

songs since these are motivating instruments, and cartoons in view of the clear pronunciation and slow language speed that is present on them. To conclude this idea, in Akintunde & Famogbiyele (2018), the content transmitted on TV channels benefits the development of listening skills informally and learners are in contact with variations of the English language around the world. **b) Reading:** Instruments such as brochures, poems, horoscopes, menus, recipes, letters, newspapers, and magazines are mentioned. (Hedge, 2003 as named in Akintunde & Famogbiyele, 2018).

The relevance of using these tools has been attractive to ELT experts since it is believed that students are exposed to real use of the English language which is closely related to the communicative language teaching approach (Hall, 1995; Tomlinson, 1998 in Castillo et al, 2017). Shared as well in Castillo et al (2017), Harmer (1994) pointed out that authenticity in the classroom boosted learners' production, eased language acquisition, and increased confidence. Moreover, Peacock (1997) in Castillo et al. (2017), highlighted that concentration and involvement in tasks were better than when using educational material. With this in mind, contended in Akintunde & Famogbiyele's study (2018), Hedge (2003) claimed that the use of designed pedagogical audios may frustrate students' confidence when they face a real-life interaction with the language since they were immersed in an artificial language classroom.

The improvements obtained when articulating authentic materials in teachers' practices are evidenced when one of the participants of the study conducted by Castillo et al. (2017) firstly expressed that "students can have first-hand contact with the foreign language, learn a wide range of vocabulary, and get cultural awareness." (p. 100). Secondly, the teachers can also learn more about the language from the authentic multimedia they bring into the classroom. Lastly, the implementation of any non-

pedagogical aid must be purposefully planned, so that is when students receive significant input, and do something meaningful with the target language.

As it has been exposed, authentic materials have many benefits for the students' learning progress. However, it is essential to uncover the aspects of these resources that can be limiting. In their research article, Shomoossi & Ketabi (2007) asserted that there is not a huge difference between implementing authentic and non-authentic materials since there are situations in which "authentic materials are useless—especially when the learners' receptive proficiency is low" (p. 152). It is not beneficial to expose learners to materials which are above their reading and listening abilities. Additional aspects are suggested in Al Azri & Al-Rashdi (2014) by Miller (2005) and Kilickaya (2004). In the first instance, Miller conveyed that authentic sources are complex since choosing, modifying, and giving form to them are time consuming activities. Moreover, Kilickaya complemented the previous idea highlighting that these types of materials contain challenging vocabulary and structures that require adaptation to fit them with the learners' levels of proficiency, which could overload teachers. Also, the writer imparted that implementing authentic tools with learners with basic knowledge of the target language can make them feel frustrated and unmotivated in view of the lack of specific skills they present to handle them.

All in all, materials can be defined as the main instruments used in the classes in order to achieve the language learning goals; after having delved into the variations presented, it can be said that teachers should be wise when choosing the ones that are more suitable for their lessons.

## **Material Development**

After explaining some general notions on materials, it is pertinent to go deep in the main two pillars that compose this academic project. First, the focus will be centered on material design. As stated by Tomlinson (1998) cited in Canniveng & Martinez (2003) material development refers to the processes made by writers and teachers with the purpose of creating sources that supply information of the target language while allowing learners to internalize it. Furthermore, it is defined as the process which places the student at the center of the language program, with the finality of fulfilling learners needs and learning styles while familiarizing them with the ongoing world (Nuñez et al. 2004). In the same line of thought, in Bautista (2013), material development is conceived as the production of any tool used to address the everyday necessities involved in the teaching and learning exercise.

Considering other scholars' assertions on the action of designing, it is possible to say that it is a complex mechanism that can be executed in the educational environment in different areas. As stated in Nuñez & Tellez's paper (2009), material development "includes the adaptation and/or creation of a learning-teaching exercise, a task, an activity, a lesson, a unit, or a module composed of one or two units." (p. 175). Basically, it involves the production of materials from scratch. To complement the previous idea, Tomlinson (2012) highlighted that in this process, educators must evaluate, adapt, design (layout), produce, exploit, and research the materials to teach a language.

For language teachers, creating their own materials will be a useful alternative to solve the issues presented with foreign aids. Named in Bautista (2013), De Mejía & Fonseca (2006) criticized the lack of accuracy that published materials have with the cultures where the target language is taught. Additionally, facilitators should be encouraged

to develop their own tools since they are closer to the reality their students face, and the learning goals they need to accomplish. Núñez & Tellez (2009) asserted that there is not a coursebook that fits into classes' expectations, so it may be reasonable to create an updated resource that includes students' voices. This role as designers contributes directly to teachers' professional growth since "it better their knowledge, skills and creativity, raises their consciousness as regards teaching and learning procedures, and allows them to act as agents of permanent change" (Núñez & Tellez, 2009. p. 184).

### ***Limitations in Material Development***

Despite the fact that material development has many benefits and positive aspects, it is a process that hides some limitations and demands that educators must be aware of when creating their teaching aids. Based on this, Nuñez et al. (2004) indicated that the process of designing "is a time-consuming activity that requires dedication, patience and some expertise . . . that could turn into a costly enterprise." (p. 129). To expand the previous assertion, the authors cited the CIEL Language Support Network (2000), which stated that material designers should be competent in terms of subject knowledge, conscious about pedagogical processes involved in language teaching and learning, and proficient when using techniques for creating their resources. Following the same notion, the creation of teaching aids is an intricate process that demands patience, time, and creativity when selecting the appropriate activities, strategies, visual support, and content that will be used for the lessons. (Bautista, 2013).

On the other hand, developing teaching instruments concerns some requirements that turn it into a limiting and demanding procedure. As reported in Nuñez & Tellez's article (2009), teachers that design their resources must be aware about students' learning

speeds, language learning necessities, interests, motivations, assumptions, affective needs, and institutional rules. Additionally, the authors underlined how crucial is the factor of enjoyment in the material developed for the lessons since it allows them to be attentive and motivated in a classroom full of comfort, kindness, and challenges. Another mandatory consideration is the social construction of knowledge that is shaped through group activities which aim to increase motivation, foster self-confidence, and reduce personal bias (Oxford, 1997 in Núñez & Tellez, 2009). Finally, the writers considered Tomlinson's (1998) statements about how effective materials must expand insights and interactions in the language learning process.

With this in mind, it can be stated that material design is the process of crafting teaching aids that contemplate needs, backgrounds, levels, interests of the learners, and lesson aims with the help of teachers' creativity and required competences that a designer has. The decision of being a material developer comes from the lack of resources that fulfill what educators have in mind for their sessions. Although they can be complex, these practices ensure satisfaction, success, and professional growth.

### **Material Adaptation**

After having gone deep on some notions of material design, in the following lines the focus will be on material adaptation, which is the second pillar of this project. As affirmed in Akintunde & Famogbiyele's (2018) review article, adaptation is a collection of steps in which "published teaching and non-teaching materials are changed, modified, and suited to particular groups of learners in particular in EFL learning situations." (p. 4). In other words, these are the adjustments that materials suffer to be adequate for learners' contexts. Another interpretation is conferred in Rahmawati's paper (2015) where the



assertions of McDonough et al. (2013) are considered. The authors perceived adaptation as the process of pairing the class's resources, learner's particularities, and the environment with levels of proficiency, tasks, skills, and topics in order to magnify materials usefulness to the context and to fit in the lesson's goals. Following a similar idea, Madsen & Bowen's (1978) allegations are highlighted in Zhan Li & Hongshun Li's (2021) research document. There, it is claimed that an efficient adaptation is evident when there is an equilibrium among teaching aids, course' goals, methodologies, target language, and students and teacher's styles and personalities. Moreover, techniques such as supplement, edit, expand, simplify and others, which are quite common in the adaptation process, are spotlighted as helpers when teachers want to achieve the lesson's objectives.

Murray & Christison (2011), in Akintunde & Famogbiyele's (2018) article, considered adaptation as any modification made by the teacher to the exercises and texts -as well as any complement added- from the coursebook that his/her institution has chosen. Similarly, Spratt et. al (2005), in Diyanti (2010), stated that those changes will aim to suffice any teaching condition. Besides, the idea of adapting the tools is to increase the positive effect that they provoke while learning the language (McGrath, 2002). For Wafula (2017), when teachers adapt the materials for their classes, they are familiarizing the tasks with the capacities of the language learners, and their own teaching practices too in order to motivate, engage, and succeed in learning. In Saraceni's (2003) words: "The simple fact of using a piece of teaching/learning materials inevitably means adapting it to the particular needs of a specific teaching and learning scenario." (p. 51).

### ***Limitations in Material Adaptation***

This section is developed by recalling the ideas presented in Akintunde & Famogbiyele (2018) related to the struggle that adapting materials may cause in ELT scenarios. The study presented a list of eight problems when the materials are adapted. This paragraph aims to highlight main points from that. Commonly exposed, the time consumption is high due to a tremendous number of considerations and variables in the context and members of the lessons. Hence, there must be a skillful teacher that knows about material design, and the learning environment. That knowledge will determine how appealing and flexible the adapted materials are for a population. However, it is important to acknowledge that the modifications made to the tools cannot consider every single need that the learners present. Moreover, listening materials are impossible to modify since they have already been recorded and prepared for classes or other non-pedagogical purposes (authentic materials). Unfortunately, material adaptation will not match all the different expectations and objectives that students, administrators, publishers, and the course itself have since every member of this list conceives adaptation differently.

Even though there is not a material that fits in every learning context, it is possible for teachers to adjust it so as to try to accomplish the majority of the course goals and students' necessities. In general terms, adaptation can be interpreted as the changes (supplementation, extraction, omission, or modification) made to the teaching aids in order to develop meaningful and effective lessons.

### **Material Evaluation**

In view of all the processes in which materials are involved (design and adaptation), it is crucial that educators evaluate the effectiveness of them in several stages when

teaching. Materials evaluation is conceived as the action of measuring the potential value of the teaching aids to predict if these will be easy to use and enjoyable for the students (Tomlinson, 2011). With a similar thought, Rahmawati (2015) claimed that material evaluation allows teachers to know if these are effective to reach the lesson's objectives and language learners' needs; if not, evaluation is imperative to diagnose the issues and gaps to make the necessary adjustments. Moreover, the author perceived evaluation as an instrument that helps to identify textbooks' strengths and determine the weaknesses of the exercises, tasks, and content provided in them. Furthermore, in Rahmawati's paper, the assertions of Sheldon (1988) about material evaluation were also considered. Sheldon stated that as the resources are in touch with diverse populations, this process allows teachers to anticipate the possible learning needs and assumptions of them regarding the use of the materials. Based on what has been exposed, it is feasible to say that the assessment of materials is crucial to adjust them to fulfill the possible gaps that they could present considering that there are not teaching aids that are perfect for all types of learners.

The concepts previously presented serve as the basis that teachers should be aware of when creating, adjusting, and appraising their lessons' resources. The following chapter aims to provide the educators with some recommendations and guidelines that could ease these processes.

## Chapter 2: Practical Aspects

### Material Development

#### *Considerations for Developing Materials*

Although it is crucial to know in advance the theories regarding materials, design, adaptation, and evaluation, it is pertinent that teachers get familiarized with the practical aspects that these processes encompass. Thus, some considerations in material development will be presented. In the first place, Nuñez et al. (2004) mentioned that materials should take into consideration aspects such as “students’ personalities, learning styles, language development expectations, likes, dislikes, needs and the contexts they are embedded in.” (p. 132). Given this, it is also stated that acknowledging all these areas can be an exhausting task; however, it is achievable if educators scrutinize students' characteristics, perspectives, interactions, and ages before designing their teaching resources. In the second place, the article stated that the designers must inspect the coherence between the materials and the class objectives, the kind of interaction that the teaching sources promote, and create materials that stimulate learners’ previous knowledge through vocabulary tasks and visual support.

Additionally, it also highlighted the relevance of contextualizing the tasks proposed with the themes that are being learned in the classes and promoting students’ contact with the studied language by re-using grammar and vocabulary items previously internalized. Furthermore, in Jaime & Coronado (2018), Tomlinson’s statements (1998) were cited to say that teaching aids should include activities that boost critical thinking skills, contemplate students’ interests and learning styles, allow authentic exposure to the language, and build confidence during the learning process. With this in mind, it is

plausible to say that the previous aspects are relevant if teachers are seeking to encourage motivation through the use of resources specifically designed for a specific academic population. Nuñez et al. (2004) mentioned that other particularities that should be addressed to enhance motivation in the classroom are designing “meaningful, well-elaborated, updated, challenging, enjoyable and relevant materials” (p.131) that focus on students’ emotions, environment, and autonomy.

From another angle, Howard & Major (2004) proposed a set of elements that tutors should have in mind when developing materials for their students. The first aspect is the learners. It is said that teachers must know their learners very well in order to create sources that integrate relevant, interesting and motivating topics; ponder students’ weaknesses regarding grammar and vocabulary knowledge, and the four basic language skills (listening, speaking, reading, and writing). In addition, teachers must be aware of the life and educational experiences of their learners, and their aspirations and finalities for learning the target language. The second element is the curriculum and the context, in which the designers must analyze the topics, skills, principles settled, and the existing purposes and requirements of the learners enrolled in the courses. The third factor is the resources and facilities. Here, educators should be aware of the possible limitations that they may face and the elements from which they can take advantage of when designing their teaching aids. It has to do with the availability of resources such as computers, internet, whiteboards, video players, school supplies, among others.

In the fourth position there is copyright compliance, which is about teachers' awareness on the relevance of providing the respective credits when using resources from published works that will be included in the lessons they prepare. The last element is that making teaching material is a time-consuming activity. Thus, Howard & Major’s (2004)

paper mentioned Block's (1991) suggestions to overcome this issue in which educators can share their works with their coworkers, divide the task of producing the materials with their colleagues, and create a portfolio with materials already designed that they can use when necessary. With this in mind, some factors that could be essential while developing materials will be introduced in the succeeding paragraphs.

In terms of layout, Nuñez et al. (2004) spotlighted some directions that are useful when designing. These directions proposed writing instructions in simple, concise, and clear language, assigning a name for every task, providing modeling, animating the content to be studied with images, and incorporating diverse types of activities. Furthermore, Jaime & Coronado (2018) complement the previous ideas with the advice provided by Cabalceta (2007) regarding the design of the teaching aids. Firstly, it was recommended using shades of blue for academic papers in view of the sense of elegance, subtlety, amplitude, intelligence, and objectivity that these provide, and which usage can motivate the reader. Secondly, the accurate use of tables, margins, columns, images, spaces, and text were underlined with the purpose of giving the readers visual breaks without distracting them from the topic being studied. Lastly, concerning the typographical features, it was claimed that although the most appropriate font for academic texts is Times New Roman, its usage does not guarantee that the texts are attractive for the readers. Hence, it was suggested to use gothic types of fonts due to the fact that these are appealing, legible, and versatile for educational documents.

### ***Guidelines for Developing Materials***

This segment is aimed to offer sets of indications that teachers should be aware of when they create their own tools. Here are the recommendations from Howard & Major

(2004), Nuñez & Tellez (2009), and Christie (2003). It is pertinent to note that they are not proposed to be strictly followed, but they may be beneficial to gain expertise and confidence when the role of designer is assumed.

The framework for designed English teaching material collects ten guidelines that go from the contextualization of the material to its flexibility with the choices made in the classroom. Referring to contextualizing the aids, Howard & Major's (2004) ideas are about the connections that these should have with the course's syllabus, the students' background and their first language, and with thematic units that evoke the employment of the language taught. Speaking of using the language, learning materials should promote interaction among the students, and in simulations of real-life situations in the classroom. Besides, appropriate materials can help learners to overcome the difficulties they face when learning the target language, and to monitor their process. To complement the previous suggestion, facilitators' focus should be on both the form and function of the target language, and there should be a try to integrate the receptive and the productive skills. The list of guidelines suggests that the texts and the tasks presented can be impregnated with authenticity that brings the outside world into the lesson. The look of the English language teaching materials can be judged by four dimensions according to Howard & Major (2004) which are physical appearance, user-friendliness, durability, and the ability to be reproduced. Additionally, the instructions given in the teaching products should be clear and appropriate depending on students' level. The end of the framework remarks that the content in the aids should offer variety, so all the members of the class have the possibility to select the input.

Similarly, Núñez & Tellez (2009) proposed a set of recommendations for material developers. It is said that there should be an assessment of the necessities presented in the classroom, and it would be determined by the teacher and students' perspective. It is also

relevant to establish the purposes that the resources want to achieve. The tasks that guide that achievement should be chosen by considering their usefulness for the different ages, learning styles, expectations, and interests. Those activities can be structured alongside with the content in three forms: The building, the recycling, and the sequence.

The first one gradually moves from the simplest to the most complex activities, from the general to the specific ones, and from the concrete to the abstract. The second one provides students with a learning challenge in terms of a new skill area, a different type of activity, or new focus. The third one follows a consistent sequence to be fulfilled within a given period. (Núñez & Tellez, 2009, p. 180)

In terms of evaluation, Graves' (1997) perception is highlighted in this framework since the results obtained by students may reflect the way the course was developed. The article finishes by asking educators to be creative and realistic when they design material for teaching. As a complement, in Hertiki (2018) there are three stages proposed by Christie (2003) related to the design of materials for teaching:

- Teachers should be prepared to select materials that encourage students to use language in a natural context.
- Implementing workshops can be useful to provide clear instructions, fulfill learners' necessities, and foster language meaning and skills.
- Considering the previous knowledge of learners to establish what they can do and what they should learn.

Since designing material can be a laborious activity, these considerations and guidelines provided by experts on the field will help teachers to acquire literacy and expertise when they are seeking to elaborate the most effective sources for their specific academic population.



## **Material Adaptation**

### *Considerations for Adapting Materials*

Following the purpose of this chapter, it is the moment to recap some significant advice offered by language teaching experts relating to the modification of sources. With this in mind, quoted in Diyanti (2010), Spratt et al. (2005) proposed a list of questions that evoke reflections on teachers' minds before adapting the material. These interrogatives aim to analyze the appearance (in terms of colors, fonts, heading, etc.), and how it enhances the learning of new meanings. A well-organized source is key for students to follow a logical path through their progress while using the aids. Though it may be a product from a foreign country, there should be some familiarity for learners with the contexts and themes offered. The last reflective question considers the appropriateness of the designed source of our lesson to think about how its implementation would connect learners' curiosity, interests, and proficiency.

These thoughts are relatable in Akintunde & Famogbiyele (2018) when it is said that there should be an agreement between the materials, teaching strategies, course goals, and the learners and teachers' characteristics. This work suggests criteria for teachers to assure that the adaptation of aids addresses its purposes. The first three items of the inventory recommend that adapting materials could be a learners-centered process that eases the comprehension of instructions and fosters the self-confidence and self-assessment of learning. Three more points close the list by proposing that the relevance and usefulness of the adapted instruments is crucial to maintain motivation among students, and also their flexibility will determine how suitable they are for the setting and its members.

### ***Guidelines for Adapting Materials***

As it was stated before, there are some factors that educators must consider before adapting the materials. Given this, the focus will be on the recommended steps given by different literature. Adaptation is not a process that educators would implement without reflecting on some areas involved in the educational environment. According to Graves (2003), named in Akintunde & Famogbiyele (2018), the changes made to the materials are governed by learners' age, interests, goals, and level of proficiency. Moreover, aspects such as the institutions' curriculum, the available resources, and time must be also considered. In Richards' (2001) paper, there were proposed six steps to adjust teaching materials, which are explained in the following lines:

1. **Modifying content:** The changes teachers can make to the content addressing students' "age, gender, social class, occupation, religion or cultural background." (p. 4).
2. **Adding or deleting:** Depending on the focus of their courses, educators would have to complement the content with more information or omit some that is irrelevant.
3. **Reorganizing:** If a teacher considers that the sequence of activities is not accurate for successfully developing the lessons, he/she can organize the tasks in the order he/she finds more suitable.
4. **Addressing omissions:** If the facilitators consider that the given material omits crucial content or activities, they can include tasks that fill the gap.
5. **Modifying tasks:** When the activity has an already settled purpose, but the tutor makes it fit in with other ones.
6. **Extending:** If teachers feel that students have not sufficient opportunities for practicing, they can amplify the number of existing tasks by adding new ones.

Similarly, and with a wider perspective, in Rahmawati's (2015) article, the pronouncements of McDonough & Shaw (1993) and Cunningsworth (1995) were highlighted. The authors defined five techniques for adjusting the resources:

- **Adding:** It is the complementation of the existing teaching aids with extra material. This process can be done quantitatively or qualitatively. The first one consists of extending a specific task, for example, if a reading has five comprehension questions and the teacher decides to include five more. The second one refers to the expansion of the content in order to comprise other areas of the language, for example, the tutor is teaching the simple past tense and he/she also wants to emphasize the pronunciation of regular verbs in past, so he/she decides to add exercises or content dealing with phonetics.
- **Deleting:** In this stage, the changes can be also quantitative and qualitative. The quantitative modification (subtracting) happens when, for instance, the educator decides to reduce the number of the ten reading comprehension questions that are in the materials to only five. The qualitative adjustment (abridging) is done when the facilitator omits information and tasks that he/she considers will have a negative effect on students' performance, for example, the consideration of rules of pronunciation of regular verbs in past tense may affect students' fluency.
- **Simplifying:** The tutors can simplify their materials if they provide the existing instructions in simpler language or also when they make an activity less challenging for the students.

- **Reordering:** If the order in which the activities are designed is not contemplated by teachers as the accurate for achieving learning progress, they can arrange a new sequence for these.
- **Replacing:** It is a process that changes the audiovisual material, texts, and activities that do not suit with the current learning context, background, and prior knowledge for new ones that fit these necessities and are concordant with the lesson's goals.

Following the same line of thought, Diyanti (2010) exposed the list of guidelines provided by Spratt et al. (2005) that consisted on (a) extending the material with new activities since the existing ones are too short and do not provide sufficient opportunities for practicing; (b) shortening the activities owing the fact that these are too long and provide too many opportunities for practicing; (c) changing the form of the tasks due to the fact that these are repetitive in terms of format and do not integrate multiple learning styles; for example, using auditory, kinesthetic, and visual activities in the lessons; (d) changing the level of the material when it is too difficult or too easy for the learners current proficiency; (e) reordering the material when the sequence of tasks is not appropriate to reach the learning objectives.

Zhan & Hongshun's (2021) findings contribute to this section when they defined another three procedures evidenced in adaptation: Transformation, adaptation, and improvisation. The first one occurs when the content is not altered, but the way it is offered does it. In other words, a written text becomes a verbal interaction or vice versa. In the second place, "Adaptation became manifest in classroom discourse as teachers supplemented extra activities, modified the given instruction, simplified the requirements of

tasks, and omitted materials.” (p.6). Finally, when a facilitator unexpectedly adds new activities or content, it is considered an improvised technique.

Commonly, adapting materials is very useful for teachers since it is less demanding than creating from scratch their own sources. The aim of this section was to assist teachers in the pre and the while stages of adaptation. However, adjustment and development do not finish with these practices; it also needs to be subjected to some judgment to identify their effectiveness.

## **Material Evaluation**

### ***Considerations and Criteria for Evaluating Materials***

When teachers are seeking to implement learning materials, there must be an interrogative on the effectiveness of these to help learners accomplish their language objectives and needs; to answer this question, there will be exposed some considerations and criteria to evaluate the value of these resources. According to Tomlinson (2013) the key aspect that should be judged is the effect that the materials would have on the learners’ performance, and if these consider the needs, objectives, backgrounds, and learning styles that can vary depending on the context in which these will be used. In Akintunde & Famogbiyele (2018), it was provided a different outlook of the evaluation of the teaching resources. For the authors, it was crucial to think about how meaningful and authentic the materials are, if these are workable for the levels of proficiency of the learners, and if these allow them to perform an active role in lessons. To complement the previous assertions, the authors cited the statements of Harmer (1998) that also highlighted the relevance of acknowledging materials’ layout and design, tasks and exercises, language register and abilities, topics, advantages and disadvantages, and the roles of the learners and teachers.

Some criteria for testing the effectiveness of the material are suggested in the following lines. In McDonough & Shaw's (2003) paper, there are four parameters that would help teachers measure how suitable the material is. The first factor that was explained is the usability. Here educators must determine if the materials would fit with the established syllabus and help to accomplish the class objectives. The generalizability factor refers to the analysis made to the materials to classify if these are accurate for individual or group work. The adaptability feature is about measuring how suitable are the resources for teachers' classes. If these are not accurate at all, some changes would have to be made to them. Finally, flexibility means that it is possible to integrate the materials in varied types of syllabus and activities. To complement the previous ideas, Chambers (1997), cited in Rahmawati's (2015) article, expressed that it is essential to evaluate how the materials consider aspects such as age, current culture, levels of proficiency, types and number of exercises, variety, among other pedagogical factors.

Moreover, Akintunde & Famogbiyele (2018), Littlejhon (2011) and Tomlinson (2013) recommended some guiding questions to evaluate the teaching aids. Hence, each set of them will be presented respectively. In the first place, Akintunde & Famogbiyele (2018) presented 5 general questions which are:

- (a) By whom and where are the materials developed?
- (b) Are the materials compatible with the syllabus?
- (c) Which language skills do the materials cover?
- (d) How authentic are the text types included in the materials?
- (e) How do the learners and teachers feel about the materials? (p. 10).

Additionally, Littlejhon (2011) asserted that it is relevant to corroborate if the materials boost students' autonomy, include problem-solving activities, are learner-

centered, and address multiple intelligences. In the last place, Tomlinson stated other useful set of questions that is:

- Are the materials related to the students' personal objectives?
- Are the materials contextualized with learners' lives?
- Are the materials connected to learners' emotions?
- Do the materials elicit mental imaging?
- Are the materials attractive and interesting for the students?
- Are the materials appropriate, meaningful and useful?
- Do the materials have any effect on students' short and long-term memory?

### ***Guidelines for Evaluating Materials***

In McGrath (2002), evaluation is identified as a cyclical process of three stages: Pre-use, in-use, and post-use. The first of these three phases refers to the previous analysis that teachers do before selecting materials (considering money and time mainly). Then, the implementation of those materials will question their effectiveness in order to solve any difficulty or suggest future supplementation. According to Tomlinson (2013), facilitators can measure how comprehensible the layout, instructions, and texts are. The achievability and credibility of the objectives and tasks are also revised during this phase. The list of components of the in-use evaluation includes the practicality and flexibility of the materials, and the ways they impact and motivate learning. At the end of the cycle, the post-evaluation stage assesses the short- and long-term effects generated. There will be questions regarding the learners' performance and capacities, as well as teachers' perceptions and experiences. "What do the learners still not know despite using the material? To what extent have the materials prepared the learners for their examinations?"

Did the materials help the teachers to cover the syllabus?" (Tomlinson, 2013, p. 33). Based on the answers obtained, this final reflection would offer guidance for coming administrations.

Besides the stages presented, McGrath (2002) added that there are three methods to evaluate the material used for sessions. In a few words, the impressionistic method is a superficial review of the format, themes, tasks, and visuals that constitute the aids. The second of these is known as the checklist method, and it is intended to be a comprehensible evaluation that guides the selection of the sources. Commonly, the features checked are the design, language content, subject matter, and the practical considerations such as availability, durability, and price. This type of evaluation will systematize the elements presented or not in the materials, so it is suggested an organization of general categories, including specific criteria for each of them, to administer the prompts and responses.

The first step is to determine evaluation criteria and, as with first-glance evaluation, to group these into categories. Context analysis, learner needs analysis, and your own beliefs about teaching and learning should have indicated what features of textbooks are most important for you (or the teachers who will use the materials) and for the potential learners. (McGrath, 2002, p. 43)

The last method covered is the in-depth analysis that can be perceived as a closer look in respect of what a checklist does. Facilitators should go deeper with the revision of the ways that some features of the target language are delivered to the students. As a complement, found in McGrath (2002), Breen & Candlin (1987) proposed a two-phase approach referring to the aims, requirements, functions, interests, and needs that materials should fulfill.



Additionally, Littlejohn (2011) proposed in his chapter a process for evaluating materials that consisted of a set of steps. First, it is essential to analyze the specific situation in which the materials will be used. This process implies analyzing the culture, the teaching institution, the educators, the students, and the course's aims, content, methodology, and evaluative procedures. Furthermore, it is crucial to analyze the teaching aids based on three main questions which answers can lead to the understanding of aspects of design and publication of the materials:

1. What is their explicit nature?
2. What is required of users?
3. What is implied by their use? (p. 202)

In terms of the design features, it is possible to examine the aims, syllabus, structure and content of the course; the types of activities, their requirements for the learners and its impacts on their learning process; the roles of teachers, students, and materials as a whole. Regarding publication, what is examined is the physical dimension of the teaching sources. Here, it is important to consider the connection between the materials with external resources (audios or videos) and the format of the material (worksheets, books, digital, printed, etc...) because of the impact that these may have in the implementation of the lessons. After inspecting the material in terms of design and publication, the second step is to determine if the materials are appropriate in those aspects for the context in which these will be carried out. Finally, after considering its appropriateness, the teacher makes decisions that could imply the omission, adaptation, adoption, or supplementation of the teaching aids.

Evaluating materials is relevant for teaching since this analysis will help to determine if the resources need any type of adjustment. The purpose of sharing the criteria

and recommendations is to familiarize teachers with the techniques and evaluation stages that will lead them to distinguish the material that fulfills the contexts and needs of the population. To achieve that goal, it is also crucial to pay attention to the cultural dimension. That is why the next chapter will address relevant concepts, challenges, and beneficial features that ELT educators must know for culture inclusion.

## Chapter 3: Culture and ELT Materials

### Relevant Concepts

As teaching a language is naturally connected to culture (Gladston, 1980 in Álvarez & Bonilla, 2009), this section aims at deepening into the most relevant concepts in this field and its presence in the materials. As a starting point, the concept of culture has been defined from different outlooks. From the view of Storey (1996), cited in Bonilla (2008), culture has to do with intellectual growth, and it is specifically related to the people who are involved in formal education. In contrast, some scholars have defined culture from other perspectives. In Yildirim (2012), Peterson & Coltran (2003) asserted that culture is an intricate human behavior pattern composed by communication techniques and systems, spoken languages, beliefs, values, customs, ceremonies, manners and gender, religious, and social roles interaction. As a complement, Nieto (2002), in Barrera & Cantor (2007) stated that when a group of people share the same history, geographic location, language, social class, and religion may have a similar view of the world.

### *Types of Culture*

As culture is such a complex concept, many authors have sought to expand its several definitions by classifying these into different categories. From the points of Lee (2009) and Peterson (2004), both cited in Suharno's (2016) article, there are two types of culture: big C and little c. The first one refers to the grand themes, which encompass art, history, geography, architecture, business, education, festivals, customs, classical music, and literature. Moreover, the little c culture is related to people's opinions, perceptions, interests, likes and dislikes, body language, fashion trends, hobbies, traditional food, and popular music, which belong to the minor themes. In a similar frame of thought, Gomez

(2015) defined surface and deep cultures. In the article it is claimed that “holidays, tourist sites, famous people’s achievements, and food” (p. 168) are part of the surface culture. On the contrary, deep culture “embraces invisible meanings associated with a region, a group of people, or subcultures that reflect their own particular sociocultural norms, lifestyles, beliefs, and values.” (p. 168).

In addition, Adaskou et al. (1990), mentioned in McGrath (2002), established two new senses of culture. The semantic sense of culture is about the areas such as institutions, food, and clothes which are related to a particular way of life that make a culture unique. Furthermore, the pragmatic sense of culture is about mastering the implicit meanings that are necessary for communicating successfully. Finally, in Sudiran’s (2020) paper, it was exposed one variation called popular culture, which is divided into three components:

- **Popular cultural knowledge** are the characteristics that shape people’s identities, it includes aspects such as forms of interactions and person’s creations such as merchandise, t-shirts, and texts used to express these particularities.
- **Popular culture behavior** refers to the social norms that determine how a group of people dress, talk, eat, drink, or act in work and recreational spaces.
- **Popular cultural material** are the artifacts created seeking at fulfilling people’s likes and necessities. For example, entertainment media and basic needs supplements.

### ***Materials and Culture***

From an educational view, Cortazzi & Jin (1999), in Castañeda (2012), highlighted that depending on the cultural information included in the materials, these can be divided into three groups. The teaching aids that address learners’ own culture are classified as

source cultural materials. The target culture materials are the ones that make emphasis on the culture of an English-speaking country. Finally, the materials which include cultural content of different countries around the world (including not only the English-speaking ones) are called international cultural materials. Following an educational field, with an emphasis on English teaching and learning, Galloway (1985), in Bonilla's (2008) article, recognized four approaches that educators use to teach culture in the English class:

1. **The Four F approach:** Is implemented when the teachers mainly focus on showing traditional celebrations of the target culture such as folk dances, festivals, fairs, and foods.
2. **The Tour Guide approach:** In this approach, educators spotlight the tourist information related to the anglophone countries.
3. **The by the way approach:** Here, facilitators seek to boost students' knowledge and awareness about social norms behavior of the target culture, which would help them when interacting with native speakers.
4. **The Frankenstein approach:** This approach is implemented when teachers mix the aforementioned approaches when guiding their English sessions.

### *Interculturality*

In ELT classrooms, the relationships produced between different languages, backgrounds, and personalities generate a process in which communication is an exchange of values, traditions, knowledge, and experiences. For Ramos (2013), interculturality is “the process that allows people of different cultural backgrounds to communicate among themselves (and maintain their culture while valuing others)” (p. 209). Which implies understanding and appreciating the differences in the cultural exchanges. This interaction

will depend on the ability of the participants to establish and maintain human relationships which are determined by attitudinal factors according to Hincapié & Rubio (2016). There are some recommendations to promote intercultural practices in the classroom, and they will be shared in the following lines.

Cited in Ramos (2013), Wessling (1999) and Denis & Matas (2002) suggested a five-step intercultural approach to get students aware of two or more cultures. First, students need to be conscious of their ethnocentric view (considering one's own culture as superior) of the world around them. Then, teachers can start making critical questions that lead students to analyze the reason why they may be ethnocentric. Students also need to contextualize a variety of situations that differ from one culture to another, and address stereotypes, generalizations, and differences. The last step asks students to reflect on their conclusions obtained from the previous analysis. To complement this approach, Fernandez's (2003), named in Ramos et. al (2012), highlighted that including students' values and backgrounds in the teaching practices promotes respect regarding other cultures.

If educators have the possibilities to bring interculturality to the classroom, the benefits of these practices will be reflected in the learners' communicative skills and their world's perception. "Intercultural education provides us with the opportunity to communicate with others in diverse languages and have tools to analyze without any prejudice as regards what is said from the perspective of a different culture" (Ramos, 2013, p. 209). Thus, an intercultural learning environment avoids misconceptions with respect to others' cultural interpretation. Moreover, Suharno (2016) highlighted that students can be more prepared to be global citizens in an intercultural class where they can contrast realities and cultural views.

### *Stereotypes*

Another relevant concept is stereotypes, which is defined by Lippmann (1922), in Barrera & Cantor (2007), as the attribution of some specific characteristics to a specific group of people. As a complement, Barrera & Cantor also stated that stereotypes “often lead to unfair discrimination and persecution when they are unfavorable, but they may also be positive or negative such as when various nationalities are stereotyped as friendly or unfriendly.” (p. 164). From a similar perspective, Hudriati et al. (2020) claimed that stereotypes are particularities imposed to people due to their race, nationality, and sexual orientation and underlined that those labels do not always accurately describe or represent those groups. The authors cited two types of stereotypes established by Matsumoto (2003), which are hetero stereotype and auto stereotype. The first one refers to the imposition of specific characteristics to a target group of people, while the second one refers to the peculiarities that individuals attribute to themselves.

For this project, culture can be defined as a mix of traditions, behaviors, languages, values, music, food, among other visible and invisible aspects that characterize a community. When people understand and value their own culture and accept the foreign ones without any prejudice, they are intercultural competent beings. That is why this section presented the concepts that are involved in ELT classrooms referring to culture, its types, and pedagogical implications, which may be valuable for educators who are searching for new approaches to expand their knowledge about teaching cultural content. In that practice, it is quite common to face challenges that may affect the inclusion of culture in the lessons. Thus, the following lines are helpful to familiarize teachers with some difficulties encountered.

### **Problematic Aspects of Including Culture in ELT Materials**

In the field of English teaching, the main channel for teaching culture are the materials; thus, the centerpiece of this section are the textbooks and their connection to culture. For Yildirim (2012), coursebooks are excellent tools for bringing students closer to the target cultures in view of the several cultural features that these comprise and the critical spaces that these materials encourage while learning the language. Additionally, in Grant & Wong's (2018) article, it was pointed out that the inclusion of representations of cultural particularities are beneficial for developing embedded meanings' understanding and accepting cultural differences. However, several scholars on the field have stated that textbooks present many weaknesses in terms of culture presentation.

Initially, Choudhury (2014) criticized textbooks "for being too artificial in their presentation of the target language. Their lack of authentic material leads to an oversimplification of language and unrealistic views on real-life situations." (p. 14). It means that they tend to misrepresent the world's realities. Then, in Bonilla's (2008) paper, Hyland & Hyland (2006) claimed that the purpose of textbook design is normally governed by writers' ambition, intentions, and experiences. Besides, the author named Cortazzi & Jin's (1999) assertions to underline that as the textbooks are written by experts, their cultural content is unjustifiably perceived as valid and reliable. Finally, the writer affirmed that discrimination is evident in textbooks since the visual presentation that these have for references to third world cultures is less attractive when placed next to the dominant ones.

#### ***Stereotypes Predominance***

When delving into the weaknesses of culture inclusion in the coursebooks, it was found that stereotypes had a predominant presence on these. Yildirim (2012) expressed that



given the fact that textbooks are produced by prestigious publishing houses, these have the capacity to impose and enforce particular notions and standardize language learning without considering cultural background differences. Furthermore, in Bonilla's (2008) paper, it was highlighted that textbooks provide social representations and influence the building of positive or negative impressions regarding foreign cultures in learners' minds unconsciously. Similarly, Kumaravadivelu (2007), in Ramos, (2013), declared that language learners tend to internalize and propagate stereotypes without reflecting on them. Moreover, Grant & Wong (2018) provided a stronger criticism when they stated that in coursebooks "certain groups are marginalized, misrepresented, or excluded. Textbooks have been criticized for rendering indigenous peoples, migrants, women, and the working class invisible or stereotypical." (p. 3). Lastly, in the authors' perception, textbooks tend to reinforce negative races and gender stereotypes since that impedes the construction of society in which differences are accepted.

### ***Inner Circle***

In Xu's (2013) article, the inner circle cultures are the ones that have English as their dominant language. The countries included in that list are the United Kingdom, the United States, Canada, Australia, and New Zealand. Grant & Wong (2018) discussed that EFL texts are based on the powerful cultures' history, and do not include the views of the conquered countries. The authors added that some textbooks fail when trying to present diversity of races and ethnics since they identify races, social classes, and genders through high-level nations. This may have a repercussion in the learning process as Xu (2013) pointed out: "The cultures and ideologies that the learners are exposed to may well determine how they perceive the language they learn." (p. 5). Matsuda (2012), in Tajeddin

& Pakzadian (2020), discussed that the development of the communicative competence of students is affected when textbooks are dominated by Inner-Circle countries. Although ELT materials are sold worldwide, these are initially aimed to be implemented where these are created. For Rashidi (2016), the native English designers tend to include more of their own culture to be appropriate and contextualized for their respective educational system. Moreover, based on criteria analysis of a textbook, Bonilla (2008) found out that the references to the multicultural world tend to be from the perspective of nations such as the United States, Great Britain, Germany, France or Spain, and there is little presence of Eastern and Latin American cultures. That Inner-Circle dominance is the reason why the diverse varieties of English are imperceptible in ELT textbooks according to Matsuda (2002).

### ***Challenges for Teachers***

Although learners and teachers are exposed to intercultural situations when they interact with the materials in the ELT lessons, the educators must need extra effort for their practice since they have to know about the two or more languages and cultures presented while learning (Suharno, 2016). In relation to that hard work, some teachers tend to focus only on teaching the target language. Nhem (2020) cited three research projects from China (Lessard-Clouston, 1996), Spain (Sercu et. al, 2004), and Cambodia (Lim & Keku, 2018) that coincided with the situation in which educators are aware of the significance of teaching culture, but they omit it due to the lack of knowledge to actually implement it. In addition, it is pertinent to mention that another laborious task for teachers is the selection and adaptation of intercultural materials. In Hincapie & Rubio (2016) can be evidenced

how arduous the process of looking for appealing aids that help to foster intercultural awareness in young learners is.

Based on the previous assertions, it can be stated that the lack of knowledge regarding the target culture, the materials that are centered on dominant cultures, and the preponderance of stereotypes on textbooks are some of the roadblocks that may demotivate teachers when implementing cultural resources in their classes. Considering this, the positive outcomes of teaching culture alongside some recommendations for doing it will be shared below to help teachers to overcome the aforementioned demands.

### **Benefits and Recommendations for the Inclusion of Culture in the ELT Materials**

#### ***Benefits of Addressing Local and Foreign Cultures in ELT Materials***

Including local and foreign cultures in the ELT materials that teachers are designing or selecting has been proved to be beneficial for students in several areas. Initially, in the view of Mahardika (2018), the inclusion of students' culture in the teaching resources is favorable for the target language learning due to the familiarity with the topics and the low levels of stress that this produces. Additionally, in Kristiawan's (2012) article, the declarations of Post & Rathet (1996) and Freeman & Freeman (1998) were mentioned. There, the authors claimed that the presence of learners' cultural backgrounds in the ELT materials would boost their levels of motivation and confidence towards language learning. Moreover, when designing those resources, teachers would upgrade their professional development and fit with students' needs according to Ramos et al. (2012).

In terms of external cultures inclusion, Trim (1997), as named in Starkey (1999), underlined that it can lead students to relate their cultures to the foreign ones while accepting the distinctions that these would have. Following the same notion, Castañeda

(2012) expressed that the inclusion of students' and foreign cultures allow them to contrast cultures, value their richness, and recognize positive and negative aspects of those.

Furthermore, students would develop a strong sense of cultural belonging since they can find music, famous people, landscapes, among other aspects as worthy. Finally, in Xu's (2013) paper, it is argued that through the incorporation of various cultures in the materials, learners can be aware of the variations of Englishes that exist and recognize these as tools to express different cultural identities.

### ***Recommendations to Include Culture in ELT Materials***

As cultural content inclusion has demonstrated to be advantageous in second language learning, the aim of this section is to provide teachers with recommendations to include culture in their lessons and materials. In Choudhury (2014), Tomalin (2008) presented aspects to be considered when teaching culture. It was stated that ELT resources must contain cultural knowledge (big C) and cultural behavior (little c) (see types of culture); cultural values, which comprise aspects such as hospitality, family, fairness, among others; cultural skills, which refers to the development of students' understanding of their own culture and the foreign ones while using English as a tool for interaction. In light of this, in Bonilla's (2008) paper, it was advised that facilitators should not only use textbooks as the main channels to present cultural content since these mainly highlight the dominant cultures with commercial purposes. Instead, they should supplement the textbook with materials that address various cultures without relying on stereotyped visions of minority and dominant groups, which would lead students to acquire a neutral perspective of the presented cultures.

According to Jordan (1997), other resources and activities that would be useful to teach culture include:

- **Newspapers:** These materials would familiarize learners with aspects of daily life of the target or local culture.
- **Videos:** These resources serve as practical visual input of cultural information.
- **Talks/discussions:** Students may have conversations and discussions on different topics such as cultural shocks, taboo subjects, politeness, religious festivals, among others that will be helpful to increase knowledge regarding the culture.

From a similar view, Castañeda (2012) declared that “resources must motivate students’ curiosity to know about different worlds, and the resources need to touch pupils’ lives because they could foster students’ engagement in foreign language classes and teamwork.” (pp. 43-44). Thus, the author invited teachers to use diverse materials that propitiate learning for all students. From this variety of resources, it was spotlighted the importance of the videos as cultural teaching tools since these seem to engage the learners and stimulate them to participate actively in the lessons. Complementing this, in Choudhury (2014), O’Dowd (2004) contended that the inclusion of literature in the teaching resources will help learners to adopt a more sensitive view regarding cultural aspects. Furthermore, role plays can be used as a stimulus to make students use the target language imaginatively and creatively.

After knowing some valuable recommendations and resources for teaching culture, the focal point of this section will be on the role of English teachers when presenting cultural content in their lessons. From the point of view of Choudhury (2014), teachers should help students to be conscious about the fact that there are not superior or inferior cultures and that all of those have differences. In addition, if it is the case in which teachers

have interacted with the target culture, it would be good to share their experiences with the learners to bring them closer to it. Besides, in Alvarez & Bonilla's (2009) article it was stated that facilitators must boost learners' critical position regarding the judgments made to the target culture and their own. Finally, the authors referred to Byram & Risager (1999) and Kramsch's (2002) suggestions for educators to guide learners on the comprehension of the foreign and local cultures and help them to be tolerant and open-minded when communicating with culturally diverse people. Hence, teachers must choose textbooks and materials that evidence respect for learners' own culture, history, linguistic variations, principles and traditions while creating an inclusive learning atmosphere (Henao et al. 2019).

Although there is not a specific set of rules to use cultural materials in ELT classes, the following section will be dedicated for teachers who want to follow certain steps when their aim is to involve students in a multicultural learning practice. In Kristiawan (2012), it can be seen the categories that Hasselgreen (2003) organized as cultural topics for teaching. These groups include themes like daily routines at home or school, traditions and behaviors presented in theirs and the foreign society, and verbal and non-verbal communication acts presented in both cultures. Kristiawan (2012) shared an adaptation of the five approaches proposed by Widodo & Pusporini (2010) that will be useful for teachers to evaluate the topics' selection (thematic approach) regarding learners' cultural and social experiences (situational approach), and how the tasks presented (task approach) in that material will foster language skills (integrated approach) to prepare them for real life communicative situations (functional approach). According to Cárdenas (2000), cited in Ramos et al. (2012), for the design of cultural materials it is important to consider, besides students' proficiency, interests and needs, the cultural learning styles as well as the role that

target language has in the curriculum. For Barrera & Cántor (2007), the students' involvement while learning a language will increase if the materials are focused on what students are interested in, and if they are able to find differences and similarities between cultures. These comparisons should be done by using tools such as chats, blogs, videos, and others that provide students the opportunity to interact with the varieties of the target language from English speaking and non-English speaking countries (Jánica et. al, 2006). Quoted in Castañeda (2012), the criteria proposed by Cortazzi & Jin (1999) suggested categories and tasks in which cultural content from the United States and Great Britain can be evaluated. In those tasks, students are exposed to readings, videos, TV programs related to the identities, interactions, beliefs, history, geography, and stereotypes of both nations.

Despite the fact that selecting ELT materials that appropriately illustrate culture is quite demanding, it is essential to notice that teaching culture increases learners' motivation, engagement, intercultural awareness, and tolerance in the learning process. The purpose of providing the recommendations is to set a base for teachers that are interested in the immersion of language learners in cultural classrooms, and to bring them closer to the beneficial aspects of this.

## Conclusions

The main focus of this project was to compile a vast amount of literature about particular dimensions of the ELT resources. This general objective was accomplished after reviewing almost eighty sources that addressed concepts such as materials, teaching materials, authentic materials, coursebooks, material development, material adaptation, and material evaluation. Additionally, some considerations and guidelines for adapting, designing and evaluating materials were revised. Finally, aspects such as culture, interculturality, and stereotypes were covered along with the challenges and benefits of its inclusion in English materials.

The first specific objective sought at revising scholars' assertions regarding the dimensions of designing and adapting the teaching aids. It was found that authors like Astrid Nuñez, María Tellez, Brian Tomlinson, among others conceived developing materials as a set of processes followed to create from scratch aids that fulfill the needs and interests of the learners. Furthermore, the time consumption, the lack of creativity and patience, low design skills, the non-consideration of the target population, and the institution policies were established as possible limitations present in this procedure. On the other hand, adapting materials is defined from the perspective of Femi A. Akintunde, Taiwo Olaleye Famogbiyele, Movi Riana Rahmawati, Claudia Saraceni and other authors as the changes or modifications made to the lesson resources in order to fit with students' contexts, particularities, capacities, and goals so as to motivate them and make them succeed in the learning process. As it was mentioned in the previous practice, factors such as time and teachers' expertise are fundamental when adapting. Besides, the authors



pointed out that it is complex to adjust listening exercises and that it is impossible to satisfy all the singularities of every person that would be in contact with the material.

Regarding the achievement of the second specific objective which was intended to communicate useful strategies for developing, adapting, and evaluating the teaching resources, several authors' works that proposed a large number of guidelines for these fields were collected. For the development stage, the recommendations given by different scholars had in common that is relevant to:

- Take into consideration students' differences and backgrounds before creating the materials.
- Design resources that are in accordance with learners' levels of proficiency and purposes, the established curriculum, and the class objectives.
- Developing material that allows students to recall previous knowledge and build up critical thinking skills.
- Produce meaningful, updated, and enjoyable material that boosts motivation and confidence in students.
- Create diverse tasks that include simple instructions, activities' modeling and appropriate language based on the target population.

For material adaptation, some of the compiled recommendations are as follows:

- Consider the students' level, background, and teaching and learning characteristics before adapting the materials. These considerations are made with the purpose of succeeding in the teaching process.
- Revise if the materials' layout is appealing and friendly and ensure that these are accurate and familiar for the context and ages of the user.

- Consider modifying, adding, reorganizing, omitting, replacing, extending, and simplifying as techniques used for adjusting the resources. (See chapter two to expand these concepts.)

Finally, when evaluating the materials, a summarized set of considerations will be forthcoming:

- Understand that evaluation means analyzing the appropriateness, value, and effect of the materials plus the consideration of factors such as flexibility, adaptability, authenticity, and meaningfulness of those.
- Check if the materials promote learners' active participation, and if they are compatible with the language skills that have been practiced.
- Examine the situations in which the materials are going to be implemented, the aims they have in the lesson, and how they are going to be accurately presented to the target population.

The remaining specific objective that focuses on presenting the challenges, benefits, and recommendations of culture inclusion in ELT scenarios was reached through the revision of some articles published in the area. In terms of benefits, cultural classes offer the opportunity for students to become global citizens that are open-minded to tolerate and accept the differences of the foreign cultures, but also that are proud of their roots. Furthermore, when including topics related to students' own culture, the levels of confidence and motivation towards learning the language increase. However, some roadblocks can appear in the attempts to incorporate cultures in the teaching aids. It is plausible to state that the teachers are not aware enough of how to include content of the local and foreign cultures in their language lessons. In addition, the textbooks mainly used worldwide tend to be dominated by powerful anglophone nations, and this dominance

approaches students to artificial, stereotypical, unrealistic, and discriminatory representations of cultures. Therefore, the inclusion of culture becomes a tougher task for ELT educators.

This document presented useful suggestions that help to overcome these obstacles. For teachers that are not sure on what to introduce in their lessons, it is advised not only to talk about the visible aspects of the culture such as art, history, geography, or architecture but also about its invisible aspects like opinions, beliefs, body language, behaviors, and values. In order to complement the textbooks, educators can take advantage of materials such as newspapers, videos, and literature from the external cultures that are authentic and present these as natural as they are. Finally, it is also proposed to implement tasks and activities such as role plays, discussions, among others that boost curiosity and critical thinking towards the cultures.

Once the evidence of the achievement of the objectives have been stated, we are going to share our perceptions and experiences regarding the main themes of this bibliometric analysis. First of all, we agree on the relevance of materials as they are the bridge that connects students with the foreign language. Thus, the selection of these resources must be a conscientious exercise that allows the implementation of authentic and teaching materials in the lessons. Based on our poor experiences as students at school, in which we did not have the opportunity to interact with diverse teaching aids, we as teachers in development consider that implementing different kinds of materials are beneficial for boosting our students' potential in terms of language skills. Although worksheets and coursebooks are essential in the classes, songs, videos, blogs, stories, social media, interviews, among others are worthy to be applied as well.

In order to succeed in this idea, there are certain processes that are suggested to be followed. Even though there are plenty of ELT resources on the internet, from our teaching experiences, we realized that it is necessary to produce a material that accurately fulfills the needs, interests, and levels of our learners. Therefore, we will list some useful tips that worked for us when designing materials and that may help other teachers when crafting theirs:

- Take care of the layout. Avoid overloading your slides and printed sheets with too much written information when presenting the content. Instead, include simple and concise language, and images related to that content, so students can grasp meaning from it.
- Contextualize your materials. For engaging your students in the lessons, introduce sources that allow them to identify their traditions, routines and other aspects that are part of their contexts. Through this, they would believe that the materials are interesting, valuable and meaningful.
- Look for apps that ease the design process. On the internet there are resources like Slidesgo, Canva, Genially, and Twinkl that offer attractive templates that are ready for you to add the content for your class. They can vary from free apps to memberships.
- Give teamwork a chance. Working with other teachers helps you to boost your creativity and knowledge, reduce the time consumption issue, and get more ideas and perspectives.

From our point of view, adaptation is a process that is less demanding than material design inasmuch as educators can take advantage of existing resources and adjust them according to course goals and students' necessities. We noticed that material adaptation

becomes a skill that is refined during the teaching exercise. For instance, the national policies on bilingualism place the educational system in proficiency levels, which according to our experiences, tend to be unrealistic. That is why we must modify the materials to the conditions of our courses which can only be identified as long as we interact with our academic population.

Alongside the previous procedures, we perceive evaluation as an ongoing process of analysis that goes from the selection of the teaching aids to the outcomes obtained from their implementation. For us, it is necessary to revise the materials before executing them in order to filter the most accurate ones or make some changes if needed. Also, it is relevant to pay attention to the ways students interact and react while using the aids and assess the effects these have on the learning with the aim of determining what can be done or not for a coming re-implementation.

As well as designing, adapting, and evaluating, culture inclusion in the ELT classes is a challenging task for educators due to the fact that they are required to know about both the target language and culture. We can assert that it is crucial to involve students' own culture in the materials for developing cultural belonging while learning the language in an enjoyable and motivating way. Nonetheless, creating a balance by addressing content from anglophone countries would be advantageous to foster intercultural awareness in students while they become competent communicators. Finally, as we were students that attended courses related to culture, we can affirm that learning about foreign countries and our own led us to accept differences, demystify stereotypes, omit prejudice, avoid ethnocentrism, and value our roots.

All in all, we conceive the information collected through this analysis as helpful for the educators that are interested in improving the way in which they give their classes and

decide to design, adapt, and evaluate the materials they intend to present inasmuch as this document can be used as a frame of guidance for analysing in depth the materials and identifying which processes need to be executed.

## Implications

We suggest to those who are willing to carry out an inquiry in the fields of material adaptation and design to consider literature such as:

- Developing Materials for Language Teaching. (2013)
- Materials Development in Language Teaching. (2011)
- Materials and Methods in ELT: A Teachers' Guide. (2013)
- ELT Materials: The Key to Fostering Effective Teaching and Learning Settings. (2009)
- Key Aspects for Developing Your Instructional Materials (2004)
- Reflection on Teachers' Personal and Professional Growth Through a Materials Development Seminar. (2015)
- Guidelines for Designing Effective English Language Teaching Materials (2004)
- Authenticity and Adaptation of Instructional Materials in English as a Foreign Language (EFL) Class. (2018)

Additionally, there are other articles and books of scholars who have documented relevant assertions and findings in their papers about these areas. (See the list of references of this project if more sources are required). Besides, we advise teachers that decide to design, adapt, evaluate, and include culture in the materials to receive this project as a document that would be helpful for them to succeed in their purposes.

## **Limitations**

As it was predicted by some of our professors, the amount of literature in the fields exposed in this project was very limited. In some cases, the documents revised were not completely accurate for our scope, and several filters had to be conducted in order to extract valuable information. Finally, it was shocking and demotivating the fact that there is minimal research done in these areas in the Colombian context since our initial idea was to review papers from our national scholars.



## References

- Akintunde, F., & Famogbiyele, T. (2018). Authenticity and Adaptation of Instructional Materials in English as a Foreign Language (EFL) Class. *Continental J. Education Research*. *11(1)*, 1-20.  
[https://www.academia.edu/43938207/Authenticity\\_and\\_Adaptation\\_of\\_Instructional\\_Materials\\_in\\_English\\_as\\_a\\_Foreign\\_Language\\_EFL\\_Class](https://www.academia.edu/43938207/Authenticity_and_Adaptation_of_Instructional_Materials_in_English_as_a_Foreign_Language_EFL_Class)
- Alvarez, J., Bonilla, X. (2009). Addressing Culture in the EFL Classroom: A Dialogic Proposal. *PROFILE*, *11(2)*, 151-170.
- Al Azri, R. H., & Al-Rashdi, M. H. (2014). The effect of using authentic materials in teaching. *International Journal of Scientific & Technology Research*, *3(10)*, 249-254.
- Arias, E. (2017). Translingüismo y aprendizaje integrado de lengua y contenido como un modelo de educación bilingüe dinámica en dos colegios públicos de Pereira. *Universidad Tecnológica de Pereira*. Pereira. <http://hdl.handle.net/11059/8433>
- Arias, E. P., Blandón, S., & López, M. (2017). The adaptation and implementation of semi-authentic material for listening activities on primary students in a public school. *Universidad Tecnológica de Pereira*. Pereira. <http://hdl.handle.net/11059/8031>
- Bautista, M., (2013). Building ESP content-Based Materials to Promote Strategic Reading. *Profile Issues in Teachers' Professional Development*, *15(1)*. 139 - 169.
- Barrera & Cantor (2007). Socio-Cultural Stereotypes: Exploring Students' Perceptions Regarding Social Issues. *HOW*, *14*, 161-173.

- Bonilla, X. (2008). Evaluating textbooks: A cultural matter. *HOW 15*, 167-191.
- Cárdenas, M. (2006). Bilingual Colombia: Are we ready for it? What is needed? Ponencia presentada en la 19th EA Annual Education Conference.  
[http://www.englishaustralia.com.au/ea\\_conference2006/proceedings/pdf/Cardenas.pdf](http://www.englishaustralia.com.au/ea_conference2006/proceedings/pdf/Cardenas.pdf)
- Castañeda, M. (2012). Adolescent Students' Intercultural Awareness When Using Culture-Based Materials in the English Class. *PROFILE*, 14 (1), 29-48.
- Castillo, C. A., Insuasty, E. A., & Jaime, M. F. (2017). The Impact of Authentic Materials and Tasks on Students' Communicative Competence at a Colombian Language School. *Profile: Issues in Teachers' Professional Development*, 19(1), 89-104.  
<https://doi.org/10.15446/profile.v19n1.56763>
- Choudhury, R. (2014). The Role of Culture in Teaching and Learning of English as a Foreign Language. *Express, an International Journal of Multidisciplinary Research*, 1 (4).
- Cotton, K., O. (1992). In Rodriguez, V., et al (2018). Principles of Second Language Acquisition, Semiotics, and Graphic Design for Material Design. *An Informed and Reflective Approach to Language Teaching and Material Design*.
- Cunningsworth, A. (1995) *Choosing Your Coursebook*. Oxford: Heinemann.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2017). *The Sage handbook of qualitative research*. Sage.

Diodato, V. (2012). *Dictionary of bibliometrics*. Routledge.

[https://books.google.com.co/books?hl=es&lr=&id=mXuxJ9QMgJcC&oi=fnd&pg=PR1&dq=bibliometrics+what+is&ots=GMW\\_7eRBYv&sig=73ijaGEkqDGSLZVU4-bkC2DngfU&redir\\_esc=y#v=onepage&q=bibliometrics%20what%20is&f=false](https://books.google.com.co/books?hl=es&lr=&id=mXuxJ9QMgJcC&oi=fnd&pg=PR1&dq=bibliometrics+what+is&ots=GMW_7eRBYv&sig=73ijaGEkqDGSLZVU4-bkC2DngfU&redir_esc=y#v=onepage&q=bibliometrics%20what%20is&f=false)

Diyanti, J. (2010). Teaching English to Young Learners: Learning Materials. *Journal of English and Education*, 4(1), 64-81.

Duarte, S. A., & Escobar, L. A. (2008). Using Adapted Material and its Impact on University Students' Motivation. *Profile Issues in Teachers' Professional Development*, (9), 63-88.

[http://www.scielo.org.co/scielo.php?script=sci\\_arttext&pid=S1657-07902008000100005&lng=en&tlng=en](http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902008000100005&lng=en&tlng=en).

Fandiño-Parra, Y. J., Bermúdez-Jiménez, J. R., Lugo-Vásquez, V. E. (2012). Retos del Programa Nacional de Bilingüismo. *Colombia Bilingüe*, 15(3), 363-381.

Gobernación de Risaralda. (2020). *La Hora de Aprender*.

<https://www.risaralda.gov.co/publicaciones/153077/la-hora-de-aprender/>

Gomez, L. (2015). The Cultural Content in EFL Textbooks and What Teachers Need to Do About It. *PROFILE*, 17(2), 167. <http://dx.doi.org/10.15446/profile.v17n2.44272>

Grant, R., Wong, S. (2018). Addressing Cultural Bias in ELT Materials. *The TESOL Encyclopedia of English Language Teaching*, 1-8.

<https://doi.org/10.1002/9781118784235.eelt0315>

- Halim, S., & Halim, T. (2016). Adapting materials: Revisiting the needs of learners. *International journal of humanities and cultural studies*, 2(4), 633-642.
- Harwood, N. (2010). *English language teaching materials: Theory and practice*. New York: Cambridge University Press.
- Henao, E., Gómez, J., & Murcia, J. (2019). Intercultural Awareness and its misrepresentation in textbooks. *Colomb. Appl. Linguistics. J.*, 21(2), 179-193.  
<https://doi.org/10.14483/22487085.14177>
- Hertiki, H. (2018). Developing English Teaching Materials for Young Learners. *Journal of English Teaching Adi Buana*, 3(1), 29-39.  
<https://doi.org/10.36456/jet.v3.n1.2018.1541>
- Hincapié, J., & Rubio, Y. (2016). Raising Intercultural Awareness Through Speaking Tasks in Fifth Graders. *Universidad Tecnológica de Pereira*. Pereira.
- Howard, J., & Major, J. (2004). Guidelines for designing effective English language teaching materials. *The TESOLANZ Journal*, 12(10), 50-58.
- Hudriati, A., Umiaty, M., & Nadifah, N. (2020). Investigating the Influence of Stereotype in Intercultural Communication Towards English Literature Students of Universitas Muslim Indonesia. *ELT Worldwide*, 7(1), 76-88.
- Islam, C., & Mares, C. (2003). Adapting Classroom Materials. In B. Tomlinson (Ed.). *Developing Materials for Language Teaching* (pp. 86–100). London: Bloomsbury Academic. Retrieved September 17, 2020, from  
<https://books.google.com.co/books?hl=es&lr=&id=qNlzFdoD380C&oi=fnd&pg=PA86&dq=material+adaptation+in+efl+classroom&ots=8Mi4l-Y->

[JT&sig=cufJy8PFfe3N61sQYNmNU7VjyrBg&redir\\_esc=y#v=onepage&q=material%20adaptation%20in%20efl%20classroom&f=true](#)

Jaime, M. F., & Coronado, C. C. (2018). Impacto de los materiales del programa de inglés en una universidad pública de Colombia. *Cuadernos de Lingüística Hispánica*, (32), 175-193.

Jánica, D., Rey, L., Rosado, N., (2006). Characteristics of Effective Intercultural Multimedia Material in the English Language Class. *HOW*, 13, 153-164.

Kristiawan, D. (2012). Situating Local Cultures in ELT Material Design in the Indonesian EFL Context. *The English Teacher*, 41(2).

Leufer, N., Prediger, S., Mahns, P., & Kortenkamp, U. (2019). Facilitators' adaptation practices of curriculum material resources for professional development courses. *International Journal of STEM Education*, 6(24), 1-18.  
<https://doi.org/10.1186/s40594-019-0177-0>

Littlejohn, A. (2011). 'The analysis of language teaching materials: inside the Trojan Horse. In Tomlinson, B. (Ed.), *Materials Development in Language Teaching* (2<sup>nd</sup> ed., pp. 179-211). Cambridge University Press.

Madsen, K. S. & J. D. Bowen (1978). *Adaptation in language teaching*. Boston, MA: Newbury House.

- Mahardika, G. (2018). Incorporating Local Culture in English Teaching Material for Undergraduate Students. *SHS Web of Conferences*, 42.  
<https://doi.org/10.1051/shsconf/20184200080>
- Matsuda, A. (2002). International understanding through teaching world Englishes. *World Englishes*, 21(3), 436–440
- Matsuda, A. (2012). Teaching materials in EIL. Alsagoff, L., McKay, S. L., Hu, G., & Renandya, W. A. (Eds.). *Principles and practices for teaching English as an international language*, 168-185. Routledge.  
<https://books.google.com.co/books?hl=es&lr=&id=PWyrAgAAQBAJ&oi=fnd&pg=PP1&dq=Principles+and+practices+for+teaching+English+as+an+international+language&ots=Uvbsg3Hsdk&sig=mXy3iX6VNx-X0zjk3QRDPI2D-zA#v=onepage&q=Principles%20and%20practices%20for%20teaching%20English%20as%20an%20international%20language&f=false5>
- Martínez, A. P. M. (2015). Material Design Guidelines for EFL Pre-Service Teachers in Bilingual Programs.
- McDonough, J., & Shaw, C. (2003). *Materials and methods in ELT, Teacher's Guide* (2<sup>nd</sup> ed.). Blackwell.
- McDonough, J. & Shaw, C. (2013) *Materials and Methods in ELT: A Teacher's Guide* (3rd edition). Blackwell.
- McGrath, I. (2002). *Materials Evaluation and Design for Language Teaching*. Edinburgh University Press Ltd.

McGrath, I. (2013). Introduction: Materials, the roles of teachers and learners, and teacher education. *Teaching Materials and the Roles of EFL/ESL Teachers: Practice and Theory* (pp. 1-26). Bloomsbury Collections.

<http://dx.doi.org/10.5040/9781472542076.ch-001>

Ministerio de Educación Nacional. (2016). Pedagogical Principles and Guidelines: Suggested Curriculum. Transition to 5th grade. Bogotá, Colombia: Colombia Bilingüe.

Moon, J. (2000). *Children Learning English*. United Kingdom: Macmillan Press.

Morales, A., & Beltrán, A. M. (2006). Developing Listening through the Use of Authentic Material. *HOW Journal*, 13(1), 101-124.

<https://www.howjournalcolombia.org/index.php/how/article/view/110>

Muñoz, J. (2009). First Graders “Cognitive Skills and Writing Development through Materials Designed on the Structural Cognitive Modifiability Model” (thesis of master). Universidad Distrital Francisco José de Caldas, Bogotá, Colombia.

Nhem, D. (2020). Culture and ELT: Cambodian Teachers’ Perception and Practice of Textbook Adaptation to Realize Intercultural Awareness. *ELT Forum: Journal of English Language Teaching*, 9(1), 65-74. <https://doi.org/10.15294/elt.v9i1.38409>

Núñez, A., Pineda, C., & Téllez, M. F. (2004). Key Aspects for Developing Your Instructional Materials. *Profile: Issues in Teachers’ Professional Development*, 5(1), 128-139. <https://revistas.unal.edu.co/index.php/profile/article/view/11220>

- Núñez, A., & Téllez, M. F. (2009). ELT Materials: The Key to Fostering Effective Teaching and Learning Settings. *Profile: Issues in Teachers' Professional Development*, 11(2), 171-186.  
<https://revistas.unal.edu.co/index.php/profile/article/view/11449>
- Núñez, A., & Téllez, M. F. (2015). Reflection on Teachers' Personal and Professional Growth Through a Materials Development Seminar. *HOW Journal*, 22(2), 54-74.  
<https://doi.org/10.19183/how.22.2.151>
- Polanco, X. (1995). Infométrie et ingénierie de la connaissance, in J.-M. Noyer (Ed.), *Les sciences de l'information bibliométrie scientométrie infométrie*, Rennes, Presses Universitaires de Rennes, 1995.
- Rahmawati, M. (2015). Evaluating and Adapting ELT Materials: Its importance and Implications. *English Journal*, 9(2), 40-47.  
<http://dx.doi.org/10.32832/english.v9i2.245>
- Ramos, B. (2013). Towards the Development of Intercultural Competence Skills: A Pedagogical Experience with Pre-Service Teachers. *HOW*, 20, 206-225.
- Ramos, B., Aguirre, J., Hernández, C. (2012). A Pedagogical Experience to Delve into Students' Sense of Cultural Belonging and Intercultural Understanding in a Rural School. *HOW*, 19, 123-145.
- Ramos, B., & Aguirre, J. (2014). Materials Development in the Colombian Context: Some Considerations About Its Benefits and Challenges. *HOW Journal*, 21(2), 134-150.  
<https://doi.org/10.19183/how.21.2.8>



- Rashidi, N., Meihami, H., & Gritter, K. (2016). Hidden curriculum: An analysis of cultural content of the ELT textbooks in inner, outer, and expanding circle countries. *Cogent Education*, 3(1), 1–17.
- Reid, J. (ed.). (1995). *Learning styles in the ESL/EFL Classroom*. Massachusetts: Heinle and Heinle.
- Richards, J. C. (2001). *The Role of Textbooks in a Language Program*. Cambridge University Press
- Richards, J. C. (2005). *Materials Development and Research – Making the Connection*. Paper presented at a colloquium on research and materials development, at the TESOL Convention, San Antonio.
- Saraceni, C. (2003). Adapting courses: A critical view. In B. Tomlinson (ed.). *Developing materials for language teaching*. (2<sup>nd</sup> ed., pp 72-85). Continuum.
- Sevy, J. (2016). Teaching a Large Multi-Level Class Using Different Strategies and Activities to Motivate English Language Learning. *Studies in English Language and Education*, 3(2), 91-99. <https://doi.org/10.24815/siele.v3i2.4934>
- Shomoossi, N., & Ketabi, S. (2007). A Critical Look at the Concept of Authenticity. *Electronic Journal of Foreign Language Teaching*, 4(1), 149-155.
- Staley, K. N. (2014). Adapting cultural materials to meet student needs. *Zona Próxima*, (20), 144-152. [http://www.scielo.org.co/scielo.php?script=sci\\_arttext&pid=S2145-94442014000100012&lng=en&tlng=en](http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S2145-94442014000100012&lng=en&tlng=en)

- Starkey, H. (1999). Foreign Language Teaching to Adults: Implicit and Explicit Political Education. *Oxford Review of Education*, 25 (1-2), 155-169.  
<https://doi.org/10.1080/030549899104189>
- Sudiran, D. (2020). Designing English Teaching Materials Containing Popular Culture. *Journal Dedikasi*, 17 (2), 1-6.
- Suharno (2016). Juxtaposing L1 Culture and L2 Culture in ELT Materials. *International Seminar on Language Maintenance and Shift (LAMAS)*, 6, 130-134.
- Tajeddin, Z., Pakzadian, M. (2020). Representation of inner, outer and expanding circle varieties and cultures in global ELT textbooks. *Asian. J. Second. Foreign. Lang. Educ.*, 5(10). <https://doi.org/10.1186/s40862-020-00089-9>
- Tomlinson, B. (ed.). (1998). *Materials development in language teaching*. Cambridge University Press.
- Tomlinson, B. (2011). *Materials Development in Language Teaching* (2nd ed.). Cambridge University Press.
- Tomlinson, B. (2012). Materials development for language learning and teaching. (State-of-the-Art Article). *Language Teaching* 45(2):143-179
- Tomlinson, B. (2013). *Developing Materials for Language Teaching* (2nd ed.). Bloomsbury.
- Vega, K. (2021). Learning A foreign Language Through Real Context Material in a Private in Rionegro. Repositorio Universidad Católica de Oriente.  
<http://repositorio.uco.edu.co/handle/123456789/745>

- Wafula, L. (2017). Adapting Coursebooks to Meet the Expectations of the Syllabus and the Students' Local Needs. A Focus on Teacher Practices. *Africa International Journal of Management, Education and Governance*, 2(3), 1-9.  
<http://doi.org/10.5281/zenodo.1464891>
- Xu, Z. (2013) Globalization, Culture and ELT materials: A Focus on China. *Multiling* 3 (6).  
<https://doi.org/10.1186/2191-5059-3-6>.
- Yildirim, A (2012). Literature and English Culture in ELT. *Novitas-ROYAL (Research on Youth and Language)*, 6 (2), 137-153.
- Zhan, L., & Hongshun, L. (2021) Making materials use in language classrooms visible: Evidence from two university English teacher in China. *Cogent Education*, 8(1), 1-14. <https://doi.org/10.1080/2331186X.2020.1870802>